

The background of the slide is a high-resolution image of the Earth as seen from space, showing the curvature of the planet, blue oceans, and green landmasses. A satellite or space station is visible in the foreground, partially obscuring the view of the Earth.

Senior Secondary Education Assessment Consistency of Teachers' Judgement

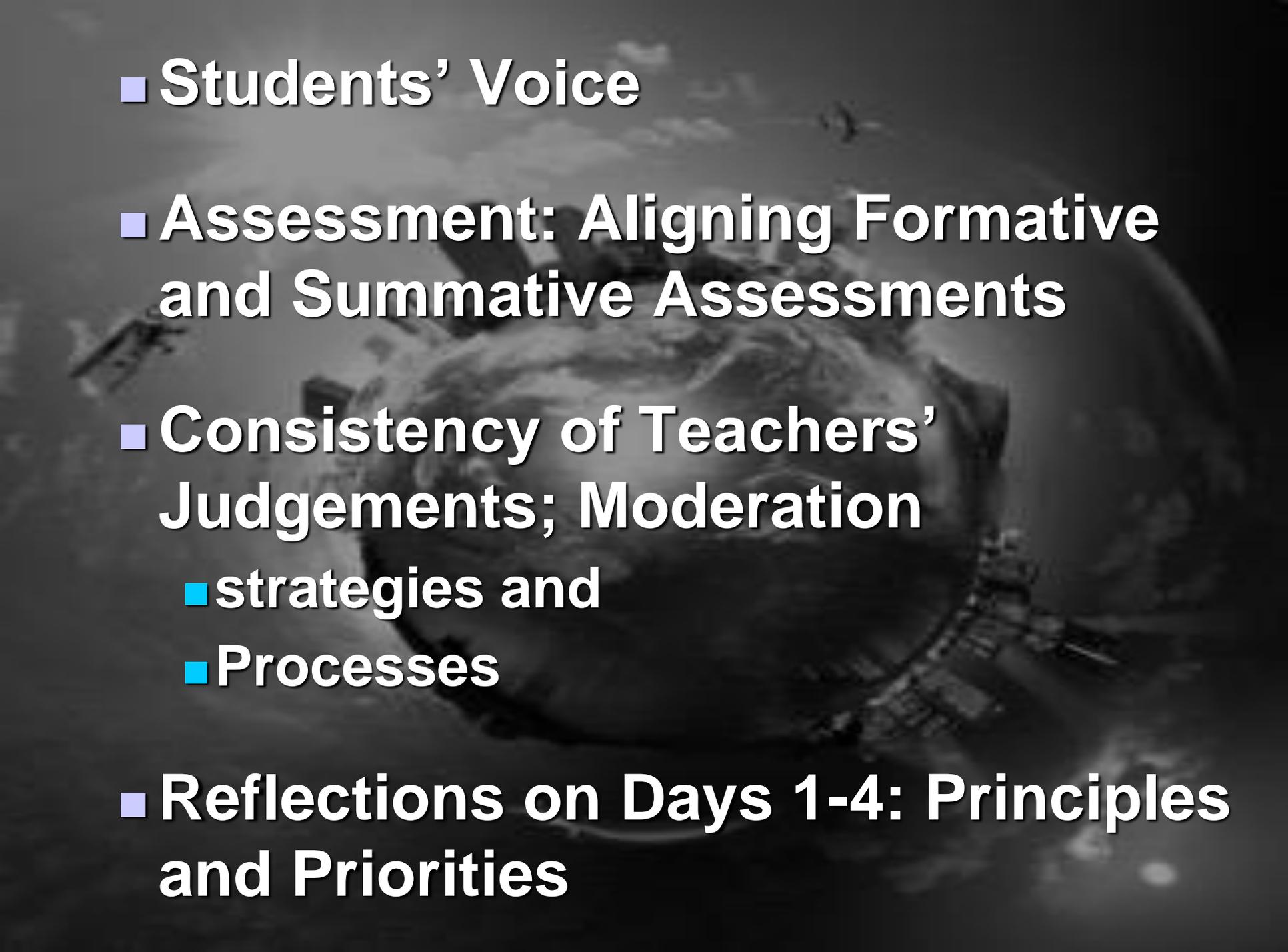
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- **Students' Voice**
 - **Assessment: Aligning Formative and Summative Assessments**
 - **Consistency of Teachers' Judgements; Moderation**
 - **strategies and**
 - **Processes**
 - **Reflections on Days 1-4: Principles and Priorities**

Students' Voice



Day 4: Assessment:

Aligning Formative and Summative Assessment

- **Purpose**
 - Formative – for learning; of learning
 - Summative – of achievement
- **Formative Assessment**
 - For learning:
 - Classroom activities; day to day tasks
 - Of learning: Performance tasks
 - Projects
 - Performances
 - Essays
 - Products
 - Tests (teacher; school; commercial etc)
- **Summative Assessment**
 - Examinations
 - Performances
 - Products

Day 4: Assessment:

Aligning Formative and Summative Assessment

- Principles:
 - Variation
 - Reliability
 - Validity
 - Explicit/Transparent expectations (rubrics etc)
 - Fairness
 - Learning not Effort
- Implications
 - Training (teacher development)
 - Monitoring

Workshop Task 1

What is your response to the perspective and views raised by the student speaker?

What do you see as the key issues for Lithuania in aligning formative and summative assessment?

What do you see as the key steps that need to be taken to support teachers' understanding and skills in formative assessment?

Consistency of Teachers' Judgements; Moderation

■ Strategies

- Teachers' training
 - Comparing annotated work samples (externally managed)
 - Sharing assessment tasks and rubrics (teacher initiated)
- Moderation systems
 - Submitting samples of students' work and judgements for external verification, advice and/or moderation
 - Judging panels (rotational)

■ Processes

- Whole population (all schools)
- Random selection (sampling)
- Complaints/disclosures (formal; informal)
- Cyclic selection (every 2, 3 or 4 years)

Workshop Task 2

Which of the teachers' training and moderation strategies do you prefer?

Strategy	Approach	Comments?
Teachers Training	• Comparing annotated work samples (externally managed)	
	• Sharing assessment tasks and rubrics (teacher initiated)	
Moderating Systems	• Submitting samples of students' work and judgements for external verification, advice and/or moderation	
	• Judging panels (rotational)	

Which process do you prefer and why?

Process	Comments?
Whole population (all schools)	
Random Selection (sampling)	
Complaints/disclosures (formal; informal)	
Cyclic selection (every 2, 3 or 4 years)	

Reflections from Days 1-4: Principles and Priorities

- What do you see as the 5 most important principles and priorities? What meaning do you give to each?

Equity?	Flexibility?
Student Agency/Choice?	Alignment?
Engagement?	Diversity?
Pathways?	Expectations?
Breadth?	Depth?



Questions/Comments/Concerns

Closing Comments

