PROJECT TITLE:
PROMOTING FORMATIVE ASSESSMENT: FROM THEORY TO POLICY AND PRACTICE (FORMAS)

GROUP A - SESSION 5

Reflection time

Reflect on your experiences with the actions you have undertaken since our previous meeting, **to improve the quality of your assessment tasks.**

Take into account the following:

❖ Have you created any assessment tasks/items on your own? Give examples

❖ When designing or selecting an assessment task/item did you take into account the quality criteria of the specific type of task/item (supporting material)?

❖ Did you encounter any difficulties? How did you handle them?

In the previous session:

✓ Quality Assessment: Developing different types of assessment items: the internal validity

In this session:

✓ Assessing homework for formative purposes

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Intended Learning Outcomes:

By the end of this session you are expected to be able to:

1) Use homework in ways that support student learning

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Consider the following:

1. Do you believe homework is important? Why?

2. Do you assign homework activities to students? If yes how often and how much time needs to be devoted by students to complete it?

3. How do you decide the homework tasks to be assigned?

4. Are all students expected to complete the same tasks?

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Assessing Homework

Homework is considered as an important extension of in-school opportunities to learn

- ✓ **It is important to choose assessment tasks carefully and make sure that they can have an added value to students' learning**

- ✓ **You need to make sure that homework is formatively assessed in order to identify ways to support students' learning**

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Choosing homework tasks

✓ the task has a clear academic purpose, such as practice, checking for understanding, or applying knowledge or skills.

✓ the task efficiently demonstrates student learning.

✓ the task promotes owner ship by offering choices and being personally relevant.

✓ the task instills a sense of competence—the student can success fully complete it without help.

✓ the task is aesthetically pleasing—it appears enjoyable and interesting

(Vatterott, 2009)

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Application activity – Assessing Homework (A5)

1. In the case study presented in the next slide, four different math teachers assign homework tasks for the Unit "*Methods of factorisation: Common factor grouping*"

2. Reflect on the following::

   ➢ *what purpose do they serve?*

   ➢ *what is their contribution to learning?*

   ➢ *do you believe that these tasks promote deeper learning?*

3. Can you suggest alternative tasks? Take into account the constructive homework guidelines provided.

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Application activity – Assessing Homework (A5)

Case Study

After teaching an introductory lesson on factorisation and particularly the first two paragraphs of Unit 2 (book 2), i.e. introduction to factorisation and finding common factors and factorisation by grouping, four different teachers assign the next homework:

Teacher 1:

- For homework answer all the exercises (1 to 8) in your book at pages 35 & 36.

Teacher 2:

- For homework answer all odd items of exercises 1 to 8, at pages 35 & 36.

Teacher 3:

- For homework make a small project describing different methods of factorisation

Teacher 4:

- For homework do the exercises on the given worksheet (below)

$x^2 - 5x$	$3x - 12$	$2x^2 + 12x$
$x^2 + 3x$	$4x^3 + 4x$	$6a^2b - 2ab^2$
$8ax - 56a$	$x^3 - 2x^2$	$3x^2 - 12x$
$x^2 + 12x + 36$	$x^2 - 18x + 8$	$96x^3 - 84x^2 + 112x - 98$

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Application activity – Assessing Homework (A5)

After you study the four different homework assignment, reflect on the following:

➢ *what purpose do they serve?*
➢ *what is their contribution to learning?*
➢ *do you believe that these tasks promote deeper learning?*

> Can you suggest alternative tasks? Take into account the constructive homework guidelines provided in the Handbook Appendix.
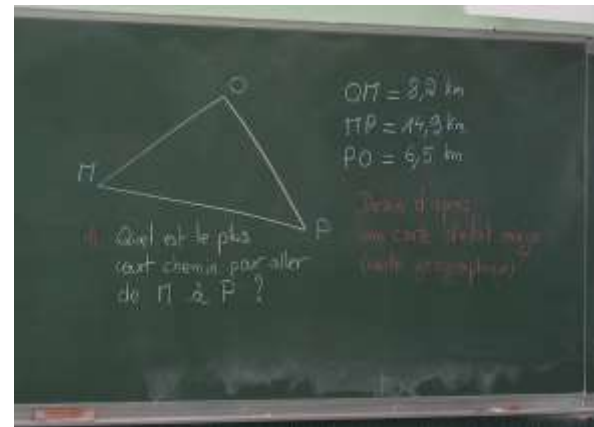
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Managing homework

➢ Homework is an ideal way of practicing that helps students acquire knowledge.

➢ Teachers can use homework to monitor student progress.

➢ Homework is an opportunity for students to experiment with new skills and knowledge without the risk of grading. The activities should require students to apply what they have learned in class so that they can understand what they have really understood in more depth.

➢ Teachers need to provide appropriate feedback on homework as well as time for students to use the feedback to improve their skills and knowledge.

- **What practices do you follow for assessing homework?**
- **Do these practices have the characteristics of formative assessment?**
- **Do these practices facilitate the provision of constructive feedback?**

Strategies to support the use of homework for formative purposes

Homework Help Board

- **Description**

Start your class using this day-after-homework routine and use it as a quick assessment to determine whether students had difficulty with the homework. Teachers can assess student work immediately and reteach if necessary, based on homework problems students write on the board.

Strategies to support the use of homework for formative purposes

Homework Help Board

- **Instructions**
  - ✓ At the beginning of class, students review their homework and identify any problems that they didn't understand or caused them difficulty.
  - ✓ The students write those problem numbers on the board.
  - ✓ Students who had no difficulty and successfully completed the problem write the solution on the board for the class to see.
  - ✓ If a student had a different approach to solving a problem, that student can add their solution to the board as well.

Strategies to support the use of homework for formative purposes

Homework Help Board

- **Instructions**
  - ✓ Once the solutions are on the board, the teacher uses questioning strategies in order to facilitate a student discussion.
  - ✓ If all the problems have been solved correctly, the teacher moves on to the daily lesson or possibly asks one or two questions as verification that all students understood the concept.
  - ✓ If problems were solved with different approaches, the teacher can review the various methods and ask the students to discuss them.
  - ✓ If a problem noted on the board has no solution, the teacher can review that problem, suggest a first step, and provide scaffolding in order to reteach the concept to the class.

Strategies to support the use of homework for formative purposes

Homework Pathways

- **Description**

Allow students the opportunity to choose a "Homework Pathway." This will reduce student frustration and lessens the need to reteach students who have learned and practiced a concept incorrectly.

Strategies to support the use of homework for formative purposes

Homework Pathways

Instructions: When homework is assigned, students can choose which pathway they should follow according to their individual level of understanding of the lesson.

➢Pathway 1: If students are confident after finishing their homework that most or all their answers are correct and they understand the concepts, they generate three questions they feel the teacher should use on the summative assessment.

➢Pathway 2: If students completed their homework but are not certain they have all the questions right; they should try three to five more problems to see if they can figure it out with the additional practice.

➢Pathway 3: If students are frustrated and confused after attempting to do their homework, they should stop answering the questions and instead create a list of their own questions they can ask the teacher the next day to help them understand the concepts.
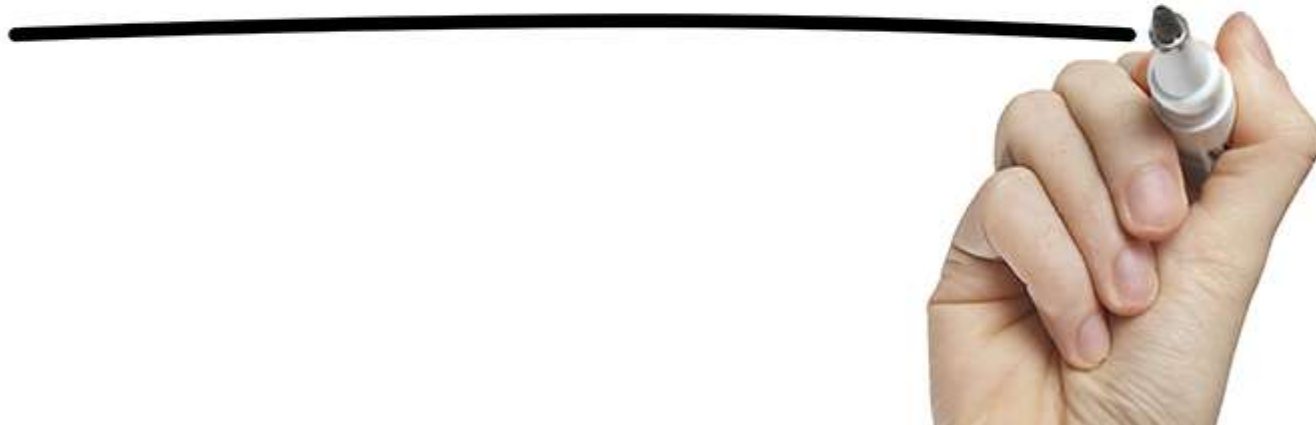
Adjusting your action plan for improvement

• At the beginning of the session you reflected on your experience of implementing your action plan.

•Based on this reflection and on the new content presented today, adjust your action plan.

➢ *Remove actions that you found difficulties implementing and/or you found ineffective*

➢ *Continue actions that were helpful and were easy to implement*

➢ *Add new actions that relate to this session's objectives*

You can use the sample action plan provided for ideas.

Next steps:

This is the final session of the TPD course. However, you are expected to continue working on improving their practice based on the aspects discussed throughout the five sessions.

Please complete the **Assessment Skills Questionnaire** again and send it by email to our research team (formas@ucy.ac.cy). Members of our team will analyze the data, inform you of your final evaluation results and provide suggestions on how your learning can continue.

TPD Formative Evaluation

➢ Please take some time to give us your feedback on the professional development program.

➢ Your comments/ suggestions are invaluable for the improvement of the program

To provide your feedback, please contact our research team: formas@ucy.ac.cy

Thank you for your time!

For support/ enquiries please contact:
formas@ucy.ac.cy

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