

Learning Newsletter

Assessment for Learning
(Part 2)

The Marlborough Science Academy

All resources to be found on U drive in the teaching and learning folder



For students to see the importance of using learning objectives and learning outcomes.

Task—Give students 40 seconds only to draw a house and give the house a name

Once finished ask students to now assess their work against the following criteria

1. House has at least 2 windows
2. House has a roof, door and chimney
3. The house is 3D in structure
4. The name of the house reflects its structure and the house has 2 decorative features including smoke coming from the chimney

This will show the importance of sharing, understanding and working to clear, set criteria

Inside this issue:

Houseology

Pass the parcel

Hunt for evidence

Assessment Wheel

Marking Partners

Marking Grids

Plus many more ideas

REMEMBER

WALT

Learning Objectives

We Are Learning Today

WILF

Learning Outcomes

What I'm Looking For

Self and Peer Assessment

Students reflecting on their work and working out how to improve it

What it isn't

- It isn't just marking your own work
- It isn't just marking each other's work
- It doesn't have to take loads of planning
- It's not a special thing to do every now and then

What it is

- Students judging how well they've done and what they need to do to improve
- Getting students to think about their learning and progress
- Helping students to become independent learners
- A part of every lesson

Stages for developing peer and self assessment skills

The simplest model for self assessment

you **model** it for the students (think aloud while critiquing a piece of work)

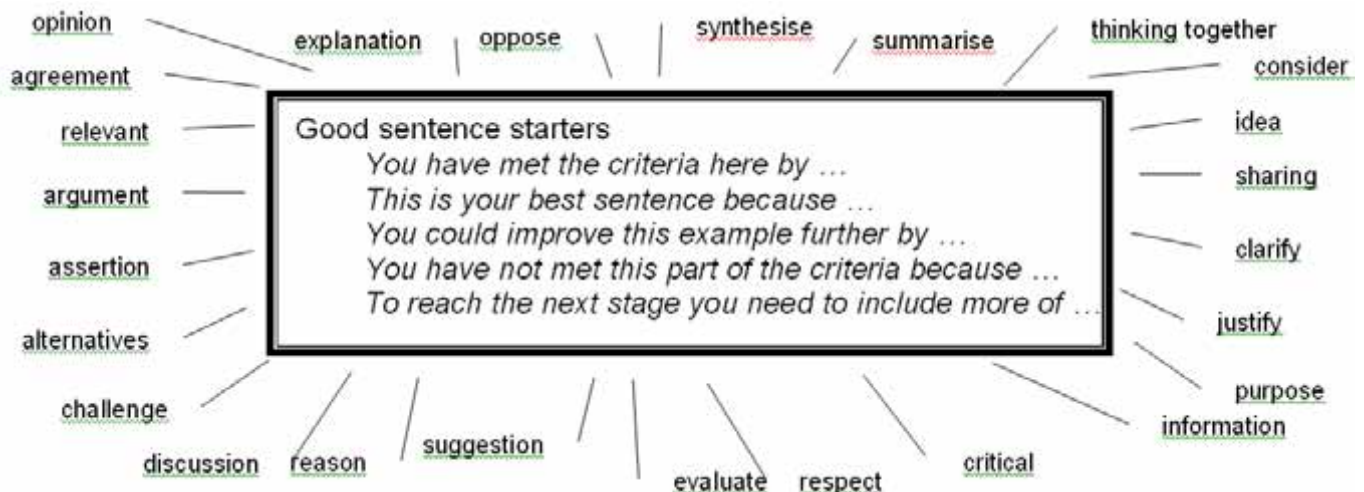
they **highlight** two examples within their own work where they have met the objectives

they highlight one area in their own work where they **could improve**

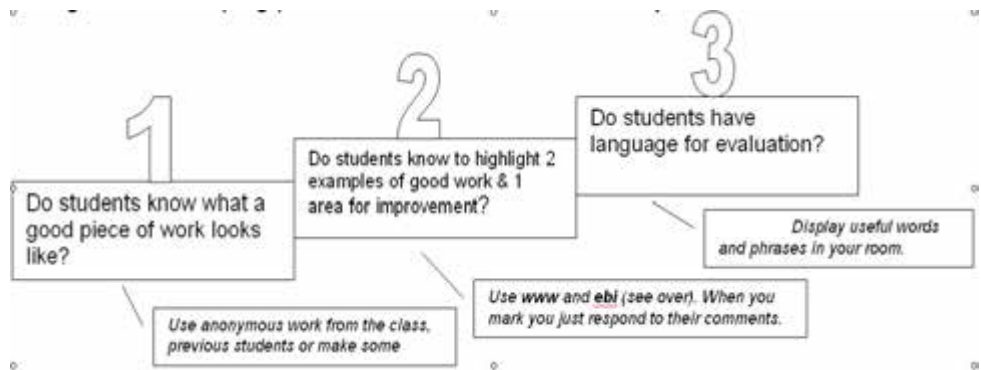
they make that **improvement**

For peer assessment it's exactly the same – just someone else's work

The language of self evaluation



The Marlborough Science Academy



w.w.w. and e.b.i.

Ask students to list two things that they have done well (what went well) and one thing they need to do to improve (even better if ...)



How good is that?

After you've marked work start the next lesson with a good example of work for students to say what is good about it.



Spot the Error

After you've marked work start the next lesson with some common errors on the board for students to identify. As well as spellings and factual inaccuracies, look at more complex misconceptions.



Feedback Response Time

Whenever you give work back, give students a few minutes to read /listen to and reflect upon through your comments.



Listening Threes

One student listens and asks questions while another assesses his work. A third student listens and records. At the end the third student gives feedback. They then all change roles.

Learning Partners



When introducing learning partners approach you could:

- ◆ identify opportunities for using learning partners at the planning stage;
 - ◆ start with a topic that lends itself to the use of the open questions such as, Who? What? Where? When? Why?;
 - ◆ think about the dynamics of the class and how to **pair** students;
 - ◆ establish speaking and listening **ground rules** with the class;
 - ◆ model **speaking courtesies** (such as how to start and how to respond), vocabulary that might be used, and the type of **questions** that partners could use;
 - ◆ build up the learning partners' skills in small steps;
- be prepared for unexpected avenues that may enhance the quality of the talk.

Ground Rules

1. Look at your partner when they are talking.
2. Look interested.
3. Don't let other things distract you.
4. Let your partner express their views.
5. Think carefully about what your partner is saying.
6. Stay focused on the question/task.
7. Try to be clear about what you mean.
8. Say more than one or two words.
9. Be prepared to agree to try and persuade, and sometimes be prepared to agree to disagree.



Don't:

1. avoid all eye contact
2. look bored
3. fidget.
4. interrupt all the time.
5. act as though you aren't listening to what they're saying.
6. just say only one or two words.
7. let your partner do all the work.
8. encourage your partner to go off task.
9. make your partner accept your ideas if they don't agree.



Create agreed ground rules (see example below)



Our agreement on marking partnerships

When we become marking partners we all agree to:

- ◆ respect our partners' 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 partners the good things we see in their work
- ◆ listen to our partners' advice because we are trying to help each other do better in our work
- ◆ look for a way to help our partners 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 partners to talk about what they tried to achieve in their work
- ◆ be fair to our partners: we will not talk about their work behind their backs because we wouldn't like them to

Some question prompts/starters

<p><u>Mainly literal:</u></p> <p>How many . . . ?</p> <p>Where is . . . ?</p> <p>In which year did..?</p> <p>Which of these go together? Why?</p> <p>How are these things alike/similar/ different?</p> <p>What are the characteristics of all the things in this group?</p> <p>What criteria have been used to classify these?</p> <p>How could you rearrange . . . ?</p> <p>How could you compare . . . and . . . ?</p> <p>What is . . . doing?</p> <p>What can you see when you look carefully?</p> <p>What did you notice about . . . ?</p> <p>What words could you use to describe. . ?</p> <p>What is true about all of these?</p>	<p><u>Mainly inferential:</u></p> <p>Do you think this is a good/bad thing?</p> <p>Do you agree with this? Why?</p> <p>Why was this done? Do you think it was a good idea?</p> <p>Why does . . . ?</p> <p>How do you . . . ?</p> <p>Why did this happen . . . ?</p> <p>What caused this?</p> <p>Why do you think they did this?</p>
<p><u>Mainly Evaluative:</u></p> <p>How do you feel about this? Why?</p> <p>Why do you think that . . . ?</p> <p>What might be the result of . . . ?</p> <p>Why do you think so?</p> <p>Can you think of another explanation?</p> <p>What do you think might be happening here? Why?</p> <p>How do you imagine they are feeling?</p>	<p><u>Mainly synthesis:</u></p> <p>Is there anything you would have done differently? Why?</p> <p>What would/might happen if . . . ?</p> <p>If . . . , what do you think will be the result?</p> <p>What would it be like if . . . ?</p> <p>What would you do if . . . ?</p> <p>Can anyone think of a different idea for...?</p> <p>What is your opinion on...?</p> <p>What would this character think about....?</p>

Issue response cards to stimulate discussion

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Ideas for ways to respond to your partner:

I think that.....

It seems to me that.....

I would have preferred it if.....

Don't you think it would have been better if.....

This makes it seem.....

Perhaps a better way would have been.....

I think.....because

I disagree with that because.....

What do you think?



Ideas for self and peer assessment

Starting it off
The Bin



To start off students thinking about assessment criteria you could ask them to think what makes a good bin

- ◆ Colour
- ◆ Hides dirt
- ◆ Easy access
- ◆ Easy to clean
- ◆ Not too heavy to lift etc



Hunt for evidence

Teacher provides assessment criteria for success and in pairs, students search for evidence that it is there. The emphasis is about finding positives not mistakes.



Modelling

1. Use displays to draw out essential features and qualities
2. Mark model answers together: what will I expect to see?
3. Model the process: feedback on a piece of work publically, give a commentary about what you are doing and looking for
4. Show pieces of students work that have met the criteria, show what the end process looks like and what steps needed to be followed in order to achieve it.



Spot the mistakes

Oops I've made a mistake. Tell students that during the next few minutes you are likely to make mistakes. Students not only have to find them but make suggestions what they would do to correct the mistakes made.



Add a touch of novelty to peer assessment by playing pass the parcel. Criteria for assessment is shared with the students, then work is passed around the group in a circle. When the music stops students start peer assessing the work they have just received.

**Students can only achieve a goal
if they know what the goal is**

ASSESSMENT WHEEL

This allows students to make subjective judgements about their progress in different . It can be used to peer mark work according to particular skills learnt when writing an editorial.

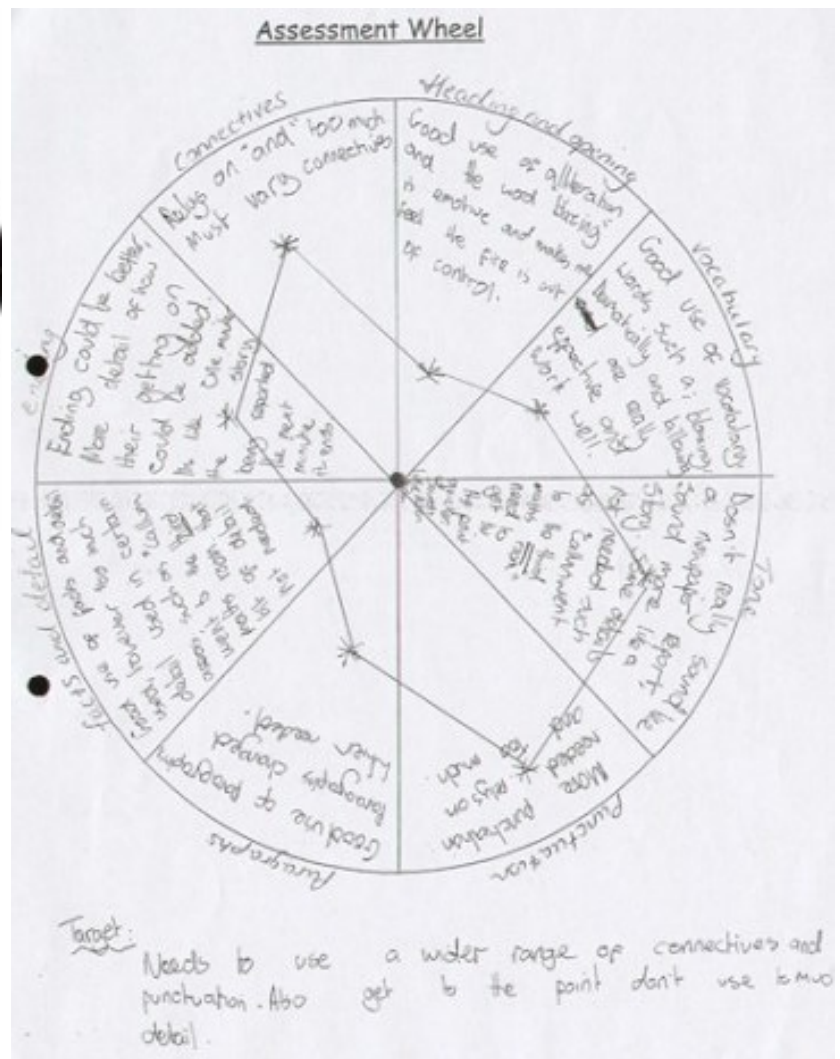
Each segment in the wheel is used as a criterion to assess the work. Students must write comments about the progress they have made. The closer to the centre the more successful the person has been in that area.

They must plot a point as to how successful they consider themselves to have been on the wheel.

They may even write in the segment but the idea is to join up the points to have a **clear visual image of the strengths and areas for development**. They then set themselves a clear target. This can be used for any topic in any subject all you need to do is create sub-headings that are the assessment criteria for that particular piece of work.



See the actual worked example on the T Drive



Marking 5 Mark Questions

These questions are only marked on the content!

DO NOT knock marks off for poor expression or spelling.

Mark this answer by ticking the most appropriate boxes and adding up the total.

Does this answer:	Yes or no	Marks
• <u>include</u> explanations which are very simple?		1
• <u>include</u> some relevant quotes for each of the bullet points in the question?		2
• <u>pick</u> out and clearly explain relevant examples for each of the bullet points?		3
• <u>pick</u> out and clearly explain relevant examples for each of the bullet points, AND highlight some other interesting points in addition?		4
• <u>pick</u> out and clearly explain relevant examples for each of the bullet points, AND comment explicitly on the author's intention and use of language?		5
Total		

Example of using traffic light against NC objectives
















Level 5 objectives		R	A	G
Number	understand place value to multiply and divide whole numbers and decimals e.g. 0.2×100			
	order, add and subtract negative numbers in context e.g. if the temperature is -5°C and goes up by 7°C , what is the temperature now?			
	use all four operations (+, -, \times , \div) with decimals to two places e.g. $1.28 \div 4$			
	reduce a fraction to its simplest form e.g. $\frac{45}{60} = \frac{3}{4}$			
	calculate fractional or percentage parts of quantities and measurements, using a calculator where appropriate e.g. 19% of 300 metres			
	understand and use appropriate non-calculator methods to solve problems that involve multiplying and dividing any three-digit number by any two-digit number e.g. 578×23			
	check solutions by applying inverse operations e.g. if $138 \div 6 = 23$ then check by doing 23×6			
	estimate answers using approximations e.g. $278 \div 19 \approx 300 \div 20$			
	solve simple problems involving ratio and direct proportion e.g. divide £60 in the ratio 2:3			

PEER ASSESSMENT

Name :			ACTIVITY:	Speaking & Listening	<input checked="" type="checkbox"/>
Topic :				Reading	
Date :				Writing	

ACHIEVEMENT		
		
not very good	good	excellent

Tick the box next to the face to describe the achievement for each task

1.	Task		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
	Target						
2.	Task						
	Target						
3.	Task						
	Target						
4.	Task						
	Target						
5.	Task						
	Target						

• ACTIVITY:	Speaking & Listening	<input checked="" type="checkbox"/>
	Reading	
	Writing	

• LESSON OBJECTIVES:	

• STRENGTHS OF WORK:	

• AREAS FOR IMPROVEMENT:	

• LEVEL:	<input type="checkbox"/>
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• TARGETS:	•
	•

• ACTIVITY:	Speaking & Listening	<input checked="" type="checkbox"/>
	Reading	
	Writing	

• LESSON OBJECTIVES:	

• STRENGTHS OF WORK:	

• AREAS FOR IMPROVEMENT:	

• LEVEL:	<input type="checkbox"/>
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• TARGETS:	•
	•

11 Examples of peer and self assessed work at Marlborough taken from book looks

CIL

Explain how *A View from the Bridge* is effective in terms of dramatic quality and how an audience might respond to the play

Post-1914 Drama

Assessment Criteria

For an A* (49-54 marks)

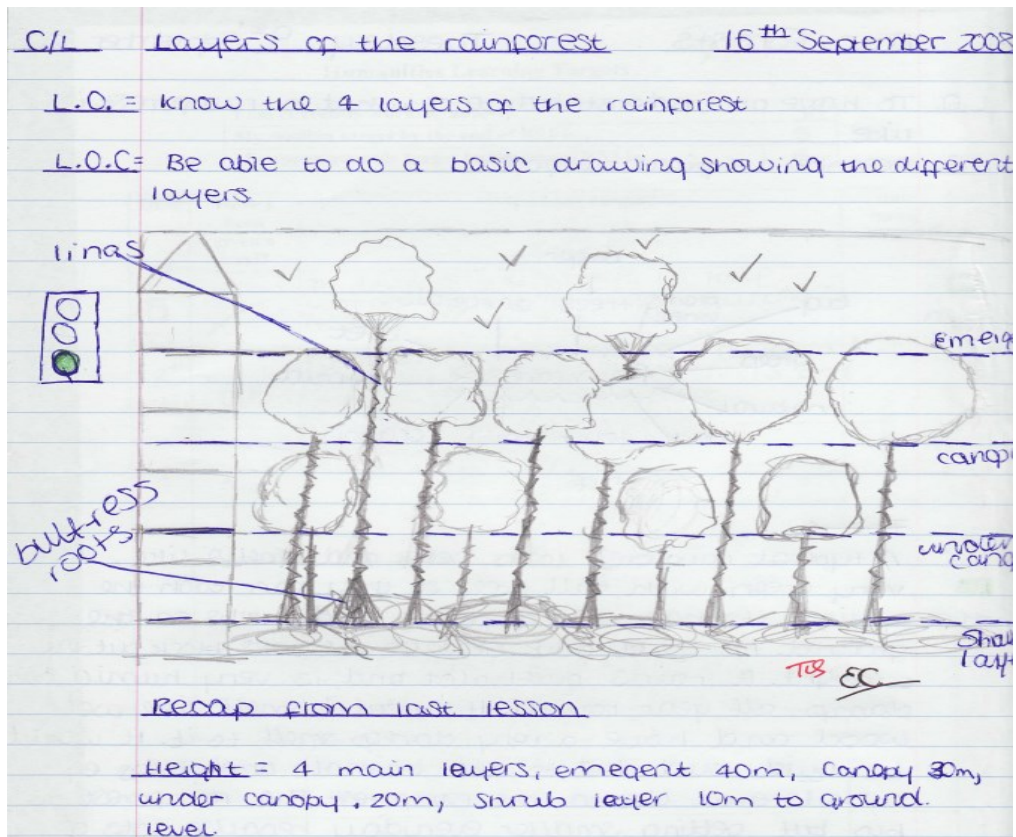
- Show originality of analysis and interpretation (you express your own ideas in a skilful way with a clear line of argument)

For an A (42-48 marks)

- Explore alternative approaches and interpretations (you can see there are several ways of looking at things)
- Evaluate ideas and consider how meaning and ideas are conveyed (you make a connections between how language is used and the effects it has)
- You can make connections between the social and historical setting and evaluate the play's context (you know how the play is connected to others of its genre and connections within the play, like Alfieri's comments beginning and end, 'Settle for half')
- You analyse layers of meaning (you realise words can mean more than one thing and suggest ideas of your own for this)

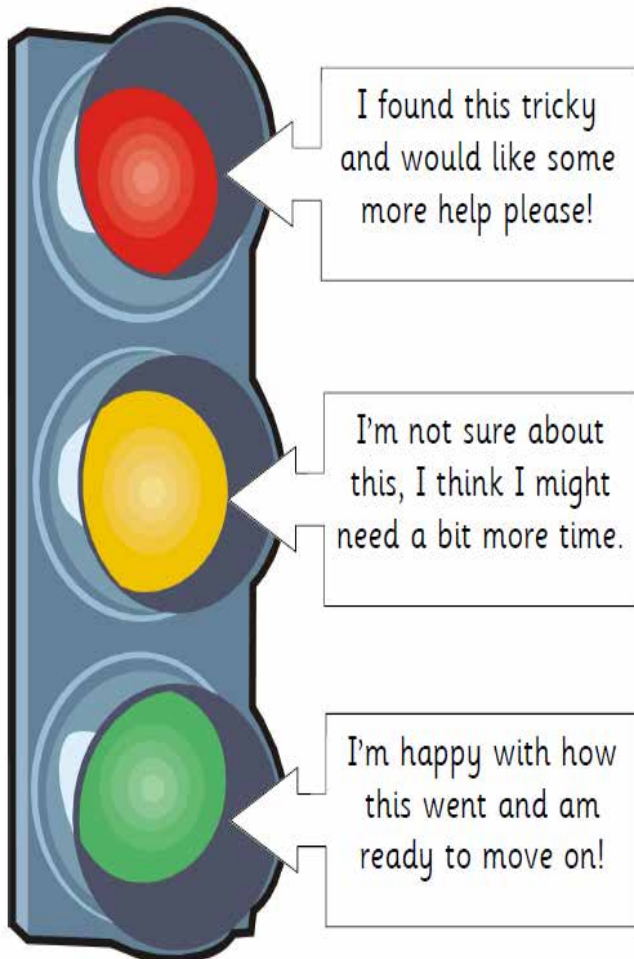
For a B (37-41 marks)

- Show independent understanding (you understand the text and have your own opinions about it)
- Show analytical skill when exploring the effects achieved by the writer and the choice of language. (you know that the writer chooses words carefully and can explain the effects of the words, you understand techniques like metaphors and can explain)
- You show analytical skill when exploring the historical and social context (you understand the background to the novel and link this to the novel, E.g. Italian American immigrants, 1950s America.
- Use *relevant* quotations
- Understand layers of meaning (you realise that a text can mean more than one thing and have wider implications, words can mean more than one thing)

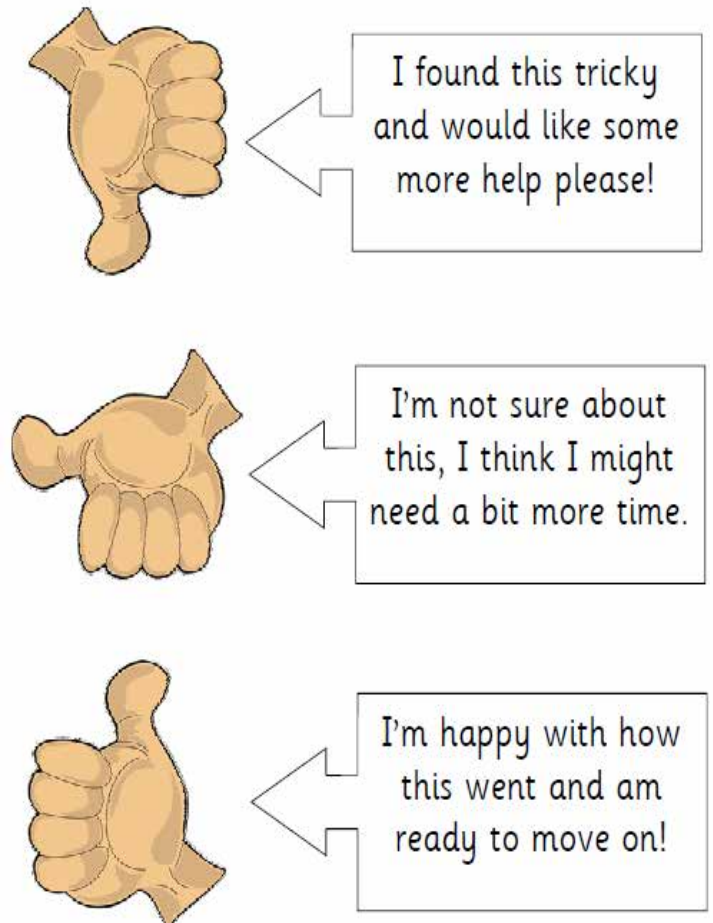


If you or your faculty
 have examples of self and peer
 assessed work, criteria or sheets you use, why not share them

Don't forget to self evaluate your work!



Don't forget to self evaluate your work!



Why not share your ideas with others, or show new resources you have found / created.

If you want to talk about learning and teaching feel free to email me at

m.fitzgibbon@marlborough.herts.sch.uk or drop into my office for a chat.