

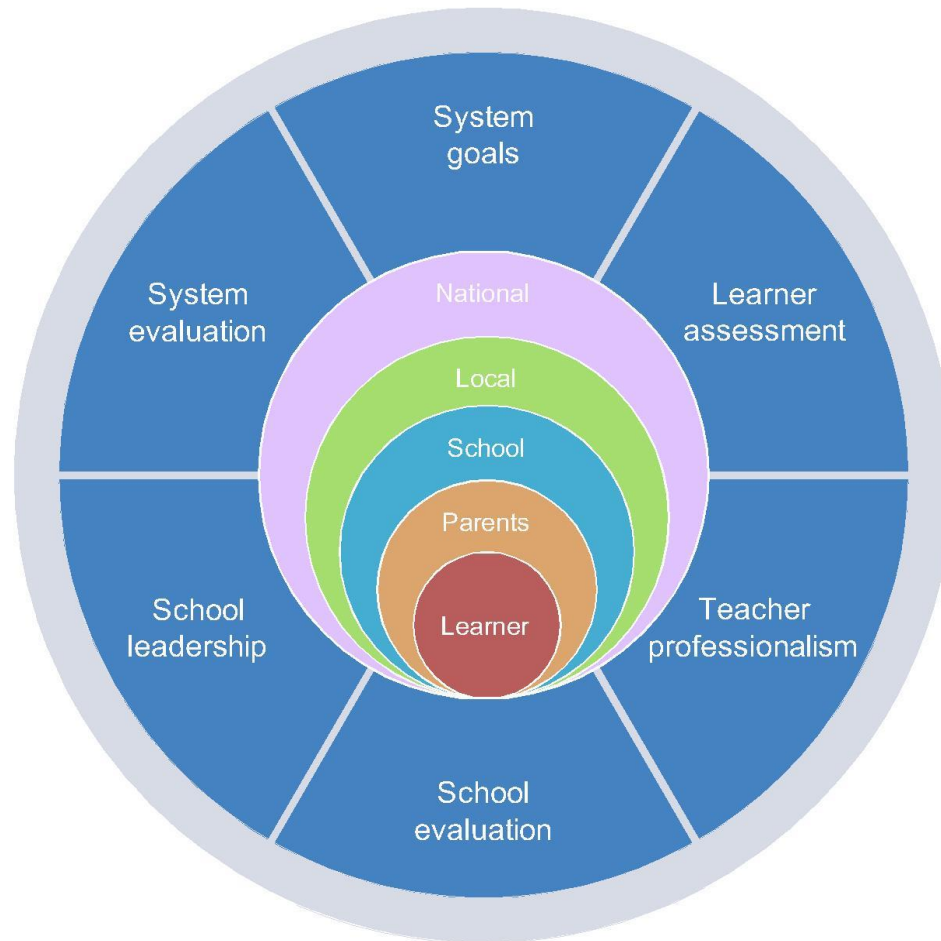
National Improvement Framework: Specification Design Group

12 August 2015

Background

- The overarching objective of the National Improvement Framework is to **improve outcomes for every learner**.
- It will provide consistent evidence on progress for individual children's learning, supporting evidence-based practice in the classroom and will also ensure that there is appropriate evidence and data to enable appropriate interventions for improvement at school, local authority and national level.
- There will be six key components of the Framework:
 - **System goals**
 - **Learner assessment**
 - Teacher professionalism
 - School evaluation
 - School leadership
 - System evaluation

National Improvement Framework



Learner Assessment

- A priority area in the Framework is learner assessment
- A new assessment tool to support diagnostic assessment for both individual learners and groups of learners. This will support stakeholders to gain a rounded and balanced view of:
 - national levels of performance
 - trends over time
 - longitudinal measures of learner progress
 - attainment across different socio-economic groups

Purpose of the Specification Group

- To scope out the detail of a specification for the new assessment and online system of support.

Timescales

- Two further meetings after today, on Wed 9th and Tue 15th September.
- The group will agree a specification for the assessment tool by the end of September, which will go forward to Ministers. The procurement and commissioning process will then begin.
- Plan to test the assessment, or aspects of it, in the 7 Challenge Authorities during 2016.
- Aim to have diagnostic assessment available by 2017.

Principles of assessment

- A diagnostic pupil level assessment
- Assessments will focus on literacy and numeracy and be based on Curriculum for Excellence.
- Pupils will be assessed at the following stages and levels:
 - P1 – early level
 - P4 – first level
 - P7 – second level
 - S3 – third level (and fourth level?)
- Pupils will be assessed towards the end of the school year.
- Will need to be able to produce data at pupil, school, local authority and national levels.
- Health and wellbeing is outwith the scope of the assessment. Children and Families Directorate are developing a Health and wellbeing survey planned for completion by 2017.

Design of assessment

- Format – Online?
- Content – normally discuss literacy as separate components: reading, writing, listening and talking. Which components should be included? Should a reading age measure be included? Content of a numeracy assessment.
- Design – e.g. should the assessment be adaptive based on pupils' responses?
- Timing – e.g. how long should each assessment take to complete?
- Marking – e.g. a score/standardised score/reporting category?

Practical implementation

- How will assessment be administered in schools?
- Would any training be provided in using the assessment and interpreting results?
- Would IT capabilities in schools be an issue?
- How will the assessment be marked and results provided?
- Timing
 - Timescales for implementation are important. If assessment is a resource to support teacher judgement, timescales for completion in schools need to fit with teacher judgement collection exercise.
 - Timing of results. Real time results for diagnostic function and suitable timescales for aggregate reporting?

Reporting tool

- Need to develop a tool for reporting results at school, LA and national level.
- Should there be an analysis functionality included to allow to provide further breakdowns?
- Publication of results in annual report/Parentzone.
- Health and wellbeing information could be incorporated into reporting tool.
- Timing – develop in parallel with or following the assessment itself?

Challenges and directions

- How will we assess aspects of literacy and numeracy to ensure breadth, depth and application?
- How do we ensure data can be used diagnostically by practitioners?

Discussion about format and content of diagnostic assessment:

- Very important to remember must focus on knowledge understanding skills within the experiences and outcomes
- Keep focussed on assessing what is right to assess and not what is easy to assess

Next steps

- We will draft a specification for the assessment tool for the next group meeting
- Complete follow up actions from today
- Longer term timescales
 - Finalise assessment specification by the end of September
 - Appointment organisation to begin assessment development before the end of 2015
 - Develop assessment tool to deliver in schools in March/April 2017
- Next meeting – Wednesday 9th September

Points for discussion

In order to draft the assessment tool specification, priorities for agreement are:

- Assessment format
- Components of literacy to be included
- What marks/results pupils and schools will receive and timescales for providing these.