Assessment in IGCSE Mathematics
Session 1: Handout 1.17
How much formative assessment do you do?

Read through each question. Give yourself a score for each question.
Circle the number.

0 = never do this
1 = rarely do this (once or twice a year)
2 = do this occasionally (once or twice a term)
3 = do this regularly (at least once every two weeks)

	Circle your score			
Marking				
Collect in books and look at them	0	1	2	3
Write comments (apart from good/ bad, etc.)	0	1	2	3
Give a grade for achievement	0	1	2	3
Tests				
Set tests and give a grade to the student	0	1	2	3
Write comments on the test paper	0	1	2	3
Go over the test as class exercise	0	1	2	3
Give some students individual feedback on test	0	1	2	3
Asking questions in class				
Ask questions to the whole class	0	1	2	3
Ask questions to specific students	0	1	2	3
Target setting				
Set targets for the group as a whole	0	1	2	3
Set targets for individual students	0	1	2	3
Student Self-Evaluation				
Do you ask students about their progress?	0	1	2	3

Do you get feedback from individual students   0   1   2   3
about how they feel they are performing

Add up the number of 0's, 1's, etc. (max 13 per column)   ___   ___   ___   ___

A low number scored in the two left hand columns is not a criticism of teaching methods. It is intended to highlight areas which you could think about developing further to help your students improve their performance.

By looking at the figures in each column you should be able to get an idea of what areas you may consider developing.

For formative assessment to be useful, the student should learn something positive from the experience. For example, marking should not be used just as a blunt tool for obtaining student grades to see how they are progressing, but should include positive feedback.

Feedback on tests could include not only the correct answers but the reasons why the answers were correct (or incorrect).

SMART targets are steps towards reaching specific goals. Students could be given specific goal to aim at over a fixed time period. They can be explained as follows:
- **S**pecific: state exactly what needs to be done e.g. learn a specific section of work/ learn how to balance equations
- **M**easurable: most easily done by a specific test/ piece of work to test understanding
- **A**chievable: the target should be simple enough to be met within a short period of time, e.g. two weeks
- **R**ealistic: the task set will depend on the level/ grade at which the student is working – it is counterproductive to set tasks which make students feel that they have not succeeded
- **T**ime-related: the length of time the student is given to complete the task is specified. You may need to check up on how the task is going from time to time.

Students may also evaluate how they think they are progressing by individual discussion with the teacher. It may be the case that the student's view of his or her progress differs from the teacher's view. Self-evaluation may also throw up areas where a student is weak.