

## Assessment Video

Here's a quick guide to how assessment supports the tracking of learners' progress and aligns with the Northern Ireland Curriculum.

Assessment has different purposes:

It can help to diagnose any difficulties a learner is having.

There's also day-to-day assessment in the classroom, sometimes called assessment for learning. It is used to identify strengths and areas for improvement.

It can be useful to collate assessment information at the end of a period of learning to measure a learner's understanding and to guide choices about learning pathways and employment.

Assessment information also helps schools evaluate how well they're meeting learners' needs and lets policy makers analyse trends within education. They can then change their approach or how they allocate resources to improve outcomes.

From Year 1 to Year 12 teachers play a central role in assessing progress in the statutory Areas of Learning, Thinking Skills and Personal Capabilities, and Cross-Curricular Skills.

Every day they build opportunities for assessment into learning activities, for example in setting tasks, asking questions, observing and talking with learners, and giving feedback. They also carry out tests from time to time.

Throughout school, day-to-day assessment gives insights into learners' strengths and areas for improvement as they acquire, develop and demonstrate knowledge, understanding and skills.

In addition, more formal arrangements apply to Communication, Using Mathematics and Using ICT. During Key Stages 1, 2 and 3, teachers are required to assess learners using a set of standards called the Levels of Progression, which help teachers describe what each pupil can do in aspects of literacy, numeracy and using ICT. They can also help track progress over time in a way that's reliable and consistent. At the end of each key stage there are expected standards for most pupils.

Schools then need to report their pupils' end-of-key-stage levels to children's parents, the school's Board of Governors and the Department of Education.

We've also developed frameworks for assessing the progress of learners with special educational needs – and some learners may be exempt from aspects of assessment at times.

At Key Stage 4 and post-16, learners usually take external qualifications such as GCSEs. Each CCEA specification lists assessment objectives. These summarise knowledge, understanding and

skills associated with the qualification and build on what students have learned through the curriculum. Cross-Curricular Skills and Thinking Skills and Personal Capabilities should also remain part of classroom practice. The outcomes from qualifications can guide next steps in further study or employment.

The Annual Report that schools provide to parents is a way of sharing assessment information about their children's progress. It's important that everyone involved in a child's education has the information they need to help that child reach their full potential.

At CCEA we're continuing to develop materials and services that support effective practice in assessment, including:

- teacher guidance;
- pupil tasks and exemplification;
- online adaptive testing;
- online formative assessment; and
- qualifications.

For more details, or to view CCEA's Big Picture of Assessment and Reporting, go to the assessment and reporting pages for each key stage at [www.ccea.org.uk](http://www.ccea.org.uk)