

Chartered Educational
Assessor (CEA)



Handbook

Contents

Contents	02
Foreword	03
Introduction to the Chartered Educational Assessor (CEA)	04
The role of the CEA	04
What this means for the education and training sectors	05
CEA Pilot - Overview	06
CEA Pilot Tools - Introduction	08
The Spreadsheet	08
CEA Pilot Tools Process	09
Initial Audit	10
Action Plan	11
Monitoring Document	12
Final Audit	13
The Case Study	14
CEA Pilot - Case Study Primary School B	16
CEA Pilot - Case Study Secondary School A	18
Summary of the CEA Pilot Process	20
www.ciea.org.uk CEA resources	22
Qualifications	24
Masters Degree in Assessment	25

Foreword



I am delighted to be able to communicate with you as the Chief Executive Officer of the Chartered Institute of Educational Assessors (CIEA). The granting of chartered status to the Institute is a profoundly important event. It endorses our objective of professionalising the process of assessment and allows the CIEA to develop a programme of accredited continuing professional development that will be genuinely world class.

The Charter also allows us to place assessment on a par with professional activity in other fields such as engineering, HR and marketing. It is the CIEA's intention to raise confidence in the assessment process, both within the profession and among the general public. In order to achieve that, our individual members who play key assessment roles in schools, colleges, the workplace and awarding bodies need to have their assessment expertise publicly recognised and professionally accredited.

The Charter enables CIEA to confer on the best practitioners

in the assessment community the highest individual professional designation – that of Chartered Educational Assessor (CEA). The CEA will apply the highest professional skills and judgements to assure the quality of assessment and thereby sustain and improve confidence in the standard and consistency of assessment.

This booklet explains the concept and characteristics of Chartered Educational Assessor. It also contains case studies from the initial pilot and detailed information on the various tools that the CEA can use.

I hope the information contained in this booklet will help you to develop your skills in the prestigious role of CEA.

Sincerely,

A handwritten signature in black ink, which appears to read 'David Wright'. The signature is fluid and cursive, with a long horizontal stroke at the end.

David Wright
CEO
Chartered Institute of
Educational Assessors

Introduction to the Chartered Educational Assessor (CEA)

The role of the CEA

The role of the CEA is to quality assure the assessment processes that a school, college or training centres use. This could be in a single school or college, across a federation of institutions, within a workplace, or across a consortium.

The CEA will look to improve the processes of assessment common to all institutions, across multiple disciplines or subject contexts. This will involve ensuring that the preparation for assessment is effective. This means looking at the policies and procedures that are in place and how the strategy for assessment is delivered. The CEA will offer support in designing and developing effective assessments that are reliable, valid, fit for purpose, transparent and fair.

The CEA will also look to improve the way that assessments are conducted. This will involve developing effective assessment criteria and setting suitable assessment objectives as well as arriving at consistent and accurate methodologies. This includes effective standardisation

and moderation procedures, as well as collecting and storing assessment information from the outcomes of these assessments.

Further, the CEA will look at ways of using this information to inform future teaching, training and learning programmes, as well as demonstrating the effectiveness of the assessment itself. The evidence will be used to provide feedback to learners as well as members of the assessment teams and their line managers. It will form the basis of the next teaching or training programme as well as data on which to write reports for parents or carers, for institution managers and for other stakeholders such as local or national government as well as local and national industry.

The CEA will also encourage teams of assessors to reflect upon their individual performances. Using information to help individuals to plan their own professional development by addressing any areas of weakness highlighted by the evidence and evaluate the impact of their own learning in this area.

Finally the CEA will look at how this development process is effected across a team of assessors within the same subject discipline or domain, across multiple subject domains or even across institutions. Importantly, this needs to take consideration of how assessments achieve consistency across different groups of learners over time.

It also means that teaching and training becomes more focused and effective, and learning becomes more meaningful and better understood by the learner. It will reinforce the virtuous cycle of effective assessment leading to more focused teaching and more focused and personalised learning.

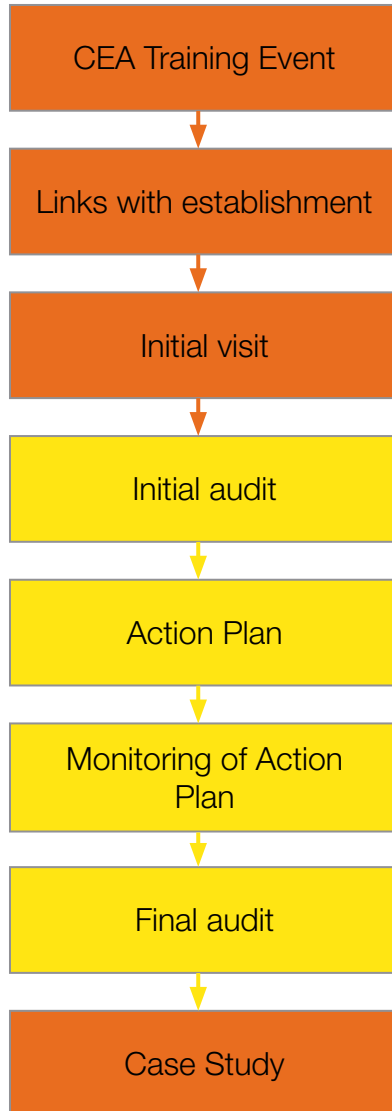
What this means for the education and training sectors

All of this means that the assessment process within any place of learning will become professional, consistent, reliable and validated by a professional person working to professional standards. Instead of the quality control procedures that affect institutions currently, driven by bureaucratic procedures and processes, the CEA could lead to a system that relies on quality assurance and professional judgements borne from the skills and capabilities of those closest to learners.



CEA Pilot - Overview

The CEA should follow the process shown to the right. It is important that each CEA takes the same approach to the role though it is recognised that some elements (e.g. the Action Plan) might be personalised.



1. Training - the prospective CEA must attend a CIEA training and assessment event. (If you are already on the CEA Pilot programme then you have done this)
2. Establish a link with a suitable educational establishment
3. Initial visit - a first visit into the establishment in order to meet staff and let staff get to know you. This visit is very important as it may well set the tone of the whole interaction. As a CEA you are acting in a supportive role - you must not come across as inspectorial. Let CIEA know that you will be making a visit and that it has taken place.
4. Initial audit. Use the CEA audit tool to record your impressions of the assessment expertise of the establishment. You might want to make brief notes on a second visit to the establishment but do not complete the audit tool in front of staff. The audit is for CEA (and CIEA) use only and should not be shared with staff - as soon as you put a number against something it appears to be a final judgement - it is not. The initial audit is taken so that the CEA can suggest areas for action planning and so that you have something to compare with at the end of the process.
5. Action Plan. The CEA must devise an action plan with the establishment. This must be collaborative and staff must feel that they have ownership of the actions. The CEA is not to carry out actions for the establishment. The action plan will contain clear and achievable goals and definite timescales.
6. Monitoring. The action plan must be monitored. It is important that deadlines do not slip as the CEA Pilot is limited to approximately six months only.
7. Final audit. At the end of the action planning cycle the CEA will conduct a second audit. Again this should be low key and for the use of the CEA (and the CIEA) only.
8. Produce a case study detailing the whole CEA process.

CEA Pilot Tools - Introduction

Each CEA will be supplied with the following tools:

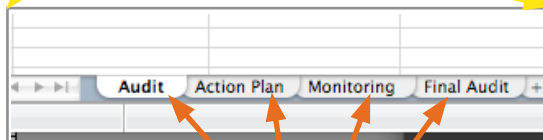
1. An excel spreadsheet containing the documents for: initial audit; action planning; monitoring; and final audit.
2. A template for the case study

The Spreadsheet

CEA Initial Audit

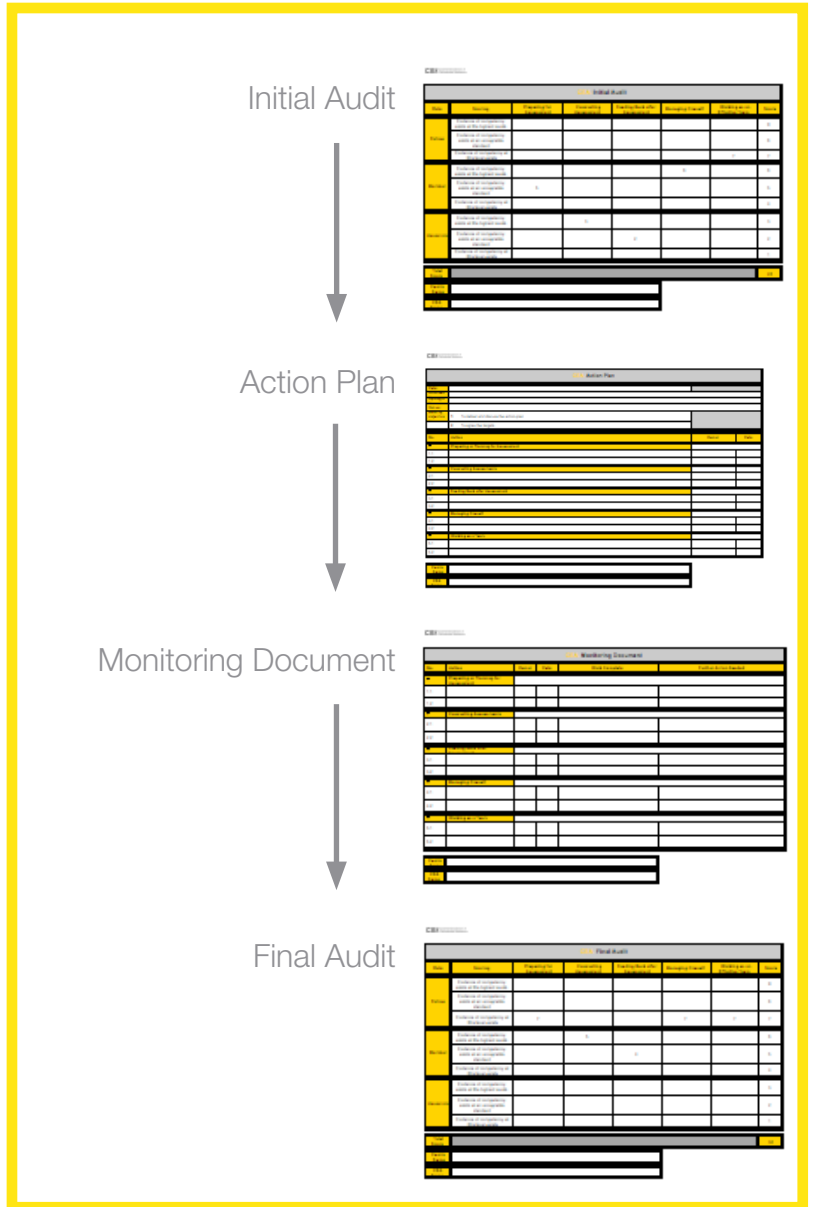
Role	Scoring	Preparing for Assessment	Conducting Assessment	Feeding Back after Assessment	Managing OneSelf	Working as an Effective Team	Score
Fellow	Evidence of competency exists at the highest levels						9
	Evidence of competency exists at an acceptable standard						8
	Evidence of competency at this level exists					7	7
Member	Evidence of competency exists at the highest levels				6		6
	Evidence of competency exists at an acceptable standard	5					5
	Evidence of competency at this level exists						4
Associate	Evidence of competency exists at the highest levels		3				3
	Evidence of competency exists at an acceptable standard			2			2
	Evidence of competency at this level exists						1
Total Score							30
Centre Name							
CEA Name							

A yellow oval highlights the navigation tabs at the bottom of the spreadsheet: Audit, Action Plan, Monitoring, and Final Audit.



Click on the tabs to reveal individual sheets

CEA Pilot Tools Process



Initial Audit

CEA Initial Audit							
Role	Scoring	Preparing for Assessment	Conducting Assessment	Feeding Back after Assessment	Managing Oneself	Working as an Effective Team	Score
Fellow	Evidence of competency exists at the highest levels						9
	Evidence of competency exists at an acceptable standard						8
	Evidence of competency at this level exists					7	7
Member	Evidence of competency exists at the highest levels				6		6
	Evidence of competency exists at an acceptable standard	5					5
	Evidence of competency at this level exists						4
Associates	Evidence of competency exists at the highest levels		3				3
	Evidence of competency exists at an acceptable standard			2			2
	Evidence of competency at this level exists						1
Total Score							23
Centre Name							
CEA Name							

The first of the spreadsheets is the Initial Audit. This is set up in Excel so that all you need to do is to enter the name of the centre, your name and then 5 numbers.

The numbers must go in the correct cell and must be entered as numbers - not ticks, stars or any other quirky object. If you think the centre is a 5 for Preparing for Assessment then enter a number 5 in the appropriate cell - as shown above.

Once the Initial Audit is completed it should be sent by email to the CIEA.

Include in the subject line:

- **your name**
- **the type of document, i.e. Initial Audit**

The screenshot shows an email composition window with the following details:

- To:** -----@ciea.org.uk
- Cc:** (empty field)
- Subject:** Marion Dickson: CEA Initial Audit

Below the subject line, there is a note: "Many CEAs will be sending documents at the same time. Your name in the subject line is really important."

Action Plan

CIEA Action Plan			
Date:			
Attendees:			
Apologies:			
Minutes:			
Meeting objectives:	1. To deliver and discuss the action plan		
	2. To agree the targets		
No.	Action	Owner	Date
1.	Preparing or Planning for Assessment		
1.1			
1.2			
2.	Conducting Assessments		
2.1			
2.2			
3.	Feeding Back after Assessment		
3.1			
3.2			
4.	Managing Overall		
4.1			
4.2			
5.	Working as a Team		
5.1			
5.2			
Centre Name			
CIEA Name			

The next tab on the excel spreadsheet contains the outline of the Action Plan. The CIEA recommends that you focus on two areas for improvement. That's two areas in total - not per framework section.

The Action Plan can be drafted using the tool shown above but the establishment might prefer to have it on headed notepaper. This is fine. Use the excel tool for an initial outline only then produce the Action Plan proper in MSWord. Send all versions to the CIEA as soon as they are complete. (Your name and clear subject refs in the subject line of the e-mail please.)

The Action Plan should be SMART

i.e. it should contain actions which are:

Specific	clearly defined
Measurable	observed objectively
Achievable	not too far reaching
Relevant	related to the matter
Time related	over a defined period

Monitoring Document

CEA Monitoring Document					
No.	Action	Owner	Date	Work Complete	Further Action Needed
1. Preparing or Planning for Assessment					
1.1					
1.2					
2. Conducting Assessments					
2.1					
2.2					
3. Feeding Back after Assessment					
3.1					
3.2					
4. Managing oneself					
4.1					
4.2					
5. Working as a Team					
5.1					
5.2					
Centre Name					
CEA Name					

The Monitoring Document is for the CEA to use in order to track the progress of the Action Plan. It is essentially the Action Planning document with two extra columns added.

Once the Monitoring Document is completed it should be sent by email to the CIEA.

Include in the subject line:

- **your name**
- **the type of document, i.e. Monitoring Document**

CEA Monitoring document	
Work Complete	Further Action Needed

Final Audit

CEA Final Audit							
Role	Scoring	Preparing for Assessment	Conducting Assessment	Feeding Back after Assessment	Managing Oneself	Working as an Effective Team	Score
Fellow	Evidence of competency exists at the highest levels						9
	Evidence of competency exists at an acceptable standard						8
	Evidence of competency at this level exists	7			7	7	7
Member	Evidence of competency exists at the highest levels		5				6
	Evidence of competency exists at an acceptable standard			4			5
	Evidence of competency at this level exists						4
Associate	Evidence of competency exists at the highest levels						3
	Evidence of competency exists at an acceptable standard						2
	Evidence of competency at this level exists						1
Total Score							30
Centre Name							
CEA Name							

The Final Audit is in exactly the same form as the Initial Audit. It should be completed in the same way - a number in each of five columns - as shown above.

The numbers may well be different from those in the Initial Audit - but only if a real change has been observed.

Once the Final Audit is completed it should be sent by email to the CIEA.

Include in the subject line:

- **your name**
- **the type of document, i.e. Final Audit**

The Case Study

The final part of the CEA Pilot process is the writing up of your experiences in a case study.

Write the Case Study using the template opposite. (You will have been sent an electronic version of the template with the CEA spreadsheet tools.)



Some points to bear in mind

Language

You should write in clear English, avoiding jargon where possible. If the establishment you have been working in has particular terminology that has to be used then this should be clearly explained or referenced where necessary. Avoid using initials that other people might not understand.

You should write objectively and avoid overly personal words and phrases. The CEA should remember that the establishment might eventually see the case Study and that the CIEA might well decide to publish case studies on the website.

Audience

The CEA should assume a general audience with an interest in education and assessment. Potential readers include the CIEA, ministers, teachers, awarding body staff and parents.

Chartered Educational Assessor (CEA) Portfolio Development Outline

Institution Context

Nature

a brief paragraph on the background to the institution, including its name, the type of institution, its geographical setting etc

Focus

the area that the CEA and the institution agreed to look at - a department, a subject area, an age range etc

Working with staff

your view of the assessment awareness of the staff with whom you worked and the structures that the institution had in place

Audit

complete your first audit using the CEA audit tool (enter one number in each column)

CEA intervention

Number of meetings

schedule of meetings including the date, a brief description of the activities and any notes that you may wish to make

Use of tools

comment on any of the CIEA tools you have used from the knowledge centre such as the Insights package, the Assessment Policy, the Toolkits etc

Processes

outline the processes that you went through in order to draw up the action plan

Action Plan

a copy of the agreed action plan. This could be in Excel - using the CEA template - or a Word document as appropriate

Monitoring

a summary of the monitoring document using the CIEA tools in Excel. It can be written on institution paper if so required

Impact

View of CEA

your own view of the achievements within the given timeframe: a critical evaluation of your work

View of institution

a view of the achievements from the perspective of the institution. The institution may well offer its views using a pro forma available from CIEA

CEA Pilot - Case Study

Primary School B

Institution Context

Nature

The school is an inner city, multi-ethnic primary and nursery school in which children speak 32 different languages. The Head had been appointed two and a half years ago when the school was close to being put into special measures. Having adopted a 'Can Do' ethos, the school has made great strides. Staff work as a team and parents put the school as their first choice instead of last. Although attainment is low, given the socioeconomic background and EAL needs of the children, the contextual value added figures are rising. Challenging Fischer Family Trust 'D' targets are set and surpassed. In January 2008 the school was placed joint sixteenth in the league table of 'most improved primary schools' in the country.

Focus

The school has an assessment policy, a calendar for assessment and a tracking system to monitor progress in literacy and numeracy but wanted help to develop teacher assessments in science. This was to be the focus of our intervention and support. Our aims were to help the school develop a cohesive assessment policy for science and to advise on strategies and moderation techniques to help implement the policy across all year groups.

Working with staff

Staff involved were well prepared by the school for our visits and welcomed the support we were able to offer. Teachers were willing to be observed in the classroom and at a moderation meeting. After each visit, the science co-ordinator worked hard to fulfil the agreed aims and good progress was made.

CEA intervention

Number of meetings

We made five visits to the school, meeting with key personnel and agreeing the action plan. We observed two lessons, one in science and one in mathematics as a point of comparison.

Use of tools

We used the CEA audit tool to create an initial picture of the school's expertise in assessment, but found it helpful to create a different document for use with the school that was tailored to the specific issues that needed addressing. The same was true for the CEA action-planning tool. It was a useful guide but we created an action plan with detailed objectives that would immediately resonate with primary teachers.

Processes

The school needed to develop:

- schemes of work with appropriate integral assessment tasks that reflected National Curriculum levels
- assessment for learning strategies that enabled children to take responsibility for their own learning and helped them to celebrate their own success
- a tracking system to monitor progress in science that could be used for reporting to parents and to teachers as children moved up the school
- a system of moderating pupils' work to ensure common standards across the team and greater staff confidence in applying levels.

Impact

View of CEA

The school has begun to establish similar assessment arrangements to those of literacy and numeracy for science.

- It will reconsider schemes of work, building into each task opportunities for pupils to demonstrate assessment objectives.
- A system of tracking all science objectives has been formulated and circulated to all staff.
- Moderation of some work has taken place which increased teacher confidence in applying levels.
- The science co-ordinator was supported in leading a whole school meeting for the first time.

View of Institution

The school felt the process was a positive one, supportive and professional rather than unrealistic or judgmental, and could be used in other areas of the school.

Assessment practices have improved, as have teaching and learning, and staff believed the process contributed to their professional needs.

CEA Pilot - Case Study

Secondary School A

Institution Context

Nature

The school is a Secondary Modern School in an 11+ authority with 800 boys in Years 7-11. The school has a joint Sixth form with another school.

Focus

Assessment procedures within Science for Years 7-11 with a special focus on KS4. Particularly the remit was to investigate how the department could be more effective in its assessment procedures for BTEC and Science 360 courses. An essential element was to support the Middle Leader in developing assessment practice with his team. The Senior Leadership Team was keen to be more proactive in its approach to how curriculum areas were using assessment with a view to sharing good practice.

Working with staff

At the start of the process SLT were unclear as to how the relationship between a Chartered Assessor and the school would work. After initial discussions the school came to understand the partnership nature of the work that would be carried out. SLT were very co-operative and this was an essential element to the success of the pilot. The Curriculum Leader for Science was naturally wary of an outsider coming into the department, particularly coming shortly after an OFSTED inspection. Therefore this led him to feel threatened and as could be expected it took time to establish a positive working relationship.

CEA intervention

Number of meetings

There were four visits:

- The first visit was to establish the remit, build relationships and review current practice within the curriculum area in order to start the audit process.
- The second visit was a month later after all the initial documentation had been analyzed and carefully considered. This ensured high quality discussions took place leading to a clear and full picture of current practice. Lengthy discussions with key curriculum staff were vital for the accurate identification of target areas for support.
- The third visit took place a fortnight later and was split between an afternoon and the following morning. The first session was with the whole Science team which provided time for discussions and reflection on current procedures. This was an extremely positive meeting and allowed the staff to rebuild some of their confidence in assessment practices. It enabled the whole team to be part of the process and to take ownership of future

developments. The following morning was a joint meeting with SLT and key curriculum staff in order to agree the action plan and the interim report.

- The final visit took place two months later to check progress on the short-term action points and to review developments. A joint meeting between members of the SLT and key curriculum staff took place to plan ahead. A final report on the whole process was also agreed.

Use of tools

All CIEA tools were used.

The audit tool enabled in-depth reflection to take place. It provided a composite snapshot but needed to be used alongside a fuller report. The month between visits was essential for reflection and consideration of the school situation.

The action plan tool was extremely useful and kept the plan short, sharp and to the point.

The monitoring tool was an extension of the action plan and enabled both parties to easily assess progress.

Processes

- Time for reflection
- In-depth discussions and access to key personnel
- The opportunity to work with the whole Science team
- Full involvement of SLT and key curriculum staff in joint, open meetings to establish inclusivity

Impact

View of CEA

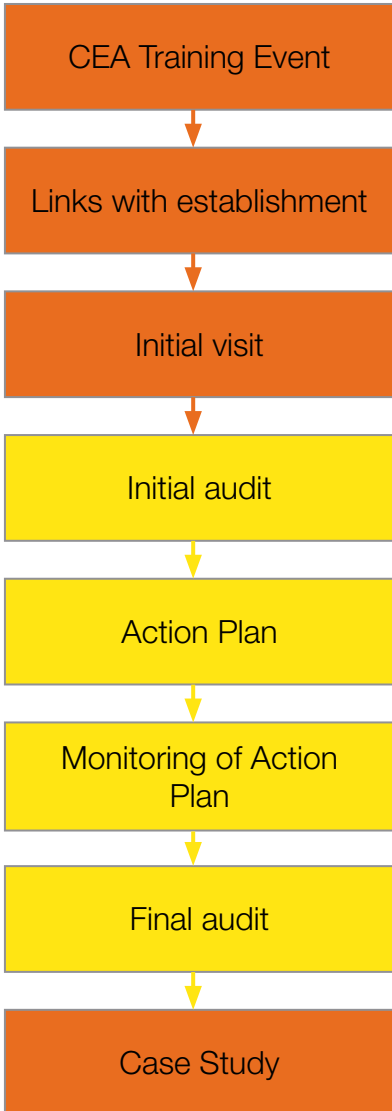
After a difficult start a very useful, productive process that led to a clear change and improvement. The curriculum area deepened its understanding of effective assessment strategies. The processes allowed some difficult and searching questions to be raised leading to an appreciation of what action needed to be taken. The pilot raised SLT knowledge and understanding of the role of CEAs and the work of the institute. Within a very short period of time the school could see practical benefits that would lead to long-term gains.

View of Institution

The Assistant Headteacher responsible for assessment said that the CEA's objective and professional view had shed new light on the school's assessment procedures and provided clarity to their future thinking. The leadership team is now working more closely with all curriculum areas to provide constructive support and a forum for sharing good assessment practice.

The Assistant Curriculum Leader for Science enthused that the pilot scheme had given him new confidence in his assessment work within the department and provided a sound framework for the future.

Summary of the CEA Pilot Process



Remember that when you send any of your documents in to the CIEA you must:

put your name in the subject bar of the e-mail - being called pigeonfancier23 is not helpful

name attached documents clearly - it is hopeless if everything has the same name - call the first audit "J Brown First Audit.xls" etc.

CEA/Chartered Institute of Educational Assessors	
Chartered Educational Assessor (CEA) Portfolio Development Outline	
Institution Context	
Nature	a brief paragraph on the background to the institution, including its name, the type of institution, its geographical setting etc
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CEA intervention	
Number of meetings	schedule of meetings including the date, a brief description of the activities and any notes that you may wish to make
Use of tools	comment on any of the CIEA tools you have used from the knowledge centre such as the Insights package, the Assessment Policy, the Toolkits etc
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Action Plan	a copy of the agreed action plan. This could be in Excel - using the CEA template - or a Word document as appropriate
Monitoring	a summary of the monitoring document using the CIEA tools in Excel. It can be written on institution paper if so required
Impact	
View of CEA	your own view of the achievements within the given timeframe: a critical evaluation of your work
View of institution	a view of the achievements from the perspective of the institution. The institution may wish to see views using a pro forma available from CIEA

Initial Audit



Area	Criteria	Observations	Findings	Recommendations	Responsible Person	Completion Date	Reviewed	Reviewed Date
...

Action Plan



Area	Criteria	Observations	Findings	Recommendations	Responsible Person	Completion Date	Reviewed	Reviewed Date
...

Monitoring Document



Area	Criteria	Observations	Findings	Recommendations	Responsible Person	Completion Date	Reviewed	Reviewed Date
...

Final Audit

Area	Criteria	Observations	Findings	Recommendations	Responsible Person	Completion Date	Reviewed	Reviewed Date
...

There are numerous resources on the CIEA website that the CEA can:

- use to brush up on personal skills and knowledge
- direct centres to in order for staff to train themselves

Among the CIEA resources you will find:

In the Knowledge centre

Insights on:

Preparing for Assessment

Conducting Assessment

Feeding Back on Assessment

Question Setting

Technology in Assessment

Data Handling

In addition, the members' area contains detailed additional research material on each of these areas.

- About us
- Membership info
- Continuing Professional Development
- Training & qualifications
- Knowledge centre
- Campaigns and activity
- Member area
- News and Events
- Student Member Area



Welcome

To the Chartered Institute of Educational Assessors

Our aim is to improve the quality of assessment in schools and colleges by working with educational assessors to develop their knowledge, understanding and capability in all aspects of educational testing and assessment.

As an independent charitable organisation we provide recognition of the crucial work carried out by individuals in the field of assessment, as well as status and professional standards for individuals and an independent 'voice' for the assessment community.



The Knowledge centre also contains an interactive Assessment Policy - this can be used by a centre to build a policy from scratch or to develop an existing policy.

There is a Toolkit for Assessors - this allows visitors to mark English, maths and science papers live on screen and receive instant feedback on the marking.

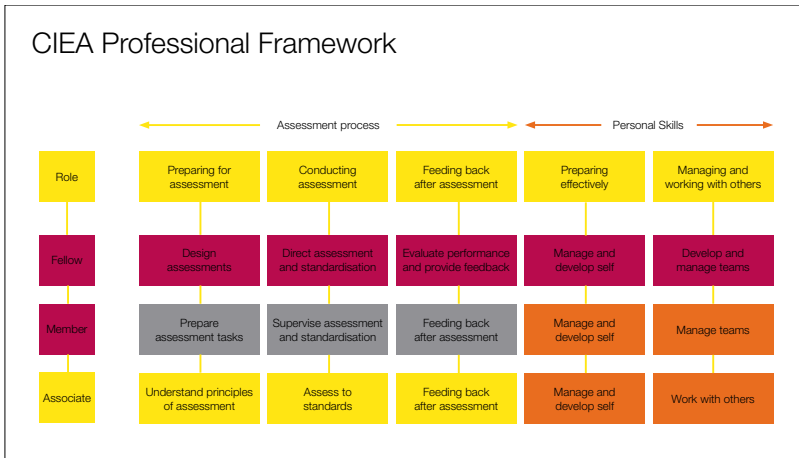
The Articles and speeches section of the Knowledge centre contains a wealth of material by some of the biggest names in assessment. Many of these "names" are also available in video format from the CIEA conferences in recent years. Key presentations from the conferences are available too.

www.ciea.org.uk (Knowledge centre)

Qualifications

Qualifications will be based upon the CIEA Professional Framework, an outline of which can be seen below:

The CIEA is working to align its framework with those of both the TDA and LLUK, so that skills and competencies can be professionally recognised.



Masters Degree in Assessment

The Chartered Institute of Educational Assessors (CIEA) has significantly furthered the professionalisation of assessment by strategically bringing together leading UK universities to offer the world's first Master Degree in Assessment.

Some of the UK's top universities, including Bath Spa University, Durham University, University of Leeds, Warwick University, Swansea Metropolitan University and the Institute of Education will now offer an MA in Assessment to students. Bath Spa will be the first to offer the new MA this September, while the other universities will follow in September 2009.

Bath Spa University will be offering a credit based route to MA or MTeach. Students can exit with a PG Cert, PG Dip or MA/MTeach with 60, 120 or 180 credits respectively, but need to first complete research modules and a dissertation for the final 90 credits if they want to complete the MA or MTeach.

These will be professionally recognised and will allow participants to develop not only professionally recognised skills, but also to align those skills with the separate grades of CIEA membership grades.

For further information please visit:

www.ciea.org.uk/upload/pdfs/maedassessment_flyer_6jun08.pdf

www.bathspa.ac.uk/schools/education/cpd/default.asp

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