

## NEQMAP CAPACITY DEVELOPMENT WORKSHOP 24-27 JUNE 2019 | BANDUNG, INDONESIA

### SCHOOL-BASED, CLASSROOM, TEACHER AND FORMATIVE ASSESSMENT ASSESSMENT FOR LEARNING

# Session 9 - Classroom assessment techniques

**Objective:** to explore different assessment techniques

# **Kinds of pedagogy and innovation**

Constructivism

Student centred learning

Authentic, reflective, collaborative learning

Understanding oriented knowledge acquisition

Problem based learning

Integrated studies

Experiential or hands on learning

Group or cooperative learning

Self-directed learning

The flipped classroom and peer instruction

## **Pedagogy and formative assessment**

# WHAT is formative assessment?

‘Formative assessment refers to frequent, interactive assessments of students’ progress and understanding to identify learning needs and adjust teaching appropriately’ (Looney, 2005)

‘A formative assessment is a tool that teachers use to measure student grasp of specific topics and skills they are teaching. It’s a tool to identify specific student misconceptions and mistakes while the material is being taught’ (Kahl, 2005)

## Key Practices of the Formative Assessment Process

1. Clear lesson-learning goals and success criteria, so students understand what they're aiming for;
2. Evidence of learning gathered during lessons to determine where students are relative to goals;
3. A pedagogical response to evidence, including descriptive feedback that supports learning by helping students answer: Where am I going? Where am I now? What are my next steps?;
4. Peer- and self-assessment to strengthen students' learning, efficacy, confidence, and autonomy; and
5. A collaborative classroom culture where students and teachers are partners in learning.

(<http://ccsso.org>)

## Stephen Chappuis and Richard J. Stiggins

Classroom assessment that involves students in the process and focuses on increasing learning can motivate rather than merely measure students.

Teachers use assessment information formatively when they

- Pretest before a unit of study and adjust instruction for individuals or the entire group.
- Analyze which students need more practice.
- Continually revise instruction on the basis of results.
- Reflect on the effectiveness of their own teaching practices.
- Confer with students regarding their strengths and the areas that need improvement.
- Facilitate peer tutoring, matching students who demonstrate understanding with those who do not.

## **Self-assessment**

Self-assessment involves students in examining their own learning performance using a set of explicitly stated criteria. It can take various forms, including teacher-student interviews, self-assessment checklists, reflection logs, writing conferences and group discussions among students.

In implementing self-assessment, teachers are advised to:

- communicate intensively with students before starting the process to ensure their thorough understanding of the rationale and procedures of the assessment;
- create an unthreatening classroom climate, making them feel comfortable with being honest about their own performance, and ensuring that the information derived will not be used against them;
- set out clear and explicit assessment criteria, and ensure that students understand what they are aiming for before the learning and teaching activities begin; and allow sufficient time for students to revise their work and adjust their strategies

# **Seven Keys to Effective Feedback**

Grant Wiggins

## **Feedback Essentials**

Helpful feedback is

- goal-referenced;
- tangible and transparent;
- actionable;
- user-friendly (specific and personalized);
- timely;
- ongoing; and consistent.

# **The feedback lesson**

The introduction to the lesson

Outlining the learning intention

Sharing the task

Identifying the success criteria

Children working at the task

Checking understanding

Giving feedback later in the class



## Peer assessment

Peer assessment involves students in evaluating the performance and quality of the work of, or the level attained by their peers based on a set of predetermined criteria. The work to be assessed can include test performance, portfolios, oral presentation and writing. Peer assessment can be done on a one-on-one basis or in small groups.

To organise peer assessment effectively, teachers should pay attention to the following:

Clarify the purpose, rationale and expectations with students.

Involve students in developing and clarifying assessment criteria to give them a sense of ownership and reduce anxiety.

Match students according to their abilities. In general, aim for same-ability peer matching.

Provide training, examples, practice, guidelines and checklists.

Specify activities and timescale, making clear what needs to be done, within what time-scale, and what records, if any, need to be kept.

Monitor the process and coach as necessary.

Evaluate and give feedback to students on their performance.

# **What does a teacher want and need to know**

what students know

what they have learned

how much they have learned

how they can improve?

what they can do to improve?

## **Processes and activities**

- Observational assessment
- Projects and assignments      tasks and units
- Teacher developed tests
- Responding to student work      feedback
- Record keeping
- mark book, electronic portfolio and feedback

## **Classroom Assessment Techniques**

the importance of engagement, commitment and responsibility

we are selling education and our subject – it has to be meaningful and worthwhile

education as personal enrichment and development

### **The ideal overview – knowing the child**

We want to know where the children comes from  
family and background

values, hopes and dreams

likes and dislikes

attitudes and interests

### **The big teacher and school test**

How well do we know this student?

How good a description could we give of this students  
and her/his abilities?

## **For our subject or a topic**

We want to know

where students are in their learning

what can they do, and how well they perform

what the students know and think about the topic or activity.

what interests and engages them

Dialogue and oral interaction are important

## **Teacher questions**

problem if questions are rhetorical or trivial

need for deep questioning

not the same students answering all the time

give students time to think

no hands up to answer?

## **Council for the Curriculum, Examinations & Assessment**

[http://ccea.org.uk/curriculum/assess\\_progress/types\\_assessment/formative/assessment\\_learning](http://ccea.org.uk/curriculum/assess_progress/types_assessment/formative/assessment_learning)

Assessment for Learning (AfL)

Unit 2: Sharing Learning Intentions and Success

Assessment for Learning (AfL)

Unit 4: Effective Questioning

Assessment for Learning (AfL)

Unit 5: Helping Pupils to Reflect on their Learning

## **Feedback and reporting**

goal based and rubric feedback

comments on the work, not just scores

term report

rubric reporting

continuous electronic reporting?

## **Self-assessment**

potentially very powerful – why?

what have you learned?

## **Peer assessment**

very challenging activity

potential problems, potentially powerful

importance of cooperation and collaboration

## **Instant feedback and small tasks**

Hand signals – the fist and finger signals

End of the lesson feedback

The one minute summary

One sentence summary

What did you learn about .....

What was difficult to understand?

The problem of correcting work!!!!

Write questions about .....

Write test question about .....

# Intellectual Character: What It Is, Why It Matters, And How to Get It

Ron Ritchhart

Concerned with explicit and goal-driven thinking routines

‘For these routines to be effective, they usually consist of only a few steps, are easy to learn and teach, can be scaffolded or supported by others, and get used over and over again in the classroom.

For example, KWL (What do you know? What do you want to know? What did you learn?), brainstorming, pushing students to give evidence and to reason by asking them ‘Why?’, classroom arguments or debates, and journal writing.



# Thinking routines?

Underlining text

Note form summary

Essay plan

Pro con grid

Diagrams and SmartArt

Concept map

The important thing is that students are learning, improving and growing.  
How do we know if students are learning, improving and growing?

- assessment based on goals and quality criteria
- finding out what students know and can do
- and what they have to learn to do next

### **Total assessment in the classroom**

Multiple choice questions	Inventories
True-False questions	Checklists
Sentence Completion	Peer ratings
Short answer	Self ratings
Essays	Journals
Practical exams	Portfolios
Papers/Reports	Observations
Projects	Discussions
Questionnaires	Interviews
Presentations	

**Fig. 2.2 Assessment Tool Kit**

<b>Method</b>	<b>Description</b>
<b>G a t h e r i n g   I n f o r m a t i o n</b>	
Questioning	asking focussed questions in class to elicit understanding
Observation	systematic observations of students as they process ideas
Homework	assignments to elicit understanding
Learning conversations or interviews	investigative discussions with students about their understanding and confusions
Demonstrations, presentations	opportunities for students to show their learning in oral and media performances, exhibitions
Quizzes, tests, examinations	opportunities for students to show their learning through written response
Rich assessment tasks	complex tasks that encourage students to show connections that they are making among concepts they are learning
Computer-based assessments	systematic and adaptive software applications connected to curriculum outcomes
Simulations, docudramas	simulated or role-playing tasks that encourage students to show connections that they are making among concepts they are learning
Learning logs	descriptions students maintain of the process they go through in their learning
Projects and investigations	opportunities for students to show connections in their learning through investigation and production of reports or artifacts

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## Interpreting Information

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Developmental continua	profiles describing student learning to determine extent of learning, next steps, and to report progress and achievement
Checklists	descriptions of criteria to consider in understanding students' learning
Rubrics	descriptions of criteria with gradations of performance described and defined
Reflective journals	reflections and conjecture students maintain about how their learning is going and what they need to do next
Self-assessment	process in which students reflect on their own performance and use defined criteria for determining the status of their learning
Peer assessment	process in which students reflect on the performance of their peers and use defined criteria for determining the status of their peers' learning

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## Record - Keeping

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Anecdotal records	focussed, descriptive records of observations of student learning over time
Student profiles	information about the quality of students' work in relation to curriculum outcomes or a student's individual learning plan
Video or audio tapes, photographs	visual or auditory images that provide artifacts of student learning
Portfolios	systematic collection of their work that demonstrates accomplishments, growth, and reflection about their learning

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## C o m m u n i c a t i n g

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Demonstrations, presentations	formal student presentations to show their learning to parents, judging panels, or others
Parent-student-teacher conferences	opportunities for teachers, parents, and students to examine and discuss the student's learning and plan next steps
Records of achievement	detailed records of students' accomplishment in relation to the curriculum outcomes
Report cards	periodic symbolic representations and brief summaries of student learning for parents
Learning and assessment newsletters	routine summaries for parents, highlighting curriculum outcomes, student activities, and examples of their learning

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All sorts of assessment items and techniques can be used in the classroom.  
When are the different techniques most appropriate to use? To do what?

**Formative Assessment for Students and Teachers State Collaborative  
on Assessment and Student Standards 2008**

*Learning Progressions*

Learning progressions should clearly articulate the sub-goals of the ultimate learning goal.

*Learning Goals and Criteria for Success*

Learning goals and criteria for success should be clearly identified and communicated to students.

*Descriptive Feedback*

Students should be provided with evidence-based feedback that is linked to the intended instructional outcomes and criteria for success.

*Self- and Peer-Assessment*

Both self- and peer-assessment are important for providing students an opportunity to think meta-cognitively about their learning

*Collaboration*

A classroom culture in which teachers and students are partners in learning should be established

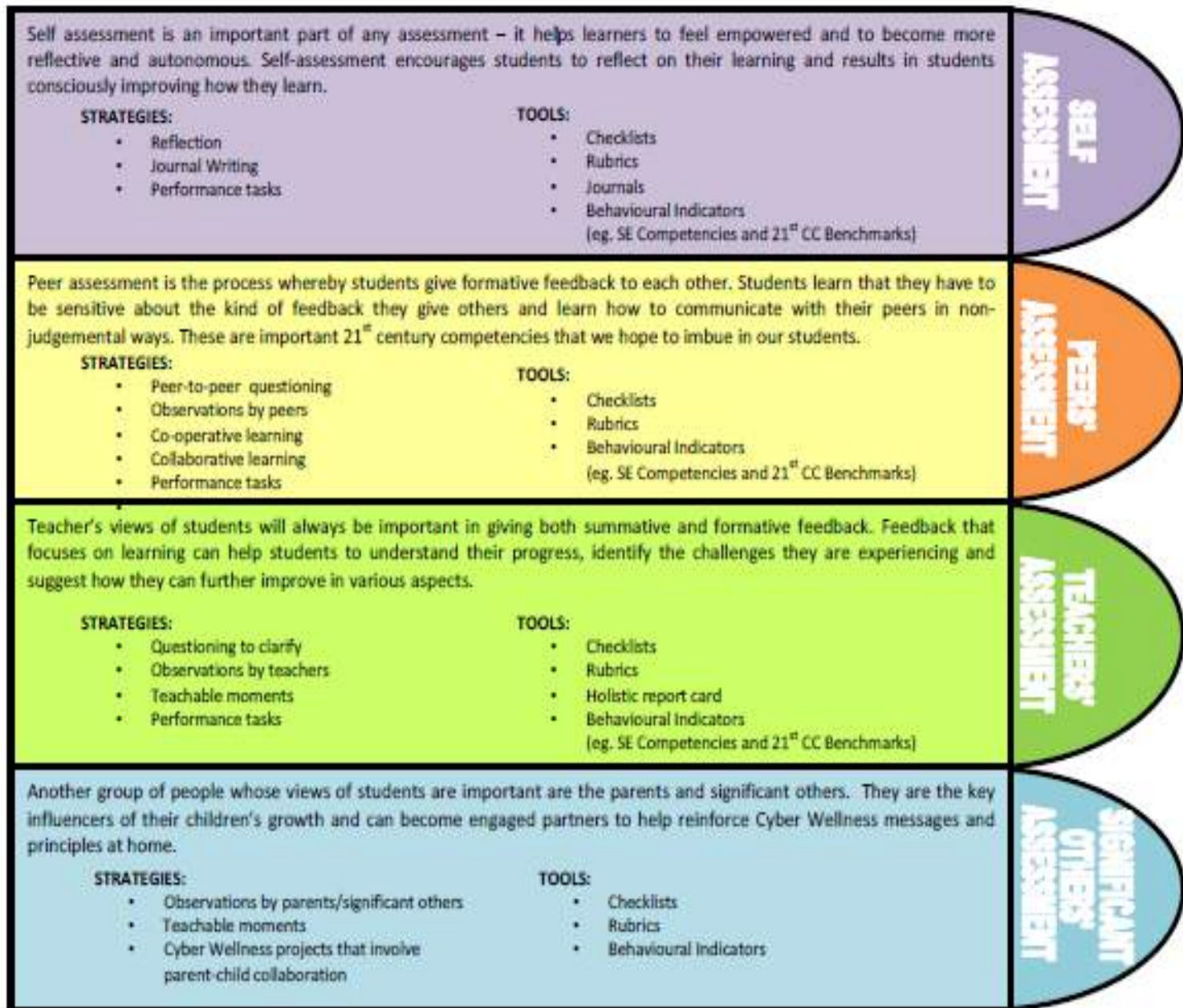
# **West Virginia Formative Assessment Toolkit**

The importance of  
peer parent and self assessment  
performances and audiences  
authentic activity

**Assessment should be about progress towards targets and standards**

the teacher mark book  
the student journal  
the student portfolio  
the student conference

Figure 4: Assessment Overview





# **National Council for Curriculum and Assessment**

**Student Self-assessment** encourages students to take responsibility for their own learning.

Self-assessment asks students to examine their strengths and weaknesses and to set their own goals to further their learning.

When students make choices in setting goals about their learning, achievement can increase

## Peer feedback

These five steps can be shared with students to help them give each other feedback.

01. The first time you read through your partner's piece of work hold off giving any comments. You don't want to swamp your partner with suggestions. You want to focus on the main strengths and weaknesses of the work, based on the success criteria agreed with the teacher.
02. If you notice that there are misspellings or mistakes in punctuation, just point out the problem but let the person fix it themselves.
03. Then try to point out • What has been done well • What has been less successful • One or two suggestions on how improvement can be made
04. Make your comments as specific as possible reminding your partner of the success criteria.
05. Be honest with each other and sensitive too! Never say or write something harsh or critical that will hurt another student.

## **North Vancouver School District - Principle #8 Evaluation and Grading**

Evaluation and grading must reflect achievement and progress over time in relation to specific learning standards or student goals; evaluation is tied to learning, not behaviour and attitude.

*“Honorable intentions don’t justify the use of misguided practices that no longer fit. These traditional grading practices (like averaging, giving penalties, grading everything, and using weighted task types) in fact, are downright wrong given today’s pedagogical landscape and what we now know about instruction and assessment.” (Schimmer, 2016)*

Often teachers find that grading interferes with genuine student learning, and that grades, rather than learning, become the primary driver for students, ultimately, creating a disconnect in their learning. To more accurately reflect where students are with their learning and to illuminate what they understand and can do, teachers need to create assessments that are ongoing, varied in nature and administered over the course of the year. These assessments should be designed to closely tie to the curricular competencies and the content of the course, reflecting relevant and authentic experiences for the students that create a clear picture of student strengths and weaknesses.

Teachers strive to ensure the grades students receive are reflective of where students are with their learning; hence, grades should:

- measure learning, not behaviours
- reflect what the student knows, understands and can do
- be used to inform instruction
- be used to improve student learning
- be fair, transparent and equitable for all students
- be organized by the provincial curriculum learning standards
- separate process and content
- be balanced between formative and summative

## A report card should:

- include a minimum of three pieces of evidence for each learning standard (curricular competencies and content)
- capture the trend in student achievement over the instructional period
- provide a snapshot of student growth over the instructional period
- reflect students' most consistent achievement
- have a grade/level that reflects greater emphasis to more recent achievement
- not be skewed by extreme scores
- not be a surprise to students or parents

## The Assessment For and As Learning Movement

### Desirable characteristics of Assessment for and as Learning

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|---|--|
| 1. Alignment of curriculum, pedagogy, assessment and accountability | 25. Policy and practice focused on teaching and learning                             |
| 2. Clear and explicit aims, goals, outcomes, standards              | 26. Quality criteria and described levels of performance                             |
| 3. Collaboration and peer learning                                  | 27. Recognising individual differences   |
| 4. Concerned with motivation and emotion                            | 28. Reflective learning  |
| 5. Criterion-referenced   | 29. Reporting current and future student learning to others                          |
| 6. Curriculum requirements  | 30. Reporting requirements   |
| 7. Deconstruction of assessment                                     | 31. Respectful, cooperative, interactive and democratic culture                      |
| 8. Describing and defining growth                                   | 32. Rubrics for assessment   |
| 9. Diagnostic   | 33. Self-assessment  |
| 10. Engagement and interaction with students and parents            | 34. Self-directed learning   |
| 11. Focus on how students learn                                     | 35. Self-regulation  |
| 12. Formal and Informal   | 36. Standardized and individualized  |
| 13. Formative   | 37. Standards-based assessment   |
| 14. Goal setting and planning next steps                            | 38. Substantive feedback to students   |
| 15. Higher Order Thinking   | 39. Summative  |
| 16. Integrated and connected learning                               | 40. Systematic, planned programming for innovation and continuous improvement        |
| 17. Integration of learning and assessment                          | 41. Team teaching  |
| 18. Ipsative  | 42. Thinking routines  |
| 19. Learning progressions   | 43. Tracking progress  |
| 20. Metacognition   | 44. Use of informal and individualised as well as formal and standardised assessment |
| 21. Mixed ability teaching  | 45. Use of standardised, external assessment methods and data                        |
| 22. Norm-referenced   | 46. Using assessment data to adapt instruction                                       |
| 23. Ownership and responsibility                                    | 47. Varying instruction and assessment   |
| 24. Peer assessment   |  |

### The line of assessment FOR and AS learning

Clear goals and quality criteria and standards	Deconstruct the task and the assessment	Reflection and metacognition	Self and peer assessment	Formative feedback	Summative reporting
→	→	→	→	→	✓