New Assessment Scenarios

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Exploring new approaches to assessment and the role of technology: early findings

Scenario 1: Interpretive assessment

Who is involved: teachers and students.

Holistic assessment of 21st century skills (consensus about such skills has been reached).

Holistic: **whole bodies of evidence** are evaluated, as opposed to isolated bits of information about attainment.

It has become apparent that complex dimensions like creativity and critical thinking need to be assessed in context and within authentic tasks.

This puts a different type of expectation on teachers and learners alike: teachers are required to draw on more sophisticated repertoires for their judgements; learners are expected to actively generate and present evidence about themselves, contextualising it in meaningful, real-life situations.

Criteria for interpretive validity are established.

E-portfolios and similar technologies are widespread.

Scenario 2: Community/ecological assessment

Who is involved: school leaders and decision makers, key stakeholders within the community.

Attainment data is still prevalent but accountability processes have become more distributed and "local" and more open to different types of contextual evidence.

Schools (academies) have more independence over their improvement plans.

Nationally, CVA (Contextual Value Added) and similar data become more relevant.

Schools are required to systematise and present different types of evidence according to shared and transparent standards, but they are also granted freedom as to how to collect data and who to involve in the process.

Crowdsourcing and social networking are used as tools to engage stakeholders in the gathering of data.

Technology is used to organise and visualise data in ways that support **Data-Driven Decision Making (DDDM)**.

Scenario 3: Enhanced instructional planning

Who is involved: teachers and school leaders with responsibilities for CPD.

The challenges of implementing formative assessment, have highlighted the need for **increased professional development for teachers**.

The teacher is now more central then ever although his/her role is different: an **expert orchestrator** managing complex learning situations.

The change in the teacher role from presenter of content to orchestrator of active, self-directed learning means **different, perhaps more demanding professional tasks**, and the need to develop and implement **clear pedagogic strategies**. Teachers are granted additional resources from schools and can draw on the latest methods to encourage classroom dialogues and rich formative interactions. **Feedback is distributed and free-flowing**.

Technology provides **tools to support collaborative instructional planning**, and **tools to capture and evaluate classroom interactions in real time**, prompting fast and responsive adaptation.

www.futurelab.org.uk/projects/assessment