

Assessing Mathematical Achievement

National Minimum Curriculum

“During the first three years of Primary School the process of Assessment will be entirely formative.” (p. 78)

National Minimum Curriculum

“The mode of assessment between Year 4 and Year 6 will combine formative and summative assessments.” (p. 78)

Current Measurement Culture

Years 1 - 3	Teacher Assessment
Years 4 - 6	Half-Yearly & Annual Examinations
End of Year 6	Junior Lyceum Entrance Exam Common Entrance Exam

FORMATIVE ASSESSMENT

- evidence used to adjust teaching to reduce the gap between the child’s current performance and the desired learning outcomes

Assessment for learning

SUMMATIVE ASSESSMENT

- evidence used to certify or record end of course performance

Assessment of learning

DIAGNOSTIC ASSESSMENT

- evidence used to identify specific problems that a pupil may be experiencing

EVALUATIVE ASSESSMENT

- evidence used to judge the performance of teachers or schools

RESEARCH QUESTION 1

List the **2 main factors** that you feel are **helping** you achieve good practice in the **marking** and **assessment** of your mathematics lesson.

Strengths

- The daily marking of children's work
- The daily monitoring of children's progress
- Regular informal observation
- Regular testing after each topic
- Class correction for prompt feedback
- Support for assessment in Maths (ABACUS) scheme

Strengths

- Marking indicates areas of improvement
- Good planning in teaching and work set
- Clear learning objectives are highly specific, making assessment easier
- Oral – Written feedback
- Questioning - Mental tests – Continuous testing

Strengths

- Use of assessment to inform teaching and planning
- Identification of students' weaknesses
- Children's involvement
- Marking homework
- Establishing success criteria beforehand

Strengths

- Recording sheets available in ABACUS – Ongoing recording
- Analysis of data from tests
- Evidence through the working shown
- Listening to children during group work
- Small number of children in class

Strengths

- Thematic approach
- Class Management & Experience
- The ABACUS Photocopy Masters, workbooks, challenging activities and focused exercises
- Class-based assessment in Years 1, 2, 3
- Same work to whole class – easier to correct
- Support from administration re photocopying & resources

Implications

- Teachers make regular use of formative assessment (assessment for learning)
- Teachers value formative assessment as a means of gathering information to adjust their teaching and planning

RESEARCH QUESTION 2

List the **2 main factors** that you feel are **hindering** you achieve good practice in the **marking and assessment** of your mathematics lesson.

Weaknesses

- Insufficient time to cover the syllabus
- Class size too big
- Lack of time for feedback (oral, individual, written)
- Unreliable information from homework

Weaknesses

- Insufficient support from parents
- Insufficient time for marking and recording
- Unsuitable examination paper for low achievers
- The Language Problem
- Lack of pupil motivation

Weaknesses

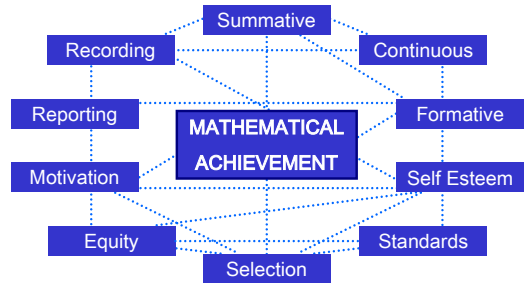
- No influence of regular teacher assessment on final grade
- Some mathematical concepts are difficult to understand
- Lack of formal testing in the junior classes
- Record keeping not mandatory

Weaknesses

- Marking discourages low achievers
- Mixed ability groups
- Class correction promotes cheating
- Ineffective comments (good, fair, ...)
- Parents' insistence on giving marks
- Teachers' comments often ignored

Implications

- Teachers would like to improve on current assessment practices
- Teachers are concerned about time management and the language problem



ASSESSMENT
is a
PROCESS
not an
EVENT

**“The pig doesn’t get fatter
just by being weighed!”**





Workshops

- 1. Setting and Marking Pupils' Work**
- 2. Examinations: Bane or Blessing? (including 11+ exams)**
- 3. Monitoring Pupils' Mathematical Achievements through Formative Assessment Strategies**
- 4. Monitoring Pupils' Mathematical Achievements through Summative Assessment Strategies**
- 5. Pupils' Records of Achievement**