



# Assessment – SCORE's interest

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# In short

Question: What is SCORE's interest in assessment?

Short answer: Assessment (more than any other single factor) determine:

- what is taught,
- when it is taught and
- how it is taught.

# In more depth

1. Types of assessment
2. Purposes of (external) assessment
3. Systems and structures
4. Concerns – implementation
5. Concerns – quality

# Types of assessment

## 1. Summative

- Terminal
- Written (in many forms)
- Practical

## 2. Formative

- Preparation/progress
- Diagnostic

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Style and content  
determined externally

# Purposes of (external) assessment

## 1. Student information

- Certification – for use by student as evidence
- Basis for progressions – information to outside world (and school)
- Differentiation – selection

## 2. Performance measures of

- Teachers
- Schools
- The national system

## 3. Teaching and learning

- Ensure learning – ensure what should have been learnt has been
- Influence style – in a way that is educationally useful

Need for: standards and quality

# Systems and structures

## 1. Complex structure of:

- Schools, teachers and head teachers
- Parents
- Awarding organisations
- News media
- Employers
- Politicians

## 2. Affected by drivers, regulations and regulators

- Market share
- Performance data
- League tables
- Regulations (performance measures, academies, national curriculum etc)
- Ofqual and Ofsted

# Concerns - implementation

1. The purposes cannot always be reconciled – high stakes ones win out
2. The system has become very complex
3. No driver for maintaining standards or quality
  - SCORE reports on GCSEs and Maths
4. The needs are all local
  - Temptation for schools to play the rules rather than the game
  - Temptation for Awarding Organisations to compete on ‘accessibility’



# Concerns - quality

1. Nothing to protect the very local need of the learner (or examinee)
2. There has been a loss of quality
  - We are not assessing what we want children to know or do?
  - The nature of assessment tools and items are driving down the quality of learning?

If we want to ensure a high quality education in the sciences for all, then we have to get the assessment system (and its constituent parts) right.

It all comes back to assessment.