Assessment for Learning...enough theory Coxy...let's do it!

What might this mean?
Do they think it's good because the teacher has given praise...
...or do they think it's good because they really understand what makes it good

Discuss

Consensus...



...but is it good AfL?

Outstanding teachers are those who...

"Are utterly and confidently using a range of assessment strategies, reflecting a clear understanding of the theory and practice of assessment. They are skilful at providing pupils with just feedback and marking that is not just limited to comments but also gives pupils advice on how to improve their work. They use assessment information effectively to inform planning and teaching."

Ofsted - (2009)

Classification of Judgment - Ofsted

"Effectively monitoring and assessment

"What is key is not so much the frequency of the assessment as a sense that through it is used the best of AfL strategies"

Learning Outcomes

To contribute to developing a HUGE range of AfL strategies

Let's consolodate our understanding...

New Style Assessment

Teaching and Learning

Assessment

Teacher assesses where learners are and adjusts teaching accordingly

Teacher assesses an individual's progress and gives personal advice

Peers assess each other's work and recommend ways to improve

Learners assess where they are and decide how they can improve

Learners assess how their understanding has progressed during the course of the lesson.

Time for some AfL speed dating!



School Improvement - Effectiveness

Reduce class sizes by 30%

Increase teacher content knowledge from weak to strong

Formative assessment/ assessment for learning

Extra months of learning per year

4 2 8

Dylan Wiliam (2004) Assessment for learning: why, what and how? London, Institute of Education

Let's see what you remember from last session



How many children with so many differences?

Assessment for Learning / AFL Assessment

Black and Wiliam's influential report & called INSIDE THE BLACK BOX

Key recommendations ?

Lower attaining students

What are the four elements of AfL?

Sharing criteria with learners

Quality of questions/ quality of talk

Use and quality of feedback

Peer and self assessment



AfL Strategies



AfL Strategies



AfL Strategies



AfL Strategies

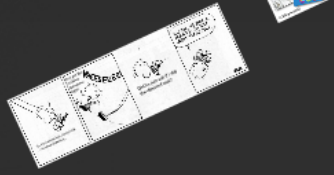




Links?

Tricky words





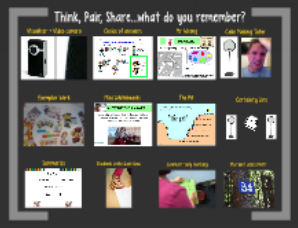




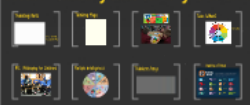
Shall we 'Secret Squirrel' the learning so far?



Think, Pair, Share...what do you remember?



Possible Thinking Skills strategies to trial?



What are your top nine strategies?

Learning Outcomes

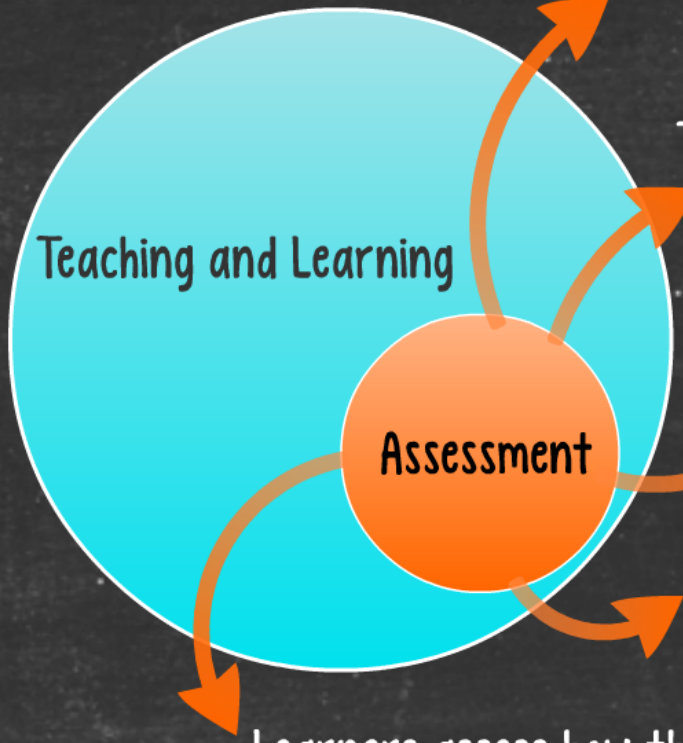
To continue to develop a **HUGE** range of AfL strategies

Poker Face



Let's consolodate our understanding...

New Style Assessment



Teacher assesses where learners are and adjusts teaching accordingly.

Teacher assesses an individual's progress and gives personal advice.

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Learners assess how their understanding has progressed during the course of the lesson.

School Improvement - Effectiveness

Reduce class sizes by 30%

Increase teacher content knowledge from weak to strong

Formative assessment/ assessment for learning

Extra months of learning per year

4 (in 12 months small class achieves what larger class did in 16)

2

8

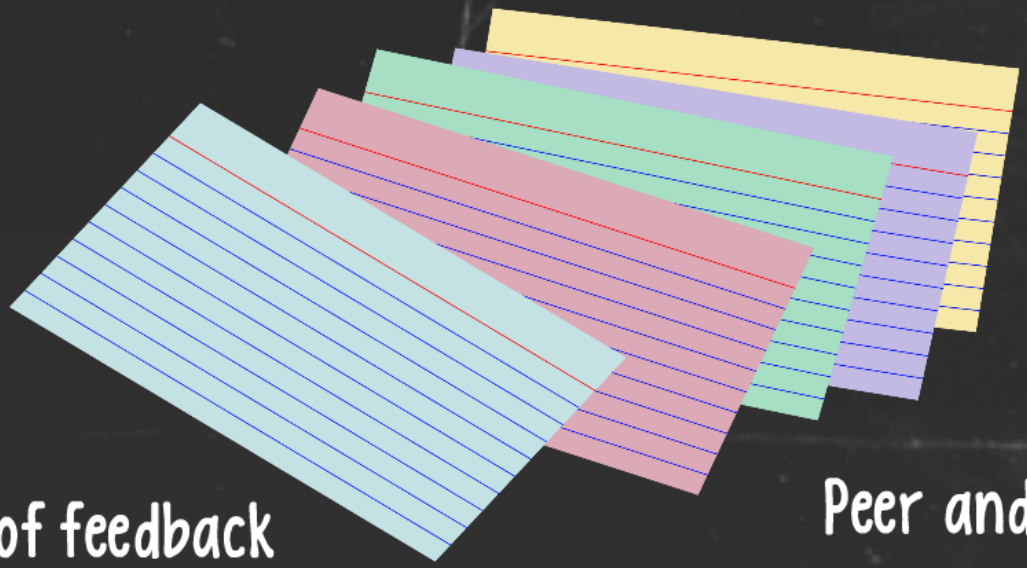
Dylan Wiliam (2009) Assessment for learning: why, what and how? London: Institute of Education

What are the four elements of AfL?

(The table from last session!)

Sharing criteria with learners

Quality of questions/ quality of talk



Use and quality of feedback

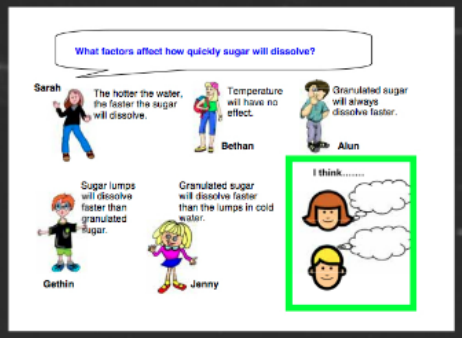
Peer and self assessment

Think, Pair, Share...what do you remember?

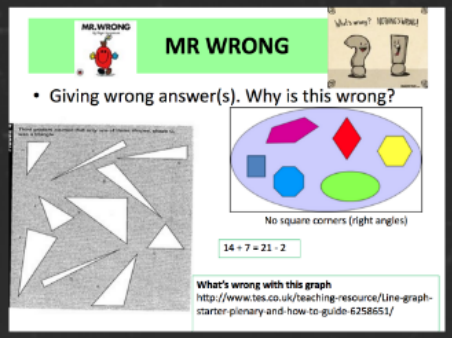
Visualiser + Video camera



Choice of answers



Mr Wrong



Cake Making Tutor



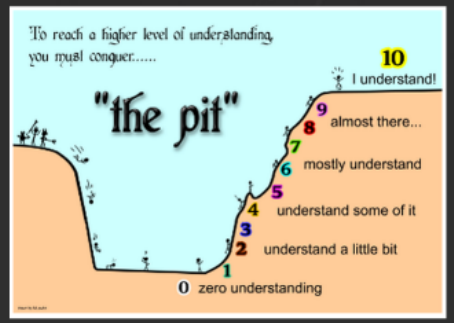
Exemplar Work



Mini Whiteboards



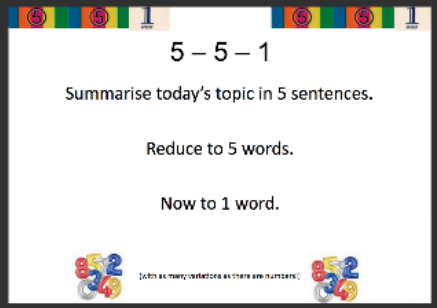
The Pit



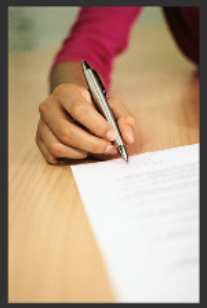
Certainty Line



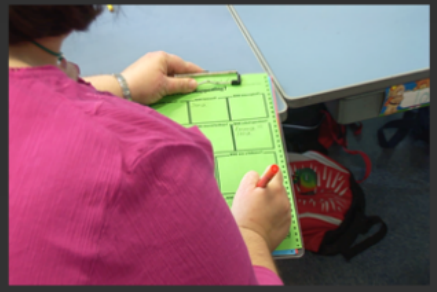
Summaries



Students write Questions



Comment-only marking



Mid-unit assessment



AfL Strategies

Student Review



Students review their own learning either in groups or individually. This could be done as a plenary, a mini-Plenary or as an activity to help planning for future revision or the remainder of the unit.

How?

Traffic Lights



Use traffic lights as a visual means of showing understanding.

e.g.
Students have red, amber and green cards which they show on their desks or in the air. (red = don't understand, green = totally get it etc.)

Students self-assess using traffic lights. The teacher could then record these visually in their mark book.

Peer assess presentations etc. with traffic lights



Self-assessment Targets

Students give themselves targets based on their self-assessment.

These learning goals could be recorded somewhere and revisited (i.e. inside cover of workbook)

They could be compared to teacher targets and the two brought to consensus if different.



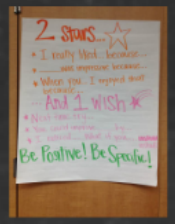
2 stars and a wish

For peer assessment, ask students to give two stars and a wish.

Two stars = 2 things that are good about the piece of work

A wish = something they can improve to make it even better





Articulate then Answer

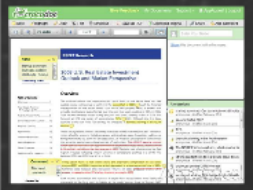
Give students the opportunity to articulate their thinking before answering –

30 seconds silent thinking before any answers
Brainstorm in pairs first for 2-3 minutes
Write some thoughts down before answering
Discuss with your neighbour first



crocodoc

review
Share and ~~mark up~~ documents online



... and other such online animals!



Tell your neighbour

Students 'tell their neighbour' as a means of articulating their thoughts.

Ask a question, give thinking time and then ask students to tell their neighbour their thoughts.

Tell students what the new topic is and then ask them to tell their neighbour everything they know about it.

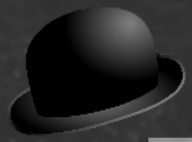


Lollypop sticks









Basketball not Ping Pong!

Bounce answers around the room to build on understanding and have students develop stronger reasoning out of misconceptions.

E.g.
"Jimmy, what do you think of Sandra's answer?"

"Sandra, how could you develop Carl's answer to include more detail?"

"Carl, how might you combine all we've heard into a single answer?"



Wait and recap

Wait for students to draw out most of the key words you are asking for and then reframe the question – asking for a synthesis which recaps the whole discussion by joining all these words into a single coherent answer, paragraph etc.



KWL Grids



Learning Journal

Create a learning journal in which students can reflect on and review their learning. It could include plenary activities, a target setting chart, aims and goals etc.



Group Answer

Making aims clear

Put lesson objectives on the board at the beginning of the lesson.

Talk to students about why they are studying what they are studying.

Contextualise short-term aims in long-term aims

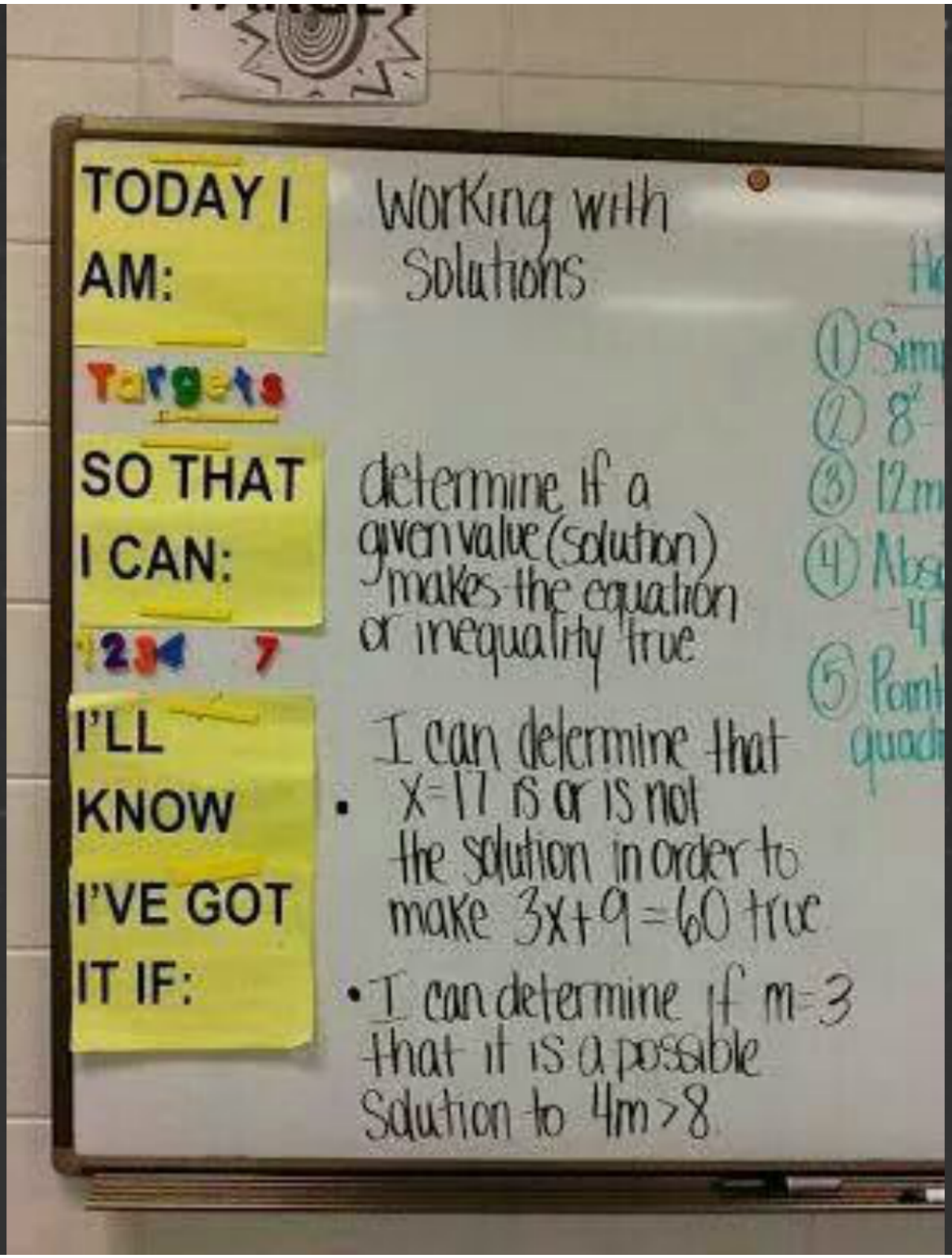
Check with students that they are clear about the aims of the lesson/unit/subject

Produce aims in conjunction with students



Show Learning Pathway Coxy!




TODAY I AM:
Working with Solutions
Targets
SO THAT I CAN:
determine if a given value (solution) makes the equation or inequality true
I'LL KNOW I'VE GOT IT IF:
• I can determine that x=17 is or is not the solution in order to make 3x+9=60 true
• I can determine if m=3 that it is a possible solution to 4m>8



GO FOR FIVE

- Don’t give out your lesson objectives at the start of the lesson! Get the pupils in the plenary to guess what your lesson objectives and things you wanted them to learn were. Tell them to go for five! Brilliant as an AFL tool for finding out what they actually did learn rather than what you wanted them to. You can be open with them and then share your lesson objectives which can lead to interesting discussions if they were different to what they suggested!

One, Two, Review, Review

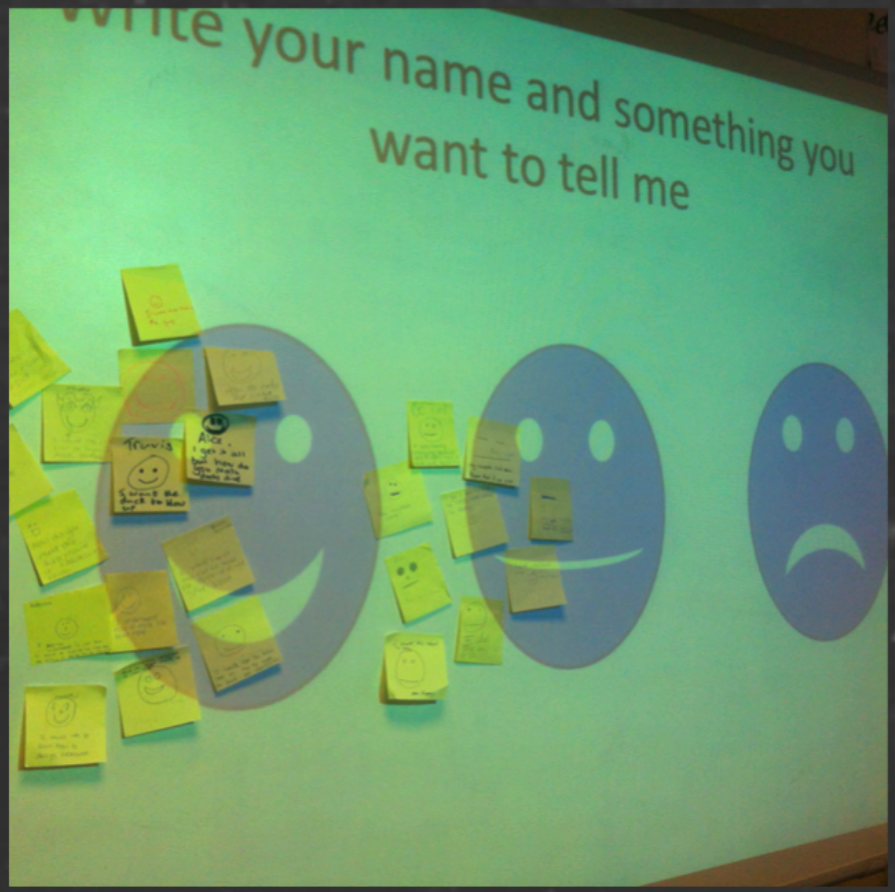
One	*Two*	*Review*	*Review – I didn't know/think of this because…*
'I'	*'You'*	*- I now know…*	

Teacher Review

The teacher leads the review of the lesson or unit using questioning to elicit understanding from students.

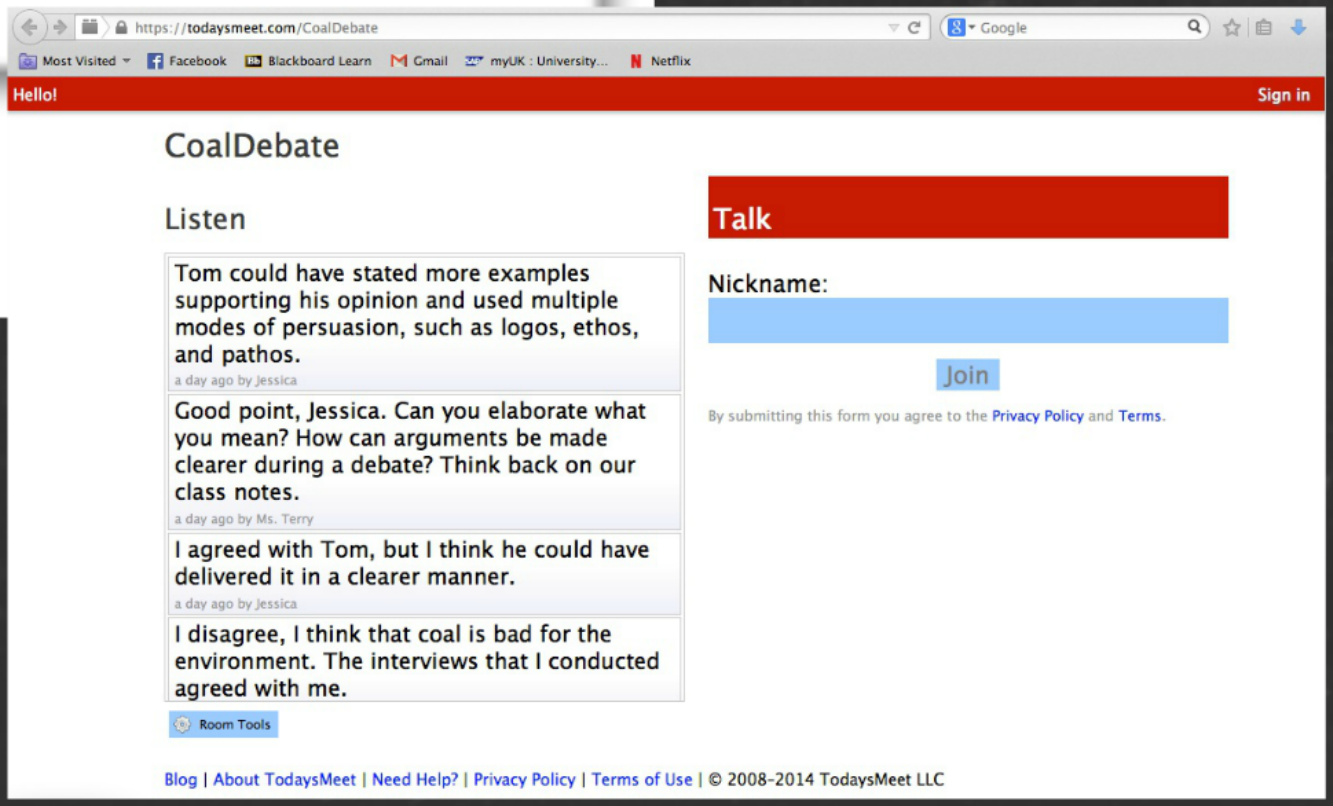
Focus could also fall upon the effectiveness of the lesson at facilitating learning – i.e. can students think of ways that it could be altered to improve their learning?

The teacher could model review by evaluating the lesson in relation to their own objectives.



How far would you take learner voice?

TodaysMeet


https://todaysmeet.com/CoalDebate
Google
Most Visited
Facebook
Blackboard Learn
Gmail
myUK : University...
Netflix
Hello!
Sign in
CoalDebate
Listen
Tom could have stated more examples supporting his opinion and used multiple modes of persuasion, such as logos, ethos, and pathos.
a day ago by Jessica
Good point, Jessica. Can you elaborate what you mean? How can arguments be made clearer during a debate? Think back on our class notes.
a day ago by Ms. Terry
I agreed with Tom, but I think he could have delivered it in a clearer manner.
a day ago by Jessica
I disagree, I think that coal is bad for the environment. The interviews that I conducted agreed with me.
Room Tools
Talk
Nickname:
Join
By submitting this form you agree to the Privacy Policy and Terms.
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Student Review

Students review their own learning either in groups or individually. This could be done as a plenary, a mini-plenary or as an activity to help planning for future revision or the remainder of the unit.



How?

either in group

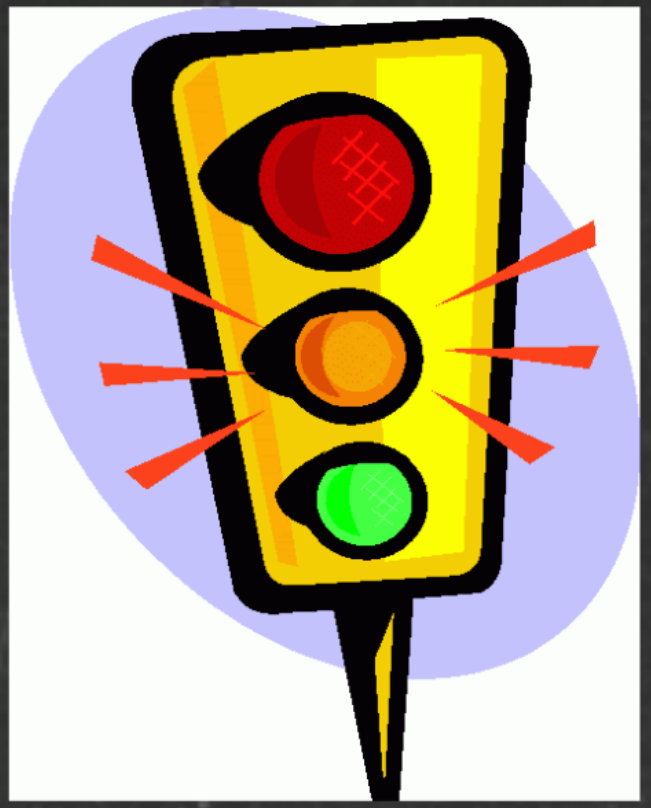
could be done

mini-plenary

planning for fu

remainder of

Traffic Lights



Use traffic lights as a visual means of showing understanding.

e.g.
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Students self-assess using traffic lights. The teacher could then record these visually in their mark book.

Peer assess presentations etc. with traffic lights











Did you watch the Moodle videos?



Self-assessment Targets

Students give themselves targets based on their self-assessment.

These learning goals could be recorded somewhere and revisited (i.e. inside cover of workbook)

They could be compared to teacher targets and the two brought to consensus if different.

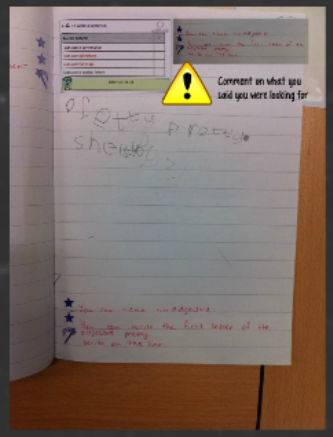


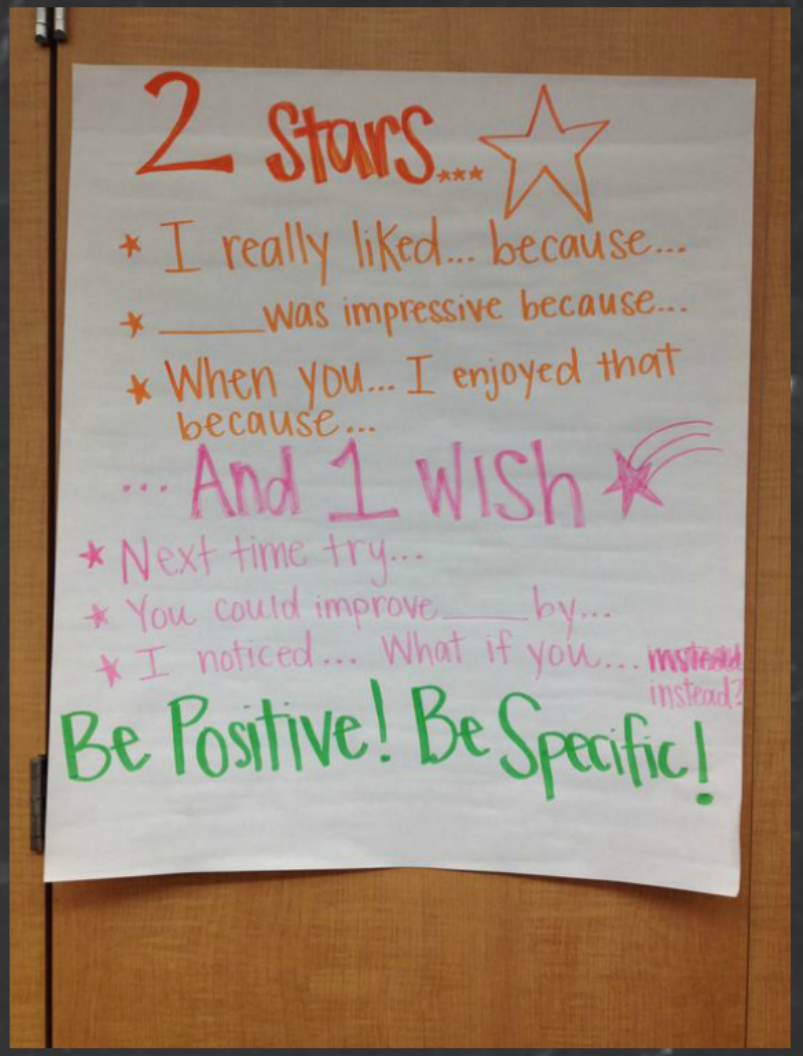
2 stars and a wish

For peer assessment, ask students to give two stars and a wish.

Two stars = 2 things that are good about the piece of work

A wish = something they can improve to make it even better





said you were looking for

pretty pretty

she is so

- You can name an adjective.
- You can write the first letter of the adjective pretty.
- Write on the line

L.O. To write a sentence.

Success Criteria	T
I can use a connective.	
I can use adjectives .	
I can use full stop.	
I can use a capital letter.	

Date: 12- 11-14

You can name an adjective.

You can write the first letter of the adjective pretty.

Write on the line



Comment on what you said you were looking for

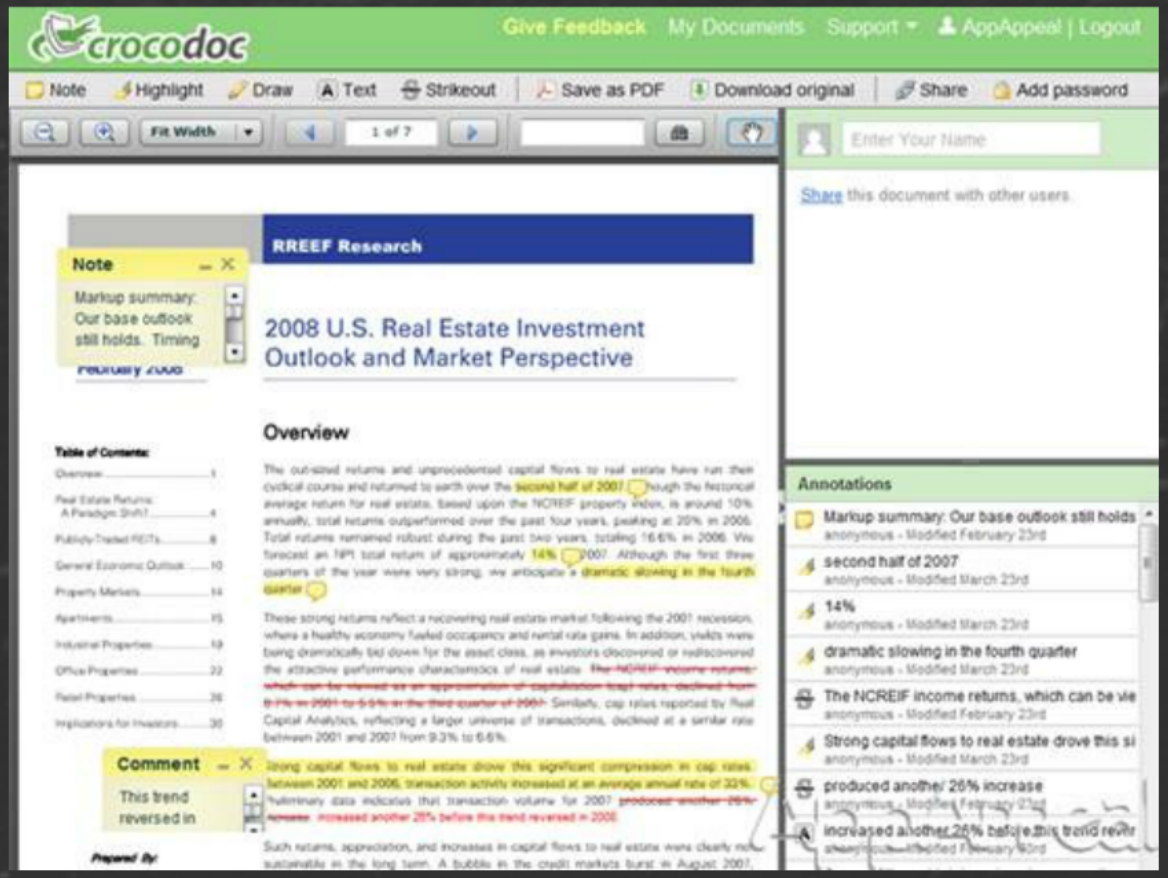
pretty pretty

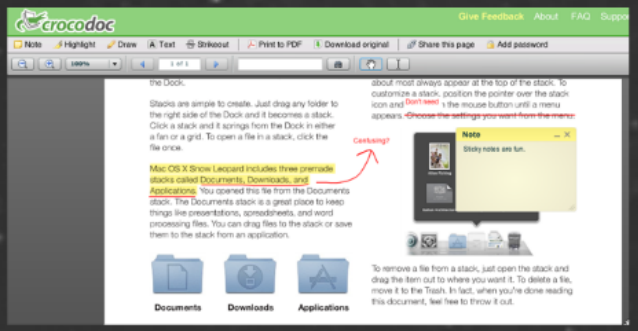
she is so

crocodoc

review
Share and ~~mark up~~ documents online

... and other such online animals!





Thinking Hats



Edward de Bono's 6 Thinking Hats



BLUE HAT-Process

The Big Picture/Thinking about Thinking
What thinking is needed?
Where are we now?
What do we need to do next?



RED HAT- Feelings

Intuition, hunches, instinct.
How do I feel about this?
What do I like about these feelings? (do not like?)



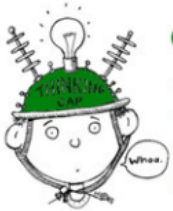
YELLOW HAT-Benefits

The Positives
Why is this a good idea?
What are the advantages and benefits?



WHITE HAT- Facts

What do I know?
What do I need to find out?
How will I get the information I need?



GREEN HAT- Creativity

What new ideas are possible?
What is my suggestion?
How can this be changed or improved?



BLACK HAT- Caution

The Negatives
What problems could arise?
What are the disadvantages?

www.smarttinker.com

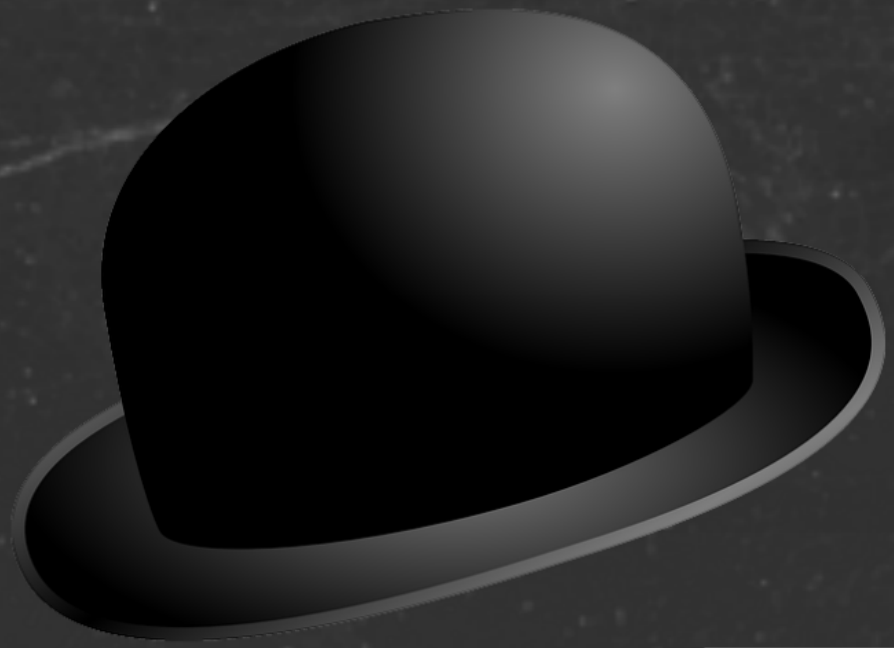
How could they be used for AfL?

Lollypop sticks



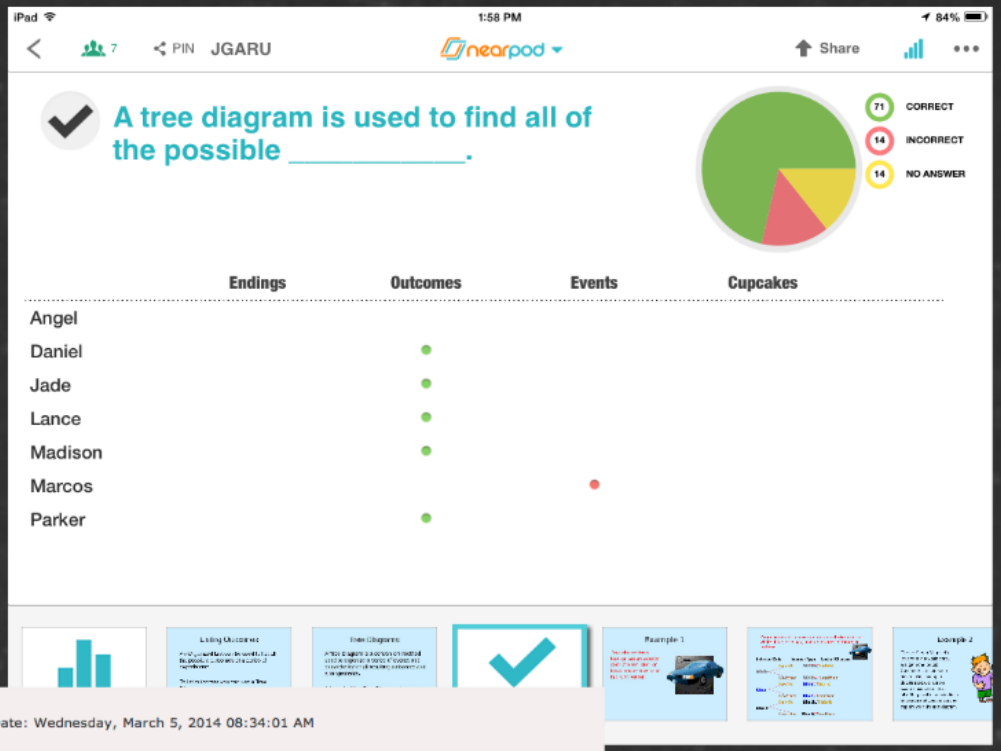


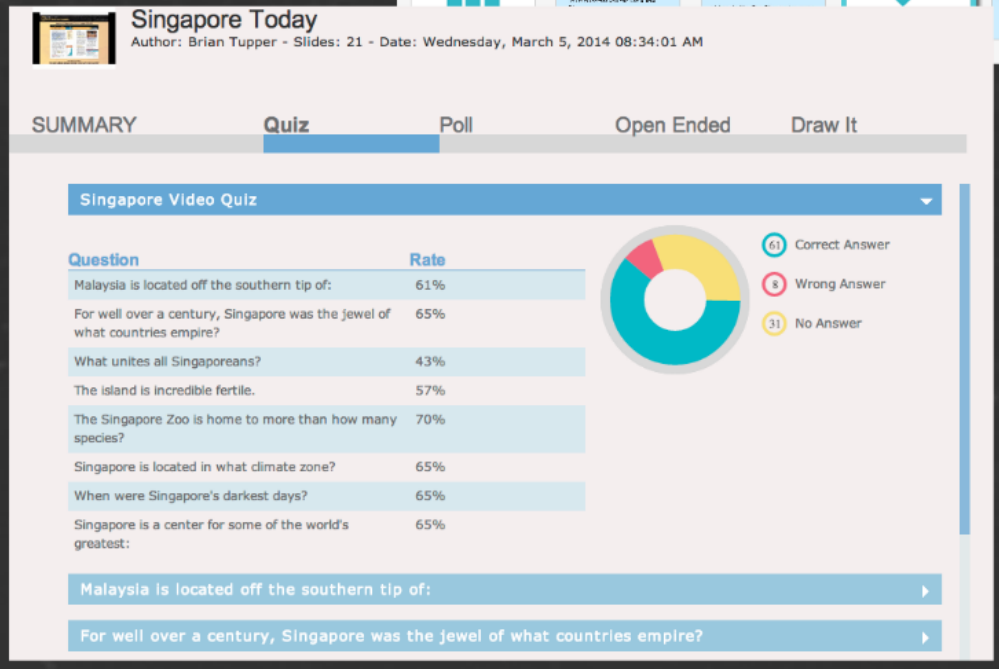





THE CLASSROOM


nearpod


iPad
1:58 PM
84%
7
PIN JGARU
nearpod
Share
A tree diagram is used to find all of the possible _____.
71 CORRECT
14 INCORRECT
14 NO ANSWER
Endings
Outcomes
Events
Cupcakes
Angel
Daniel
Jade
Lance
Madison
Marcos
Parker


Singapore Today
Author: Brian Tupper - Slides: 21 - Date: Wednesday, March 5, 2014 08:34:01 AM
SUMMARY
Quiz
Poll
Open Ended
Draw It
Singapore Video Quiz
Question
Rate
Malaysia is located off the southern tip of: 61%
For well over a century, Singapore was the jewel of what countries empire? 65%
What unites all Singaporeans? 43%
The island is incredible fertile. 57%
The Singapore Zoo is home to more than how many species? 70%
Singapore is located in what climate zone? 65%
When were Singapore's darkest days? 65%
Singapore is a center for some of the world's greatest: 65%
61 Correct Answer
8 Wrong Answer
31 No Answer
Malaysia is located off the southern tip of:
For well over a century, Singapore was the jewel of what countries empire?

Thumbs

Check class understanding of what you are teaching by asking them to show their thumbs.

Thumbs up = I get it

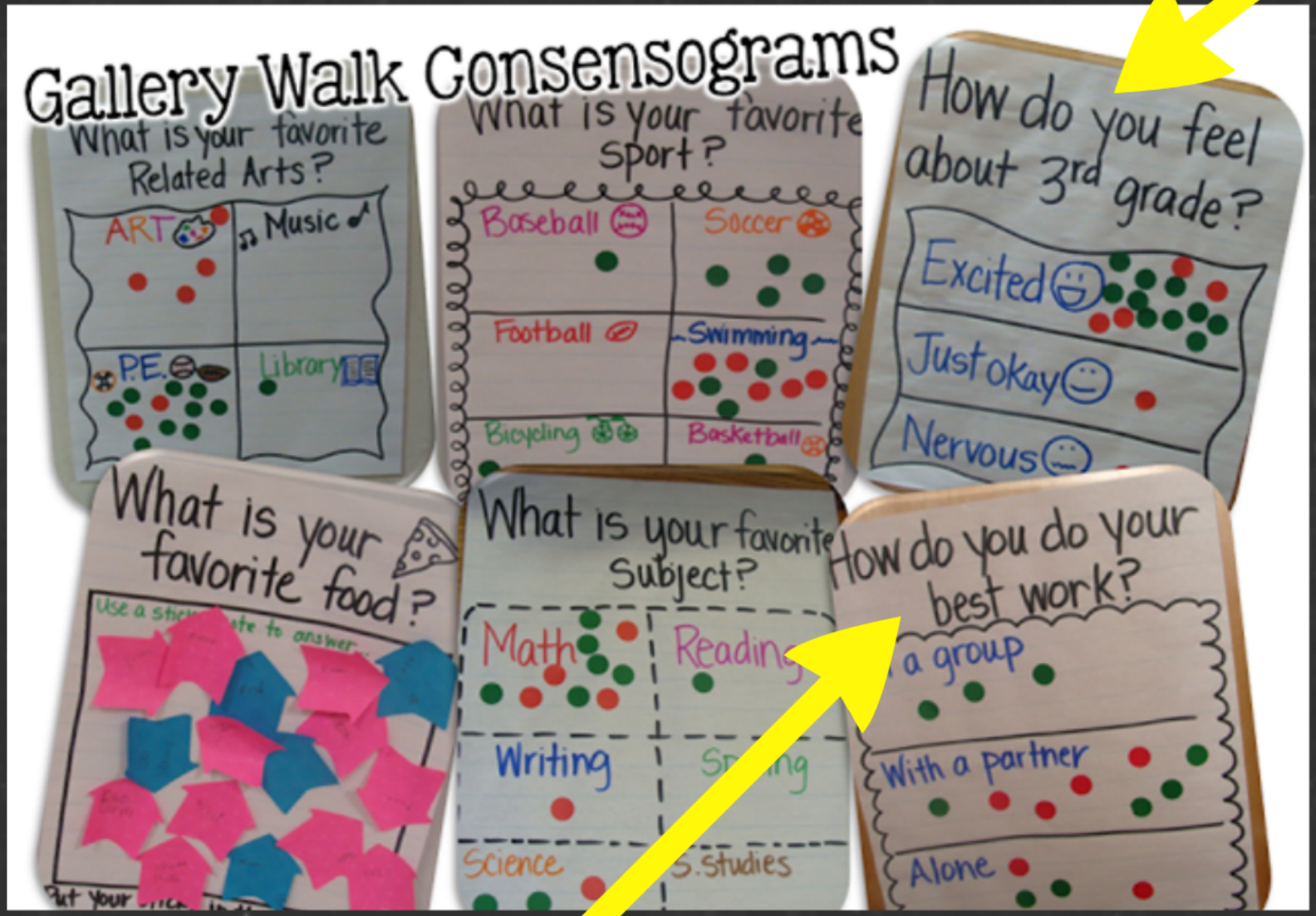
Thumbs half way = sort of

Thumbs down = I don't get it



Don't get me started!

Consensograms



Numbered heads together



Divide students into groups of 4, students each given a number 1-4
Teacher poses a question or problem.
Each individual in the group has to contribute an idea, answer or solution.
The group then have to agree on which idea will be their group answer.
Teacher calls out a number randomly 1-4.
Students with that number raise their hands, and when called on, the student answers for his or her team.

Links?



Can you see how some of these strategies can link together?

Children do...then teacher....then children....do.....and....

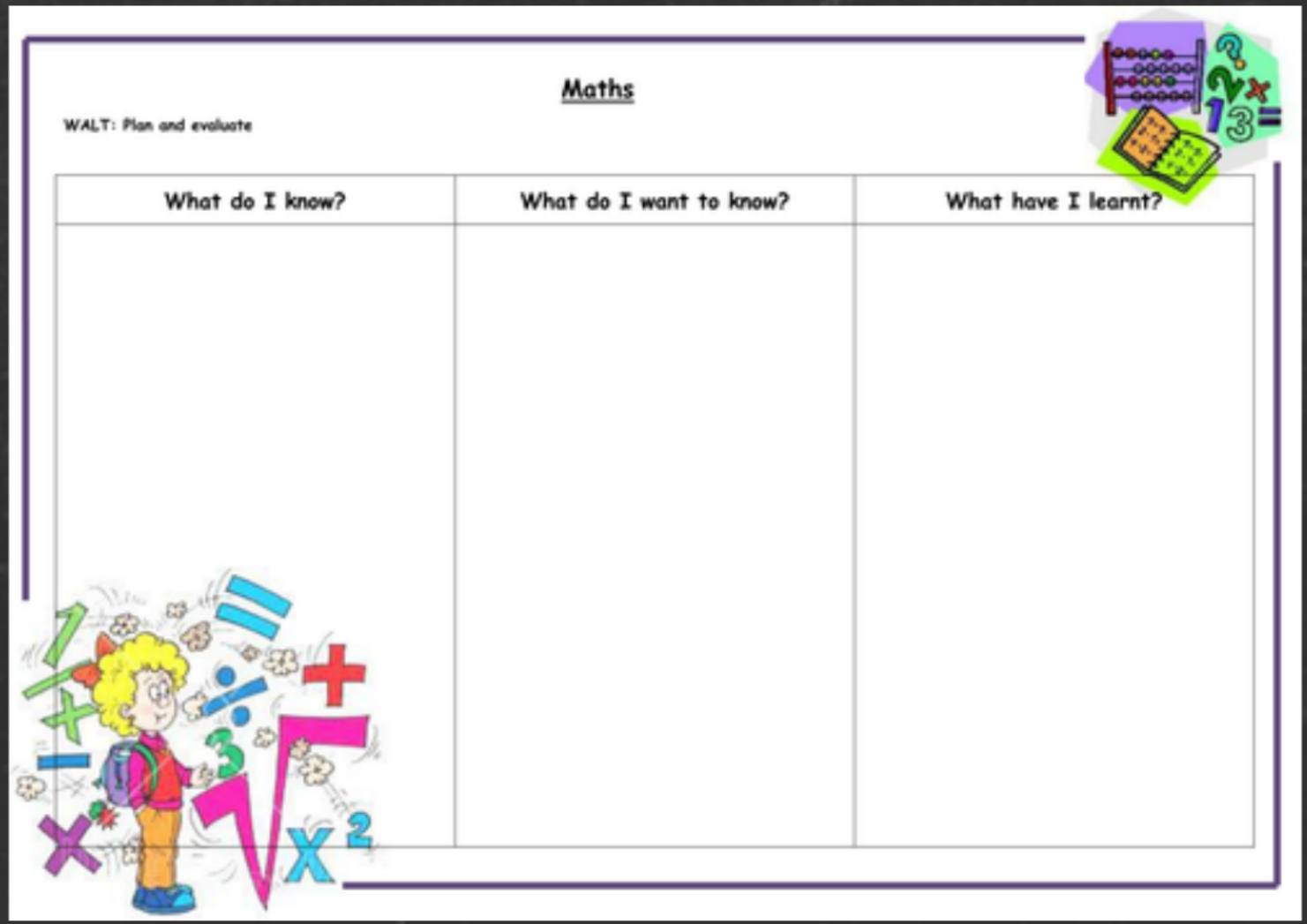
Consensus...

MKO



...but is it good AfL?

KWL Grids



Maths

WALT: Plan and evaluate

What do I know?	What do I want to know?	What have I learnt?

Learning Journal

Create a learning journal in which students can reflect on and review their learning. It could include plenary activities, a target setting chart, aims and goals etc.



Comment Follow-up

Give students opportunities to follow up comments -

Create time in the lesson to talk to individual students.

Have a written dialogue in the students' book.

Use a comment tracker or targets sheet to formalise the dialogue in a workbook



Ask at the right time!

'Find one word you are really proud of and underline it. Tell the person next to you.'

'You have three minutes to identify two places where you think you have done this well and read them to your partner.'

'Decide with your talk partner which of the success criteria you have been most successful with and which one needs help or could be taken even further.'

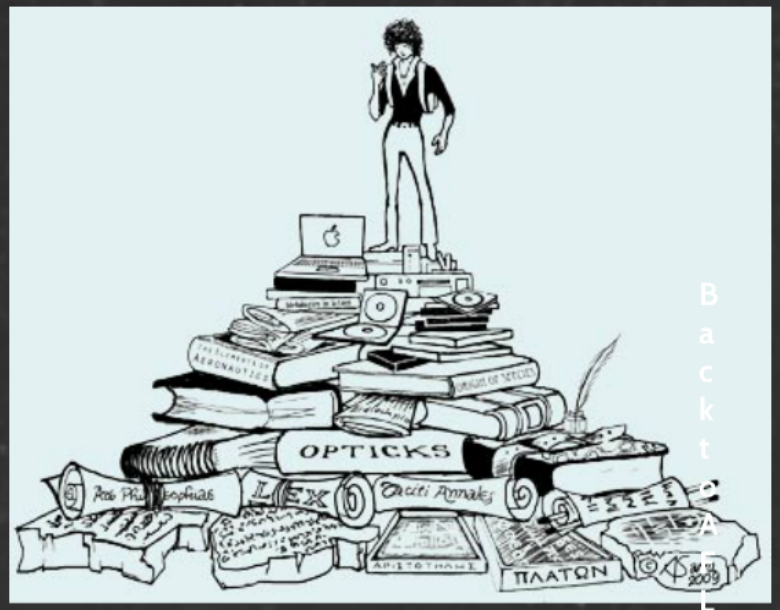
ABCD TF YN cards

Laminate lettered cards A, B, C, D, or T, F, Y, N,
Ask Multiple choice questions: A, B, C, D.
Even better when there is more than one correct answer to spark a discussion, or when the answers depend on the assumptions the student makes.
Ask True/False or Yes/No questions.
Students hold lettered cards up in response.

All you know

Students write down everything they know about _____ at the start of the unit.

The teacher can then teach the unit accordingly, using existing knowledge and avoiding repetition.



Backtrack Tools

The multiplier effect in lessons (Michael Ross 2011)

What AFL strategies would you use when a child says this?

her wont ask me to answer a
on't think up my own answer.

I never have to explain my answers to anyone else.

The Multiplier effect in lessons

What AFL strategies would you

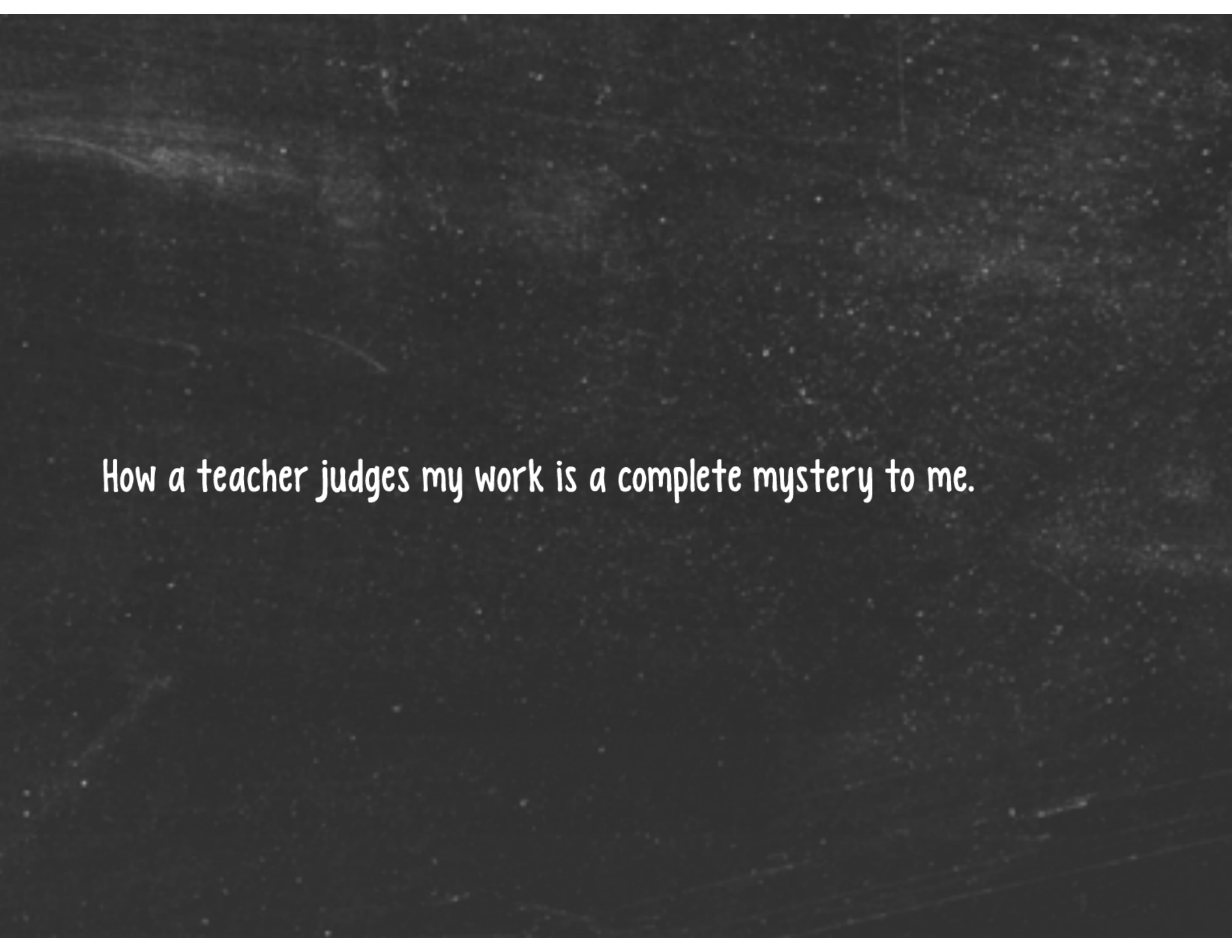
I know the teacher wont ask me to answer a question, so I don't think up my own answer.

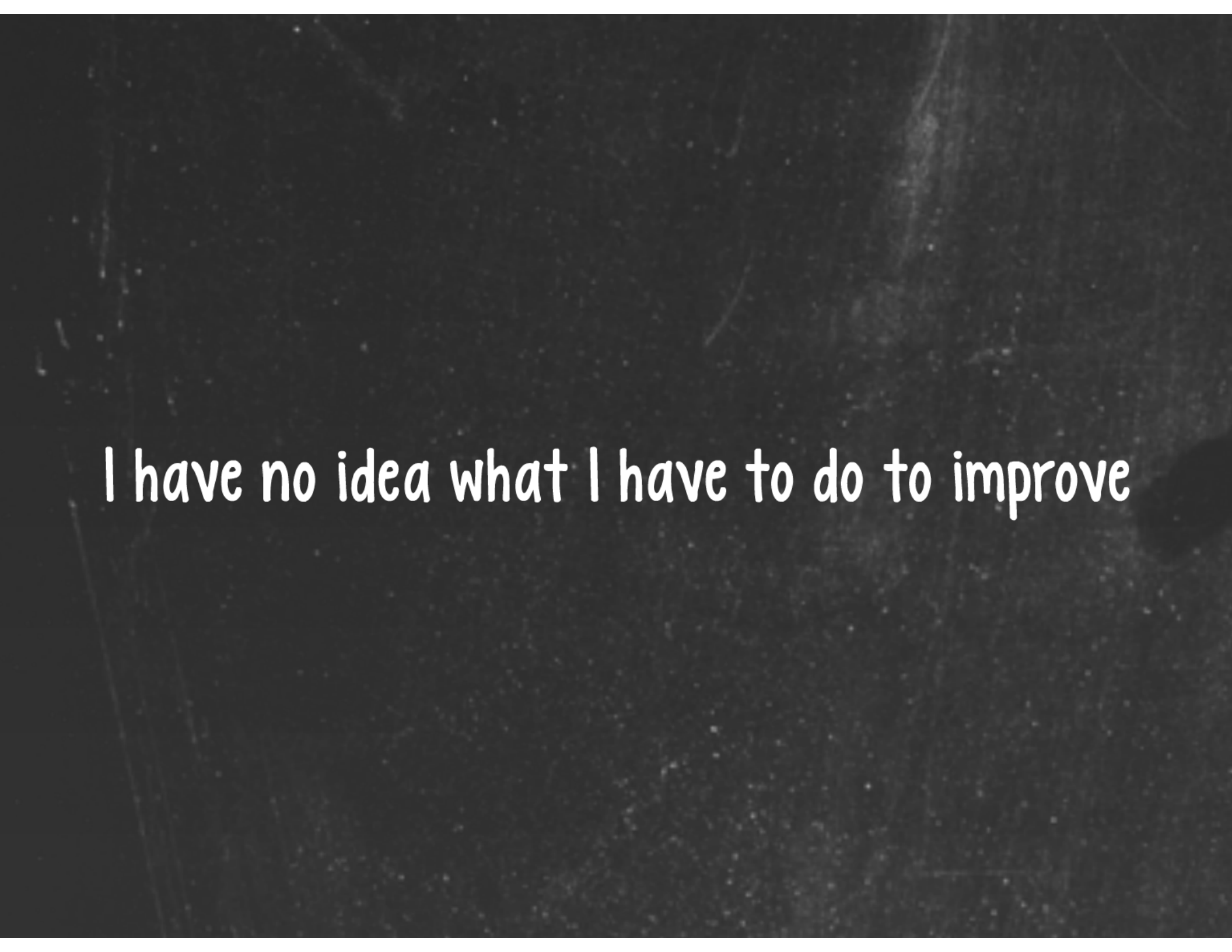
What I have to do to improve

I don't listen to what other pupils say, as there's no point.

I never have to explain my answers to anyone else.

I've no idea what will make my work good.

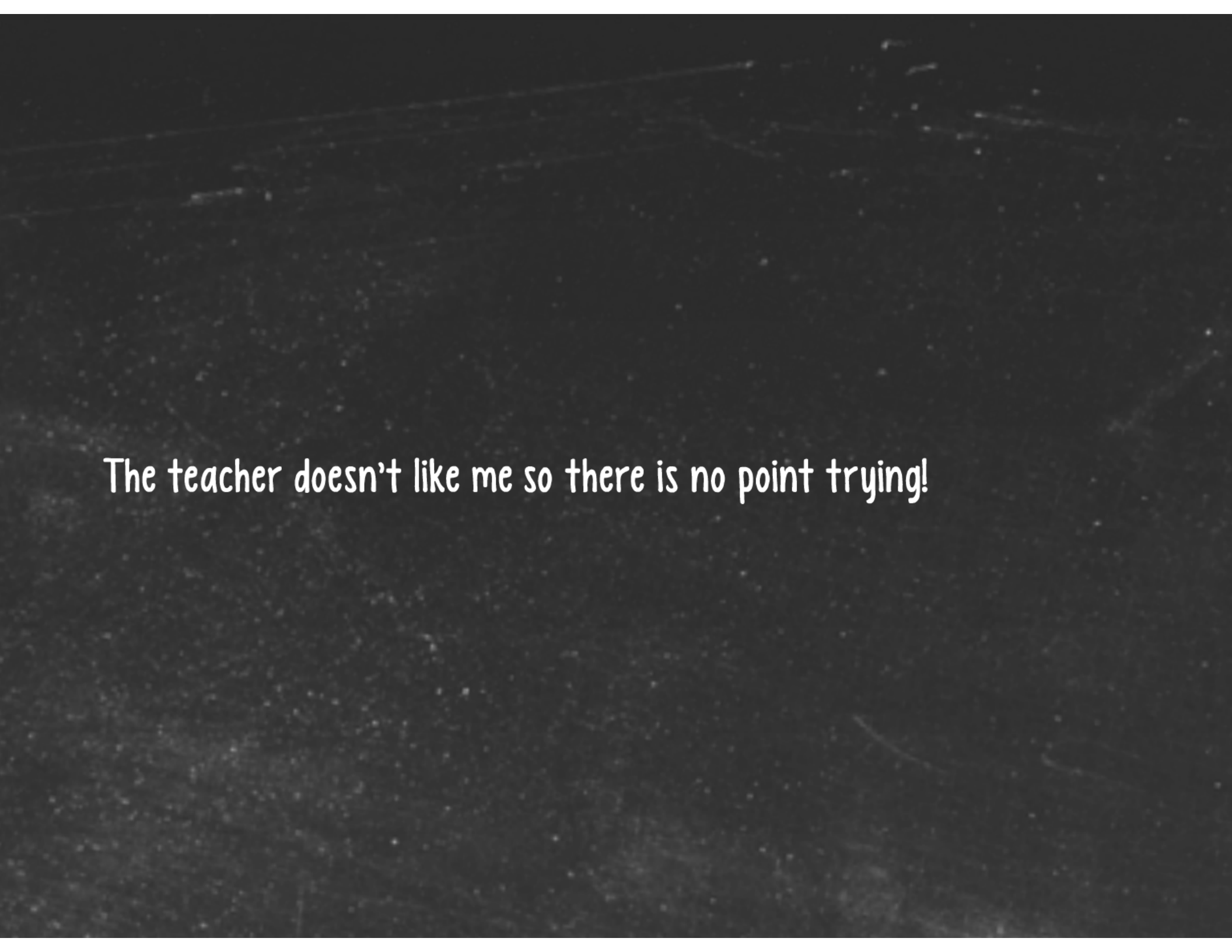

How a teacher judges my work is a complete mystery to me.


I have no idea what I have to do to improve

I never get any advice about how to improve my work - I'm always told "well done" or "good work" MAT

The teacher gives me marks and levels, but nothing about what I can actually do to improve my work.

I get advice from the teacher after I've finished about what to do next time, but I often forget by the next lesson.


The teacher doesn't like me so there is no point trying!

The teacher is responsible for my progress.

Assessment for Learning...enough theory Coxy...let's do it!

Consensus...



...but is it good AfL?

MKO

Outstanding teachers are those who...

"...are adept and confident in using a range of assessment strategies, reflecting a clear understanding of the theory and practice of assessment. They are skilled at providing well- focused feedback and setting clear and precise targets for improvement... They use assessment information effectively in lesson planning and teaching."

Ofsted - (2005)

Learning Outcome

To continue to develop a HUGE range of AfL strategies

Let's consolodate our understanding...

New Style Assessment

Teaching and Learning

Assessment

Teacher assesses where learners are and adjusts teaching accordingly.

Teacher assesses an individual's progress and gives personal advice

Peers assess each other's work and recommend ways to improve

Learners assess where they are and decide how they can improve.

Learners assess how their understanding has progressed during the course of the lesson.

Time for some AfL speed dating!



School Improvement - Effectiveness

Reduce class sizes by 30%

Increase teacher content knowledge from weak to strong

Formative assessment/ assessment for learning

Extra months of learning per year

4 (in 12 months' time class children were 4 months ahead of target class 48 in b)

2

8

Dylan Wiliam (2009) Assessment for learning: why, what and how? London: Institute of Education.

Let's see what you remember from last ses

So many children with so many differences!

Assessment for Learning - formative Assessment

Black and Wiliam's influential report is called Inside the black box

What are the four elements of AfL?

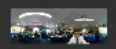
Sharing criteria with learners

Quality of questions/ quality of talk

Use and quality of feedback

Peer and self assessment

AfL Strategies





Links?

Time for a walk...

Shall we 'Secret Squirrel' the learning so far?



Think, Pair, Share...what do you remember?

Visualiser + Video camera

Choice of answers

Mr Wrong

Cube Making Tutor

Exemplar Work

Mini Whiteboards

The Pit

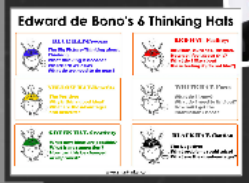
Certainty Line

Possible Thinking Skills strategies to trial?

Possible Thinking Skills strategies to trial?

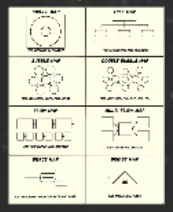
Thinking Hats





How could they be used for AfL?

Thinking Maps



Thinking Dice





Tasc Wheel



Belle Wallace

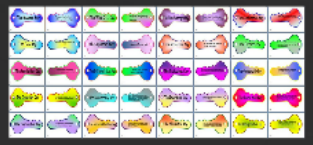
P4C (Philosophy for Children)



Multiple Intelligences



Thinkers keys

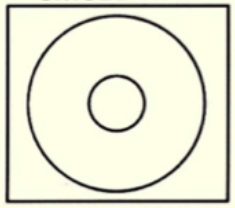


Habits of Mind



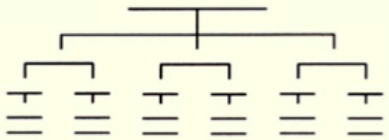
Thinking Maps

CIRCLE MAP



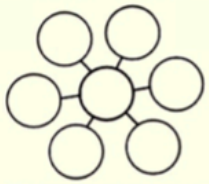
FOR DEFINING IN CONTEXT

TREE MAP



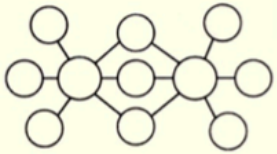
FOR CLASSIFYING AND GROUPING

BUBBLE MAP



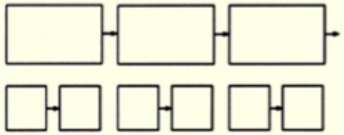
FOR DESCRIBING USING ADJECTIVES

DOUBLE BUBBLE MAP



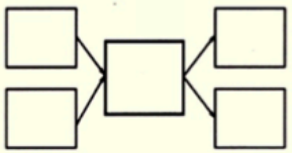
FOR COMPARING AND CONTRASTING

FLOW MAP



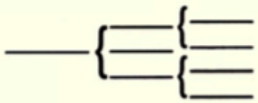
FOR SEQUENCING AND ORDERING

MULTI-FLOW MAP



FOR CAUSES AND EFFECTS

BRACE MAP



FOR ANALYZING WHOLE OBJECTS AND PARTS

BRIDGE MAP



FOR SEEING ANALOGIES


THINKING DICE
Where else would you see...?
Analysing
Why would someone else think that...?
WEDNESDAY



Tasc Wheel

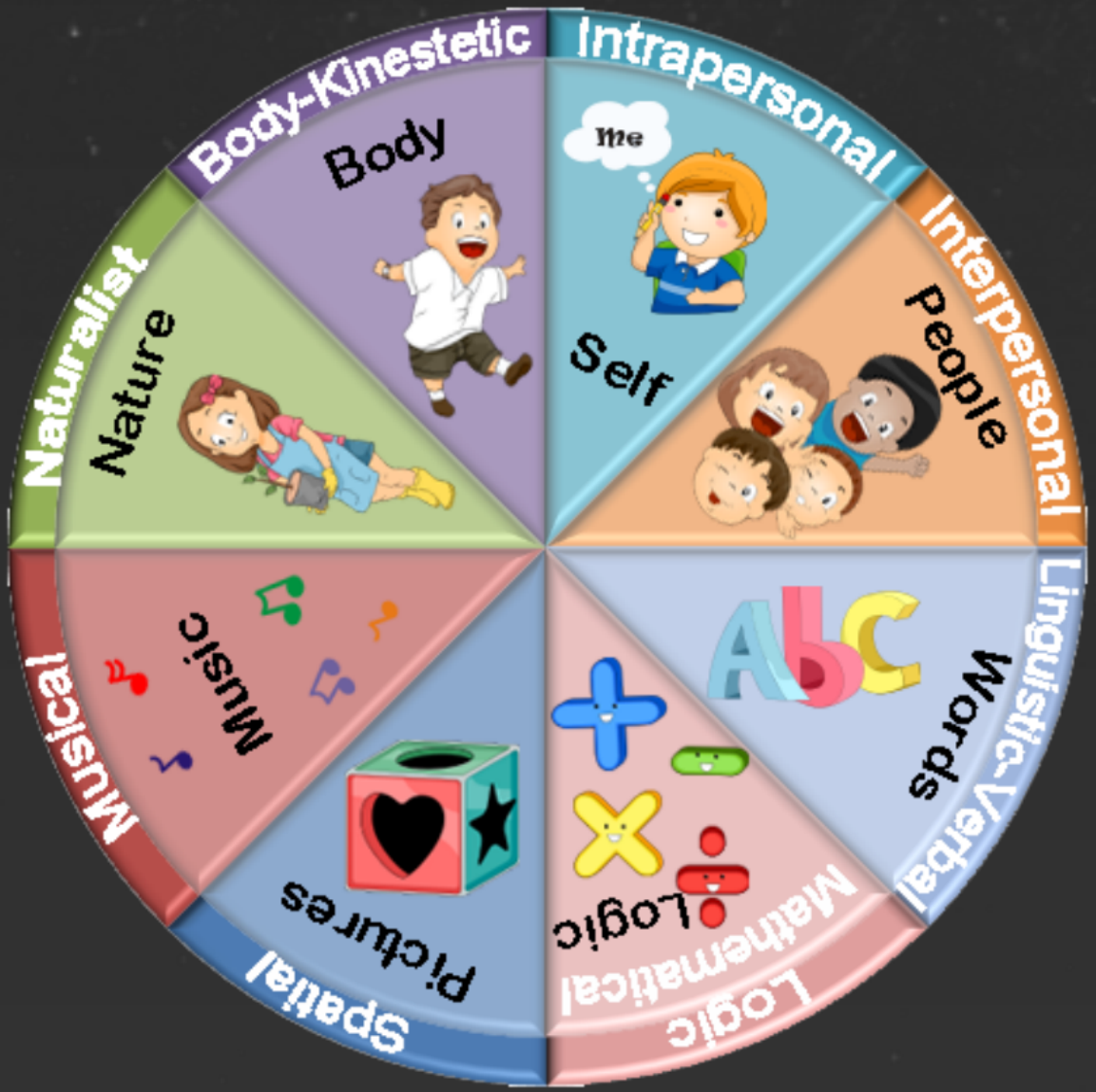


Belle Wallace

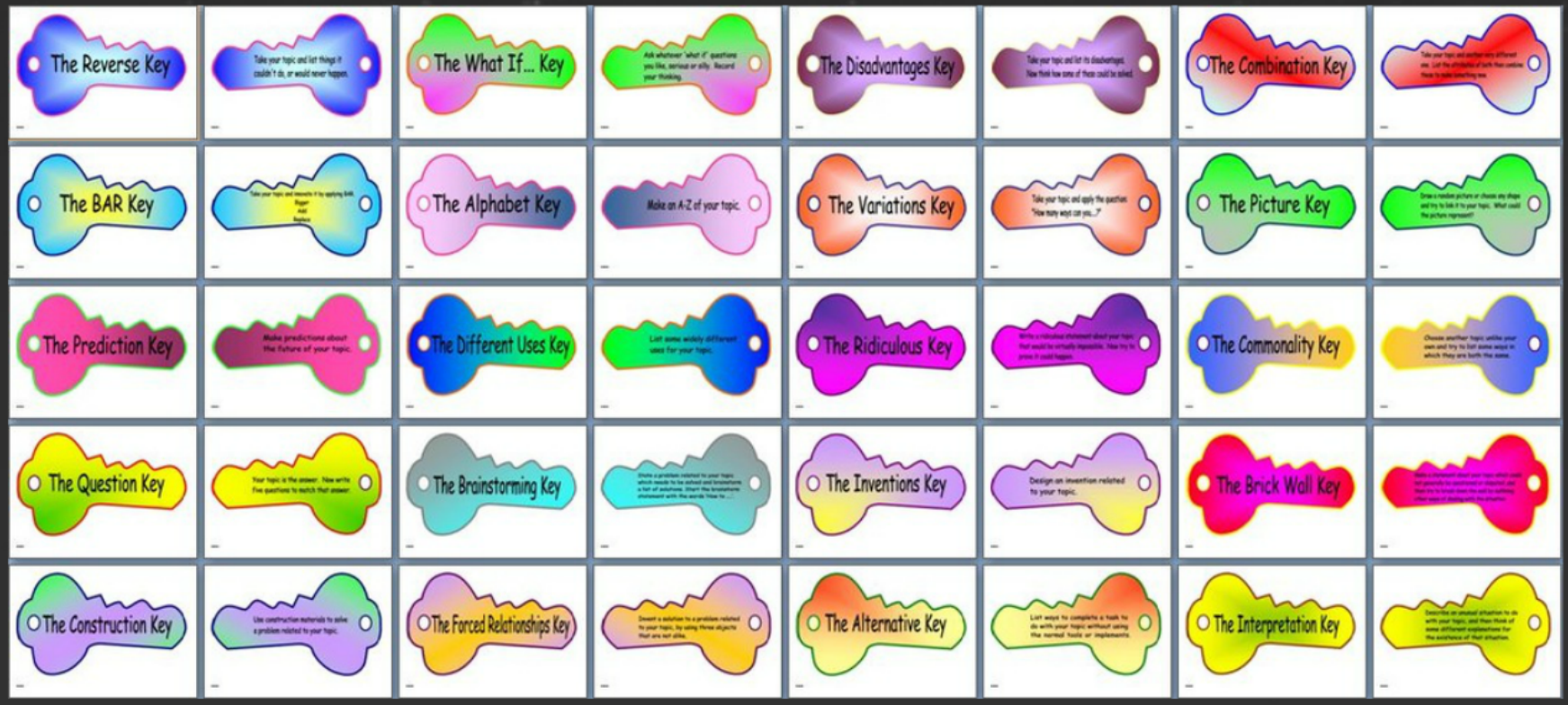
P4C (Philosophy for Children)



Multiple Intelligences



Thinkers keys



Habits of Mind

USH Habits of Mind

Habits of Mind are a set of dispositions towards behaving intelligently, when faced with problems, the answers to which are not immediately known.



Persisting 1



Thinking about your Thinking: Metacognition 2



Thinking and Communicating with Clarity and Precision 3



Taking Responsible Risks 4



Managing Impulsivity 5



Striving for Accuracy 6



Gathering Data Through New Senses 7



Finding Humour 8



Listening with Understanding and Empathy 9



Questioning and Posing Problems 10



Creating, Imagining and Innovating 11



Thinking Interdependently 12



Thinking Flexibly 13



Applying Past Knowledge to New Situations 14



Responding with Wonderment and Awe 15



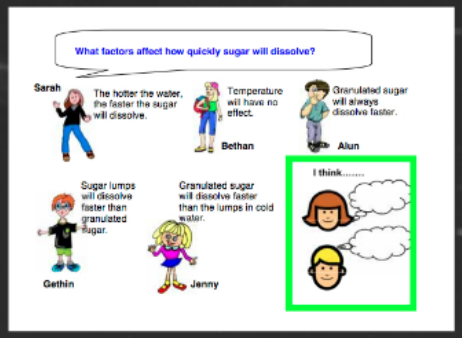
Remaining Open to Continuous Learning 16

Think, Pair, Share...what do you remember?

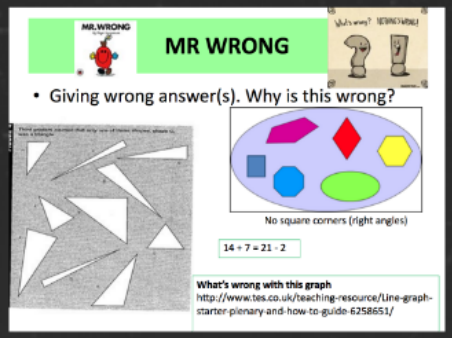
Visualiser + Video camera



Choice of answers



Mr Wrong



Cake Making Tutor



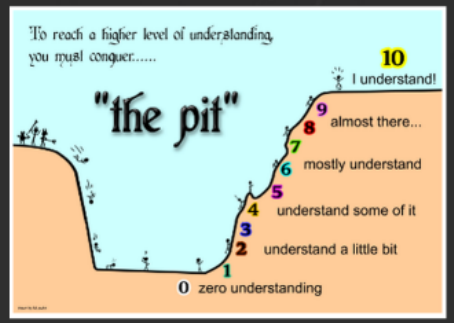
Exemplar Work



Mini Whiteboards



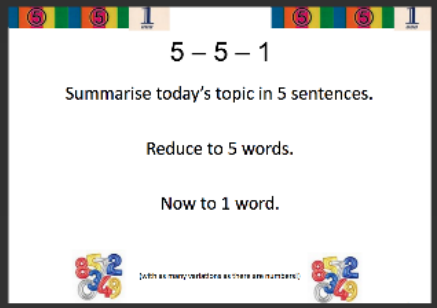
The Pit



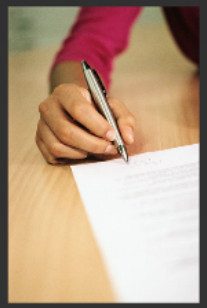
Certainty Line



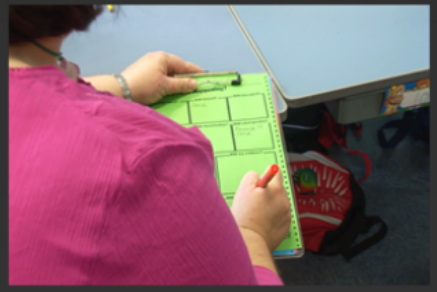
Summaries



Students write Questions



Comment-only marking



Mid-unit assessment

