

Working

Inside the Black Box:

Assessment for Learning in the Classroom

In their widely read article “Inside the Black Box,” Mr. Black and Mr. William demonstrated that improving formative assessment raises student achievement. Now they and their colleagues report on a follow-up project that has helped teachers change their practice and students change their behavior so that everyone shares responsibility for the students’ learning.

BY PAUL BLACK, CHRISTINE HARRISON, CLARE LEE, BETHAN MARSHALL, AND DYLAN WILLIAM

IN 1998 “Inside the Black Box,” the predecessor of this article, appeared in this journal.¹ Since then we have learned a great deal about the practical steps needed to meet the purpose expressed in the article’s subtitle: “raising standards through classroom assessment.”

In the first part of “Inside the Black Box,” we set out to answer three questions. The first was, Is there evidence that improving formative assessment raises standards? The answer was an unequivocal yes; a conclusion based on a review of evidence published in over 250 articles by researchers from several countries.² Few initiatives in education have

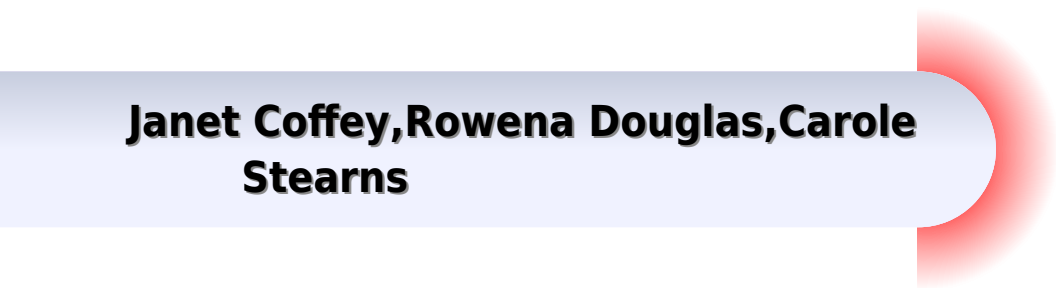
had such a strong body of evidence to support a claim to raise standards.

This positive answer led naturally to the second question: Is there evidence that there is room for improvement? Here again, the available evidence gave a clear and positive answer, presenting a detailed picture that identified three main problems: 1) the assessment methods that teachers use are not effective in promoting good learning, 2) grading practices tend to emphasize competition rather than personal improvement, and 3) assessment feedback often has a negative impact, particularly on low-achieving students, who are led to believe that they lack “ability” and so are not able to learn.

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Working Inside The Black Box Assessment For Learning In The Classroom

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Mathematics Inside the Black Box Dylan Wiliam, 2006 Mathematics Inside the Black Box is an easy to read booklet offering great advice and guidance on how to develop formative assessment in Mathematics The booklet suggests methods for teachers to interact more effectively with pupils on a day to day basis to promote their learning for instance by using focused questioning techniques and careful analysis of pupils responses The title sets out in detail the authors findings on ways of implementing assessment for learning Developing questioning In classrooms The Importance of feedback The role of self and peer assessment A final section pulls together key issues in implementing the strategies in a whole school context Table of contents What does this booklet offer Background Aims of mathematics teaching Principles of learning Classroom dialogue talking in and about mathematics Challenging activities The obvious answer is not always correct Using what we know about pupils mathematical understanding Problems with more or less than one correct answer Generating mathematical structure Closed questions can sometimes be valuable Mistakes are often better for learning than correct answers Using textbooks What is different about easy and hard questions Using summative tests formatively Good problems are not universal Generating challenging activities Encouraging pupil talk through questioning and listening Strategies to support all learners Opportunity for peer discussion Encouraging open discussion Feedback and marking Enabling pupils to identify the errors themselves Identifying where pupils use and extend their existing knowledge Encouraging pupils to reflect Suggesting pupils discuss their ideas with other pupils Helping pupils to show their working Advice on learning facts and procedures Self and peer assessment Two stars and a wish Commenting in pairs Checking understanding Discussing comments Putting it into practice *Science Inside the Black Box* Paul Joseph Black, Christine Harrison, 2004 **Assessing Science Learning** Janet Coffey, Rowena Douglas, Carole Stearns, 2008 In addressing assessment as a central element of teaching practice Assessing Science Learning explores the various forms assessment can take The research projects described show the strong link between assessment and improved student learning The essays invite science teachers to reflect on their practices and priorities and to consider a variety of productive assessment strategies and frameworks

Assessment for Learning Paul Black, Chris Harrison, Clara Lee, Bethan Marshall, Dylan Wiliam, 2003-09-16 This is a surprising and welcome book a heartening read that shows the power of assessment for learning and the potential for

academics and teachers jointly to put into practice ideas that can improve classroom learning and teaching TES The starting point of this book was the realisation that research studies worldwide provide hard evidence that development of formative assessment raises students test scores The significant improvement in the achievements of the students in this project confirms this research while providing teachers teacher trainers school heads and others leaders with ideas and advice for improving formative assessment in the classroom Assessment for Learning is based on a two year project involving thirty six teachers in schools in Medway and Oxfordshire After a brief review of the research background and of the project itself successive chapters describe the specific practices which teachers found fruitful and the underlying ideas about learning that these developments illustrate Later chapters discuss the problems that teachers encountered when implementing the new practices in their classroom and give guidance for school management and LEAs about promoting and supporting the changes This book offers valuable insights into assessment for learning as teachers describe in their own words how they turned the ideas into practical action in their schools Teaching Children 3-11 Anne D Cockburn, Graham

Handscomb, 2011-11-11 Focusing on the major topics underpinning professional studies strands in primary and early years teacher education Teaching Children Three Eleven provides indispensable coverage of vital practical and conceptual issues that support good teaching practice This Third Edition of the popular textbook has been carefully revised following detailed lecturer feedback to meet the evolving needs of students training to teach across the three to eleven age range Featuring four new chapters on curriculum development cross curricular teaching diversity and inclusion and communication in the classroom and engaging with the growing need for Master s level study in teacher education the new edition offers a balanced contemporary overview of modern teaching practice in an engaging and accessible manner This is essential reading for all students on primary and early years initial teacher education courses including undergraduate BEd BA with QTS postgraduate PGCE SCITT and employment based routes into teaching It will also be invaluable for those starting out on their professional careers Anne Cockburn is Professor of Early Years Education at the University of East Anglia Graham Handscomb is Senior Manager in Strategic Development for School Improvement and Early Years at Essex County Council

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