



Accelerated Education Introductory Teacher Training Pack

Assessment for Learning

Assessment for Learning

This is Session 13 out of 18 from the Accelerated Education Introductory Teacher Training Pack (AEITTP).

The AEITTP is designed specifically for teachers working in accelerated education programme (AEP) classes and teaching learners generally aged 10-18 who are overage for their grade. Many teacher training institutes or in-service training courses are focused on formal primary school classes and younger children. These courses are not always relevant for teachers of older AEP learners. Older learners bring a richer set of life experiences and skills to their learning compared to younger children. Older learners are also more cognitively mature so are able to learn at a faster pace. The AEITTP is based on the pedagogy (way we learn) that would best suit older learners' needs in an accelerated education setting. It is designed to help AEP teachers develop the skills needed to support the learning needs of AEP learners, so they are able to access certified education, further training or livelihood opportunities. The AEITTP is founded on the AEWG's Accelerated Education 10 Principles for Effective Practice and AE Teacher Competencies. It is a generic inter-agency course for use by accelerated education programmes. The training sessions, vocabulary and tools have been aligned with the The Teachers in Crisis Context (TiCC) Training Pack for Primary School Teachers to enable consistency of approach where appropriate. However, it has adapted the content for older learners and to reflect AE pedagogy.

13: Assessment for Learning

TRAINER OVERVIEW

Session time	3 hours
AE teacher competency	14: Uses assessment
Learning Outcomes	<p>At the end of the session participants will be able to:</p> <ol style="list-style-type: none">1. Design assessment activities to match the learning objectives2. Develop and apply differentiated assessment strategies3. Know and use peer and self-assessment strategies in the AEP class4. Use feedback effectively
Materials	<ul style="list-style-type: none">» Handout 13.1: Types of assessment (1 copy per participant)» Handout 13.2: Cartoon (1 copy per participant)» Handout 13.3: Assessment: Differentiation scenarios (1 copy per participant)» Handout 13.4: Formative or summative peer assessment Handout (1 copy per participant)» Handout 13.5: Case study: Halima makes a dress (1 copy per participant)» Trainer Resource 13.1: Traffic lights» Red, yellow and green paper square (1 set for each participant)» Flipchart paper markers, glue

OVERVIEW			
Steps	Method	Time	Materials
Introduction	Presentation	5	Session Outcomes
1: What is assessment?	Picture Think-pair-share	15	
2: Assessment types	Sorting assessment strategies	30	Handout 13.1: Types of assessment
3: Summative and formative assessment	Brainstorm Self-assessment	15	
4: Differentiated assessments	Cartoon scenarios	30	Handout 13.2: Cartoon Handout 13.3: Assessment: Differentiation scenarios
BREAK			
5: Feedback	Quote	20	Handout 13.3
6: Peer assessment	Scenarios	35	Handout 13.4: Formative or summative peer assessment
7: Self-assessment	Self-assessment scenario	20	Handout 13.5: Case study: Halima makes a dress Trainer Resource 13.1: Traffic lights
Reflection		10	Session Outcomes Traffic lights

STEPS



Introduction

1. Write the title of the training session on the board: *13: Assessment for learning*.
2. Say:
 - Welcome to session 13: Assessment for learning.
 - This session focuses on understanding the different kinds of assessment that we use in the AEP class and its importance in learning. It practices differentiated assessment, peer and self-assessment techniques. It also looks at the importance of providing feedback in the classroom.
3. Put up the outcomes on the board/wall.
4. Say
 - By the end of the session you will be able to:
 1. design assessment activities to match the learning objectives
 2. develop and apply differentiated assessment strategies
 3. identify and use peer and self-assessment strategies in the AEP class
 4. use feedback effectively



1: What is assessment for learning?

INTRODUCTION/INPUT: WHAT IS ASSESSMENT? (5 MIN)

1. Ask:
 - What do you think when your friend asks you to taste a meal they have cooked?
2. Listen to some participants' ideas.
3. Say:
 - In most of your responses you are making a judgement about success or failure. Will the meal taste nice? Are the vegetables well cooked?
 - You are assessing. Even if you do not give a mark, you are making a judgment about its status or success. You are making an assessment.

- Observation is one form of assessment.
- Observation means noticing someone and judging their action. Are they successful or unsuccessful? Observation is perhaps the most important part of assessment, because with it, we assess the whole learner. We don't only consider academic achievement. For example, if an AEP learner is having difficulties, maybe he/she is having problems at home. This is one of the reasons we focused on learning more about the children and youth that attend AEP classes in the session: Knowing your learners.
- Testing and evaluation are also types of assessment.

PRACTICE: ASSESSMENT WHY AND WHO? (10 MIN)

Definition:

Assessment: a way of measuring progress or success. It is the measurement of learning.

1. Make groups of 2 for think-pair-share.
2. Say:
 - Discuss with your partner the questions.
 - Why do teachers use assessment?
 - Who is the assessment for?
3. After a few minutes ask each pair to give you one idea.

Possible answers

- To inform teaching: To help the teacher know what to teach, and how to teach it
- To improve learning: To help learners know what they are doing well
- More detailed answers
- To see how much learners have learnt and understood (knowledge)
- To measure specific skills or abilities
- To identify learners of different abilities (e.g. to know which learners may need more support)
- To see where the strengths and weaknesses are in learners' learning and the teacher's methods.
- To motivate learners and the teacher
- To maintain a certain level of standards
- To prepare learners for a higher class or transfer to formal education
- To select learners for specific classes or courses

Who

- Teachers – so they can plan for teaching and learning
- Parents – so they can encourage, praise and help their children
- Centre Managers – so they can support teachers
- NGOs – to check if the AEP is achieving its aims
- Learners – to know how well they are doing and what they still have to do.
- CEC – so they can support the AEP center

REFLECTION

1. Say:

- Assessment is an important link between the learning objectives, the content that is being taught, and the teaching and learning activities used.
- Assessment for learning is an approach to teaching and learning that creates feedback which is then used to improve learners' performance. Learners become more involved in the learning process and from this gain confidence in what they are expected to learn and to what standard.
- It helps teachers see where the learners are in their learning at any moment, what they still need to learn (or learn again), and what methods are best to help learners (re-) learn this.



2: Assessment types

INTRODUCTION: THREE TYPES OF ASSESSMENT (10 MIN)

1. Ask:

- Does anyone know the different types of assessment you can have?

2. Listen to ideas.

3. Distribute Handout 13.1.

4. Say:

- The table summarises the types of assessment, when they are used, and why¹.

Handout 13.1

WHEN IS IT USED?	WHAT IS IT CALLED?	WHY IS IT USED?
At the beginning of a lesson or a new topic or course	Diagnostic assessment	To check learners' knowledge and understanding, in order to
	Assessment for learning	<ul style="list-style-type: none"> help with planning know where there are gaps in learners' knowledge
During the process of learning	Formative assessment	To check learners' knowledge and understanding, in order to
	Assessment for learning	<ul style="list-style-type: none"> identify areas where learners may need more support show if the teaching methods need to be adjusted
After the learning has been completed	Summative assessment	To measure how well learners have learnt the new content or skills
	Assessment of learning	

Types of assessment, when they are used, and why¹.

SORT THE ASSESSMENT METHODS INTO THE 3 TYPES. COMPLETE THE TABLE BELOW

- | | |
|------------------------|---|
| a) Unit or topic tests | b) Written assignments e.g. story |
| c) Self-assessment | d) Drawing |
| e) Pre-test | f) Pairs up/down, Thumbs up/down |
| g) Final projects | h) Formal school/competency test for entry |
| i) Quiz | j) Homework |
| k) Worksheet | l) Peer assessment |
| m) End of year exams | n) Personal Learning Certificate examinations |
| o) Using questions | p) End of term exams |
| q) Role play | r) AEP Placement test |
| s) KWL | |
| t) Class presentation | |

DIAGNOSTIC	FORMATIVE	SUMMATIVE

- Let's start from the first row of the table. Who can read the first one?
- And the second?
- And the third?

When is it used?	What is it called? What is it for?	Why is it used?
At the beginning of a lesson or a new topic or course	Diagnostic assessment Assessment for learning	To check learners' knowledge and understanding, in order to: <ul style="list-style-type: none"> » help with planning » know where there are gaps in learners' knowledge
During the process of teaching	Formative assessment Assessment for learning	To check learners' knowledge and understanding, in order to: <ul style="list-style-type: none"> » identify areas where learners may need more support » show if the teaching methods need to be adjusted
After the learning has been completed	Summative assessment. Assessment of learning	To measure how well learners have learnt the new content or skills

5. Say:

- During the assessment for learning process we start with
 - ▷ Questioning to find the level of the learner
 - ▷ Giving feedback to improve their learning
 - ▷ Helping learners understand what successful work looks like
 - ▷ Helping learners become more independent by assessing themselves
 - ▷ Using summative assessments when learning has been completed

INPUT 1: SORTING ASSESSMENT STRATEGIES (20 MIN)

1. Explain task:

- For the next activity I will put you in groups.
- At the bottom of Handout 13.1 are different forms of assessment methods. We have practiced these in this training

**Trainer tip:**

Some guidance on making groups can be found in the Trainer notes at the end of this session.

- Your group will sort them into the 3 types of assessment. Make a list of methods for each type of assessment.
- Groups have 10 minutes for this task.

2. Check the instructions with a participant to make sure they have understood. Ask:
 - What do you have to do?
3. Make groups of 3 sitting next to each other.
4. After 10 minutes, ask one group to read out their list for diagnostic assessment.

Possible answers

- Pre-test
- Observation
- Self-assessment (in which learners identify their skills and competencies)
- Using questions
- AEP Placement test
- Formal school competency test for entry
- K-W-L

5. Say:
 - We will focus on diagnostic assessment and look at the answers for other forms of assessment in later activities.
6. Say:
 - We use diagnostic assessment to find out more about our learners, their ability and to allow them to assess themselves.
 - Placement tests are used to assess the level of language and maths ability of learners. The learner is then placed in the correct level.
 - They are used in AEP to place learners on entry to the AEP. They are used in formal education to assess if the AEP learners are at the correct level to transition.
 - AEP placement tests are important because some learners who have dropped out or missed school may have forgotten their lessons. Placing learners in the correct level means they will not find the work too challenging. If the work is too hard it may cause them to be disheartened and possibly drop out of the AEP programme.
 - Normally placement is based on the language level as good language skills are needed for all subjects.

REFLECTION

1. Say:

- Learners with poor reading skills but good maths may not like the level they are placed in.

2. Ask:

- What can we do if a learner doesn't like the level they are placed in?

Possible answers

- Talk with learner
- Let the learner try the level then make a change
- Use differentiation strategies so that they feel challenged in maths

3. Ask:

- Are there any questions on diagnostic assessment?

4. Answer any questions.

5. Say:

- We will be focusing on the placement test conducted in the AEP in another session.



3: Summative and formative assessment

INPUT: SUMMATIVE ASSESSMENT (5 MIN)

1. Ask one group to read out their list for summative assessment.



Trainer tip:

It is likely that participants are familiar with all types of assessment from their schools days apart from final project.

Summative assessments

- Unit or topic tests
- Final projects
- End of term exams
- End of year exams
- Basic Education Certificate

2. Ask:

- What forms of summative assessment do we have in the AEP?

3. Listen to some participants ideas.
4. Say:
 - It is important that we know exactly the form of summative assessment required by the AEP programme and the formal schools and how we should record and document it. For example, what record cards will the formal school require as part of the transition from the AEP?
 - We also need to understand the style of summative assessment so that we can practice it in the AEP classes. For example, we need to use the same style of questions in our final exams as the Ministry of Education uses in the basic education certificate examination. This way our learners have practiced the assessment style and will feel confident in taking the examination.

INPUT 2: FORMATIVE ASSESSMENT (10 MIN)

1. Ask one group to read out their list for formative assessment from the sorting exercise.

Formative assessment

- Using questions
- Observation
- Assessment methods
 - ▶ Written assignments e.g. story
 - ▶ Quiz
 - ▶ Worksheet
 - ▶ Role play
 - ▶ Class presentation
 - ▶ Drawing
 - ▶ Palms up/down/Thumbs up/down
- Homework
- Self-assessment
- Peer assessment

2. Ask:
 - Are there any methods missing?

3. Say:
 - We will now practice some self-assessment.
4. Explain task:
 - Use your lists of assessment types.
 - After each method put a tick if you can use this method in class.
 - Put a ~ if you are not sure.
 - Put an X if you feel you need more help.
 - You have 5 minutes for this task.
5. Check the instructions with a participant to make sure they have understood. Ask:
 - What do you have to do?
6. After a few minutes ask groups to stop.

REFLECTION

1. Say:
 - During this exercise you were assessing your own ability to use assessment methods. You were doing a self-assessment. Your answers will help me understand if I need to spend more time in the future on assessment methods.
 - We will look at peer assessment and self-assessment in more detail later in this session.



4: Differentiated assessment

INTRODUCTION: PROBLEMS WITH USING ONE ASSESSMENT (5 MIN)

1. Distribute **Handout 13.2**.
2. Ask:
 - What does this cartoon tell us about assessment?
3. Say:
 - That some animals can do the task easily but others will find it impossible.

Handout 13.2

Handout 13.2: Feedback



INPUT: DIFFERENTIATED ASSESSMENT (10 MIN)

Definition:

Differentiation means ensuring that all teaching practices support different abilities and needs.

1. Say:

- If the same assessment is given to all learners, some will be bored, because it is too easy for them, and some will be frustrated, because it is too hard for them.
- So we need to differentiate our assessment methods and materials. This means making them suitable for learners with different learning styles, abilities and speeds. This includes making them suitable for learners with physical disabilities and learning difficulties.

2. Ask:

- Thinking back to how we differentiate teaching methods, how can we differentiate assessment for AEP learners?

3. Listen to participants' ideas.

4. Say:

Differentiation can be applied to:

- a. Content – what is taught
- b. Process – how it is taught
- c. Product – how it is assessed

During assessment we can change the amount by reducing or increasing the task for example:

- Differentiate by the amount of work given e.g. write a description – confident learners can write a paragraph, less confident can write 2-3 sentences.
- Change the complexity of the task make it simple or more complicated. For example: Differentiate by questioning level – give level 3 questions to challenge more able learners.
- Change the format or modify the task to make it more accessible for learners. For example: Differentiate by the type of assessment – e.g. draw a picture or write a description
- Change the approach and replace with an alternative. For example: Giving learners a choice of assessment method.
- We can also use self-assessment.

5. Make groups of 2 for think-pair-share.

6. Say:
 - Discuss with your partner the questions.
 - How could you differentiate the assessment for the animals in the cartoon?
7. Check the instructions with a participant to make sure they have understood. Ask:
 - What do you have to do?
8. After a few minutes ask each pair to give you one idea.

Possible answers

- Draw a diagram on how to climb the tree
- Write a description of how to climb the tree
- Ask questions and learner presents how to climb the tree.
- Ask different questions: What animals can climb trees? What will you use to climb the tree? What are the safety risks involved in climbing trees?
- Ask the animals to assess themselves and their ability to climb.

PRACTICE: IDENTIFYING AND CREATING DIFFERENTIATED ASSESSMENT (15 MIN)

1. Explain task:
 - For the next activity you will remain in the same group of 3.
 - In your group read the case studies on Handout 13.3.
 - Discuss which differentiation strategy was used as assessment.
 - You will have 5 minutes for this task.
2. Check the instructions with a participant to make sure they have understood. Ask:
 - What do you have to do?
3. Distribute **Handout 13.3**.
4. After 5 minutes, check the type of differentiation strategy used for scenario A-C.

Handout 13.3

Handout 13.3: Assessment: Differentiation scenarios
DIFFERENTIATION STRATEGIES: BY AMOUNT, BY QUESTIONING LEVEL, BY TYPE OF ASSESSMENT

Instructions

- Read scenarios A-C.
- Discuss which type of differentiation strategy was used and why.
- Write your answer under the scenario.

Scenario A: The teacher knows that some learners in her class are just learning how to write sentences, but most of the other learners can write a full paragraph. She asks the first group of learners to try to write a full sentence, and to write more if they can. For the second group, she asks them to write a paragraph. The teacher knows that one of her learners likes to write stories, so she tells that learner individually that she should try to write a longer piece if she can.

Differentiation strategy:
Reason for choice of strategy:

Scenario B: In math, learners had a lesson about multiplication. The teacher wants to see if they understood the basic idea. She knows that some learners learn best by moving around. Others prefer drawing and writing. She decides to give learners two choices at the end of the lesson. She gives each learner a multiplication problem. They can show the answer by using physical objects, like small rocks, or by drawing a diagram.

Differentiation strategy:
Reason for choice of strategy:

Scenario C: Learners just learned about a famous person in history. The teacher knows that some younger learners had trouble responding to Level 2 and Level 3 questions, and might be intimidated if they saw those questions on the test. The teacher told all of the learners to only answer the questions on the test by which he drew a star. The teacher drew a star by most of the Level 1 questions for the younger learners. For a middle group, he drew stars by some Level 1 questions and all Level 2 questions. For the highest group, he drew stars by a few Level 1 and 2 questions, and most Level 3 questions.

Differentiation strategy:
Reason for choice of strategy:

Answers

Scenario A:

- Differentiation strategy: By amount.
- Reason for choice: Wide range of abilities in class. Least able learners only need to write one sentence, whilst the teacher challenges the most able to write a longer piece.

Scenario B

- Differentiation strategy: By type of assessment.
- Reason for choice: focused on the learning styles of the learners

Scenario C:

- Differentiation strategy: By questioning level.
- Reason for choice: Matched questions to ability of different age groups. Older learners have more advanced thinking skills so can answer level 3 questions.

REFLECTION

1. Say:

- During this training we have practiced peer assessment. You made comments on the work of each group. As the trainer, I made observations on your presentations. I am able to assess your ability to plan assessments for AEP classes.



5: Feedback

INTRODUCTION/INPUT: QUOTE (5 MIN)

1. Write on the board:

- To encourage learning, catch the learners being successful and let them know it.

2. Ask:

- What does this quote mean?

3. Ask some pairs for their ideas.

4. Say:

- The quote means that we need to give positive feedback immediately we see it.

- When we give positive feedback to a learner on something they have done well, it changes the structure of the brain, strengthening the parts associated with emotions and memory.
- ▷ The best feedback is genuine feedback. For example, when a father says the dinner his daughter cooked is delicious, the praise and feedback is genuine.

5. Read the chart: Feedback.

Feedback should be:

- immediate and specific (the exact thing that was so good)
- authentic – true
- involve the learner – it is very important that the learner hears the feedback
- the more often the better
- be part of assessment for learning

PRACTICE: GIVE FEEDBACK (10 MIN)



Trainer tip:

Feedback has a positive effect on learner achievement. Of 150 different factors that can improve learner outcomes, feedback strategies about the learners own work were 10th.³

Black and Wiliam argue that If teachers use formative assessments as part of their teaching, learners can learn at approximately double the rate.⁴

1. Explain task:

- In a moment I want you to turn to the person next to you and give them some positive feedback on the last work they did. For example:
- I like the way that you gave that answer in a clear voice.
- That was a great answer explaining the quote in detail.
- Remember it should be real feedback.

2. Give the participants a few minutes to provide the feedback. Observe their reactions

3. Ask:

- How did that positive feedback make you feel?
- How will learners feel when they receive positive feedback?

4. Say:

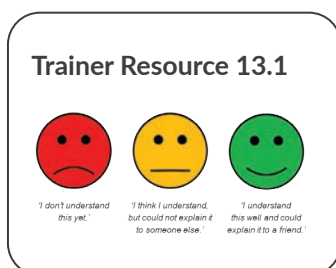
- Feedback³ has a positive effect on learner achievement. Researchers argue that if teachers use formative assessments as part of their teaching, learners can learn at approximately double the rate. So, this is an important strategy for AEP teachers to use.

- In assessment for learning, feedback is the bridge between teaching and learning. Learners and teachers discuss where they are in their learning, where they want to be in their learning, and how they are going to get there.
- Before the learner starts work, the outcome of the assignment must be clear. Provide the “success criteria” before the learners start work. For example: In your story I am looking for a beginning, middle and end. I will also look for good descriptive words, good use of capital letters and full stops.
- Feedback should relate to the task e.g. Kabir, you have written a good introduction to your story.
- Feedback should contain suggestions for improvement e.g. Kabir, can you think of a way to make the description of the main character more interesting.
- Let's practice a way to give feedback on concepts like this one.

REFLECTION: TRAFFIC LIGHTS (10 MIN)

1. Distribute the traffic light colours: red, orange and green.

2. Show **Trainer Resource 13.1**.



3. Ask:

- Can anyone explain what traffic lights are and where they are used?

4. Say:

- In class using traffic lights is a quick way to find out how confident learners feel about a new concept or skill that has been covered in a lesson. I will ask some questions and you will hold up the colour that shows how confident you are
- Red – I don't understand yet
- Orange – I think I understand but could not explain it to someone else.
- Green I understand this well and could explain it to a friend.
- Question 1: Do you understand the benefits of feedback?
- Question 2: Can you explain diagnostic assessment?
- Question 3: Can you use the traffic lights?

If participants hold up green, ask them to explain the answer.

5. Say:

- We can also give learners with hearing or sight problems the traffic lights to let us know when they need help.



6: Peer assessments

INTRODUCTION

Definition:

Peer: A person of the same age, the same social position, or having the same abilities as other people in a group. E.g. Getting help from a peer is easier than asking a teacher

1. Ask:

- Can anyone explain peer assessment?
- When have we conducted peer assessment on this training course?

2. Say:

- Peer assessment is when learners give their peers (other participants) feedback on their work, or when they grade the assignments or tests of their peers based on a teacher's criteria.

INPUT: PEER ASSESSMENT IN AEP CLASSES (10 MIN)

1. Make groups of 2 for think-pair-share.

2. Say:

- Discuss with your partner the questions.
- Why would peer assessment work well in AEP classes?

3. After a few minutes ask each pair to give you one idea.

Possible answers⁵

- Learners gain independence.
- Develops social skills.
- Good for large classes.
- It shares the workload of assessment and reduces the work load for the teacher.
- AEP learners are mixed ability so the teacher can match a weak and strong learner, or put same ability learners together
- Learners can take on the responsibility for their own assessment and learning.
- Learners understand their peers better so can use their experience to give feedback that is likely to be more helpful.
- It helps learners develop critical thinking skills.
- Learners are part of the assessment process.
- Less confident learners can see an example of the work by another learner. When they review the work they can see what is successful, what is not successful and get new ideas. They can then use the thing they have learnt in their own work.

- Giving feedback on a peers work means the learner has to understand criteria to mark it and the standard of work they are expected to deliver. This helps the learner evaluate their own work better as well.

4. Say:

- Peer assessment can be used both as formative assessment and summative assessment.

PRACTICE: IDENTIFYING PEER ASSESSMENT (20 MIN)

1. Make groups of 2 for think-pair-share.

2. Explain task:

- Read the scenarios on Handout 13.4.
- Is the assessment formative or summative?
- How do you know?
- You have 5 minutes for this task.

3. Check the instructions with a participant to make sure they have understood. Ask:

- What do you have to do?

4. Distribute **Handout 13.4**.

5. After 5 minutes check the answers by asking a few pairs for their ideas.

Handout 13.4

Handout 13.4: Formative or summative peer assessment

Which one is formative assessment? Which one is summative assessment? Why?

Scenario 1: Learners each read a story written by another learner. They write down 3 strengths of the story, and 2 suggested improvements. After this, learners revise their stories according to the comments they received. When they have finished their stories, they give it to the teacher.

Scenario 2: Learners each read a story written by another learner. They write down 2 strengths of the story, and 2 things that could have been improved. The teacher then collects the stories.

Answers

Scenario 1: Formative assessment. After peer assessment the learner revised the story.

Scenario 2: Summative assessment. After peer assessment the work was given to the teacher.

6. Say:

- The aim of peer formative assessment or feedback is for learners to use each other as learning resources, and to give each other the following information:
 - ▷ What they have done well in relation to the criteria
 - ▷ What they still need to do to achieve the criteria
 - ▷ Suggestions on how they can achieve that improvement

- A successful peer feedback session requires learners to 'think like a teacher' for each other. Each learner applies the success criteria to another learner's work, and makes value judgements based on these. The learner then has to give their partner ideas for how to improve the work. In doing this, they will both be increasing their own understanding of what makes a successful piece of work.
- This is what each group did in when drawing the picture of an AEP centre in the session on Learning outcomes.

7. Ask:

- Can you think of any other ideas for peer assessment?

Possible answers

- Learners marking each other's quizzes or tests
- Learner presentations with oral or written peer feedback
- Learners reading each other's written work, and giving oral or written feedback
- Learners putting their work on display, and receiving oral or written peer feedback
- Learner presentations where learners provide oral/ written feedback or evaluate each other
- Learners choosing a learner of the week or month (here, learners may assess things other than academic achievement).

REFLECTION

1. Say:

- One of the most important things to remember with peer assessment is that learners need to be given very clear guidelines on what to assess, and how to assess it.



7: Self-assessments

INTRODUCTION: WHAT IS SELF-ASSESSMENT? (5 MIN)

1. Ask:

- Have we used self-assessment in this training course?
- What did you do?

Answers

- Graded competencies in session 1
- Assessed questions
- Use tick ✓, ~ and x for assessment strategies.

2. Say:

- A learner who evaluates their own work, and thinks about their own learning is using self- assessment. This helps them to make sense of what the teacher says, relate it to previous learning and use this for new learning.
- Self-assessment enables learners to set their own learning goals and be responsible for their own learning.

INPUT 1: SELF-ASSESSMENT SCENARIO (15 MIN)

1. Say:

- We will practice a self-assessment in reading and how to set goals for reading⁶.
- In the back of your notebook write how many words you think you can read in 30 seconds. This is your goal.

2. Explain task:

- I will distribute Handout 13.5. Do not look at it.
- When I say go, I want you to read for 30 seconds. When 30 seconds are finished, mark the text.
- Then you will count how many words you have read.

3. Check the instructions with a participant to make sure they have understood. Ask:

- What do you have to do?

4. Distribute Handout 13.5.

5. When everyone has the handout say:

- Turn your handout over and read starting now.

6. After 30 seconds, say:

- Stop reading, and mark the text. Now count how many words you read.

7. After participants have counted the words say:

- Put your hand up if you read more than 50 words
- Put your hand up if you read more than 70 words

Handout 13.5

Handout 13.5: Case study: Halima makes a dress

Read the case study then answer the questions below.

Halima is learning how to use a sewing machine. She wants to make clothes for her baby. She has had a few lessons from her aunt. Halima wants to make a new dress for her baby before her birthday next week. Halima has learnt how to cut out material for a dress and how to sew in straight lines. But the dress didn't look right. Halima thinks about what she did. She was good at cutting the material. But the arms of the dress look wrong. Halima decides to set herself the target of making a good dress before her baby's birthday. She thinks about what steps she needs to take to make a perfect dress. She decides to visit a tailor in the market to observe them making dresses. Then she will ask their advice on what to do. Finally, she will practice on some scrap material. Halima also thinks about how she will find the time to do this. She will get up one hour earlier each day so that she can complete the work in the home. That will give her 5 hours to concentrate on making a dress.

1. What target did Halima set herself?
2. What steps did Halima take to make her baby a good dress?
3. Can these steps be applied to other forms of learning?

- Put your hand up if you read more than 100 words

8. Ask:

- How many reached their goal for the number of words you can read in 30 seconds?
- Now write a goal for reading words in 30 seconds that you will test next week.
- What reading strategy is this practicing? (fluency)
- Is this self-assessment strategy suitable for the AEP class?

9. Listen to participants' responses.

Answers

Yes because it is setting a goal for reading a number of words

It works well for a mixed ability and mixed age class as each learner set their own goal.

10. Say:

- Now that you have Handout 13.5, I will explain the task.
- In the same group of 2, read the case study and answer the questions.
- You have 5 minutes for the task.

11. Check the instructions with a participant to make sure they have understood. Ask:

- What do you have to do?
- After 5 minutes, check the answers.

Answers

1. Halima set herself the target to make the dress for the baby's birthday the following week.

2. Steps:

- ▶ she reflected on the previous dress – what was good and what needed improvement.
- ▶ she made a plan on where to get help
- ▶ she made a plan on how to find the time.
- ▶ she made a plan for practicing the skill.

3. These steps can be applied to other forms of learning.

REFLECTION

1. Say:

- Using self-assessment helps learners develop the ability to assess themselves and to take responsibility for their own learning. It helps learners to become enthusiastic life-long learners.

2. Say:

- As a teacher we need to guide our learners when we introduce self-assessment.
- The first step is reflection. Give the learners a question to ask themselves and write down the answer in a notebook or reflection journal. For example: How many words can they read in a minute, or 'What did I do well and what could I have improved?'
- All learners need to be able to reflect on their own learning, to understand how they learn best and to reinterpret any new knowledge, skills and conceptual understandings that they have acquired. This is called metacognition and is a higher order thinking skill that we need to develop in AEP learners.
- The next step is to set yourself a target. The target can be related to time management, behaviour or skills development.



Reflection

1. Refer to the learning outcomes on the board/wall.

2. Say:

- Using the learning outcomes each session is a way for the trainer to assess the effectiveness of the training session.

3. Ask participants to use their traffic lights.

- Red – I don't think I can do it yet
- Orange – I think I understand and can do it but could not explain it to someone else.
- Green I understand and can do this well and explain it to a friend.

4. Ask:

- Has outcome 1 been achieved?
- Has outcome 2 been achieved?
- Has outcome 3 been achieved?
- Has outcome 4 been achieved?

5. Make groups of 2 for think-pair-share.
6. Ask groups to answer the following questions:
 - What did you learn in this session?
 - What did you enjoy in this session?
 - What will you try in your classroom?

----- **END OF SESSION** -----

End notes

^{1,5,7} Adapted from War Child Holland. (2012). Connect. Teaching South Sudan Project Module 5: Assessment.

² Source: <https://scribblesandscrolls.wordpress.com/2014/07/23/assessment-cartoon/>.

³ John Hattie. (2011). Visible Learning for Teachers.

⁴ Black, P. and William, D. (2001). Inside the Black Box Raising Standards Through Classroom Assessment.

⁴ Adapted from <https://cambridge-community.org.uk/professional-development/gswafl/index.html>.

⁶ Adapted from IRC Video Healing Classrooms (4.2) Encouraging Goal Setting. <https://www.youtube.com/watch?v=KulB4Wogin8&list=PLA93F450F41857EC9&index=9&t=0s>.

Ideas for coaching

- The trainer or AEP centre manager could discuss with the teacher about which new assessment strategies the teacher would like to try. They could select one technique for the teacher to work on, provide resources to help the teacher learn more about that particular method, and then ask the teacher to demonstrate that skill during a lesson observation.
- Assistance could be provided in integrating assessment into lesson planning.
- Watch the IRC video of the film: Healing Classrooms (4.2) Encouraging Goal Setting (up to minute 1:43): <https://www.youtube.com/watch?v=KulB4Wogin8&list=PLA93F450F41857EC9&index=9&t=0s>.

Ideas for collaborative learning/self-study

- Teachers can work with a partner to choose a type of feedback they feel less confident with, try it in class and then feedback to each other at the end of the week.
- Teachers could compile and continually add to lists of summative and continuous assessment methods, which they and their colleagues can refer to when planning.
- Peer observation can be used to help teachers identify new methods of assessment.
- Collaborative lesson planning can help teachers brainstorm differentiated assessment approaches.
- Teachers could use self-assessment and set a goal for improving their teaching.
- Provide the links for videos in the optional activities for teacher to watch in their own time.

Session Outcomes

By the end of the session you will be able to:

1. design assessment activities to match the learning objectives
2. develop and apply differentiated assessment strategies
3. identify and use peer and self-assessment strategies in the AEP class
4. use feedback effectively

Trainer Resource 13.1: Traffic lights



*'I don't understand
this yet.'*



*'I think I understand,
but could not explain it
to someone else.'*



*'I understand
this well and could
explain it to a friend.'*

Handout 13.1: Types of assessment

WHEN IS IT USED?	WHAT IS IT CALLED? WHAT IS IT FOR?	WHY IS IT USED?
At the beginning of a lesson or a new topic or course	Diagnostic assessment Assessment for learning	To check learners' knowledge and understanding, in order to: <ul style="list-style-type: none"> » help with planning » know where there are gaps in learners' knowledge
During the process of teaching	Formative assessment Assessment for learning	To check learners' knowledge and understanding, in order to: <ul style="list-style-type: none"> » identify areas where learners may need more support » show if the teaching methods need to be adjusted
After the learning has been completed	Summative assessment. Assessment of learning	To measure how well learners have learnt the new content or skills

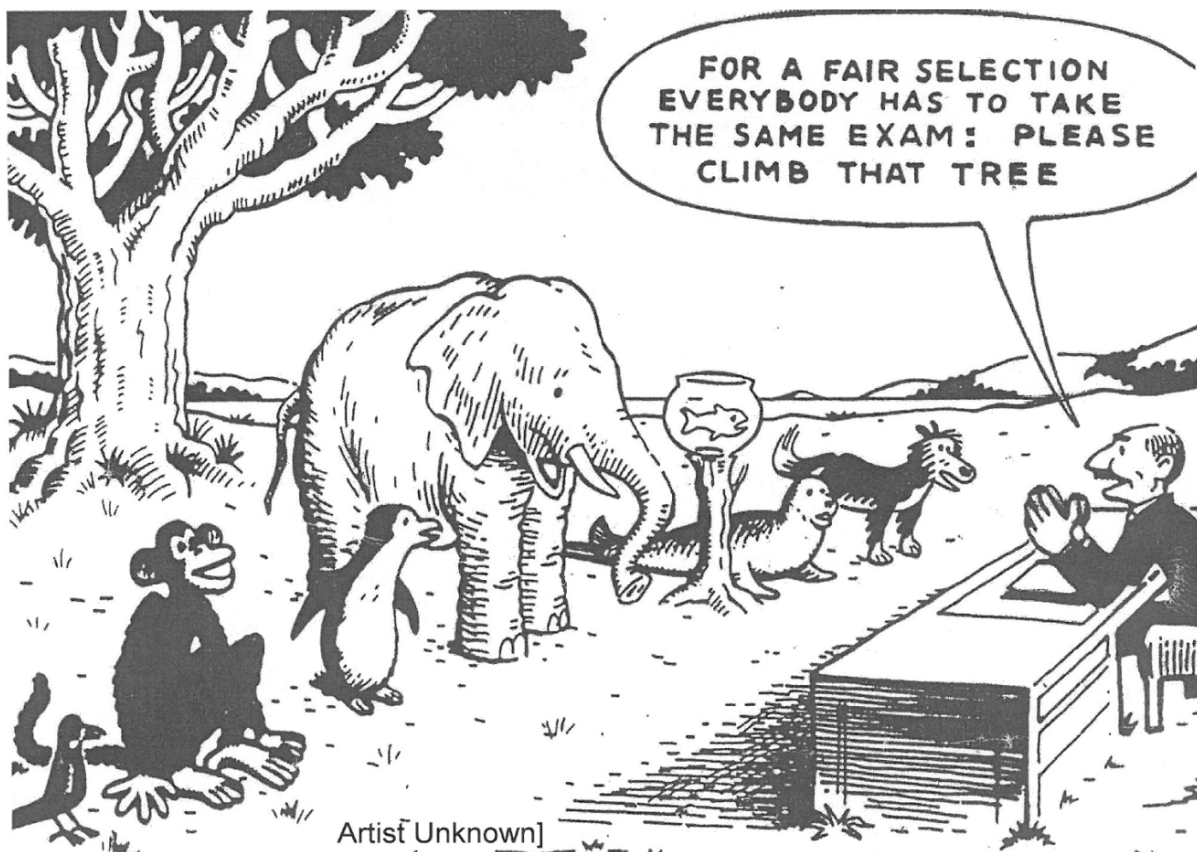
Types of assessment, when they are used, and why⁷.

SORT THE ASSESSMENT METHODS INTO THE 3 TYPES. COMPLETE THE TABLE BELOW

- | | |
|------------------------|---|
| a) Unit or topic tests | b) Written assignments e.g. story |
| c) Self-assessment | d) Drawing |
| e) Pre-test | f) Palms up/down, Thumbs up/down |
| g) Final projects | h) Formal school competency test for entry |
| i) Quiz | j) Observation |
| k) Worksheet | l) Homework |
| m) End of year exams | n) Peer assessment |
| o) Using questions | p) Primary Leaving Certificate examinations |
| q) Role play | r) End of term exams |
| s) K-W-L | t) AEP Placement test |
| u) Class presentation | |

DIAGNOSTIC	FORMATIVE	SUMMATIVE

Handout 13.2: Feedback



Feedback should be:

- immediate and specific (the exact thing that was so good)
- authentic – true
- involve the learner – it is very important that the learner hears the feedback
- the more often the better
- be part of assessment for learning

Handout 13.3: Assessment: Differentiation scenarios

DIFFERENTIATION STRATEGIES: BY AMOUNT, BY QUESTIONING LEVEL, BY TYPE OF ASSESSMENT.

Instructions

- Read scenarios A-C.
- Discuss which type of differentiation strategy was used and why.
- Write your answer under the scenario.

Scenario A: The teacher knows that some learners in her class are just learning how to write sentences, but most of the other learners can write a full paragraph. She asks the first group of learners to try to write a full sentence, and to write more if they can. For the second group, she asks them to write a paragraph. The teacher knows that one of her learners loves to write stories, so she tells that learner individually that she should try to write a longer piece if she can.

Differentiation strategy:

Reason for choice of strategy:

Scenario B: In math, learners had a lesson about multiplication. The teacher wants to see if they understood the basic idea. She knows that some learners learn best by moving around. Others prefer drawing and writing. She decides to give learners two choices at the end of the lesson. She gives each learner a multiplication problem. They can show the answer by using physical objects, like small rocks, or by drawing a diagram.

Differentiation strategy:

Reason for choice of strategy:

Scenario C: Learners just learned about a famous person in history. The teacher knows that some younger learners had trouble responding to Level 2 and Level 3 questions, and might be intimidated if they saw these questions on the test. The teacher told all of the learners to only answer the questions on the test by which he drew a star. The teacher drew a star by most of the Level 1 questions for the younger learners. For a middle group, he drew stars by some Level 1 questions and all Level 2 questions. For the highest group, he drew stars by a few Level 1 and 2 questions, and most Level 3 questions.

Differentiation strategy:

Reason for choice of strategy:

Handout 13.4: Formative or summative peer assessment

Which one is formative assessment? Which one is summative assessment? Why?

Scenario 1: Learners each read a story written by another learner. They write down 3 strengths of the story, and 2 suggested improvements. After this, learners revise their stories according to the comments they received. When they have finished their stories, they give it to the teacher.

Scenario 2: Learners each read a story written by another learner. They write down 3 strengths of the story, and 2 things that could have been improved. The teacher then collects the stories.

Handout 13.5: Case study: Halima makes a dress

Read the case study then answer the questions below.

Halima is learning how to use a sewing machine. She wants to make clothes for her baby. She has had a few lessons from her aunt. Halima wants to make a new dress for her baby before her birthday next week. Halima has learnt how to cut out material for a dress and how to sew in straight lines. But the dress didn't look right. Halima thinks about what she did. She was good at cutting the material. But the arms of the dress look wrong. Halima decides to set herself the target of making a good dress before her babies' birthday. She thinks about what steps she needs to take to make a perfect dress. She decides to visit a tailor in the market to observe them making dresses. Then she will ask their advice on what to do. Finally, she will practice on some scrap material. Halima also thinks about how she will find the time to do this. She will get up one hour earlier each day so that she can complete the work in the home. That will give her 1 hour to concentrate on making a dress.

1. What target did Halima set herself?
2. What steps did Halima take to make her baby a good dress?
3. Can these steps be applied to other forms of learning?