



Oslo kommune
Utdanningsetaten

Assessment for Learning

Focus and Challenges in a National and Local Context

Examples from the City of Oslo

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Norway





Part one: Norway – National Context

Legal system

- Norway passed a new Education Act in August of 1999 which contains regulations for primary and secondary education as well as adult education.
- Special education is regulated in § 5-5 in the Education Act of 1999
- New national curriculum from 2006





The Knowledge Promotion (New National Curriculum)

- The Core Curriculum
- Quality Framework
- Subject Curricula
- Distribution of teaching hours per subject
- Individual Assessment





Adapted learning in an inclusive setting

- Equal opportunities for all, offer an education adapted to individual abilities
- The curriculum is based on the principles of inclusion, participation and decentralisation.
- The curriculum caters for pupils with SEN by making local and individual adaptations possible.
- Schools have to work out individual plans for pupils with SEN - take into account the goals and the content for the class and make the adaptations needed





The school system in Norway

Compulsory school

- Primary school, class 1 – 7, no marks, no school leaving tests/exams
- Lower secondary school, class 8 – 10, marks, central exams after 10.th grade

Upper secondary school, including vocational training, marks, central exams





The legal system

- Every pupil has the right to adapted learning in inclusive settings
- Pupils who do not have or cannot receive satisfactory benefits offered by the mainstream curriculum have the right to special needs education
- All municipalities must have a psychological pedagogical (PP) service
- There is also a National Support System for Special Needs Education





Descriptions of the legal system for assessment in Norway

- Assessment with marks
- Assessment without marks
- Ongoing internal assessment – to support learning
- Compulsory tests to support learning
- Other tests
- Diagnostic tests
- National tests
- School leaving exams – external assessment





New policies – since 2004

- Establishing a National Quality Assessment system
 - dual purpose – checking and developing quality
 - national tests a part of this system
 - Also other surveys – the Pupil's Survey focusing on the learning Environment





Challenges and Tendencies in Norway

- Using assessment to describe learning needs, not only mastery (primary education)
- Introduce a formative, learning-supportive assessment
- Use external tests including National Tests to support learning (the use of summative data for a formative purpose)
- The needs of the pupil, not the diagnosis that must determine what type of learning the pupil is offered





Challenges

- The use (quality) of marks is very much up to each school and each teacher
- The standards varies a lot
- The level where you send pupils to the local pp-system varies a lot according to the local standard
- The amount of pupils with individual learning plans varies also a lot, some schools have many children, others not





Challenges

- The personal learning plans can be too vague
- The goals can be impossible to measure and to reach
- The local pp-system report that they have seen plans with the same learning goals for years
- Too much planning for activities and not planning for learning (OECD expert group) – also an issue for teachers in special needs education





About Assessment in General

- The new national curriculum and also results from international studies (PISA, TIMSS++) has started a national debate about our educational system in general and also our system for pupil assessment
- The national curriculum is goal-oriented, describing what competences the pupils are to achieve at certain stages
- There are no standards and no description of the different marks
- At present (since 2006) there is an on-going national project started by the Ministry of Education to promote better practice in pupils assessment





Implications/impact upon teacher training

- Assessment has not been a part of teacher training, but this is changing now due to the national project about assessment practice
- A part of the national project is focusing/linked to assessment in the teacher training – both at universities and university colleges





Indicators of good assessment practice in Norway – for all children

- The pupils and the parents participate/are involved in the assessment process
- An IEP is linked to assessment
- Use of assessment tools such as
 - Portfolio
 - Planning books
 - The learning dialogue
 - Use of tests to inform learning
 - Logs
 - Knowledge maps
 - Assessment forms
 - Comments to improve learning – both written and oral
 - Self-assessment, peer-assessment
 - Use of criteria for assessment





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Part two: Oslo – a Local Context

How to Establish a Culture for Assessment in a Local Context?

Focus and Challenges





Local background – facts and figures

City of Oslo Education Authorities

174 schools

- 137 Primary and lower secondary schools
- 27 Upper secondary schools including vocational training
- 6 Adult Education Centres
- 1.690 businesses with apprenticeship contracts

75 000 students and apprentices





Assessment –a dual purpose

- Linked to the national legal system
- Based on the work on the English Reform Group (Black & Wiliam)
 - Summativ assessment, assessment of learning
 - Formativ assessment, assessment for learning





Assessment - documentation

- Documentation of pupils learning by the use of tests in certain fields of achievement
- Good and focused reports on students development
- Initiatives in the field of assessment from the school owner
 - Assessment for learning
 - Assessment of learning
- Follow up of the schools:
 - How is your school doing?
 - How are your pupils learning?





Assessment of learning – Local Initiatives Oslo

- Documentation
- Purpose of assessment
 - Serve the purpose as a tool for adapted teaching and learning based on documentation, from the pupil level to the city wide level
 - Also an accountability purpose
- Oppfølging av prøvene
 - A responsibility for every level, from the teacher to the local authority level





Assessment for learning – ongoing projects in Oslo

- Assessment for learning in Primary Schools
 - Including pupils with SEN
- Assessment for learning in Lower Secondary Schools
- Assessment for learning in Upper Secondary Schools





Assessment – main focus and issues

- How to ensure that assessment promote learning?
- How to use assessment as a tool to promote adapted learning?
- How to promote self and peer assessment?
- How to include the parents in the pupils' learning process?
- How to ensure reliability and validity?





Aims - pupils:

- To involve the students in the goal setting
- To involve the students in the setting and using of criteria
- To involve the students in self-assessment and peer-assessment
- To involve the parents through focused conferencing and reporting





- The pupils' participation in the learning process through questions like
 - What have I learned?
 - What do I have to improve?
 - What did I find difficult to do?
 - Have I met those criteria?
 - etc





Aims – teachers:

- To support teachers in improving their existing practice
- To update and inform teachers in research
- To enhance the teachers understanding and use of data to improve their practice
- To support the teachers to share achievement – in schools and between schools





Models to establish good practice

- Start working with some pilot schools by building up their competence
- Staff members (both school leadership and members) from each of the schools form a project group
- Work with the pilot schools for up to three years – meetings every second month
- Use of the pilot schools showing good practice on local conferences including other schools





Local resources to support our schools

- Use of the pilot schools to let the other schools hear real pupils, teachers and principals spreading the message
- Booklet to support our teachers
- A film about assessment for learning with examples from two of our schools - including an interview with Paul Black
- Internett resource
<http://www.utdanningsetaten.oslo.kommune.no>
- Courses/conferences on certain topics – invited experts from Norway and abroad
- Supervisors from the central office
- Schools showing good practise to visit (recruited from the pilot schools)



Eksempel 8: Kroppsøving

Kompetansemål fra Kunnskapsløftet, læreplanen i kroppsøving etter 4. årstrinn:

Aktivitet i ulike rørslemiljø

Mål for opplæringa er at eleven skal kunne

- bruke småreiskapar og apparat

Eksempel på lokalt utviklede kriterier for måloppnåelse i et skjema der eleven vurderer seg selv og læreren gir kommentarer:

Skolen har her valgt ut hoppetau som eksempel på småredskap og bom som eksempel på apparat.

Vurderingskriterier	Kan	Kan nesten	Kan ikke	Elevens kommentar	Læreren kommentar
Jeg kan hoppe med vekselhopp.					
Jeg kan hoppe med samla bein.					
Jeg kan hoppe på ett bein.					
Jeg kan bytte fra samla bein til ett bein.					
Jeg kan hoppe med kryssa tau.					
Jeg kan dobbelthopp.					
Jeg kan slenge tau.					
Jeg kan hoppe inn i slengtau.					
Jeg kan hoppe ut av slengtau.					
Jeg kan hoppe med mellomhopp.					
Jeg kan hoppe inn på vrangbuen.					
Jeg kan hoppe en hel regle.					
Jeg kan balansere på bommen.					
Jeg kan snu på bommen.					
Jeg kan stå på ett bein på bommen.					
Jeg kan gå sidelengs på bommen.					
Jeg kan gå baklengs på bommen					

Booklet to support our teachers



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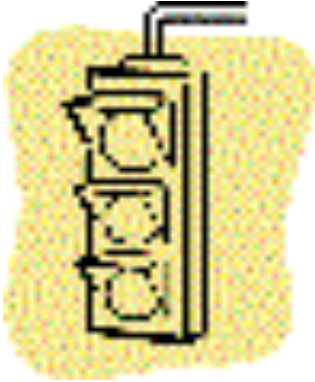
✓ F L Vurdering for læring



Self-assessment

Name _____

Learning objective:	
Criteria:	
This is good:	This must be improved:
Because?	How?
The teacher's comment:	
Personal learning targets:	
Comments from the parents:	

Can do-statements	I am there	I am almost there	I have to work harder	The teachers comments	The parent's comments
Jeg kan regne ut areal og omkrets av firkanter					
Jeg kan bruke gradskive til å måle vinkler					
Jeg kan bruke gradskive til å tegne vinkler					
Jeg kan forskjellen mellom rette, spisse og stumpe vinkler					
Jeg kan finne grunnlinje og høyde i enhver trekant					

<http://www.dagsavisen.no/innenriks/article340524.ece>

Krever skriftlig elev-vurdering

Den svenske regjeringen vil gjøre som Oslo-skolen, og innfører fra høsten skriftlig vurdering av elevenes ferdigheter allerede i 1. klasse. Nå krever Foreldreutvalget at også den norske regjeringen lærer av Oslo-skolen.

KARIN FLADBERG

HONG PHAM 25. mars 2008, 12:17

– O... gg... s... å!

Nicoline (6) fraser av gårde blant de store bokstavene i leseboken. 1.-klassingen fra Bestum skole er en av mange osloelever som får skriftlig vurdering av faglige prestasjoner to ganger i året.

I fjor ble skriftlig faglig vurdering innført ved alle osloskoler, etter initiativ fra byråden for barn og utdanning Torger Ødegaard (H).

Hindre frafall

– Det er en manglende kultur for vurdering på barnetrinnet. Det betyr at barn får vite at de er søte, greie og har gjort god innsats fram til ungdomsskolen, men ikke at de mangler faglige ferdigheter, sier Ødegaard.

Opp mot 20 prosent har så dårlige ferdigheter i lesing og skriving etter ti års skolegang at de får problemer med å gå videre, påpeker byråden.

– Skriftlige faglige vurderinger handler om å få alle igjennom på best mulig måte, sier han.



Annicken Trane-Steen Røkke setter pris på at datteren Nicoline (6) får skriftlig vurdering av faglig utvikling. Foto: Fredrik Bjerknes



SEN – try out the use of P scales in reading

- P scales – a set of criteria or performance descriptions – from England
- For pupils with special educational needs
- Combine the performance description with formative assessment
- Trying it out in five schools/groups for pupils with SEN – only in reading – as a start

A spin off from the European Agency Assessment in Inclusive Settings project





Assessment of learning – assessment for learning

Assessment for learning

- Assessment to inform planning and the setting up of learning targets
- Assessment, teaching and learning som part of a whole
- Helps for teachers and pupils to improve learning
- Continuous feed-back
- Focus on improvement
- Active involvement of the student in the learning process

Assessment of learning

- Control
- Information to those who are not involved in the learning process
- Points or marks
- Results can be compared on every level
- Do not have to actively involve the students





Some examples from our schools

Shared examples

- Teachers and principals presentations from conferences
- Pupils presentations from a pupil seminar
- <http://www.utdanningsetaten.oslo.kommune.no/>





What challenges do we face – on the school level

The creating and use of systematic documentation and assessment throughout all teaching and learning by

- Target setting
- Setting an using criteria
- Focused reporting to the pupils and the parents
- Active involvement of the pupil in the learning process
 - Self-assessment
 - Peer-assessment
- Planning for learning, not for activities





Common challenges on every level

- The use of a common terminology within the field of assessment
- Systematic follow-up on the results (OECD: the use of summative data for a formative purpose)
- Good and informed reports on every level

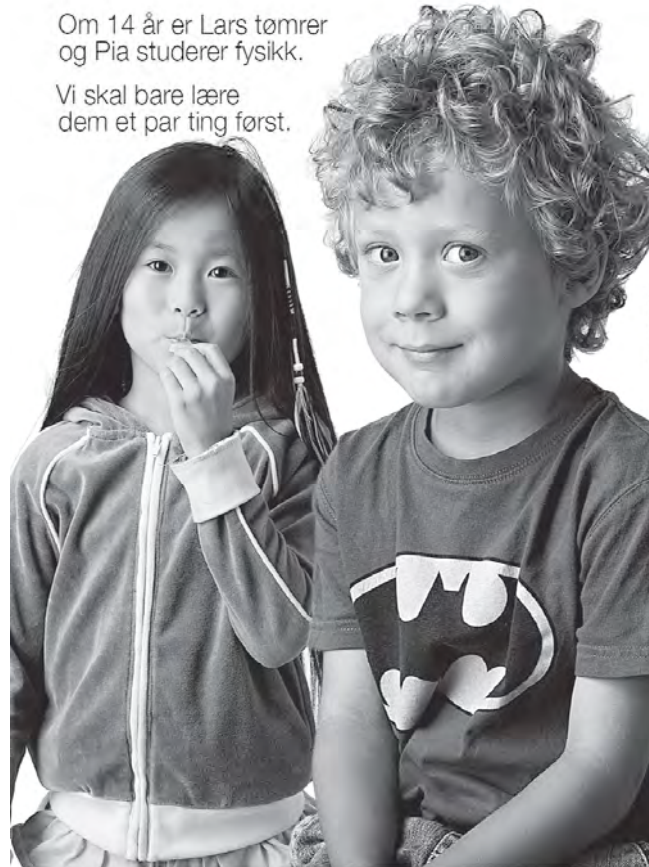




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Om 14 år er Lars tømrer
og Pia studerer fysikk.

Vi skal bare lære
dem et par ting først.



Osloskolen legger grunnlaget.

Vi som arbeider i Osloskolen, gleder oss til skolestart mandag 21. august. Vi er godt rustet til å møte 70.000 barn og unge. Reformen Kunnskapsloftet skal gjøre Osloskolen enda bedre. Elevene skal lære en ambisiøs og utfordrende skole preget av kunnskap, læring og samarbeid. Les mer om Kunnskapsloftet på www.ustdanningsetaten.oslo.kommune.no. Velkommen til nytt skoleår og reformen Kunnskapsloftet.

