High Stakes; High Value – an approach to summative assessment

Esther Chesterman and Jane Atkinson
Cambridge Assessment International Education

Mahoodle Moot, Cambridge
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Cambridge
Professional Development Qualifications
130 CAMBRIDGE PDQ CENTRES

61 DIFFERENT COUNTRIES

214 PROGRAMME LEADERS ACCREDITED TO DELIVER CAMBRIDGE PDQS

84% CANDIDATES AWARDED A PASS OR DISTINCTION

3,900 PORTFOLIOS OF LEARNING SUBMITTED SINCE JANUARY 2015
Current system

1. Centre Downloads Word Templates
2. Candidates gather text based evidence
3. Centre submits portfolios to Secure Exchange
4. Examiner downloads portfolio from the Secure Exchange
5. Examiner uploads marking rubric and centre feedback report to Secure Exchange
Drivers for change
Requirements of PDQs

Joe Hughes
IW
Graphics
Coursework!
"There's a way to do it better - find it - Thomas Edison"
Richer Evidence
Supporting key concepts
Reflection
Observation
Collaboration
Stage 1
Develop prototype
A collection is a set of pages that are linked to one another and have the same access permissions. You can create as many collections as you like, but a page cannot appear in more than one collection.

**Page 1 Smart Evidence mapped to learning outcomes**

**Portfolio Collections pushed to candidates**
Stage 2
Live trial
Create a portfolio page

Task:

Duration: 30 minutes

Aim:
To be able to compile a page in the PD Portfolio and share it with Cambridge.

Objective:
You are to create a page in the PD Portfolio that showcases key information regarding a well-known teaching activity. You can choose one of the questions below (your choice). You must at least include the following:

- Some text
- An image
- A video from a video streaming site

Once you have created your page you will submit it to Cambridge.

Choose your teaching activity to ‘research’

Support

The Cambridge PDQ Team are here to help with advice and guidance on how to use PD Portfolio with your candidates and submitting for assessment.

You can contact the team via the programme leader group forum or email info@cie.org.uk

Candidates can access resources to help with creating their portfolios on the Help and Support pages.

Resources for Programme Leaders

PD Portfolio Introductory Activity.pdf

Tuesday, 11 July 2017 [2MB]

Teaching activity to research.pdf...
Portfolio submission

CICT&L Module 1 - Unit 2
by [Author Name] (Date)

Teaching an effective lesson

Evidence of practice

Context of the learner group

A group of 15 students were split into two groups where each group of students were easily visible to each other. The students were divided based on their abilities, which were assessed at the beginning of the term. This allowed for a more personalized approach to teaching.

Lesson plan

UNIT 1 LESSON 1: Understanding
UNIT 2 LESSON 2: Observational Drawing
UNIT 3 LESSON 3: Conceptual Drawing

Observation feedback

UNIT 2 OBSERVATIONAL DRAWING
UNIT 3 CONCEPTUAL DRAWING

Student artwork

Evidence of learning

I selected the class to present their portfolios to their peers. One student did not complete anything for the portfolio and another student did not participate. The student had spent a lot of time on their portfolio and was excited to share their work with the class. The student had completed all the required tasks for the portfolio.

When they presented, they used a digital tablet to display their portfolio. They began by discussing their process and then moved on to their final portfolio. The student used analogies and examples to explain their thought process and how they arrived at their final portfolio. The student also shared their reflections on the portfolio and how they felt they could improve in the future.

Evidence of reflection

Before the class was to end, I asked students to reflect on their learning. One student shared that they had learned a lot from the experience and that they were excited to apply what they had learned in the future. Another student shared that they had struggled with the portfolio at first but had improved greatly over time. They thanked the class for their support and encouragement.

Students enjoyed the overall experience and expressed a desire to continue with similar activities in the future. The class ended with a group discussion on the importance of portfolio submission and the role it plays in the learning process.
**Feedback**

**Candidates**
- Enjoyed the experience of collating their evidence in one place
- Liked the opportunity to make it “more real”
- Could see the benefit of using the platform for formative feedback but need more support on how to do this

**Programme Leader**
- Found it easy to track candidates progression
- Would like to use the formative feedback functionality but needs more support and guidance
- Pleased that the uploading of evidence is now no longer required so a much easier submission process

**Operations**
- There is now one less step in the processing of the PDQ portfolios which is a huge efficiency gain
Collaboration and Feedback

Smart Evidence
Cambridge International Certificate in Educational Leadership

by Jamal Fatima

The Certificate comprises three units related to practice, and forms Module 1: Exploring leadership of the Diploma in Educational Leadership.

Add more pages to this collection if you want them to show up here in the SmartEvidence map.

<table>
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<th>Unit 1: Understanding key concepts and theories of leadership</th>
<th>CICEdL Module 1 - Profile</th>
<th>CICEdL Module 1 - Unit 1</th>
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Unit 3: Action planning for developing leadership
What next?

Where do we go from here?
Stage 3
Implementation
Launch
Challenges...how do we?

- enable examinations to take place within the platform?
- make smart evidence dynamic?
- ensure equivalency of rich evidence and text?
Questions?
THANK YOU

Esther Chesterman
Education Manager

Jane Atkinson
Education Officer