

# NEQMAP CAPACITY DEVELOPMENT WORKSHOP

24-27 JUNE 2019 | BANDUNG, INDONESIA

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

### ASSESSMENT FOR LEARNING

Day 1: Conceptualizing Assessment for Learning		
TIME	ACTIVITY/SESSION	FACILITATOR
08.00 – 09.00	Registration	
09.00 – 09.30	<b>Welcome remarks</b> <ul style="list-style-type: none"> <li>Dr Indrawati MPd, Director, SEAMEO QITEP in Science</li> <li>Dr. Gatot Hari Priowirjanto, Coordinator SEAMEO Centres in Indonesia</li> <li>Ms. Maki Hayashikawa, Chief, Section for Inclusive Quality Education, UNESCO Asia-Pacific Regional Bureau for Education</li> <li>Ir Totok Suprayitno PhD, Head of Research and Development Agency of the Ministry of Education and Culture of Republic of Indonesia</li> </ul>	
09.30 – 10.00	<b>Introduction</b> <ul style="list-style-type: none"> <li>NEQMAP and the workshop</li> <li>Introduction of participants</li> </ul>	UNESCO Bangkok
10.00 – 11.00	<b>Session 1 – Conceptual questions</b> <b>Objective:</b> to clarify and understand the distinctions between different kinds of Classroom Assessments: <ul style="list-style-type: none"> <li>School Based Assessment (SBA)</li> <li>Classroom Assessment (CA)</li> <li>Teacher Assessment (TA)</li> <li>Formative Assessment (FA)</li> <li>School-based assessment in certification?</li> </ul>	ACER
11.00 – 11.30	Coffee break and Group Photo	
11.30 – 13.00	<b>Session 2 – Overview of classroom assessment practices in Asia-Pacific</b> <b>Objective:</b> to share country experiences in formative assessment	ACER UNESCO Bangkok
13.00 – 14.00	Lunch	
14.00 – 15.30	<b>Session 3 – Different kinds of assessment</b> <b>Objective:</b> to clarify and understand the kinds of assessment for different purposes: <ul style="list-style-type: none"> <li>Assessment of, for and as learning</li> <li>Desirable characteristics of classroom assessment (i.e. the characteristics and principles)</li> </ul>	ACER
15.30– 15.45	Coffee break	
15.45 – 17.00	<b>Session 4 – Activity 1: Work plan, unit plan, quality criteria</b> <b>Objectives:</b> to explore the relationship between curriculum and the planning of classroom activities <ul style="list-style-type: none"> <li>Annual teaching and class work plan</li> <li>Identifying goals for students from the curriculum</li> </ul>	ACER
18.30 – 20.00	Dinner Reception	

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Day 2: Curriculum and assessment		
TIME	ACTIVITY/SESSION	FACILITATORS
09.00 – 09.10	Reflection on Day 1	
09.10 – 10.30	<b>Session 5 – Standardized assessment in the classroom</b> <b>Objective:</b> to identify key assessment concepts for classroom use <ul style="list-style-type: none"> <li>Assessment literacy and numeracy for teachers</li> </ul>	ACER
10.30 – 11.00	Coffee break	
11.00 – 13.00	<b>Session 6 - Classroom assessment processes</b> <b>Objective:</b> to recognize the value of formal planning for responding and reporting <ul style="list-style-type: none"> <li>Curriculum and assessment planning</li> <li>Responding to student work</li> <li>Reporting and grading</li> </ul>	ACER
13.00 – 14.00	Lunch	
14.00 – 15.30	<b>Session 7 – Activity 2: Learning progressions and rubrics</b> <b>Objective:</b> to understanding the nature of and recognizing the strengths and limitations of learning progressions <ul style="list-style-type: none"> <li>Relating a progress map to curriculum and assessment</li> <li>Designing an activity and assessment from a learning progression</li> </ul>	ACER
15.30 – 16.00	Coffee break	
16.00 – 17.00	<b>Session 8: Activity 3 Concept mapping of Afl</b> <b>Objective:</b> explore the nature of concept mapping and apply it to Afl	ACER

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#### Day 3: Classroom assessment and feedback

q	ACTIVITY/SESSION	FACILITATORS
09.00 – 09.10	Reflection on Day 2	
09.10 – 10.45	<b>Session 9 - Classroom assessment techniques</b> <b>Objective:</b> to explore different assessment techniques <ul style="list-style-type: none"> <li>• Observational assessment</li> <li>• Projects and assignments</li> <li>• Teacher developed tests</li> <li>• Responding to student work</li> <li>• Record keeping</li> </ul>	ACER
10.45 – 11.00	Coffee break	
11.00 – 13.00	<b>Session 10 - Elements of classroom assessment</b> <b>Objective:</b> to integrate means and ends in CA <ul style="list-style-type: none"> <li>• Oral communication</li> <li>• Grading and descriptive assessment</li> <li>• Term report to parents/guardians</li> <li>• Teacher interview</li> <li>• Annual report to parents/guardians</li> <li>• Feedback and self and peer assessment</li> </ul>	ACER
13.00 – 14.00	Lunch	
14.00 – 15.30	<b>Session 11 – Activity 4: Reporting and feedback</b> <b>Objective:</b> to explore the options for a school reporting policy <ul style="list-style-type: none"> <li>• Designing school level reporting requirements</li> <li>• Designing a school report structure and format</li> </ul>	ACER
15.30 – 16.00	Coffee break	
16.00 – 17.00	<b>Session 12 – Activity 5: Develop a concept map of desirable characteristics of SBA</b> <b>Objective:</b> apply concept mapping techniques to desirable characteristics of SBA	ACER

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#### Day 4: Developing assessment and reporting policies

TIME	ACTIVITY/SESSION	FACILITATORS
9.00 – 10.15	<b>Session 13 - Basic skills and/or higher order thinking in the classroom</b> <b>Objective:</b> to explore the relationship between thinking and learning <ul style="list-style-type: none"> <li>Teaching critical and creative thinking</li> <li>Teaching for conceptual understanding rather than recall</li> <li>Feedback to students</li> </ul>	ACER
10.45 – 11.00	Coffee break	
11.00 – 12.30	<b>Session 14 – C21 skills and assessment as learning</b> <b>Objective:</b> to explore options for assessment of transversal skills <ul style="list-style-type: none"> <li>Optimizing Assessment for All (OAA)</li> <li>Meta-cognition, self and peer assessment</li> <li>Innovative learning environments</li> </ul>	ACER
12.30 – 13.30	Lunch	
13.30 – 15.30	<b>Session 15 - Activity 6: Options for a formative assessment policy</b> <b>Objective:</b> to explore the nature and use of system and school reporting requirements <ul style="list-style-type: none"> <li>Formative assessment and evaluation for schools and systems</li> <li>Writing a formative assessment policy for schools and systems</li> <li>Design system level reporting requirements</li> <li>Teacher and student self-assessment</li> </ul>	ACER
15.30 – 15.45	Coffee break	
15.45 – 16.30	<b>Session 16 – Big ideas about and desirable characteristics of CA</b> <b>Objective:</b> to recap and synthesize the big ideas in CA <ul style="list-style-type: none"> <li>Ways forwards and next steps</li> <li>Professional development activities for assessment literacy and assessment for learning and as learning</li> </ul>	ACER
16.30 – 17.00	<b>Closing</b> <ul style="list-style-type: none"> <li>Workshop evaluation</li> <li>Summary of workshop</li> <li>Distribution of certificates</li> <li>Closing remarks</li> </ul>	UNESCO Bangkok SEAMEO QITEP