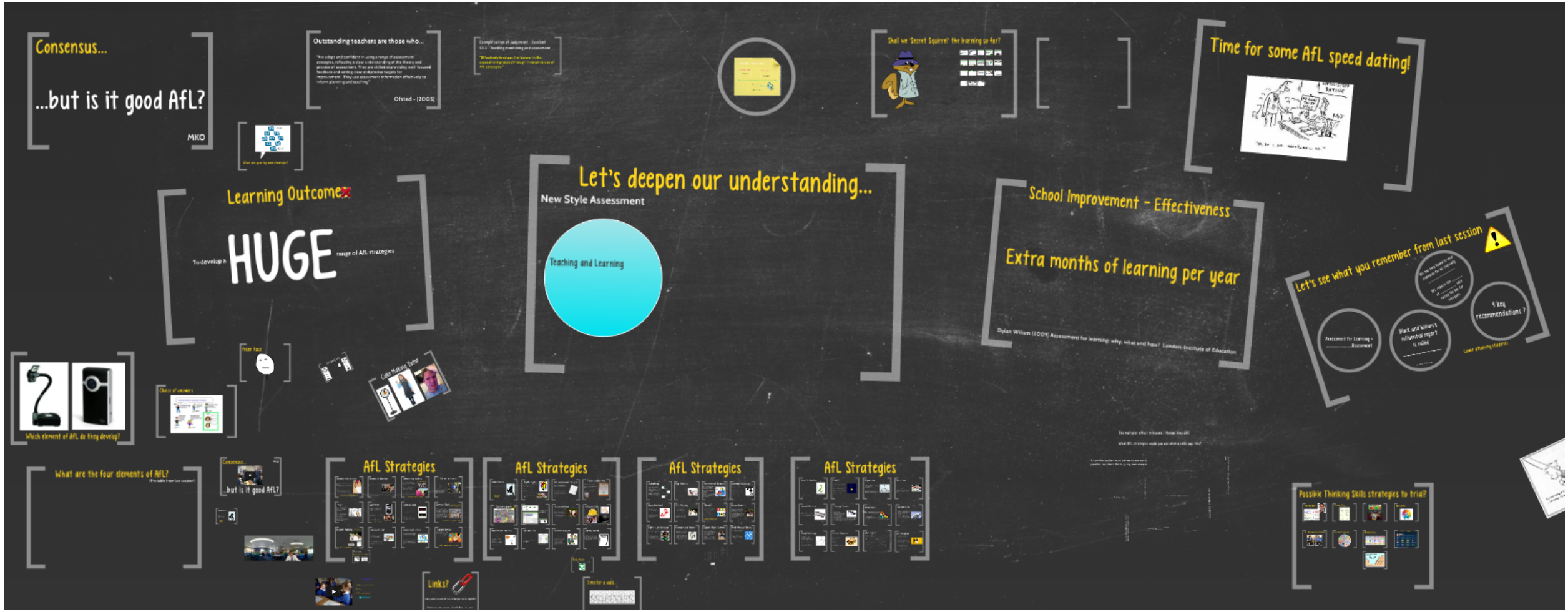
Asesu ar gyfer Dysgu ar waith…



Beth ydych chi'n gofio o'r sesiwn ddiwethaf?

- Enw adroddiad dylanwadol Black a Wiliam oedd…
- Asesu ar gyfer Dysgu (AagD) = Asesu……
- Mae AagD wedi helpu i godi safonau pawb, yn enwedig ……. Mae AagD yn lleihau…….o……tra'n codi disgwyliadau ar gyfer pawb.
- 4 Elfen Allweddol AagD



Asesu ar gyfer Dysgu (AagD) =

ASESU FFURFIANNOL

Enw adroddiad dylanwadol Black a Wiliam oedd….

- Inside the Black Box (1998)

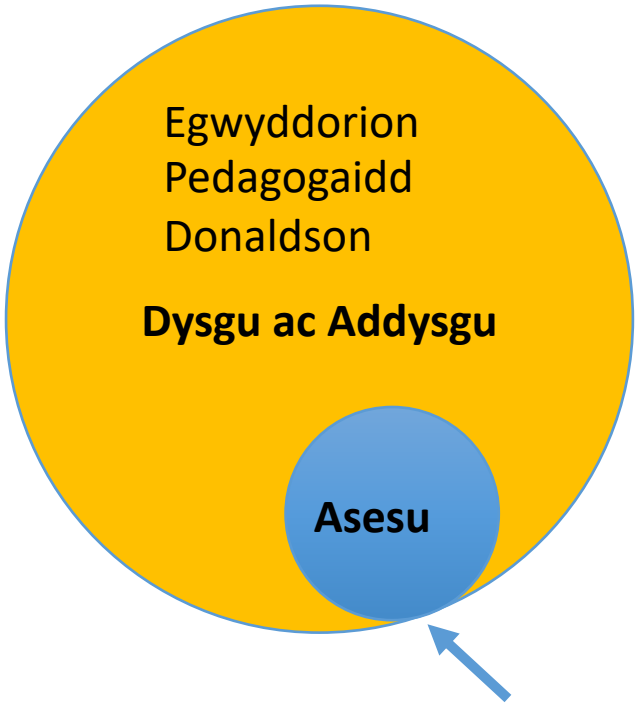
Mae AagD yn codi safonau ar gyfer pawb, yn enwedig…

- Disgyblion gyda chyrhaeddiad is (lower attaining pupils)

- Mae AagD yn lleihau yr ystod o gyrhaeddiadau tra'n codi disgwyliadau pawb.

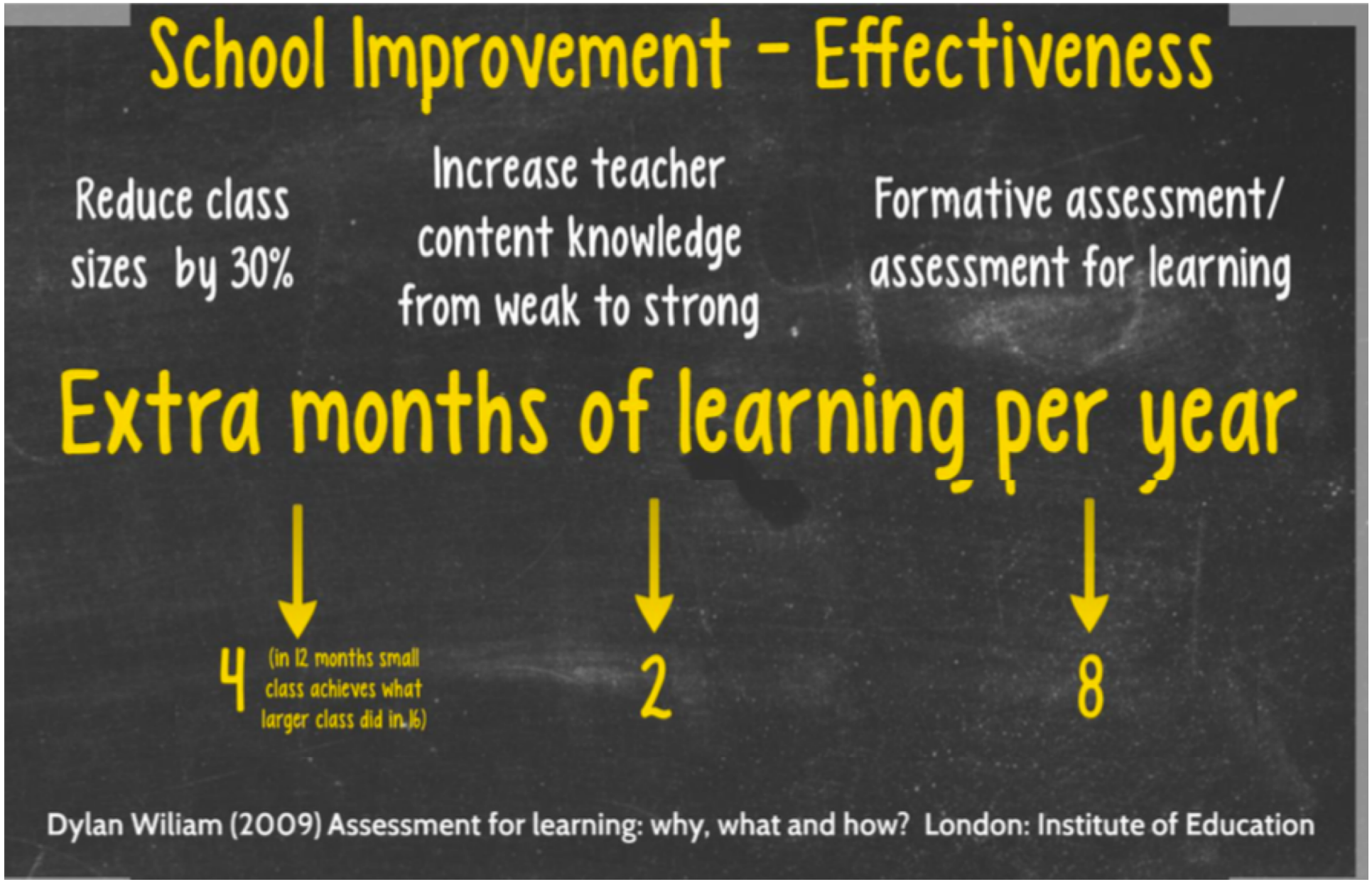
Beth am ddyfnhau ein dealltwriaeth…

- Math newydd o asesu



Mae dysgu ac addysgu da yn golygu mabwysiadu egwyddorion Asesu ar gyfer Dysgu.

- Athro yn asesu ble mae'r dysgwyr ac addasu'r addysgu yn dilyn hyn.
- Athro yn asesu cynnydd unigolyn a rhoi cyngor.
- Asesu cyfoedion – asesu gwaith ei gilydd ac awgrymu ffyrdd o wella.
- Dysgwyr yn asesu ble mae nhw a penderfynu sut mae gwella.
- Dysgwyr yn asesu sut mae eu dealltwriaeth wedi datblygu yn ystod y wers.

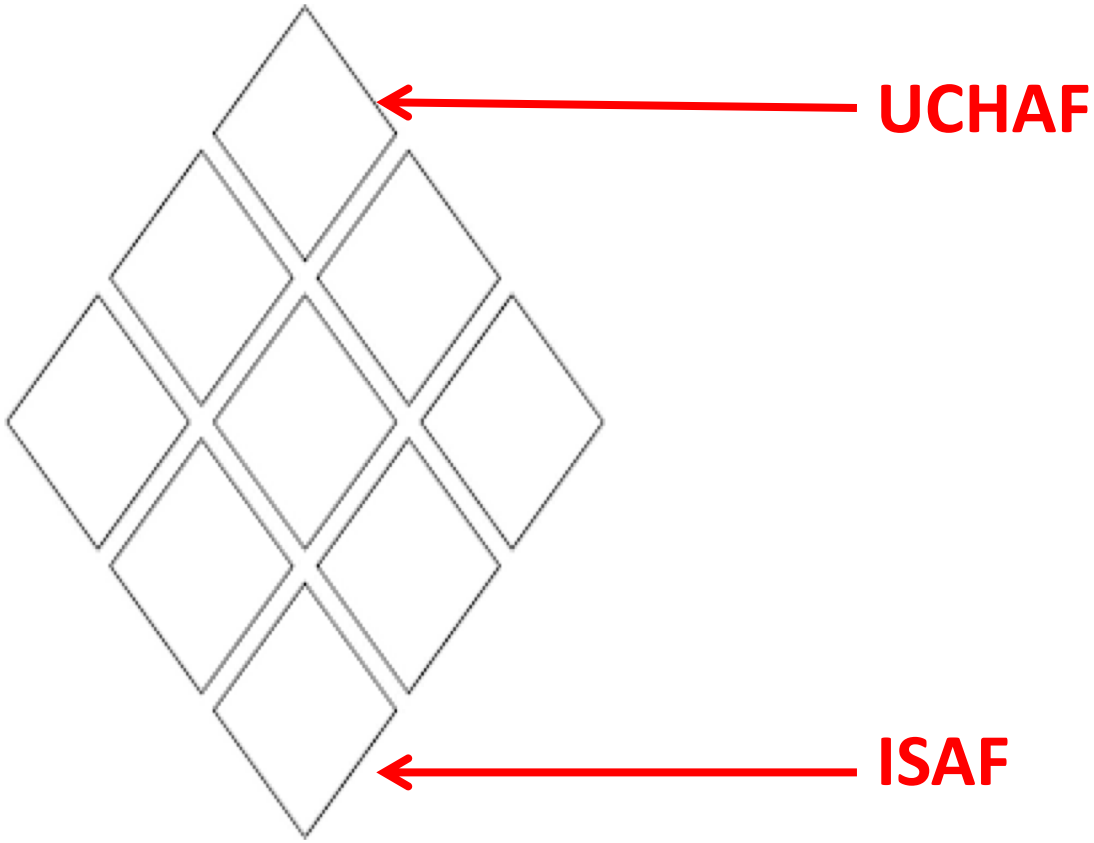

School Improvement - Effectiveness
Reduce class sizes by 30%
Increase teacher content knowledge from weak to strong
Formative assessment/ assessment for learning
Extra months of learning per year
4
(in 12 months small class achieves what larger class did in 16)
2
8
Dylan Wiliam (2009) Assessment for learning: why, what and how? London: Institute of Education

Beth yw'r 4 elfen o AaGD?

- **Rhannu meini prawf gyda'r dysgwyr** (sharing criteria with learners)
- **Ansawdd y cwestiynau / ansawdd y siarad** (quality of questions/ quality of talk)
- **Defnyddio ac ansawdd yr adborth** (use and quality of feedback)
- **Hunan Asesu ac Asesu Cyfoedion** (Peer and self assessment)

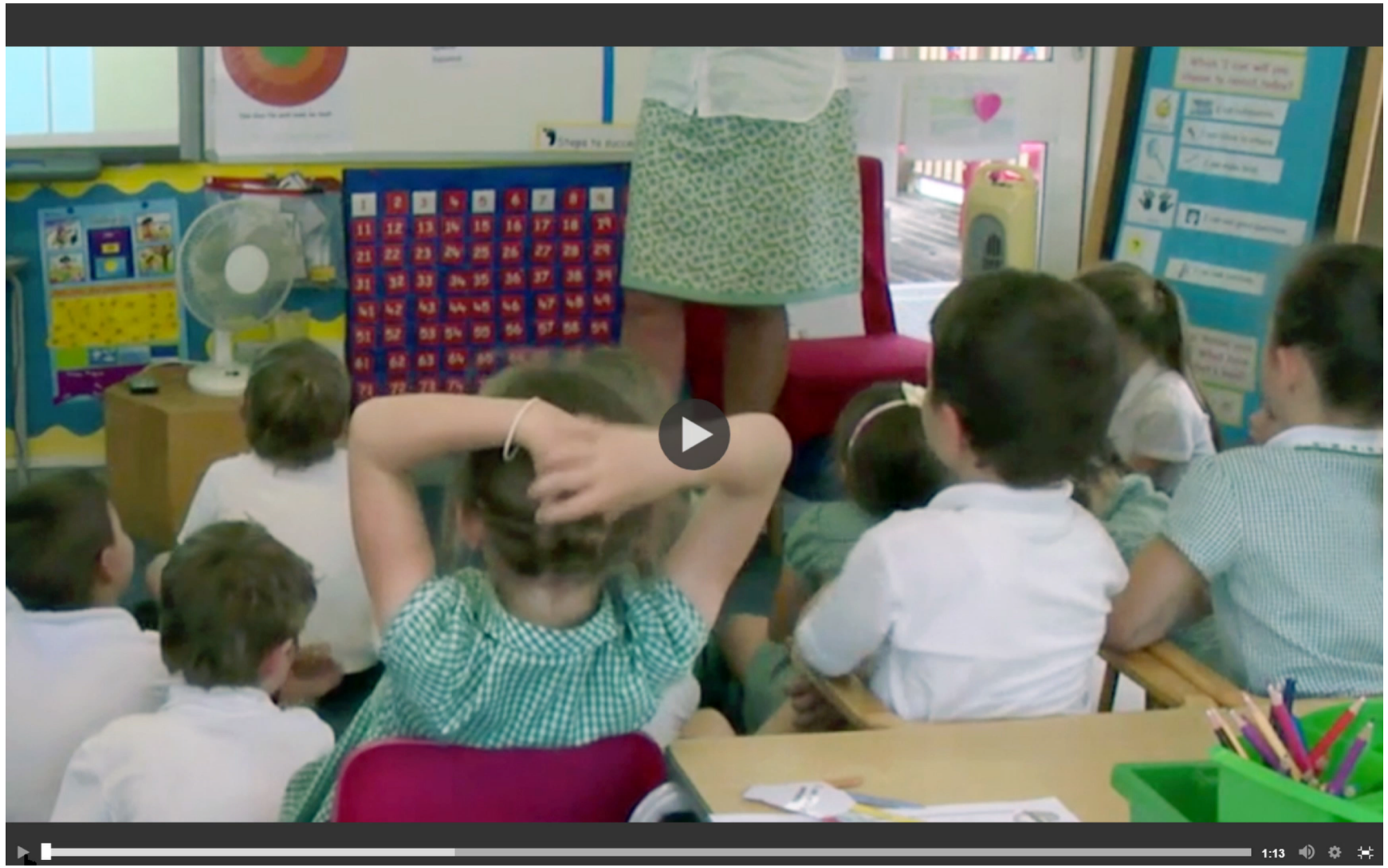
A yw'n AagD da?

Beth yw eich naw strategaeth orau?

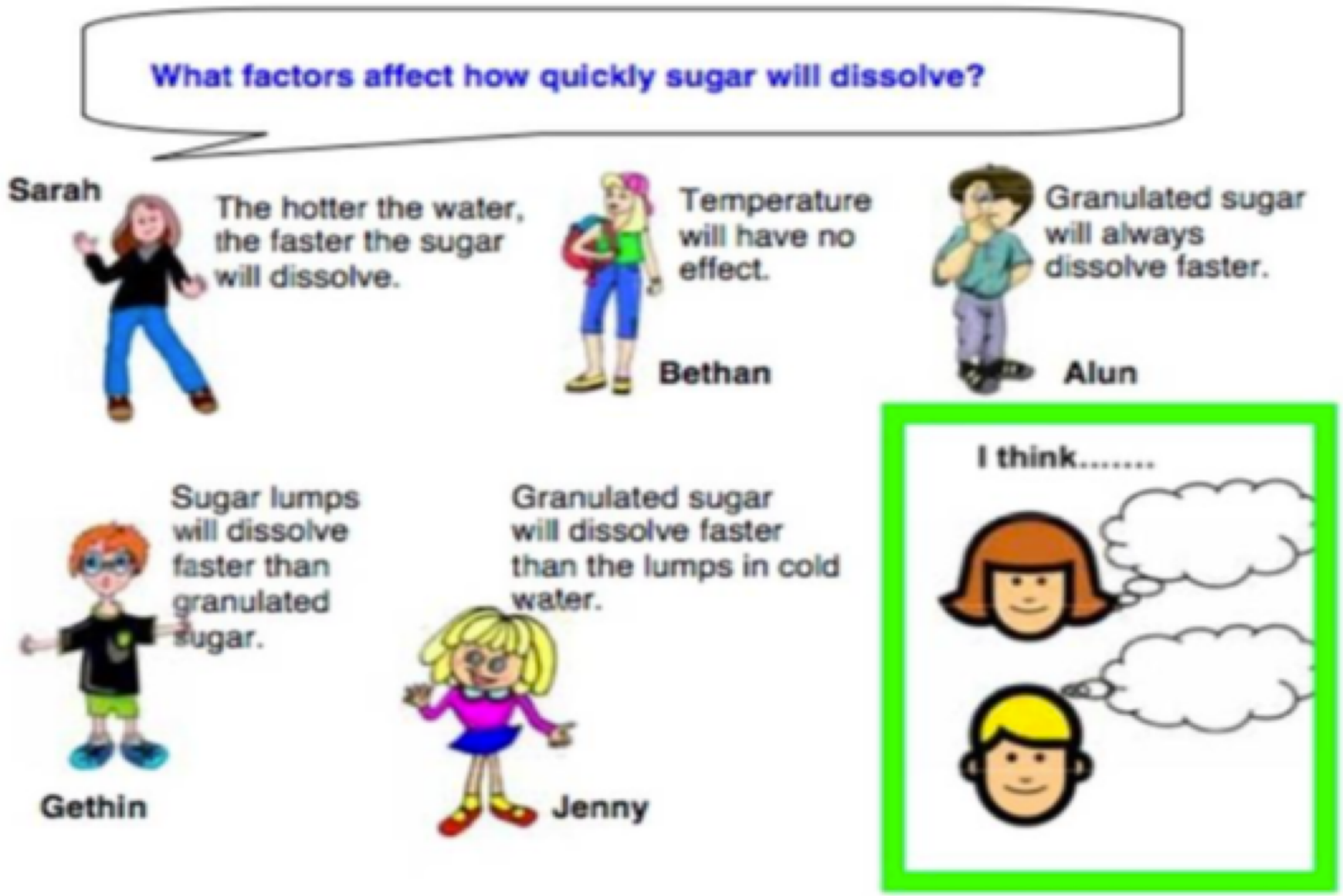




Pa elfennau o AagD mae nhw’n ddatblygu?


1:13

Dewis o atebion



Meddwl, Paru, Rhannu

Pose an opened ended question or problem to which there may be a variety of answers.
THINK: Allow 'thinking time' and direct them to think about the question.
PAIR: Students then work in pairs to share ideas, discuss, clarify and challenge.
SHARE: Share ideas with another pair or with whole class

It is important that students need to be able to share their own partner's ideas as well as their own.

Peer interaction and thinking time are powerful factors in improving responses to questions.

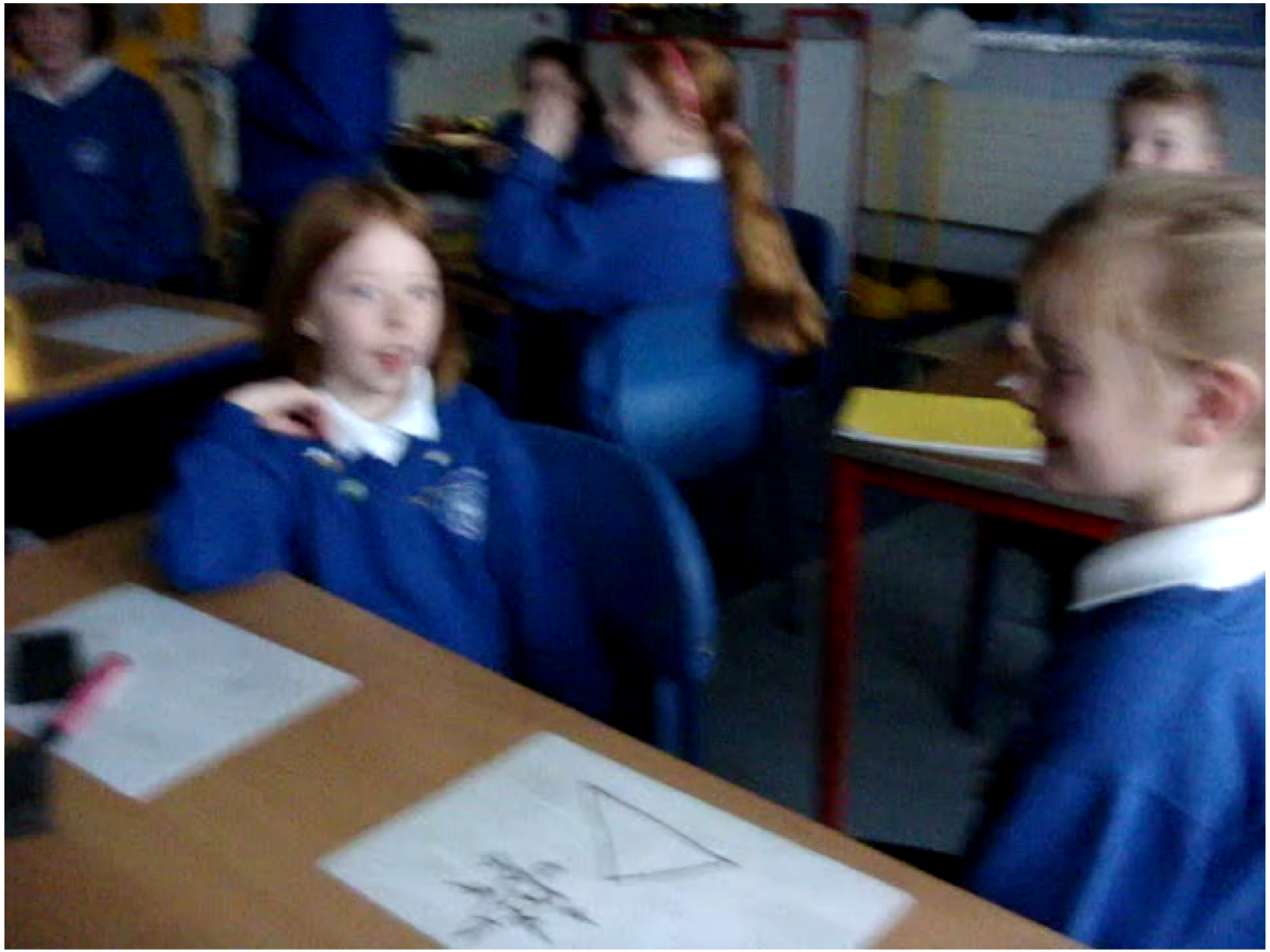


Partneriaid Siarad

- Dysgwyr yn rhannu gyda phartner tri peth newydd maent wedi'u ddysgu. Beth oedd yn hawdd? Beth oedd yn anodd? Beth sydd angen gwella? Beth hoffen nhw ddysgu nesaf? a.y.y.b.

- Dysgwyr yn esbonio meddyliau a syniadau i'w gilydd.





1) A + B (teacher / active learner)

2) Gestures

3) "Tell me what I just said!"


0:00

Dangoswch eich atebion i mi...



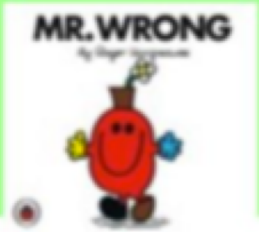
SHOW ME THE ANSWER

Using mini-whiteboards, true/false cards, hand signals, different coloured cards etc. learners show the answer to questions

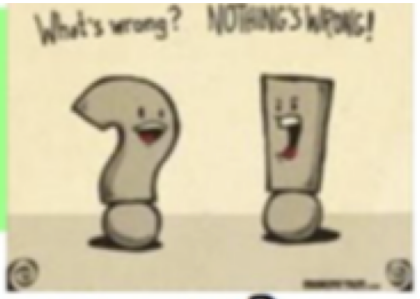


Back to Plenaries

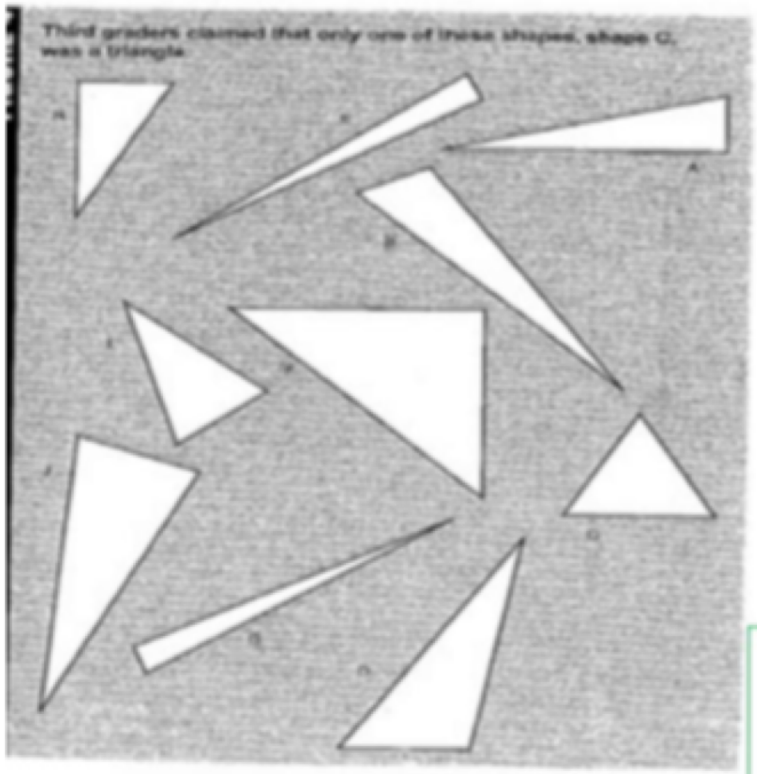
ANGHYWIR…

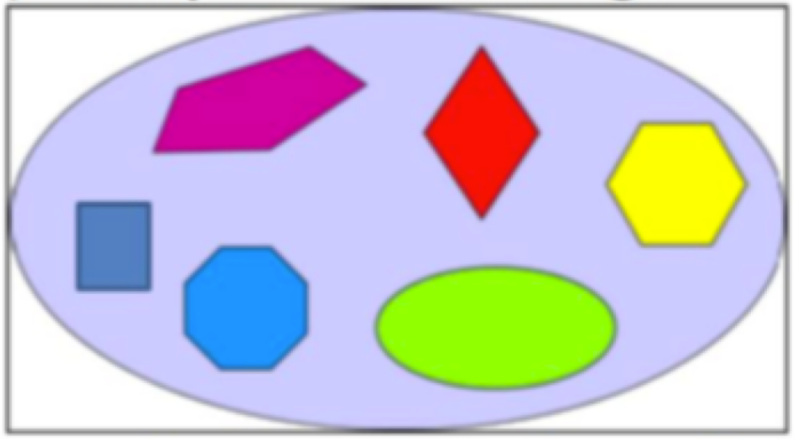


MR WRONG



- Giving wrong answer(s). Why is this wrong?





No square corners (right angles)

14 + 7 = 21 - 2

What's wrong with this graph
http://www.tes.co.uk/teaching-resource/Line-graph-starter-plenary-and-how-to-guide-6258651/

Gallwch chi fod yn anghywir hefyd!







5 – 5 – 1

Defnyddiwch 5 brawddeg i adolygu'r wers heddiw.

Gwnewch hyn yn llai gan ddefnyddio 5 gair.

Yna 1 gair.

Llinell Bendantrwydd

(certainty line)







Rhifo unigolion gyda'i gilydd



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.



60 Eiliad



Timer on board –

http://classtools.net/main_area/template_loader.php/?timer

Set students the challenge of summing up the lesson in sixty seconds.

Students then read out their summations until a really full picture is presented to the class.

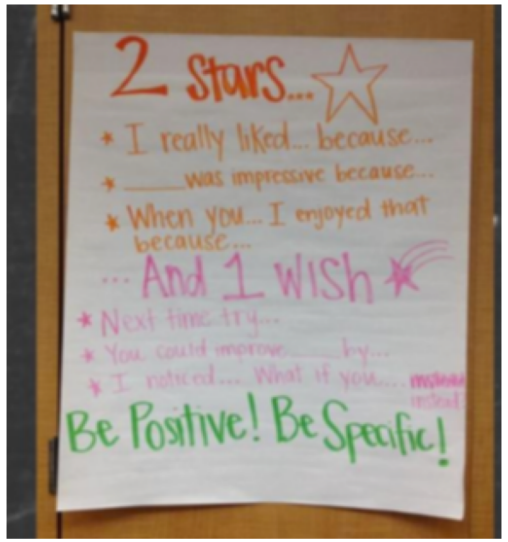
(Develop by setting paired work – one speaker, one scribe; giving certain words/phrases to include; adjusting the time for more quick-fire/in-depth answers)

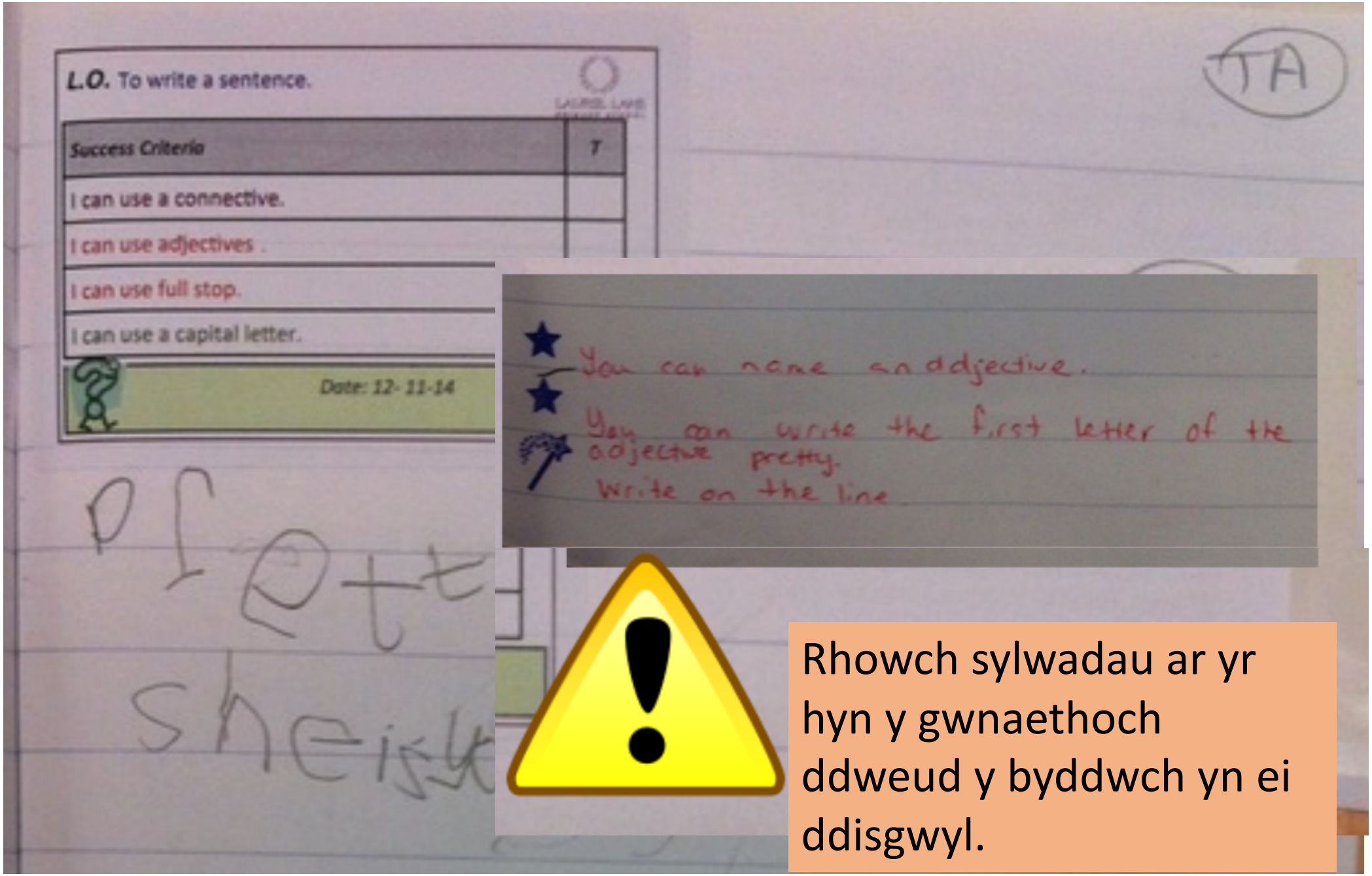
Dwy seren a dymuniad

- Angen i ddysgwyr adnabod sut mae eu gwaith yn llwyddo i ddiwallu y meini prawf llwyddiant a beth sydd angen iddynt wneud er mwyn gwella;

- Gellir defnyddio'r strategaeth yma ar gyfer hunan asesu ac asesu cyfoed;

- 2 seren – 2 beth da am y gwaith
- 1 seren – rhywbeth all gael ei wella er mwyn llwyddo hyd yn oed ymhellach.





Rhowch sylwadau ar yr hyn y gwnaethoch ddweud y byddwch yn ei ddisgwyl.

Dysgwyr yn marcio

By taking part in the process of assessment, students gain a deeper understanding of topics, the process of assessment and what they are doing in their own work.

Students could self- or peer- mark homework or assessments.

This could be done in pairs or individually .



Today'sMeet

What rules would you put in place?

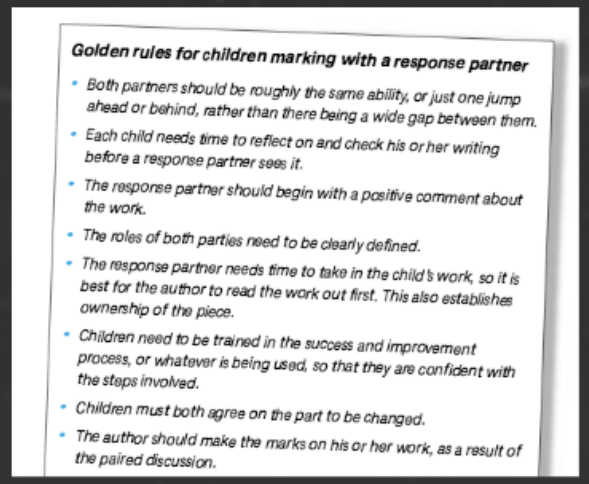
Our agreement on marking partnerships

We decided that there were some rules we all needed to keep. When we become marking partners we all agree to:

- Respect our partner's work because they have done their best and so their work should be valued.
- Try to see how they have tackled the learning objective and only try to improve things that are to do with the learning objective.
- Tell our partner the good things we see in their work.
- Listen to our partner's advice because we are trying to help each other do better in our work.
- Look for a way to help our partner to achieve the learning objective better by giving them a 'closing the gap' improvement to do.
- Try to make our suggestions as clear as possible.
- Try to make our suggestions positive.
- Get our partner to talk about what they tried to achieve in their work.
- Be fair to our partner. We will not talk about their work behind their backs because we wouldn't like them to do it to us and it wouldn't be fair.

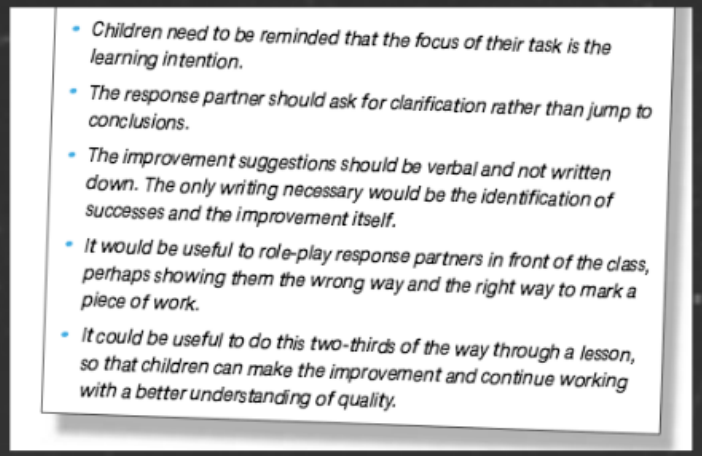
Asesu Cyfoedion

Gyda pa bethau ydych yn cytuno?



Golden rules for children marking with a response partner

- Both partners should be roughly the same ability, or just one jump ahead or behind, rather than there being a wide gap between them.
- Each child needs time to reflect on and check his or her writing before a response partner sees it.
- The response partner should begin with a positive comment about the work.
- The roles of both parties need to be clearly defined.
- The response partner needs time to take in the child's work, so it is best for the author to read the work out first. This also establishes ownership of the piece.
- Children need to be trained in the success and improvement process, or whatever is being used, so that they are confident with the steps involved.
- Children must both agree on the part to be changed.
- The author should make the marks on his or her work, as a result of the paired discussion.



- Children need to be reminded that the focus of their task is the learning intention.
- The response partner should ask for clarification rather than jump to conclusions.
- The improvement suggestions should be verbal and not written down. The only writing necessary would be the identification of successes and the improvement itself.
- It would be useful to role-play response partners in front of the class, perhaps showing them the wrong way and the right way to mark a piece of work.
- It could be useful to do this two-thirds of the way through a lesson, so that children can make the improvement and continue working with a better understanding of quality.

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What do you really agree with?

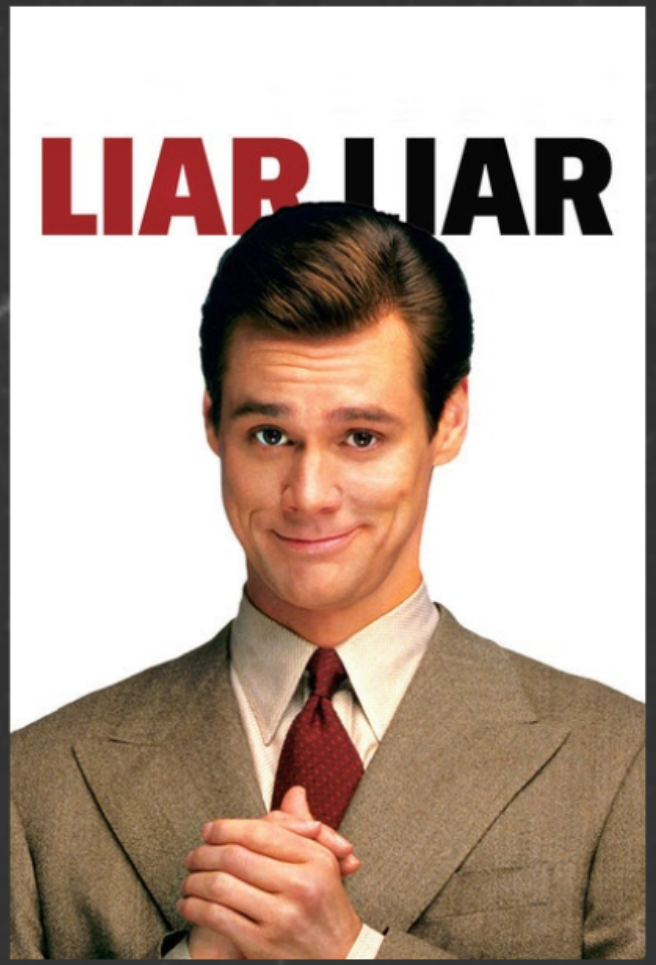
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What do you really agree with?


Dysgwyr gyda swyddi

Pwy ydy'r celwyddgi?

Write two correct statements about the lesson and one fib
Ask students to tell you which one is the fib and why?



Gwaith Enghreifftiol

Who would agree with this approach? (Learners having the same concept as the teacher of 'what makes it good'.)

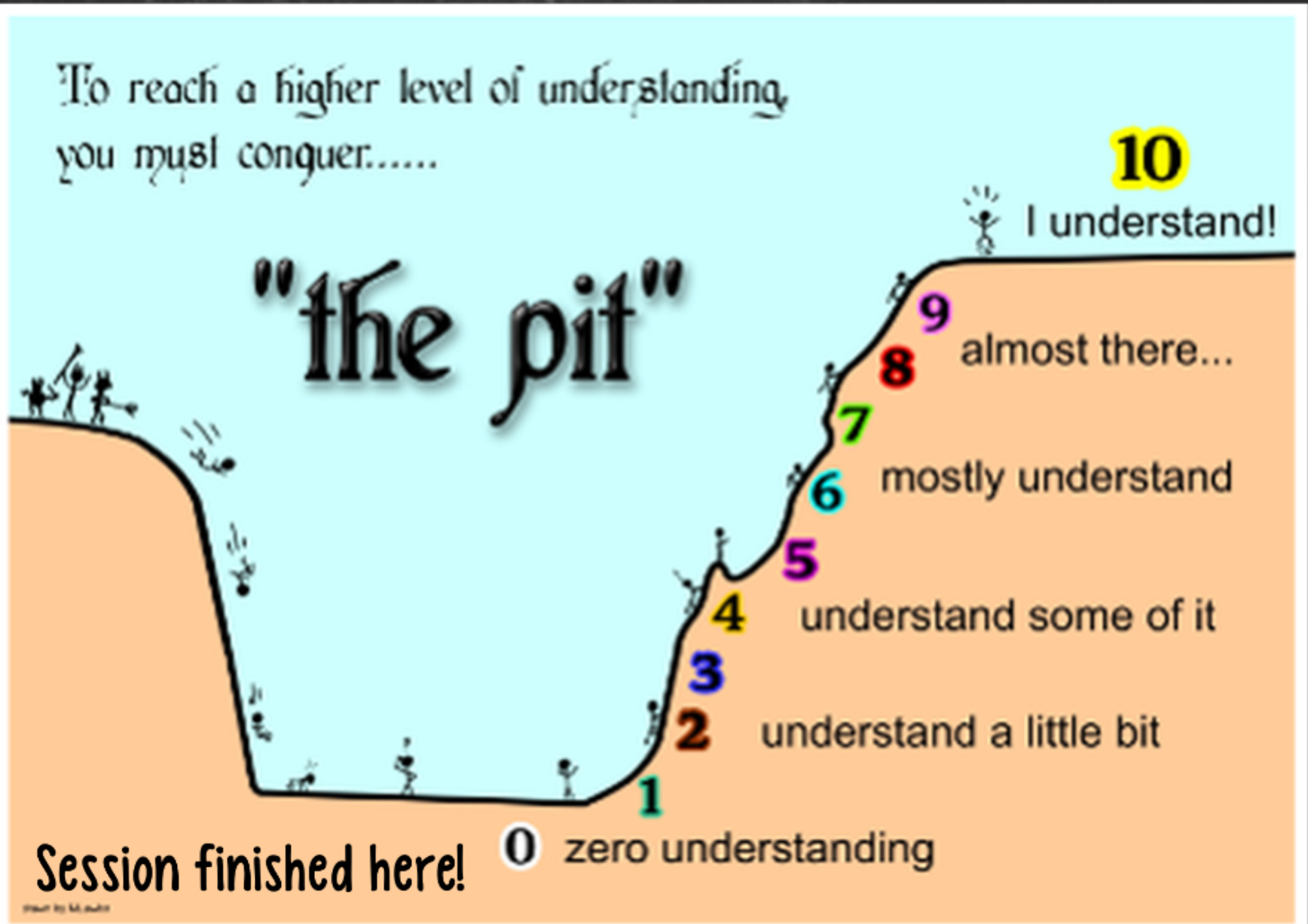
When setting students a piece of work, show them examples that make it clear what it is they are being asked to do – and what they need to do in order to meet the assessment criteria.

Students could mark exemplar work using the assessment criteria. This will help model what is being asked for and how it relates to the process of assessment.



Could there be limitations?

Plant yn marcio pamffled!


To reach a higher level of understanding,
you must conquer.....
"the pit"
10
I understand!
9
8
almost there...
7
6
mostly understand
5
4
understand some of it
3
2
understand a little bit
1
0
zero understanding
Session finished here!

Consensws – a yw hyn yn AagD da?



Adolygiad dysgwr

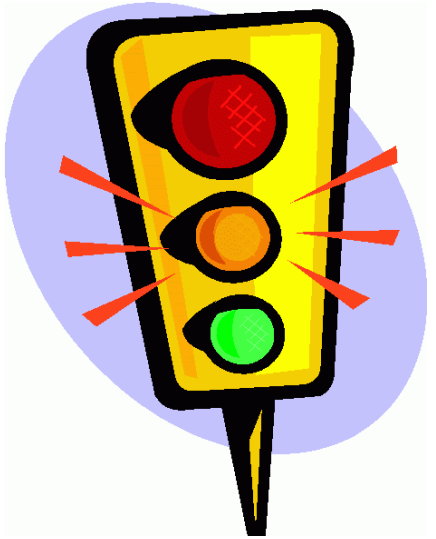
① Y dysgwyr i adolygu eu dysgu eu hunain naill ai mewn grwpiau neu yn unigol. Gall hyn gael ei wneud wrth grynhoi'r wers neu fel crynhoad byr ar ganol gwers.

② Gall hefyd gael ei wneud fel gweithgaredd i helpu cynllunio pellach ar gyfer uned o waith neu thema.



Goleuadau traffig

- Defnyddir goleuadau traffig fel dull gweledol o ddangos dealltwriaeth, e.e. disgyblion yn dangos cardiau coch, oren neu wyrdd (coch – ddim yn deall, oren – angen eglurhad pellach, gwyrdd - deall yn glir)



- Disgyblion yn defnyddio'r goleuadau traffig i hunan-asesu. Gall hyn gael ei gofnodi ar eu gwaith.

- Disgyblion yn defnyddio'r goleuadau traffig i asesu cyfoed.

Goleuadau traffig…

- Ar beth mae'r dull hyn yn dibynnu arno i fod yn llwyddiant?



Targedau hunan-asesu

① Disgyblion yn gosod targedau ar eu cyfer nhw eu hunain yn seiliedig ar hunan-asesu/asesu cyfoed.

② Gall y nodau dysgu hyn gael eu cofnodi (e.e. mewn llyfr gwaith) ac yna ail-ymweld â hwy.

③ Gall y nodau dysgu hyn hefyd gael eu cymharu â thargedau'r athro/athrawes ac yna dod i gytundeb os ydynt yn wahanol.



Bodiau i fyny, bodiau i lawr

- Egwyddor tebyg i oleuadau traffig.
- Gwirio dealltwriaeth o'r hyn rydych yn addysgu trwy ofyn i'r disgyblion i ddangos bodiau.
  - Bodiau i fyny = dw i'n deall
  - Bodiau i'r ochr = dw i ddim yn siwr
  - Bodiau i lawr = dw i ddim yn deall
- I osgoi bod disgyblion yn copîo ei gilydd gellir gofyn iddynt i gau eu llygaid wrth wneud hyn.



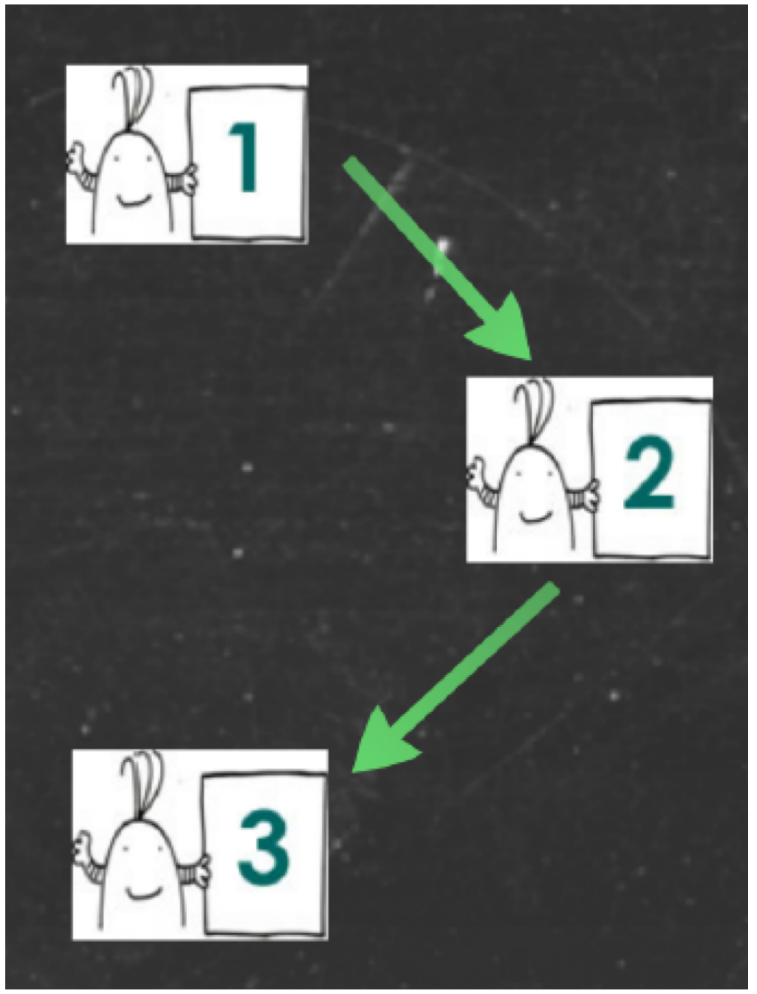
Archwilio atebion anghywir

- Defnyddiwch atebion anghywir fel pwyntiau trafod.
- Yn hytrach na disystyrru sylw oherwydd ei fod yn anghywir neu ddweud, “dyna ddiddorol”, defnyddiwch y camsyniad yn y rhesymu i amlygu’r broses.
- Mae hyn yn arwain at wella camsyniadau yn y rhesymu ac yn creu amgylchedd lle mae’n iawn i wneud camgymeriadau.



Ail-ddrafftio

- Defnyddiwch amser yn ystod gwersi i ail-ddrafftio gwaith.
- Mae hyn yn rhoi cyfle i'r dysgwyr i ffocysu ar yr adborth ar gyfer gwelliant y maent wedi ei dderbyn.
- Mae hefyd yn atgyfnerthu gwerth adborth ac yn eu galluogi i barhau i weithio ar ddarn o waith mewn amgylchedd gefnogol.



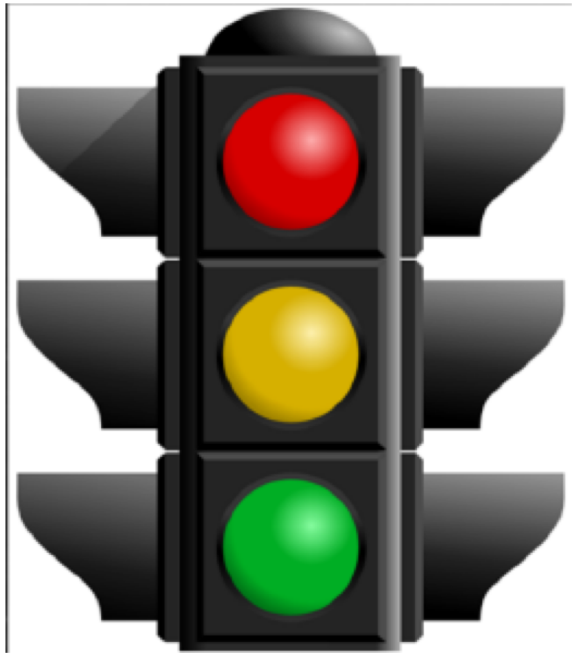
Adborth grŵp

- Mae adborth grŵp i athro/athrawes ynglŷn ag asesu cyfoed yn eu helpu i fod yn ymwybodol o anghenion dysgu mewn ffordd hylaw.
- Os ydy'r grŵp yn adrodd nôl mae'n tynnu mwy o sylw ac yn cyflwyno gwybodaeth sydd eisoes wedi cael ei drefnu a'i ddidoli (hynny yw llai o ail-adrodd i'r athro/athrawes).



Adolygu gyda'r goleuadau traffig

- Wrth adolygu thema neu bwnc, ewch drwy wahanol adrannau gyda'r dysgwyr a gofynnwch iddynt i ddefnyddio goleuadau traffig i ddynodi eu dealltwriaeth o bob un ohonynt.
- O ganlyniad, dylai'r dysgwyr fedru adnabod pa agweddau sydd angen sylw pellach mewn modd mwy gweithredol.



Brechdan adborth

Gall adborth gael ei roi mewn gwahanol ffyrdd.

2 ffurf o frechdan adborth yw:

① Sylw cadarnhaol.

Beirniadaeth adeiladol gydag eglurhad o sut i wella.

Sylw cadarnhaol.

② Datganiad yn ymwneud â'r cyd-destun e.e. 'Dw i'n hoffi … oherwydd …

Nawr/Tro nesaf

Datganiad rhyngweithiol e.e. cwestiwn yn seiliedig ar y gwaith.



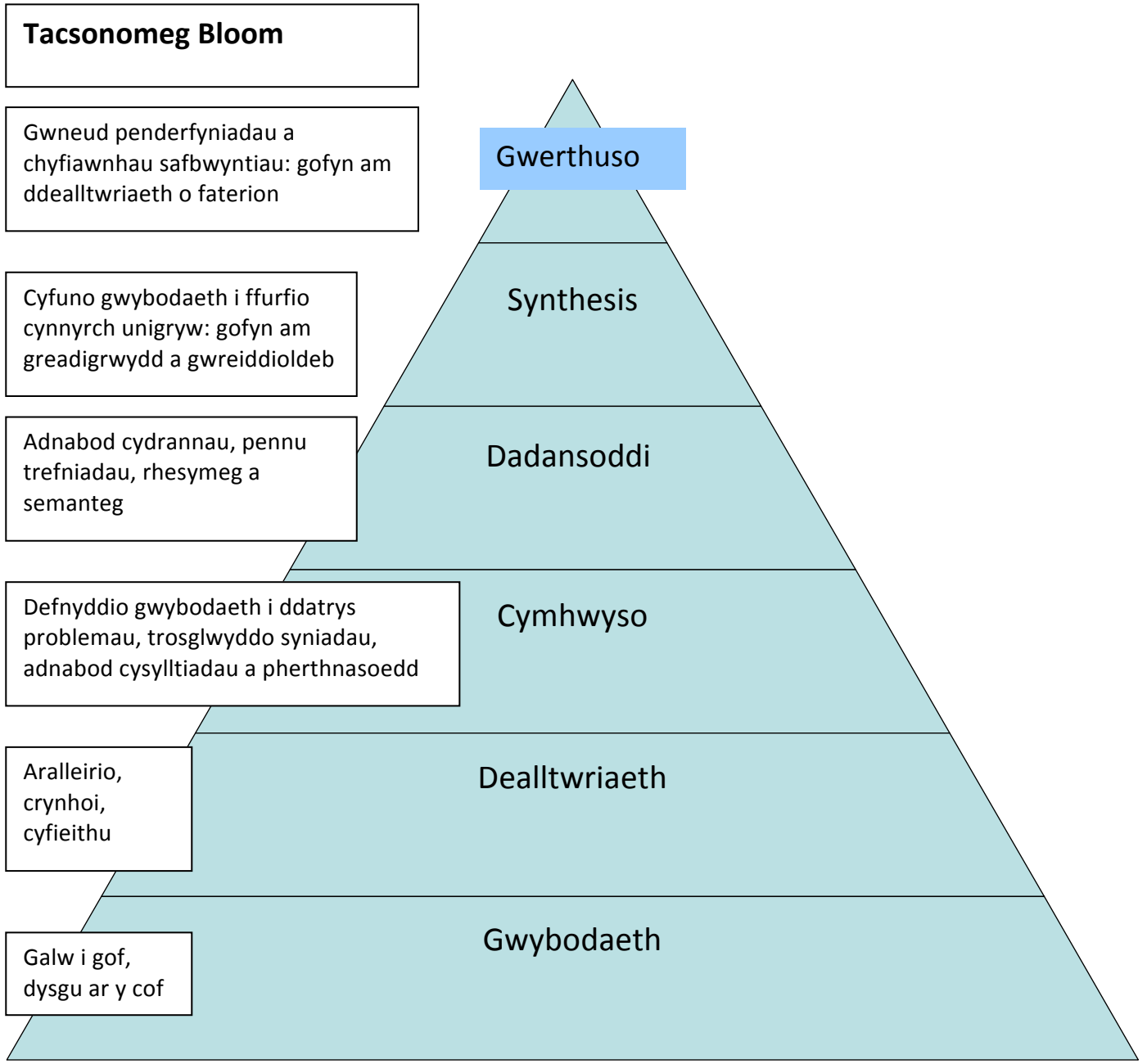
Beth sy'n dda?

Treuliwch amser yn sicrhau bod consensws rhyngoch chi â'r disgyblion ynglŷn â beth sy'n gwneud darn o waith 'da', a sut y gallant gyflawni hyn. Defnyddiwch gwestiynau megis:

- "Allwch chi ddweud wrtha i beth sy'n gwneud darn o waith da?"
- Sut ydych chi'n teimlo am y sylwadau?
- Ydych chi bob amser yn gwybod beth sydd angen gwneud neu feddwl amdano nesaf?
- Ydych chi'n gwybod pan rydych chi wedi cyflawni darn da o waith? Sut?



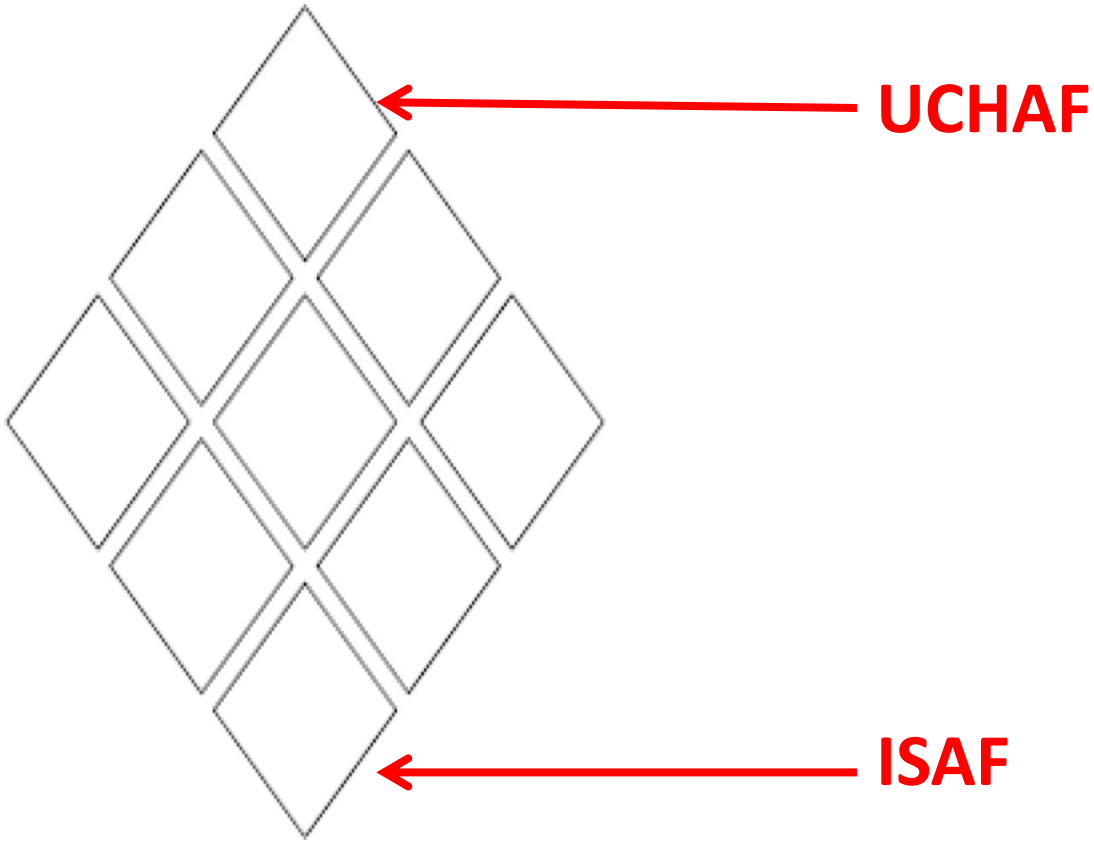

What happened after...?
Remembering
Where else would you see...?
Analyzing
Why would
Understanding
What would be an example of...?
Understanding
How many ways can you...?
Creating
THINKING DICE
Higher Order Thinking
made simple



(Llywodraeth Cymru, 2013:t.16)

A yw'n AagD da?

Beth yw eich naw strategaeth orau?



Pa strategaethau AagD fyddech chi'n defnyddio pan mae plant yn yn dweud hyn?

a) "Dw i'n gwybod na fydd Miss/Syr yn gofyn i mi ateb cwestiwn, felly dw i ddim yn ffwdanu meddwl am ateb fy hun."

b) "Dw i ddim yn gwrando ar yr hyn mae disgyblion eraill yn y dosbarth yn ei ddweud – does dim pwynt!"

c) "Does byth rhaid i mi egluro fy atebion i neb arall!"

ch) "Does gen i ddim syniad beth sydd angen gwneud er mwyn gwneud fy ngwaith yn dda."

d) "Mae'n ddirgelwch llwyr i mi sut mae Miss/Syr yn barnu fy ngwaith!"

dd) "Does gen i ddim syniad beth sydd angen i fi wneud i wella!"

e) "Mae Miss/Syr yn rhoi marciau i mi, ond dim byd ynglŷn â sut y galla i wella fy ngwaith."

f) " Dw i'n cael cyngor gan Miss/Syr am beth sydd angen ei wneud nesaf ar ôl i mi orffen, ond yn aml dw i wedi anghofio erbyn y wers nesaf."

ff) "Dyw Miss/Syr ddim yn fy hoffi i, felly does dim pwynt ymdrechu!"

g) "Miss/Syr sydd yn gyfrifol mod i'n gwneud cynnydd yn fy ngwaith!"

Darllen pellach



http://learning.gov.wales/docs/learningwales/publications/130429how-to-develop-thinking-cy.pdf