

ASSESSMENT FOR LEARNING

An approach to foster self management and empower learners



Overview

- Background
 - CB-A – What is it? Where did it come from?
 - What is assessment for learning
- What was involved in Helen's Project?
- Outcomes
- Where to from here for CB-A?

Background – CB-A

- Engaged RTOs
- Interested experienced VET professionals
- Identified AL projects focussed on quality practice (not audit band aids)
- Developed a program of work utilising key presenters
- Provided “room” for collegiate activity and support
- Utilised the expertise of an external evaluator
- Negotiated QUT credit for coalface VET activity
- Stimulated collegiate insanity

Background – Key features of assessment OF and FOR learning

Assessment of Learning

- occurs after the learning
- to prove learning
- measures learning
- done to learners
- externally referenced
- outcome focused

SUMMATIVE

Assessment for Learning

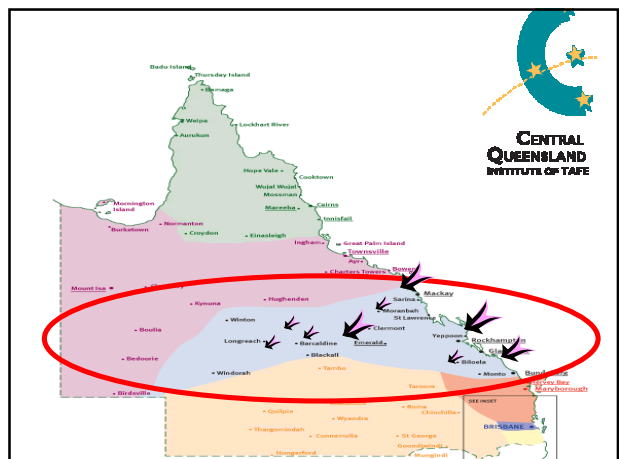
- occurs during the learning
- to improve learning
- grows learning
- done with learners
- personally referenced
- process focused

FORMATIVE

HELEN'S PROJECT:



Towards “Good Performance”—Supporting formative feedback to foster self-management and empower student success.



Action Learning Project

- Sharing learning
- Questioning
- Feedback
- Self assessment
- Peer assessment



Decisions – based Action learning project

- Conditions for Assessment which supports learning
- Quantity, Quality and timing of the feedback
- Verbal and Written feedback

The research was reflected in our action learning project:

Improving learning through assessment:

- Provide effective feedback
- Actively involve learners in learning
- Adjust teaching in response to outcomes of assessment
- Recognise the influence of assessment on learner motivation and self esteem
- Ensure learners assess themselves and understand how to improve

OUTCOME:- flow on effect

- Higher student completion rate
- Bringing in more money for the organisation
- Capacity to benefit others- teachers and students alike

What the students said:

- Student X – Body Piercings
- *“It is my responsibility to make the changes – I am the one who can make the difference in my learning “*



Student Y - Body Odour



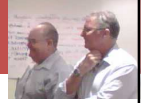
Reflections

- Staff identified that *“Students could see their own improvement and loved having that acknowledged which gave them a feeling of self-worth”*
- What the teachers said
- *It was commonsense really – we had just forgotten, or felt we didn't have the time to work this way. It's actually saving time if the feedback is effectively stimulating their thinking and moving the learners forward*

What are the results for CB-A

Individuals

- **Changed thinking and practice**
- **Personal and professional growth**
- **Networks and relationships**



RTOs

- **Improved practices & processes** (not audit band aids)
- **Capability building**



VET Sector

- **Model of PD**
- **Raised awareness of impact of A4L**
- **Beginning Network of A4L gurus**



Where to from here for CB-A

- **Modelling of A4L principles**
- **Using Assessment Foundations resources to build staff capacity in assessment**
- **Masters study for CBA participants**