

Put the framework into practice

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A core aim of the Institute of Educational Assessors is to improve the quality of educational assessment by developing the skills, capability and knowledge of those involved. In the second of a three-part series on the professional framework, we look at how a newly qualified teacher would use it to perform effectively

INSIDE THE FRAMEWORK

The professional framework illustrates the assessment functions required by three groups of roles: fellows, members and associates.

We have pulled out a third of the framework to show how it applies to NQTs like Shahid.

The framework can be best understood by beginning at the top left-hand corner and moving to the right, looking at the five purposes behind each activity.

Sections A,B and C outline the activities surrounding assessment, whereas sections D and E outline the personal and interpersonal skills of individuals carrying out effective assessment.

The functions of assessment are broken down into separate sub-functions within the stages needed to execute effective assessment. The subsequent cells highlight the actions that are required to perform effectively at different roles. A blank shows that no activity will take place at the level performing that function.

Since its inception, the institute has been working in collaboration with the awarding bodies to identify those activities that lead to good assessment practice. An outline framework of competencies has been developed based on the activities carried out by assessors at all levels.

The IEA website (details below) features the framework in full. The framework describes the different roles in assessment from senior roles involved in setting specifications and developing assessment policy to more junior roles involved with carrying out assessment activities.

Within the main body of the framework these roles are matched up to the relevant activities. The framework explains the processes involved, the self development activities required, and how to manage and work with others.

The website enables individuals to identify their role in assessment and to check which activities he or she should be delivering. The full framework also helps assessors to determine which activities have to be done to perform at a higher level.

To show how the framework will operate in practice we will look at the work of Shahid over the course of an assessment cycle. Shahid is a newly qualified teacher at a large comprehensive school.

Weblink

To find out how this framework can help you to become an effective assessor, visit the IEA website at www.ioea.org.uk

Putting the framework into practice: an NQT's story

Shahid will follow five stages in the assessment cycle

1 Preparing for assessment

Shahid will prepare for assessment by following an induction organised by Anna, his head of department. She will introduce him to the principles of assessment, so that he can gain an understanding of the purpose of assessment, what may be fit for purpose, whether an assessment is valid and what types of assessment task he can use (A1). He will then read the department's scheme of work, or specification in the case of examination coursework, so he is familiar with all the assessment requirements (A2). Following this he may be asked to set appropriate assessment tasks for his learners, such as an end-of-unit task of his own (A3).

Anna will check this against her scheme of work and amend the tasks if necessary. She will also guide him in his assessment with a mark scheme or assessment criteria and exemplar answers (A4).

2 Developing an understanding

Shahid will use this information to understand what is required of him (B1). He will attend a meeting with other members of the department to agree upon the application of the mark scheme or assessment criteria (B2). He will now mark a cross-section of his learners' work. If he is unsure about anything in any of his learners' work, he can call on his head of department. He will then attend a standardising meeting with the rest of the team. The head of department will be the final arbiter of marks (B3).

3 Acting on feedback

Following this, Shahid will act on the feedback he has been given by Anna and adjust marks accordingly to ensure consistency with the mark scheme (B4). To ensure the scheme has been applied consistently, Anna may ask to see a

selection of Shahid's assessed work, along with other colleagues' work, so she can moderate work from across the department (B5).

Anna will then ask the teachers to feed back to learners. They will do this by summarising what the learner has done well and achieved, before setting appropriate targets so that the learner can improve his or her performance (C3).

4 Preparing for next time

By following this process, Shahid will have been applying the required procedures and working within an agreed timescale to ensure he has met departmental deadlines (D1). He will have acted on suggestions given to him by Anna and other experienced department members and applied them (D2).

Shahid will either be aiming to hit performance targets from Anna, or he will have been reassured he is working to the department's expected standards. If Shahid has specific goals, his performance in the next assessment cycle will be judged in the light of them (D3).

5 Assessment as a team

Throughout this process, Shahid will have been working as a member of the department's assessment team and sticking to agreed schedules (E1). He will be expected to help colleagues at standardising meetings or help them more informally (E2). Had he required help, he would have been expected to ask Anna directly for it, or consult another member of the department (E3). Throughout, he will have been expected to react if circumstances changed, such as the head of department requesting faster working in light of events elsewhere in the institution (E4).

- Find out more about introducing NQTs to best practice in assessment in our "Problem solver" section on page 29

AN OUTLINE PROFESSIONAL FRAMEWORK FOR EDUCATIONAL ASSESSORS

PURPOSE		A PREPARING FOR ASSESSMENT				B CONDUCTING ASSESSMENTS						C FEEDING BACK ON ASSESSMENT				D PERFORMING EFFECTIVELY			E MANAGING AND WORKING WITH OTHERS				
SCOPE		Design assessments and assessment criteria				Conduct assessments and assess outcomes						Make awards and evaluate performance				Manage self and personal knowledge and skills			Develop and manage assessment teams and interact with others				
ASSESSMENT FUNCTIONS		A1	A2	A3	A4	B1	B2	B3	B4	B5		B6	C1	C2	C3	C4	D1	D2	D3	E1	E2	E3	E4
ASSESSMENT FUNCTIONS		Design the assessment specification	Interpret assessment requirements of the specification	Design the assessment instrument and criteria	Advise and train assessors	Agree application of the assessment criteria	Agree application of assessment tasks and criteria in the centre	Assess learners' outcomes	Ensure consistency of assessment	Select samples of work for moderation		Standardise assessments across the specification	Determine grade/level thresholds	Evaluate performance	Provide feedback to learners and centres	Provide feedback to assessment teams	Identify requirements, plan and organise self	Reflect on performance and use feedback	Undertake personal development	Develop teams	Train and support others	Work with others	Facilitate change
ROLE	ASSOCIATE For example Examiner Moderator Teacher/assessor Visiting examiner NQT	Assess Moderate Coach/train	Understand the principles of assessment	Know what, when and how to assess	Set appropriate assessment tasks for learners		Develop an understanding of the assessment criteria	Develop an understanding of the assessment task and criteria	Assess a quota of learners' work in accordance with the assessment criteria and procedures	Standardise own assessments	Select and moderate appropriate samples of work				Provide/check reports for learners and centres		Plan and undertake assessment activities to required procedures and deadlines	Identify and plan for improvement in own performance	Use appropriate resources to meet development goals and enhance performance	Co-operate with other team members to achieve the goals of the assessment team	Encourage and support others to develop their competence as opportunities arise	Communicate effectively to ensure agreed commitments are fulfilled	Embrace and effect change