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 recieve 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
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](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 practice 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.

<table>
<thead>
<tr>
<th>Vurderingskriterier</th>
<th>Kan</th>
<th>Kan nesten</th>
<th>Kan ikke</th>
<th>Elevens kommentar</th>
<th>Lærerens kommentar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeg kan hoppe med vekselhopp.</td>
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<td>Jeg kan hoppe med samla bein.</td>
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<td>Jeg kan dobbelthopp.</td>
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<td>Jeg kan slenge tau.</td>
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<td>Jeg kan hoppe inn i slengtau.</td>
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<td>Jeg kan hoppe ut av slengtau.</td>
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<td>Jeg kan hoppe inn på vrangbuen.</td>
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<td>Jeg kan hoppe eitt halr egde.</td>
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<td>Jeg kan balansere på bommen.</td>
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<td>Jeg kan stå på eitt bein på bommen.</td>
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<td>Jeg kan gå baklengs på bommen.</td>
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</table>
Self-assessment
Name ____________________________

<table>
<thead>
<tr>
<th>Learning objective:</th>
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<tbody>
<tr>
<td>Criteria:</td>
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<tr>
<td>This is good:</td>
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<tr>
<td>Because?</td>
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</table>

The teacher’s comment:

Personal learning targets:

Comments from the parents:
<table>
<thead>
<tr>
<th>Can do-statements</th>
<th>I am there</th>
<th>I am almost there</th>
<th>I have to work harder</th>
<th>The teachers comments</th>
<th>The parent’s comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeg kan regne ut areal og omkrets av firkanter</td>
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<td>Jeg kan bruke gradskive til å måle vinkler</td>
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<td>Jeg kan bruke gradskive til å tegne vinkler</td>
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<td>Jeg kan forskjellen mellom rette, spisse og stumpe vinkler</td>
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<td>Jeg kan finne grunnlinje og høyde i enhver trekant</td>
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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) fresser av gårde blant de store bokstavene i løseboken. 1.-klassingen fra Bærum 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 menglende kultur for vurdering på barnetrinnet. Det betyr at barn får vite at de er siste, 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 læring og skrivende 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.
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 or the results (OECD: the use of summative data for a formative purpose)

• Good and informed reports on every level
Oslo kommune
Utdanningsetaten

Om 14 år er Lars tømmer og Pla studerer fysikk.
Vi skal bare lære dem et par ting først.