

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

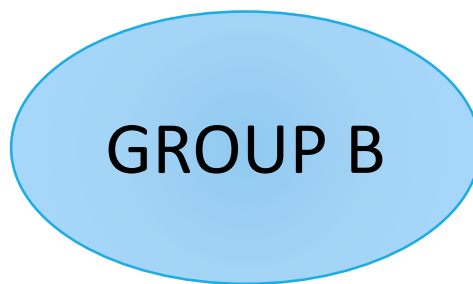
GROUP B - SESSION 2



ACKNOWLEDGEMENTS

This project, entitled “Promoting Formative Assessment: From Theory to Policy and Practice (FORMAS)” has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Based on the analysis of the teacher questionnaire you completed you have been allocated in group B.



In this session:

- ✓ You will be presented with the focus areas of your group
- ✓ We will present the skills under emphasis for today's session
- ✓ You will examine an action plan that addresses these areas
- ✓ You will create a first draft of your individual action plan



Group B- Focus area

- ✓ Using different types of assessment techniques in an efficient and systematic way (i.e. written/ oral/ performance) and keeping records
- ✓ Formulating assessment success criteria and designing assessment checklists/rubrics
- ✓ Involving students in the process of assessment
- ✓ Providing constructive feedback to students

This session addresses:

- ✓ Using different types of assessment techniques in an efficient and systematic way (i.e. written/ oral/ performance) and keeping records

Intended Learning Outcomes

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

- 1) Identify the advantages and disadvantages of different assessment techniques
- 2) Apply a variety of assessment techniques in your instruction

Application activity – Collecting information (B2a)



1. Think of a lesson you taught recently. Consider **which** information you collected and **in which way**.
2. Brainstorm with a colleague at work or a person in your learning network about different ways to collect information and write these on post-its.
3. Make a categorization in the post-its from more informal to more formal on the poster with the red arrow.



Assessment techniques

Assessment techniques refer to the evaluation methods employed to assess students' learning.

Assessment tools refer to instruments, strategies and processes that can be used to assess student learning (e.g. a written test).

- **Assessment techniques** is a wider concept and refers to the type of assessment method that can be employed (e.g. written assessment).
- It is expected that teachers first decide the most appropriate method to be used (e.g. oral assessment) and then decide on the specific tool to be administered (e.g. oral presentation, oral question etc.).

Assessment techniques



Written Assessment

Any assessment task that requires students to respond in a written form (*e.g. written exercise, written test etc.*)



Oral Assessment

Any assessment task that requires an oral response (*e.g. an oral question, a presentation etc.*)



Performance assessment

Any assessment task that requires students to demonstrate a skill. It requires observation and measurement of students skills (*e.g. creating a model, measuring an angle using a protractor etc.)*

How are these techniques relevant to mathematics?



Written assessment

- Any assessment task that requires students to respond in a written form (paper pencil or electronically)
- It could be in the form of:
 - Written test
 - Written assignment
 - Project
 - Quiz
 - Whiteboards
 - Exit slips
 - Written exercises in books, handouts, exercise books etc.

Do you use any of these forms and how often? Do you use any other form of written assessment?

Oral assessment

- Any assessment task that requires students to respond orally
- It could be in the form of:
 - Questioning
 - Presentation
 - Debate
 - Everyday classroom communication
 - Communication with individual students

Do you use any of these forms and how often? Do you use any other form of oral assessment?

Performance assessment

- Performance assessment refers to tasks that require students to create a product or to perform a specific set of tasks in order to demonstrate their knowledge and skills.
- Performance assessment tasks yield a tangible product
- Performance assessment is directly linked to observation, as the assessor is expected to observe the performance process or product in order to assess student learning.
- Both incidental and planned observation are considered necessary when assessing students' learning since teachers have access to a rich and diverse range of evidence on student learning outcomes which without observation could be ignored.

Performance assessment- The teacher's role

This technique can take the following three forms:

➤ **A) Construction of a model/sample of work**

The student is asked to prepare sample of work based on specific specifications. The teacher is assessing the final outcome

➤ **B) Achieving a goal**

The student is asked to solve an authentic problem using the knowledge and skills taught. The teacher is assessing whether the student managed to solve the problem assigned.

➤ **C) Monitoring while the student performs a task to examine the process(es) used.**

The student is asked to follow a procedure and the teacher evaluates him while doing so

Performance assessment in mathematics

Examples of performance assessment tasks in secondary mathematics:

- *creating a 2D/3D figure of a specific area/volume*
- *using the ruler to measure distance*
- *drawing the tangent to a circle on a given point*
- *measurement of an angle using a protractor*
- *drawing perpendicular lines using a compass and a ruler*



Can you give us any other examples of performance tasks in mathematics? Do you find them useful in promoting learning in mathematics?

Consider the following:

1. What are the advantages/disadvantages of the three main techniques presented?
2. How should a teacher decide which techniques should be used each time?



Assessment techniques

- Learning is multidimensional and cannot be adequately measured by a single technique -> a combination of techniques to provide students with multiple opportunities to show what they know and can do.
- Choosing an assessment technique depends on the learning objective to be assessed, since student achievement in relation to certain learning objectives can be more appropriately measured by using specific techniques.

For example, a teacher might provide students the opportunity to show what they have learned by administering both oral and written assessment tasks (i.e. an oral question and a written exercise). When the results from these two assessment tasks are combined, they provide more meaningful, valid, and reliable insights into students' thinking.

Remember what we discussed in our 1st meeting....



- *Formal assessments are NOT always summative and informal (on the fly) assessments DO NOT necessarily serve the formative purpose.*
- *Assessment techniques are NOT categorized as being formative or summative. ALL techniques can be designed and used to achieve either purpose.*

Application activity – Using different types of assessment techniques (B2b)



In the next slides you can see 3 different learning objectives. Work to develop activities to assess each objective. For each objective, the use of specific techniques is requested.

Application activity – Using different types of assessment techniques (B2b)

Learning Objective	Written Assessment	Oral Assessment	Performance Assessment
Solve problems involving proportions and inverse proportions, and percentages (e.g. interest, taxes, profit and loss, etc).			

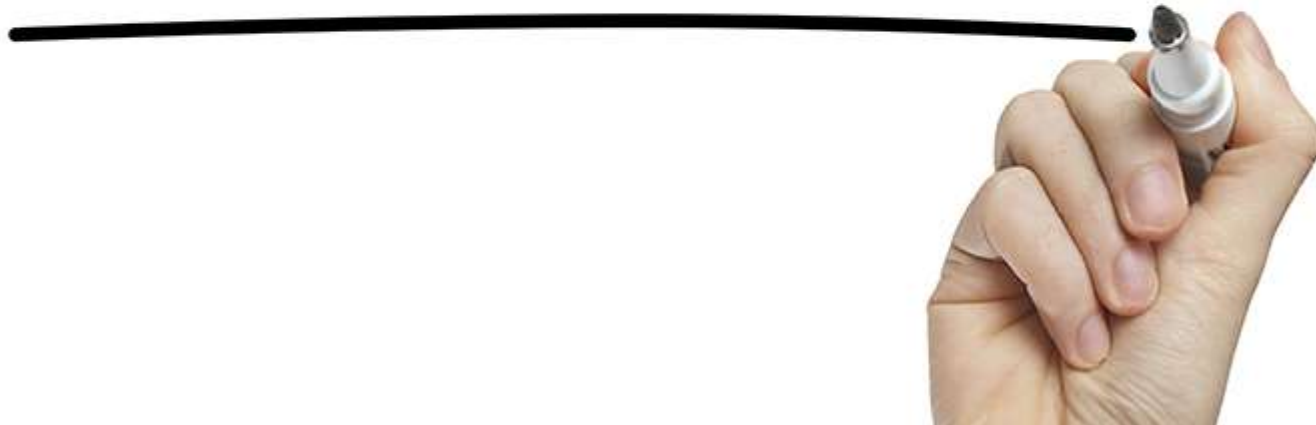
Application activity – Using different types of assessment techniques (B2b)

Learning Objective	Written Assessment	Oral Assessment	Performance Assessment
Perform operations with monomials and polynomials, prove algebraically and geometrically algebraic identities			
Recognize and construct basic quadrilaterals (parallelogram, rectangle, rhombus, square, trapezium), prove and apply their properties in solving problems.			

Application activity – Using different types of assessment techniques (B2b)

Examples of assessment tasks that can be used to assess each objective with the requested technique(s) *are provided in the **Application activity – Using different types of assessment techniques (B2b)- Suggested Answers** file in the Teacher Handbook.*

ACTION PLAN



**Creating your own action plan for
improvement**

- As mentioned in our 1st meeting throughout the training we will be asked to have an action plan to help you implement your improvement efforts
- A ***sample action plan*** relevant to your areas of focus is provided
- You need to develop your own action plan either by selecting actions mentioned in the sample action plan or by suggesting your own

Some tips

- ✓ Select actions that relate to the session objectives (i.e. use of formative assessment and creating a positive learning culture)
- ✓ The timeframe for implementation should be from today until the next meeting
- ✓ Try to be realistic in the actions stated both in terms of content as in terms of number. It is possible to be successful if you are focused on no more than 3 changes of our practice each period.
- ✓ Including an action is not binding. During implementation you make your choices based on how practical and/or effective their implementation is for a particular lesson and/or classroom

Until the next meeting:

- Implement the actions mentioned in your action plan

Thank you for your time!

For support/ enquiries please contact:

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