



ASSESSMENT IN CITIZENSHIP EDUCATION

ASSESSING STUDENTS' PROGRESS
USING SUCCESS CRITERIA

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Association for
Citizenship Teaching

 **DERBYSHIRE**
County Council
Improving life for local people

BACKGROUND:

ASSESSMENT IS ABOUT THE LEARNER, NOT THE LEVELS.

FINDING APPROPRIATE WAYS TO ASSESS STUDENTS' LEARNING IN CITIZENSHIP HAS ALWAYS BEEN SEEN AS ONE OF THE BIG CHALLENGES FOR CITIZENSHIP TEACHERS.

This is particularly so when we want to assess skills, such as debating, team work and taking action. However, the new attainment target for the end of key stage 3 should now provide a better understanding of what the standards to aim for are. The attainment target, set out as level descriptions (an 8 level scale plus exceptional performance), helps to set clear standards for achievement, ensuring progression in teaching and learning and enabling Citizenship to have the status of other subjects.

The aim of this resource is to help teachers develop a more consistent approach to assessment in Citizenship. In particular it aims to support teachers to assess Citizenship skills. The case studies illustrate how the progress and achievement of students in these skills can be assessed, using success criteria, that are based on the standards in the level descriptions.

REQUIREMENTS & TIMEFRAME:

THERE IS A STATUTORY REQUIREMENT FOR TEACHERS TO ASSESS STUDENT ATTAINMENT IN CITIZENSHIP AT THE END OF KEY STAGE 3.

From the summer of 2011 this assessment must be carried out by making a judgment about attainment using the level descriptions. Teachers need to decide which level description best fits each student's attainment based on the evidence they have. You must also continue to provide a written annual report to parents on strengths and areas for development in citizenship for each student in years 7 to 11.

In practice this means that from September 2008 schools should begin to collect evidence of learning in Citizenship to ensure teachers can make an informed assessment for each student by the end of the key stage. To be ready for this, you may want to start working with the level descriptions now, for example to help you understand what is expected of your students. To be able to build a picture of each student's progress and achievement in Citizenship, it is important to be clear about the learning outcomes or success criteria expected. Success criteria can be developed for the tasks and activities that you use for assessment and may be shared with the learners. Success criteria can also be helpful in establishing a baseline of your students' knowledge, understanding and skills in Citizenship when they begin key stage 3.

ASSESSMENT SHOULD BE PLANNED FROM THE BEGINNING AS AN INTEGRAL PART OF TEACHING AND LEARNING

WHAT THE LEVELS ARE FOR, AND ARE NOT FOR:

THE LEVELS ARE A GUIDE TO STANDARDS AGAINST WHICH TO MAKE ASSESSMENTS; THEY ARE NOT A MARK SCHEME IN THEMSELVES.

WHAT ARE LEVELS FOR?

- A GUIDE TO STANDARDS
- A CLIMBING FRAME FOR PROGRESSION
- A TOOL FOR PLANNING OPPORTUNITIES FOR ASSESSMENT
- ESTABLISHING CHARACTERISTICS OF PROGRESS – A FEEL FOR PITCH
- ASSESSING ATTAINMENT AT THE END OF THE KEY STAGE ACROSS A RANGE OF EVIDENCE.

WHAT ARE LEVELS NOT FOR?

- MARKING A SINGLE PIECE OF WORK
- A LIST OF THINGS TO COVER
- LABELLING CHILDREN 'MY LEVEL 5s' etc.

Courtesy of Liz Craft, QCA

THE FIRST STEPS:

WHEN YOU ARE PLANNING YOUR ASSESSMENT OF CITIZENSHIP ACROSS KEY STAGE 3, WE RECOMMEND YOU CREATE ASSESSMENT OPPORTUNITIES WHICH INCLUDE A:

- RANGE OF EVIDENCE (not just written work);
- RANGE OF METHODS (not just teacher-led);
- RANGE OF FORMALITY (not just end of unit / term tests).

The purpose is to get a view of the whole learner, and the best way to do this is to use as many different opportunities as possible, including less formal ones, to gather a wide range of evidence of learning.

The following examples of evidence have been collected from teachers:

- DRAW AND ANNOTATE ONE OF THE KEY CONCEPTS
- MIND-MAPPING
- DIARIES
- DISPLAY OF A COMMUNITY ACTION PROJECT
E.G. AT PARENT'S EVENING
- PRESENTATIONS
- OBSERVATION OF A GROUP DISCUSSION OR
GROUP TASK
- PHOTOGRAPHS, FILMS OR VIDEO MADE ON A
MOBILE PHONE
- WEB PAGE OR BLOG
- ROLE PLAY
- CAMPAIGNING LETTERS, EMAILS OR PRESS RELEASES
- 'SILENT DEBATE' (WHERE GROUPS OF STUDENTS
WRITE DOWN THEIR OPINIONS, RATHER THAN
SPEAK THEM)

THE KEY IS TO KEEP IT SIMPLE. A FEW PIECES OF HIGH QUALITY EVIDENCE ARE BETTER THAN MANY PIECES OF LOW QUALITY.

USING SUCCESS CRITERIA:

SUCCESS CRITERIA ARE DESCRIPTIONS OF PUPIL PERFORMANCE BASED ON THE LEVELS, AND ARE SPECIFIC TO A LEARNING ACTIVITY.

SUCCESS CRITERIA ARE DESCRIPTIONS OF STUDENT PERFORMANCE BASED ON THE LEVELS, AND ARE SPECIFIC TO A LEARNING ACTIVITY.

They set out what a learner should know and understand and/or be able to do. The levels are a guide to pitch and progression when you write the success criteria. They are standards against which to make assessments; not a mark scheme for individual pieces of students' work. While most evidence could illustrate learning across a range of concepts and processes, we advise that the success criteria should focus in on one or two of them. Over the key stage, you should collect evidence which will help you make an assessment on students' progress for each of the key concepts and processes.

CASE STUDIES:

THE CASE STUDIES IN THIS PACK ARE BASED ON THE WORK OF HAMILTON COMMUNITY COLLEGE IN LEICESTER AND QUEEN ELIZABETH GRAMMAR SCHOOL IN DERBYSHIRE.

Working alongside these teachers, we have developed success criteria for these units of learning and then tested them with students. We hope that this will demonstrate to teachers how using success criteria can be a useful way of building an assessment framework for both existing and new Citizenship activities. We have included a short film of the work in Hamilton Community College to illustrate assessment in action.

Success criteria must be specific to a learning activity, so while these cannot be copied directly, it is hoped that they will demonstrate to teachers how a variety of Citizenship activities can be assessed using a range of evidence, methods and formality.

For more resources and case studies on assessment, go to:

www.teachingcitizenship.org.uk

www.qca.org.uk/curriculum

www.citized.info

THE KEY IS TO KEEP IT SIMPLE. A FEW PIECES OF HIGH QUALITY EVIDENCE ARE BETTER THAN MANY PIECES OF LOW QUALITY.

OUTLINE OF UNIT OF LEARNING: A CHILD'S RIGHT? (HAMILTON COMMUNITY COLLEGE)

BACKGROUND TO THE ACTIVITY:

In this unit of learning, students investigate and learn about children's rights in the UK and India. They then create a short film to raise awareness of children rights and convince other young people to take action to protect the rights of all children. The activity is taught to Year 7 students in the Autumn term. It is delivered over several one hour discrete Citizenship lessons and the students can also use their own time to finish up their films. The best films are shown to the rest of the school during an assembly to raise awareness of children's rights.

LEARNING OBJECTIVES:

- 1) To enable students to understand what is 'a right', and how it differs from 'a need'
- 2) To enable students to understand how and why children's rights are sometimes ignored, especially in poorer countries, using the example of the UK and India
- 3) To enable students to understand that rights may come into conflict and to consider what can be done to protect them.
- 4) To enable students to develop their ability to express a convincing and persuasive argument on children's right through a short film.

OVERVIEW OF THE LEARNING ACTIVITY:

- Students are shown a film made by a previous group of students about children's rights. They are encouraged to think about the use of film as a way to get messages across and represent other peoples' views.
- The concept of children's rights is introduced, and how rights are different from needs.
- In groups the students consider what rights they think children in the UK currently have.
- The students are then shown a case study of a child labourer in India working in poor conditions and for poor pay to make toys and games for children in the UK. The students are asked to consider this case study and what it says about children's rights in the UK and India. They are then asked to consider how the rights of children in the UK and India might conflict, and how this can be resolved. Students will learn what they and others can do to make a difference.
- The students are then challenged to make a film using digital cameras on children's rights in the UK and India. The students are given a selection of photos and other useful information to help them. In particular the film should:
 - Demonstrate their understanding of what is a 'right' and how it is different to a 'need'
 - Demonstrate their understanding that some children's rights are ignored, using examples
 - Explain how rights can come into conflict between children in different parts of the world
 - Raise awareness that the rights of children in other countries are often ignored
 - Suggest a course of action that could tackle this
- They start by completing a storyboard about what their film will show and then use digital cameras and editing software to create their film.
- The films are shown to the rest of the school during an assembly and the audience gets to ask questions after each film is shown.

METHOD OF ASSESSMENT:

Teacher assessment of the films

SUCCESS CRITERIA:

Focus for assessment:

- Understanding of 'rights', how they can conflict and what can be done to protect them.
- ability to express a convincing and persuasive argument

	LEVEL 4	LEVEL 5	LEVEL 6
KEY CONCEPTS: RIGHTS AND RESPONSIBILITY	Able to explain what are rights and why they are important, using examples.	Able to clearly explain what are rights and why they are important, using specific examples and a range of informed arguments.	Able to clearly and persuasively explain what are rights and why they are important, using specific examples and wide range of informed arguments.
KEY PROCESS: ADVOCACY & REPRESENTATION	Able to explain how some children's rights are ignored, using examples.	Able to clearly explain how and why some children's rights are ignored, using specific examples.	Able to clearly and persuasively explain how and why some children's rights are ignored, using specific examples and a range of informed arguments.
RANGE & CONTENT: HUMAN RIGHTS	Able to recognise that sometimes rights conflict, using examples.	Able to recognise that sometimes rights conflict and suggest ways to protect the rights of children in India in an engaging and persuasive style.	Able to recognise that sometimes rights conflict and suggest a number of realistic ways that young people in the UK could protect the rights of children in India, using language and a style that is appropriate for a short film and a young audience.

OUTLINE OF UNIT OF LEARNING: THE CAMPAIGN CHALLENGE (QUEEN ELIZABETH GRAMMAR SCHOOL)

BACKGROUND TO THE ACTIVITY:

All Year 8 students at Queen Elizabeth Grammar School take part in the 'Campaign Challenge'; a project to support a local, national or global campaign. They are introduced to the challenge at the start of the year during Citizenship lessons and also given time during discrete Citizenship classes throughout the year to work on the challenge. There are a number of possible outcomes of the project, including raising awareness of the campaign among fellow students or the community, setting up a local student campaign group, organising a petition on behalf of the campaign, writing to their MP or local press about it, and so on.

LEARNING OBJECTIVES:

- 1) To enable students to develop their ability to work in groups and negotiate, plan and take part in a project that will support a campaign.
- 2) To enable students to develop their ability to devise creative approaches to taking action on issues that matter to them
- 3) To enable students to be able to reflect on and evaluate the process and their role in taking part in the Campaign Challenge.

OVERVIEW OF THE LEARNING ACTIVITY:

- Students work in small groups and are informed about the Campaign Challenge. During this challenge the students must:
 - Identify and research a campaign that inspires them
 - Plan a course of action that will support this campaign
 - Carry out this course of action
 - Evaluate and review the activity they took part in and its impact.
- They can support their chosen campaigns in a wide range of ways that go beyond raising money, including raising awareness of the campaign issues among their peers or community, setting up a local student campaign group, organising a petition on behalf of the campaign, writing to their MP or local press about it, etc.
- At regular points during the year the students are encouraged to reflect on the impact of the activities they are carrying out.
- At the end of the year each group makes a presentation to the other students. In the presentation they must show how they researched and chose the campaign they wanted to support, their plan for the activities they intended to carry out, the impact of the activities they undertook and a personal reflection of taking part in the challenge and the impact it had.
- The students are rewarded and their achievements celebrated.

METHOD OF ASSESSMENT:

Teacher and peer assessment of the final presentations. Presentations are made during an assembly to teachers and other students in Year 8.

SUCCESS CRITERIA:

Focus for assessment:

- Focus for Assessment: ability to plan, carry out and reflect on a Citizenship campaign.

	LEVEL 4	LEVEL 5	LEVEL 6
RESEARCH: THE STUDENTS ARE...	Able to give several reasons for why they have selected their chosen campaign.	Able to give informed reasons why they have chosen their campaign, showing a clear understanding of the purpose and relevance of the campaign.	Able to give several informed reasons, based on research, why they have chosen their campaign and able to demonstrate using clear evidence the purpose and relevance of the campaign.
PLAN: THE STUDENTS ARE...	Able to plan a group project and produce a written plan of action that sets out its aims and objectives.	Able to carefully plan a group project, including writing a detailed plan of action. They can explain why it is appropriate, realistic and achievable within the timeframe.	Able to carefully plan a group project, including a written plan of action which includes details of individual roles, aims and objectives of the campaign and targets which are realistic and achievable.
TAKE PART: THE STUDENTS ARE...	Able to work well together as a group and carry out a campaign.	Able to work effectively in a group to achieve your campaign aims, by taking on tasks, doing them on time and helping other group members.	Able to work effectively in a group to achieve your campaign aims, by taking on tasks, doing them on time and helping other group members. Able to show the skills of leadership, flexibility and resilience where appropriate.
REFLECT AND EVALUATE: THE STUDENTS ARE...	Able to reflect on the way their group worked together.	Able to reflect on the way they worked together as a group, describe the difference their project made and suggest how it could be improved.	Able to reflect on the way their group worked together and also on their individual role within the group. Able to evaluate the difference their project made and make specific suggestions for how it could have been improved.

PEER ASSESSMENT TEMPLATE:

ACTIVITY	DESCRIPTION	HAVE THE STUDENTS...
RESEARCH	Can they clearly explain why they chose their campaign?	<ul style="list-style-type: none"> ■ Identified a campaign? ■ Given a reason why they want to support this campaign? ■ Made contact with people or organisations outside of your school about the campaign?
PLANNING	Can they show that they have carefully planned the project?	<ul style="list-style-type: none"> ■ Made a written plan for their project? ■ Considered timings for their project? ■ Got individual as well as group roles in the project? ■ Considered the impact of their group campaign?
TAKING PART	Can they work well in a group and achieve their aim on time?	<ul style="list-style-type: none"> ■ Successfully undertaken an activity in the school? ■ Successfully undertaken an activity out of school?
REFLECTION	Can they clearly describe how their project has made a difference and how they worked as a group?	<ul style="list-style-type: none"> ■ Reflected on the impact their project made? ■ Made suggestions about what they would do differently next time? ■ Reflected on their individual roles in the project?

SCORE: OUT OF 5

COMMENTS

APPENDIX:

THE FOLLOWING IS A LIST OF CHARACTERISTICS THAT ONE MIGHT EXPECT TO SEE AND HEAR FROM A STUDENT WHO HAS CARRIED OUT AN EXCELLENT CITIZENSHIP ACTION OR CAMPAIGN. THEY MAY HELP YOU IN PLANNING SUCCESS CRITERIA FOR SUCH A PROJECT.

RESEARCH:

- TO KNOW HOW TO GET RELEVANT INFORMATION FROM A WIDE RANGE OF SOURCES, INCLUDING KEY PEOPLE, THE MEDIA, THE INTERNET ETC.
- TO BE ABLE TO ANALYSE THIS INFORMATION, DRAW ACCURATE CONCLUSIONS AND MAKE APPROPRIATE DECISIONS BASED ON IT
- TO RECOGNISE AND BE SELECTIVE ABOUT WHAT INFORMATION IS KEY TO YOUR CAMPAIGN
- TO BE OPEN MINDED AND READY TO MAKE DECISIONS BASED ON EVIDENCE, NOT JUST INSTINCT

PLAN:

- TO IMAGINE WHAT IS POSSIBLE (AND IMPOSSIBLE) AND WHAT WILL NEED TO BE IN PLACE TO ACHIEVE IT
- TO ANTICIPATE THE POSSIBLE OUTCOMES OF TAKING A PARTICULAR COURSE OF ACTIONS, AND PLAN ACCORDINGLY
- TO KNOW WHO THE MOST RELEVANT INDIVIDUALS AND INSTITUTIONS ARE, AND HOW TO INFLUENCE THEM IN ORDER TO ACHIEVE YOUR AIM
- TO KNOW A RANGE OF CAMPAIGNING TECHNIQUES AND CHOOSE THE MOST RELEVANT APPROACH
- TO BE REALISTIC AND RIGOROUS ABOUT THE TIMEFRAME FOR THE CAMPAIGN
- TO DREAM, DARE, BE AMBITIOUS AND TAKE RISKS

TAKE PART:

- TO BE PERSISTENT AND FLEXIBLE IF THINGS GET DIFFICULT
- TO BE RIGOROUS IN IMPLEMENTING TASKS AND STICKING TO A TIMETABLE – TO DO WHAT YOU SAID YOU WOULD DO... ON TIME!
- TO NURTURE AND SUPPORT OTHERS TO DO WHAT THEY SAY THEY WILL DO, AND TO CALL ON EXTRA HELP IF NEEDED
- TO NEGOTIATE ROLES AND BE PROACTIVE ABOUT TAKING ON TASKS
- TO LOOK BEYOND YOUR OWN SPECIFIC ROLE, TO THE WIDER GOAL OF THE GROUP
- TO BUILD RELATIONSHIPS WITH KEY PEOPLE, SUCH AS COMMUNITY LEADERS, THE MEDIA, OR CELEBRITIES, AND CONVINCE THEM TO SUPPORT YOUR CAMPAIGN

REFLECT:

- TO BE WILLING TO BE REFLECTIVE IN A CONSTRUCTIVE AND HONEST WAY
- TO ACCURATELY ASSESS THE IMPACT OF THE CAMPAIGN AND CONSIDER HOW IT COULD BE IMPROVED NEXT TIME
- TO RECOGNISE WHEN FAILURE IS BECAUSE OF PERSONAL, OR EXTERNAL, FACTORS.

Courtesy of Pete Pattison, ACT

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