

supported, in summary form, by a list of criteria (see section 1.8) will be most appropriate. If the assessment is meant to be summative (e.g. at the end of a course, a term or a year), some form of number or letter grade may be required.

STEP 6: Try out the task on a representative group of learners.

This process is often referred to as piloting the task / assessment. If you are building up a bank of assessment items that will be reused, rather than a one-off task, then it is important that you try out the task, and get feedback on how well it works.

There is one further step we need to take before the process is complete. Can you think what it is? We will come to Step 7 in section 1.11 below.

Reflect

Either by yourself or with a partner:

Select one or two learning targets and objectives at KS3 and have a go at developing an assessment task following the first three steps above.

1.8 Criteria for assessing learner performance

Performance criteria are a crucial part of an assessment procedure or item. These criteria need to be keyed to the important learning outcomes. In other words, they need to reflect those learning targets that the task has been designed to assess. At the same time, the criteria should be couched in terms that are understandable to the learners, and, where feasible, the criteria should be developed collaboratively with the learners. Criteria should address a number of aspects of performance. When assessing a group oral presentation, for example, the criteria would include:

- linguistic accuracy;
- fluency;
- presentation style;
- content; and
- collaboration with others.

Criteria can be relatively simple or quite elaborate. The simpler the criteria, the easier they are to use. However, more elaborate criteria provide more detailed and complete information on the learner.

1.9 Means of providing feedback to learners

Feedback can take many shapes and forms from quantitative feedback in the form of marks and grades through to qualitative feedback from the teacher. The form it takes will depend much on the purpose of the feedback which, in turn, will depend on the purpose of the assessment.