Assessing Progress in Design and Technology

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Introduction

- To me
- To the current situation with QCDA
- To this presentation/workshop
- Any questions?
The UK situation with assessment

- Confusion - nationally
- AfL - focus on learning
- Issues with levelling - sub-levels, student friendly levels, secure levels
- Accountability - teacher assessment, tracking, reporting
- Progression of learning - carousel, focus area, evidence
features of effective assessment practices

- simple and apparent for everyone
- teacher professionalism - secure judgements
- consistency - reliable and valid?
- effective on all necessary levels
- role of assessment clear - ‘fitness for purpose’
QCDA key messages about assessment

- The following underpin all our work on assessment:
  - The learner is at the heart of assessment.
  - Assessment needs to provide a view of the whole learner.
  - Assessment is integral to teaching and learning.
  - Assessment includes reliable judgements about how learners are progressing related, where appropriate, to national standards and expectations.
### Types of assessment

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Day to day</strong></td>
<td><strong>Teacher/learner - classroom</strong></td>
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<tr>
<td><strong>Periodic</strong></td>
<td><strong>Teacher/department - moderation, standardisation</strong></td>
</tr>
<tr>
<td><strong>Transitional</strong></td>
<td><strong>Teacher/department/school - summary in relation to national standards</strong></td>
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</table>
• The process of exemplifying progression of learning
• Encouraged creativity - ‘the spirit of the new curriculum’
• Encouraged risk-taking - something new
• Embrace PLTS opportunities
• New opportunities and curriculum opportunities
• Cross-curriculum planning discussed
• What is the **overarching intention** of this unit and where would you like pupils to be by the end of it?
• How does the intention of the unit address the importance statement for your subject?
• Which key concept will underpin the study of this unit in order to deepen and broaden pupils’ knowledge, skills and understanding?
• Which essential key process do you hope pupils will address as a result of studying this unit.
• “The intention of this project is to broaden pupils creative and making skills. Pupils are designing and making a collapsible fabric structure based on an existing Ikea product. They will be using creative design strategies to experiment with and test surface decoration techniques on fabrics they have purchased in order to innovatively respond to the theme of stripes. The product is aimed at teenagers as there is no obvious provision for this in Ikea and the existing product could be improved to appeal more to the target audience. By the end of it the pupils should have developed design strategies to help them make suitable choices that reflect and answer the design brief. They will also have experimented with a variety of materials and equipment that will have extended their skills and allowed them confidence when problem solving the construction of a 3D structure. Peer evaluation will help them to become more reflective thinkers and understand the necessity to answer the design brief in full in order to gain commercial success.”

• “The unit focuses on introducing ‘the real life of design’ to the students. They look at a range of iconic products designed and produced throughout history and analyse their effects and impacts, looking specifically at technological advances and the impact on society.”
• What is the overarching intention of this unit and where would you like pupils to be by the end of it?
• How does the intention of the unit address the importance statement for your subject?
• Which key concept will underpin the study of this unit in order to deepen and broaden pupils’ knowledge, skills and understanding?
• Which essential key process do you hope pupils will address as a result of studying this unit.
### Key activities:
**What will the pupils do and what will you teach?** Please list between two and four substantial activities in sufficient detail for the reader to tell what the pupils will be doing.

### What are you trying to achieve and how does this relate to the key concept/s and process/es noted above?

### What evidence of learning do you hope to see? (Remember this can be ongoing evidence and quite small amounts as well as more substantial evidence towards the end of the unit.)

### What form/s do you anticipate the evidence will take?
### Example of a ‘teaching’ plan

<table>
<thead>
<tr>
<th>Key activities: What will the pupils do and what will you teach?</th>
<th>What are you trying to achieve and how does this relate to the key concept/s and process/es noted above?</th>
<th>What evidence of learning do you hope to see?</th>
<th>What form/s do you anticipate the evidence will take?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are to use a set of image cards to analyse what the impact different products (kinder egg, CD, etc) have on the planet.</td>
<td>Students are to use a set of image cards to analyse what the impact different products (kinder egg, CD, etc) have on the planet.</td>
<td>Students will evaluate what impact products have on the environment by discussing and completing ‘where’s the impact’ worksheet. Analyse the environmental and social effects of a range of products.</td>
<td>Students analysing products and the effect on the environment. Research stage.</td>
</tr>
</tbody>
</table>
The collection of evidence
<table>
<thead>
<tr>
<th>Oral outcomes</th>
<th>Written outcomes</th>
<th>Visual outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>Essay</td>
<td>Ppt – picture selection</td>
</tr>
<tr>
<td>Lecture</td>
<td>Academic article</td>
<td>Documentary film</td>
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<tr>
<td>Debate</td>
<td>Report</td>
<td>Web pages</td>
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<tr>
<td>Panel discussion</td>
<td>Letter or email</td>
<td>Exhibition gallery</td>
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<tr>
<td>Interview</td>
<td>Review</td>
<td>Guide</td>
</tr>
<tr>
<td>Tour guide /audio presentation</td>
<td>Short biography</td>
<td>Souvenir</td>
</tr>
<tr>
<td>Radio documentary</td>
<td>Fictional story</td>
<td>Model</td>
</tr>
<tr>
<td>Pod cast</td>
<td>Web debate</td>
<td>Stage set</td>
</tr>
<tr>
<td>Moviemaker commentary</td>
<td>Text book spread</td>
<td>Board game</td>
</tr>
<tr>
<td>Exhibition commentary</td>
<td>Poem / song</td>
<td>Interactive display</td>
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<tr>
<td></td>
<td>Blog</td>
<td>Multi media story board</td>
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<tr>
<td></td>
<td>Web stie text</td>
<td>Graphic novel</td>
</tr>
<tr>
<td></td>
<td>Trailer for movie</td>
<td></td>
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</tbody>
</table>
Comments on individual evidence: piece 1

2. **What does this piece of work show about what the pupil has learnt?**
   Please give enough information to allow your comments to make sense to someone who knows the subject, has seen the plan and the evidence but wasn’t at the lessons

3. **How does the work show understanding of key concept/s and key processes** as you envisaged them in your plan and as noted above.

4. **Are there any other things** that this piece of work shows you about what the pupil has learnt, understands or can do?

Comments on individual evidence: piece 2
After a group discussion the pupils were asked to produce a set of 7 criteria of their own by which they could evaluate existing products (clocks). The 7 criteria that were to be ranked in order of priority starting with the most important first (e.g. function). The first 3 were to carry a ranking out of 10 and the rest 5. They then scored the 5 existing product. Pupils understood that before bringing the design process it was important to see what had worked well/not so well in similar product.
What does this piece of work show about what the pupil has learnt?

A detailed evaluation is presented covering all the required areas – performance, production, users etc. The student understands the importance of quality feedback to not only improve the effectiveness of the product but her performance in terms of learning. She has independently selected these strategies and they have provided her with a good range of quality feedback to improve her product next time.
- Provides an overview based on a collection of work
- Makes use of evidence from all stages of pupils’ learning
- Needs to be applied to ‘evidence’ not simply to ‘work’. 
• The process of making a secure judgement

• Atomising the level descriptors?

• Fairly simple and effective process
## KP mapped to the level descriptors

<table>
<thead>
<tr>
<th>Sentence by sentence mapped against key processes</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
<th>Level 7</th>
<th>Level 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Generate, develop, model and communicate ideas in a range of ways, using appropriate strategies</td>
<td>Pupils generate ideas by collecting and using information</td>
<td>Pupils develop ideas by drawing on and using various sources of information</td>
<td>Pupils draw on and use a wide range of sources of information, and show that they understand the form and function of familiar products as they develop and model ideas</td>
<td>Pupils use a range of appropriate sources of information when developing and modelling ideas</td>
<td>Pupils use a range of strategies to fully develop and model appropriate ideas, responding to information they have identified</td>
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</tbody>
</table>
Conclusion - difficulties with the planning process

- D and M activities - repetition
- Traditional forms of evidence
- Evidence did not show learning
- Teaching hindering learning
- Needed a complete ‘mind shift’ in approach to teaching
- Individual teachers planning
The planning is the crucial component
‘Levelness’ - one piece of work cannot demonstrate a level
Level a ‘portfolio’ of evidence
Sub levels add another layer of complexity
Periodically assess when necessary
No need to assess every learner every time
Use the level descriptors for assessing not planning
Evidence rich tasks – needs a real push
Needs a team approach
Tracking and reporting needs to support the assessment process
Exemplification of standards in foundation subjects

The exemplification of standards in foundation subjects materials provide teachers, (as well as parents and pupils) with annotated collections of evidence, gathered from individual pupils, which are judged to represent different levels of attainment in relation to national standards and in the context of the current secondary curriculum, introduced in 2008. They can be used to support the statutory teacher assessment of pupils at the end of key stage 3 by providing nationally agreed benchmarks and points of reference.

Materials for the core subjects and ICT can be found on the National Strategies website.

More news items
Pupil's work

1. Mood board
2. 4x4 design activity
3. 4x4 design activity
4. Group discussing designs

1. Mood board [png 6mb]
Assessment commentary

Pupil C has produced a product within her comfort zone. She has understood the need to modify manufacturing techniques throughout the design and make process. She was receptive to the team’s comments, which she reflected on before making design decisions. Her final design reflects an understanding of aesthetic and economic considerations.

Designing:
Pupil C has clearly considered aesthetic and economic factors when designing and making. Her mirror design reflects the theme chosen by her team and ties in aesthetically with the products produced by the other team members. Her annotations on the 4x4 design activity sheet and contributions to the team discussion show an awareness of cost and efficiency when selecting manufacturing techniques.

The annotations on her initial idea show a clear understanding of constraints imposed by materials and their properties. She discussed tools and production processes relating to materials.

Making and reviewing:
Pupil C listened to her team’s views and, as a result, modified her design so it would be easier to produce. She talked clearly about this, relating her decisions to the needs of the target audience and economic considerations.
Some ‘assessment’ questions...

- Are you ‘designing’ your assessment opportunities in detail, ensuring creative, valid, reliable activities?

- Do your learning outcomes ‘capture’ the learning you intended them to do? How do you know?

- Is the learning clearly planned, with progression and practice opportunities across the department?

- Can you exemplify a student’s current learning profile or level and explain why?
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ANY QUESTIONS?

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