



15th Annual Conference

6-8th November 2014

Meriton Grand Conference & Spa Hotel, Tallinn, Estonia

Hosted by Foundation Innove

Articulating summative and formative assessment practices

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Portugal

Assessment practices: What research says ...

At the international level

- Assessment practices in the classroom, in general, lead to a superficial learning, since encourage a "condensed" study mostly focused in memorization. There is a weak relationship between formative assessment practices and other aspects of teacher practices. (Black & Wiliam, 1998)
- The dominant assessment practices continue to be based on the status of the student and scores are still the key elements (...) Innovation is rarely accepted by teachers because they see it as impractical. (Torrance & Pryor, 2001)

Assessment practices: What research says ...

At the national level

- *Assessment for learning is not systematically used in Portuguese schools. There is little emphasis in assessment practices on providing student feedback and developing teacher-student interactions about student learning. In classroom and schools, the formative seems to be increasingly displaced by the summative and a focus on the generation of summative scores. As a result, Portugal needs a stronger commitment to improving students' achievement through the use of formative assessment to enhance student learning, rather than simply through the use of assessment summatively for recording and reporting learning.*

(Santiago, Donaldson, Looney, & Nusche, 2012)

Assessment practices: What research says ...

At the national level

- Formative assessment practices are not widely used by teachers. They see it as a very demanding and laborious practice.
(Barreira & Pinto, 2005)
- Formative assessment, although referred to, is performed with little depth, in a superficial way.
(Fernandes, 2006)
- Formative assessment is still a residual practice, despite the conceptual adhesion of teachers.
(Santos, 2003)

But

There is evidence that it can be obtained gains for student learning through formative practices. High level teaching goals are compatible with success even when this is measured through limited instruments, such as external assessment tests

(Black & Wiliam, 2003)

Furthermore

Summative assessment is imposed

Formative assessment is recommended

This complex relationship creates tensions in teachers

(Bennett, 2011)

Project

Individual Work Plan (IWP)

- Of the initiative of two mathematics teachers (Rosa and Teresa)
- An improvement of a previous experience
- Developed by a team (teachers and researchers)
- Studied at two levels:

impact at class level (learning)

impact at school level organization

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Research Questions

Objective: To understand if the articulation of assessment practices (IWP) contributes to mathematics learning and how students face it.

- How students evolve in their performance?
- What meaning students attribute to the IWP?
- Which the adhesion of the students face to IWP?

Methodology

- Interpretative methodology
- Participant: Two mathematics teacher; 169 students of 13 and 14 years old, 7 classes
- Context: Individual Work Plan

Pedagogical project

Individual Work Plan (IWP)

1. Accomplishment of an individual written test
2. Delivery of the test classified, with the register of the wrong questions
3. Accomplishment, in time agreed, of a similar test (only the wrong questions), available online
4. Set of resources available to support students (correction test, own notebook, manual, study room, teacher ...)
5. Re appreciation: the initial score can be changed (maximum increase of 5%) + information in the field of attitudes (responsibility)

Pedagogical project

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Summative
assessment



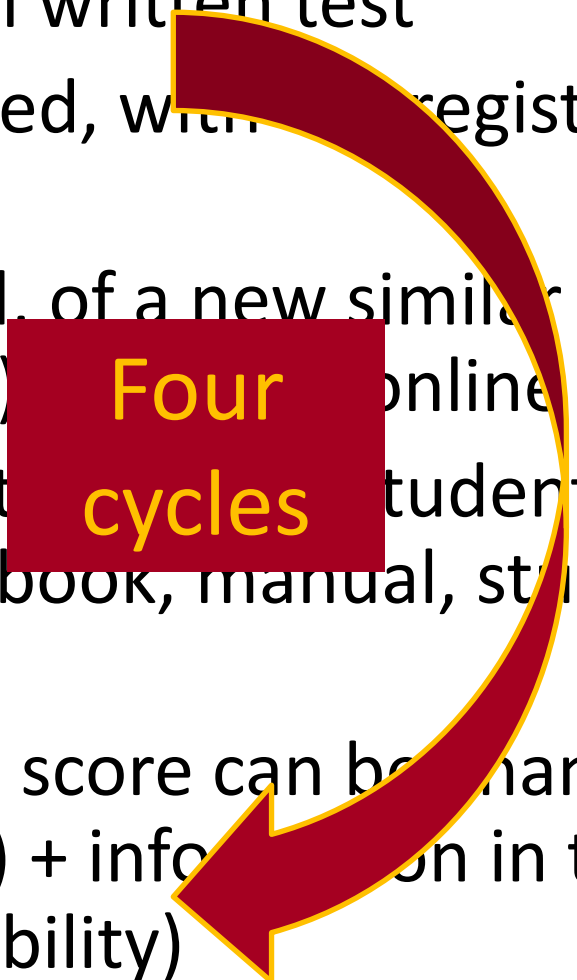
Formative
assessment



Summative
assessment

Pedagogical project

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- 
- Four cycles**

Methodology

- Interpretative methodology
- Participant: Two mathematics teacher; 169 students of 13 and 14 years old
- Context: Individual Work Plan
- Data collection: Participant observation of meetings; interviews and questionnaire to students; documental analysis
- Data analysis: content analysis
 - performance: improvement, no improvement
 - assigned meanings: useful/not useful
 - attitude: adhesion/rejection

Performance

	1st cycle (November)		2nd cycle (February)		3rd cycle (March)		4th cycle (May)	
	IWP	I S (%)	IWP	I S (%)	IWP	I S (%)	IWP	I S (%)
7º D	12	8	8	38	11	36	6	17
7º E	10	30	12	50	10	90	10	70
8º A	16	63	14	36	11	56	11	73
8º B	10	63	13	46	11	56	10	90
8º C	15	100	17	82	15	73	12	83
8º E	21	71	22	77	19	68	18	50
8º F	20	60	13	54	15	47	14	50
Total	104	59	99	59	92	61	81	63

I S (Improve the score): Students will improve the score if they have the questions totally correct or significantly better

More than 50% of those who perform the test increase the score
 New errors appears

Assigned meanings

- Useful (an opportunity) (167 – 99% students)
 - Score improvement
 - “Improve our test score”
 - “Our ability to rise the grade to 5%”
 - Helps learning
 - “We can better learn the contents”
 - “It's a method of study”
 - “It's important for us to see the mistakes made and do not repeat them”
- Not useful (18 – 11% students)
 - Time consuming
 - “It takes a long time”

Attitude

		1st cycle (November)		2nd cycle (February)		3rd cycle (March)		4th cycle (May)	
	N	f	%	f	%	f	%	f	%
7º D	20	12	60	8	67	11	55	6	30
7º E	20	10	50	12	60	10	50	10	50
8º A	27	16	59	14	52	11	41	11	41
8º B	18	10	56	13	72	11	61	10	56
8º C	27	15	56	17	63	15	56	12	44
8º E	28	21	75	22	79	19	68	18	64
8º F	29	20	69	13	45	15	52	14	48
Total	169	104	62	99	59	92	54	81	48

N - number of students per class
 f - number of students who perform the IWP

More than 50% perform IWP
 At the midle of the school year, it happens a turn point

To conclude...

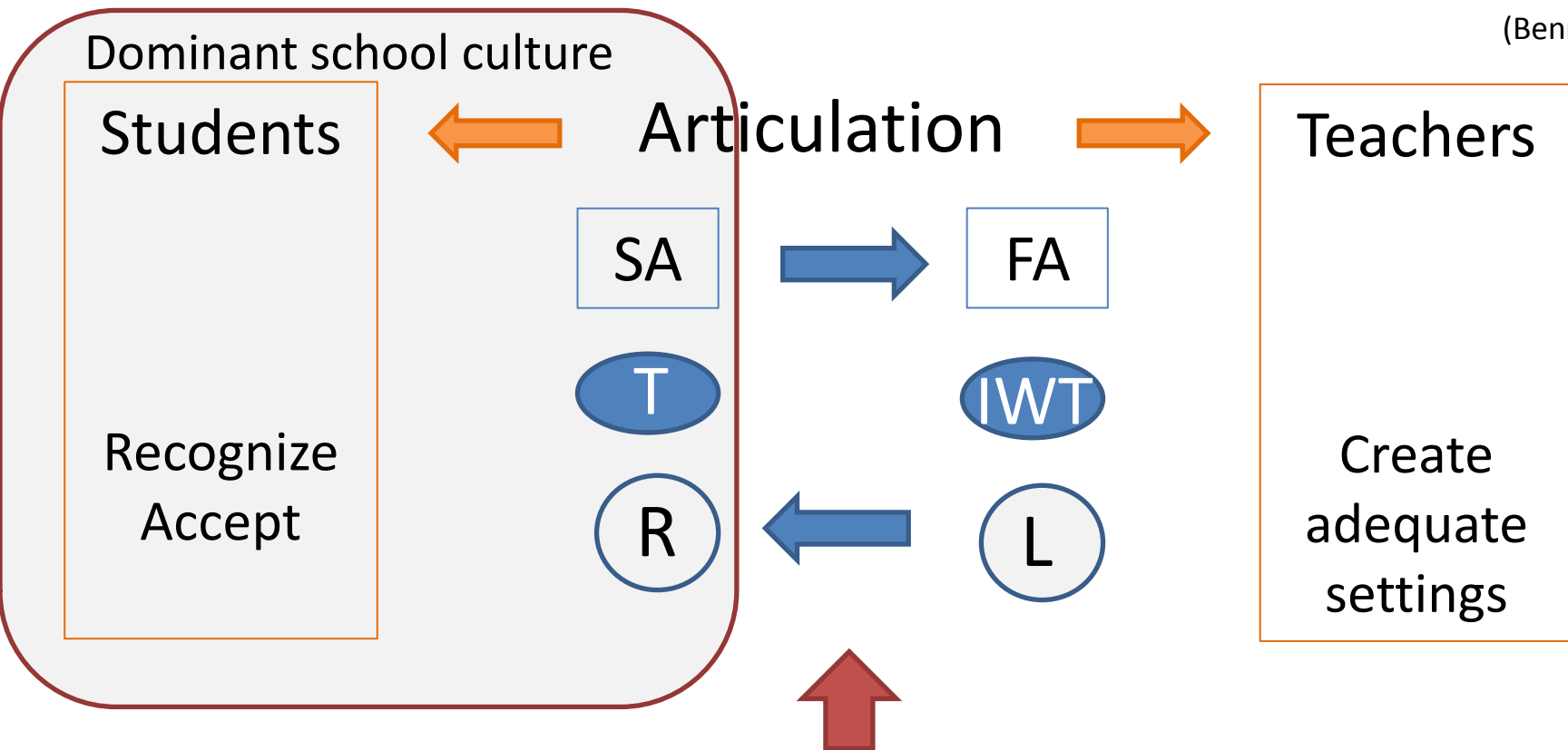
- There are improvements, but not for all students. Outstanding students are those who take more advantage of this articulation
- Students recognize utility
- Variable level of adhesion throughout the school year

To conclude...

*This complex relationship
creates tensions in students!*

*This complex relationship
creates tensions in teachers*

(Bennett, 2011)



Articulation in risk



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