Assessment for Learning: An introduction to the ESCAPE project

Abstract
Assessment is a significant aspect of the student learning experience and good assessment engages students with the curriculum; it creates opportunities for dialogue and ultimately stimulates learning. In spite of the accepted significance of assessment within Higher Education, the National Student Survey has in the past few years highlighted assessment and feedback as the lowest scoring aspect of the student experience. Working in partnership with the Business School and the School of Life Sciences the Effecting Sustainable Change in Assessment Practice and Experience (ESCAPE) project set out to support the development of assessment-for-learning initiatives. The ESCAPE project includes a range of curriculum development activities and change management processes. Objectives of the project relate to improving the educational effectiveness and resource efficiency of the assessment practice. An Appreciative Inquiry approach was adopted to help module teams build on existing good assessment practice. Following the design, development and implementation of pilot assessment activities, module teachers are already reporting greater engagement from students in their studies.
assessment for learning context, there is little to distinguish between the processes of learning for students and teachers. Chapter 4 is a new chapter from Siobhan Leahy and Dylan Wiliam that proposes up to 80% increases in students’ speed of learning when formative assessment practices are truly integrated ‘minute-by-minute and day-by-day’ into teachers’ classroom activities. On this note, this introduction to the second edition would be seriously deficient if acknowledgement of our sources and influences was not formally recorded. Over the period of its existence, the group worked with many people including teachers, academics and curriculum and assessment agency personnel from around the world, local authority advisers and district superintendents, govern The ESCAPE project is a two year JISC funded project (September 2008 to October 2010) and is funded under the ‘transforming curriculum delivery through technology’. Blended Learning In Practice March 2010. Assessment for learning: An introduction to the ESCAPE project. 40. Issues surrounding summative assessment include: programme. The project, directed by the Blended Learning Unit (BLU), is a joint venture between the BLU, the School of Life Sciences and the Business School. Fundamentally, the ESCAPE project is concerned with meeting the challenges faced by the Schools in supporting assessment... Learner self-assessment encourages learners to take responsibility for their own learning. Learners use success criteria to identify what they have done well and what they need to focus on next. They can then set personal goals. If you would like to try some AfL activities with your learners, you can find suggestions on collecting information, strategic use of questioning, giving feedback, and introducing peer and self-assessment here. Further reading. Black, P and Wiliam, D (2006) Inside The Black Box: Raising Standards Through Classroom Assessment, Granada Learning. Hargreaves, E. (2005) Ass... The Assessment for Learning Project (ALP) is a grant-making and field-building initiative inviting educators and systems leaders to fundamentally rethink the role of assessment for learning, agency, and equity. Since launching in 2016, ALP has connected schools, districts, networks, and states in a powerful learning community to explore the purposes, principles, and practices of assessment for learning. Discover more about assessment for learning and how we’re working together to support it. Learn more. The Five Core Shifts. There are five core shifts that occur when schools focus on assessment. Assessment for, as and of learning are types of assessment strategies identified by the NSW Education Standards Authority (NESA), Teaching and Educational Standards when describing effective assessment processes. Open-ended assessment refers to those assessments to which there is more than one possible solution, or indeed no ‘right’ answer. These assessments provide students with an opportunity to demonstrate the full extent of their understanding rather than being confined by needing to find one answer. For example, a Physics teacher might ask: ‘What will happen to the flow of water through a hosepipe if a smaller nozzle is fitted to it? Explain how this relates to the study of voltage, current and resistance in a simple electric circuit.’