Plenary activity: completing the assessment jigsaw puzzle

The outline of the puzzle

The PACE planning sheet provided the outline of the assessment jigsaw, helping us to:
• focus on the expectations in the Es and Os
• identify the purpose of the learning
• consider what successful learning would look like (criteria)
• devise activities and experiences to develop the learning and
• generate valid evidence of learning, likely to be reliable as far as the pupil is concerned
• evaluate the evidence against the agreed criteria
• use the findings of the evaluation to suggest next steps or sum up learning to date.

Task 1 – turning over the pieces

In a group of three or four, discuss the process outlined above and the extent to which you are clearer about assessment and moderation and what good assessment practice involves.

Task 2 – making sure the pieces fit

In a larger group, take each of the ideas listed below and consider where they fit into the assessment ‘jigsaw’. In this task, you will be using what you know about assessment and moderation (why, what, when and how we assess) to demonstrate your understanding of assessment. N.B. You may use a piece more than once, if you need it to make your jigsaw picture complete.

<table>
<thead>
<tr>
<th>application in other contexts</th>
<th>attributes</th>
<th>breadth</th>
<th>challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>formative assessment</td>
<td>knowledge</td>
<td>ongoing</td>
<td>peer assessment</td>
</tr>
<tr>
<td>periodic</td>
<td>progression</td>
<td>range of evidence</td>
<td>say, write, make, do</td>
</tr>
<tr>
<td>self assessment</td>
<td>skills</td>
<td>summative assessment</td>
<td>summary of learning</td>
</tr>
<tr>
<td>supporting learning</td>
<td>teacher assessment</td>
<td>transition</td>
<td>variety of approaches</td>
</tr>
</tbody>
</table>

Task 3 – solving the puzzle and sharing it with others

Assign roles within your larger group to complete the jigsaw and explain it to others. When you have included as many pieces as you can and you think your interpretation is complete, you will be given the opportunity to share your picture of assessment with other groups, either in a presentation or as part of a carousel activity. In either case, two people should be prepared to explain on behalf of the group.

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