**8. Assessment Development Module: collaborative action research unit**

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| **Phase** | **Content/Process** | **Mode**  **of study/ activity** |
| **Introduction** | What underpins the module: reflective practice and differentiation at the core | Self-access  materials |
| **Principles and Aims** | AfL: assessment in the classroom: principles with examples in DVD clips, core readings (Sadler, 1989; Black and Wiliam, 1999) and web links e.g. a think-piece on assessment for learning (AfL) | Self-access  materials |
| **Context** | Review and audit of own practice and that of the institution. Key questions:  How is assessment done?  How do you assess? Why?  How do approaches support learning? | Groups  Individual reflection |
| **Detailed**  **preparation** | Key question: how does our use of assessment relate to student progression and curriculum?   1. Sharing insights from reflections in review of context above 2. Identifying possible aspects for development e.g.  * Sharing success criteria with students * Feedback * Peer assessment * Self-assessment * End of unit assessments * Effective use of questions in class | Groups  in collaboration:  departments or curriculum teams |
| **Collaboration** | Purpose: Integration of assessment into teaching, learning and curriculum planning (Shepard 2000).  Collaborative observation and planning:   1. Identifying existing practice (begun in Context phase above) 2. Elaborating a plan for development of an aspect of assessment practice in the institution (to be communicated to project leaders) 3. Design of project (action research/collaborative development) | Groups  in collaboration |
| **Action Research** | Application and experimentation e.g.   1. Departmental project focusing on review and development of assessment practice 2. Design of a didactic unit with focus on AfL in-built for use and evaluation during a module of teaching   Projects will be posted in the Comenius project website (see below) | Groups  in collaboration  Narrated powerpoint on action research cycle (Townsend 2013) |
| **Evaluation** | For example, review of experiment in the use of AfL in a didactic unit, for example, experiments in a modified form of feedback. The evaluation should involve observations, study of assessment outcomes and the collection of student perspectives about the ‘new’ approach. | Groups  in collaboration  reporting to school  project leaders |
| **Final evaluation and dissemination** | Report drawn up following group evaluation of the project  Dissemination through the project website and at teacher meetings, using a structured framework for the reporting of project outcomes (see below) | Groups  in collaboration  reporting to Comenius project leaders |