

eVIVA: Using e-portfolios for formative and summative assessment

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Background to eVIVA

- QCA asked to develop an onscreen summative test to assess pupils' performance in the national curriculum subject ICT at key stage 3
- QCA also asked to produce formative assessment materials

ICT in schools

- ICT taught by many non-specialists
- Limited contact time
- Technical issues
- Teachers find assessment difficult
- Statutory teacher assessment known to be unreliable

So what is eVIVA?

- A research project looking at the use of online portfolios in the assessment of ICT at KS3
- eVIVA stands for electronic virtual ipsative valid assessment

How does it work?

- Students post work into their online space and annotate it to explain what they have learnt or why they are proud of what they have done
- The teacher and other students add their comments
- When the portfolio is completed students take their 'eVIVA' – on their mobile 'phone (or a land-line 'phone)

Who is involved?

- In phase 1 (to end of July 2003) 10 schools were involved with a minimum of 20 students and 1 teacher per school
- In phase 2 (to end of July 2004) 5 schools are continuing
- Ultralab is carrying out the research on behalf of QCA

About Ultralab

- A research centre based at Anglia Polytechnic University, Chelmsford
- Research into the use of learning technology
- Empowering the learner
- Developing creative and delightful learning environments

Formative assessment requirements

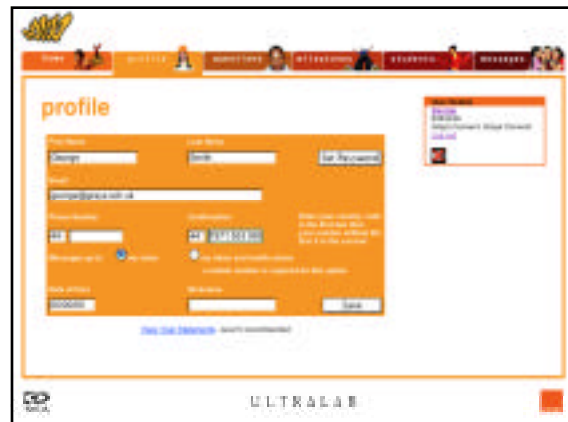
- Mechanism for dialogue between teachers and students about the learning process
- Opportunity for students to reflect on their own work
- Self assessment
- Peer assessment

The eVIVA process...

- Students are registered by their teacher and assigned a user name and password and asked to log on to the eVIVA website



- Students complete their profile and tick the 'I can' statements to find out the level of questions they should choose to work on
- They also record a voice postcard





- Students choose 4 or 5 questions from the website to work on. These questions will be used in their telephone VIVA
- Students are notified by email or text message when it is time to record their 'voice postcard'
- Students record 'milestones' on the eVIVA website. These 'milestones' can be reflections on pieces of work they are proud of or moments when they have learnt something. The milestone annotations can be supported by attached files of work.

- When students are ready they can publish their milestones to their teacher and other students in their class for their feedback
- Teachers and other students can view published milestones and can attach their feedback comments via the website or SMS



- The system has a messaging facility



- Students are notified by text or email when it is time for their telephone VIVA. They answer their chosen questions by 'phone. The answers are recorded and sent to the eVIVA website.

The eVIVA



What are the findings so far?

- Students are motivated and empowered by sharing their work in an online space. Exhibiting their work in an online portfolio appears to give students a sense of audience and to lift their expectations
- eVIVA encourages a dialogue about the learning process between teacher and student as well as between student and student
- Teachers value having an online portfolio which is easily accessible and supports continuous assessment

- The combination of the VIVA and the annotation tool offers more opportunities for students to demonstrate their thinking and the processes underpinning their work than are usually available
- eVIVA provides students with a forum or showcase for their work which helps build their confidence
- During an ICT lesson technical demands can make one-to-one dialogue difficult. The eVIVA annotation facility offers an additional and alternative opportunity for teacher-student dialogue

Next steps

- The second phase of the project will allow QCA and Ultralab to:
- Refine and test the self-assessment aspect further
 - Assess the impact of the use of the portfolio including issues of manageability and teacher workload and the use of the tool over time
 - Gather more data on annotation and peer assessment
 - Determine whether or not the evidence students post through eVIVA enables a teacher to make a more informed assessment at the end of the process i.e. is eVIVA fit and fair for purpose?

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