

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

GROUP C - SESSION 2

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



# 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 C- Focus area



- ✓ Introducing peer and self-assessment –Using different types of self-assessment activities
- ✓ Assessing group work
- ✓ Recording results in ways that facilitate their formative use
- ✓ Differentiation in assessment

# Intended Learning Outcomes:

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

- 1) Identify ways you can improve the implementation of peer assessment in your classroom
- 2) Identify ways you can improve the implementation of self-assessment in your classroom
- 3) Identify the different student characteristics that need to be taken into account in the differentiation of student assessment
- 4) Acknowledge the importance of differentiation in all phases of the assessment process

# Formative assessment and self-assessment

Self assessment for formative purposes helps students to:

- ✓ Become responsible for their learning
- ✓ Identify the next steps in the learning process
- ✓ Feel safe to make mistakes
- ✓ Become more positive and improve their self-concept
- ✓ Be actively involved in their learning
- ✓ Become independent learners
- ✓ Develop intrinsic motives/ set high expectations

# Introducing self-assessment

- Self-assessment is a skill that needs to be developed
- We can't expect students to apply a skill as challenging as self-assessment without previously making sure they have developed the necessary skills involved.
- Self-assessment skills need to be taught, modelled and scaffolded





# Steps for introducing self-assessment



- Step 1: Changing the classroom culture
- Step 2: Modelling the procedure
- Step 3: Students applying the process of assessment to an independent piece of work
- Step 4: Involving students in peer and self-assessment activities

# Introducing peer-assessment

- Research shows that students who are first involved in peer-assessment are then more successfully involved in self-assessment
- Before I introduce peer-assessment I emphasize its purpose (I want to help someone improve not count his/her mistakes!)

*Peer assessment should not be confused to peer marking!*

- I start by applying the easier criteria and then I gradually move on to the more difficult ones

# Application activity – Setting ground rules for assessing peers' work (C2a)



Before introducing a peer assessment activity, you need to set negotiated ground rules for assessing peers' work. For example, assessment should relate only to success criteria.

- Write down any other ground rules that you consider necessary before introducing a peer-assessment activity.

# Consider the following:

1. In what ways are students in a classroom different?
2. How these differences impact learning or their abilities to show what they know?



# Why we need differentiation in assessment?

## Students differ as learners in terms of:

- background experience
- culture
- language
- gender
- Interests
- readiness to learn
- modes of learning
- speed of learning
- support systems for learning
- self-awareness as a learner
- confidence as a learner
- independence as a learner

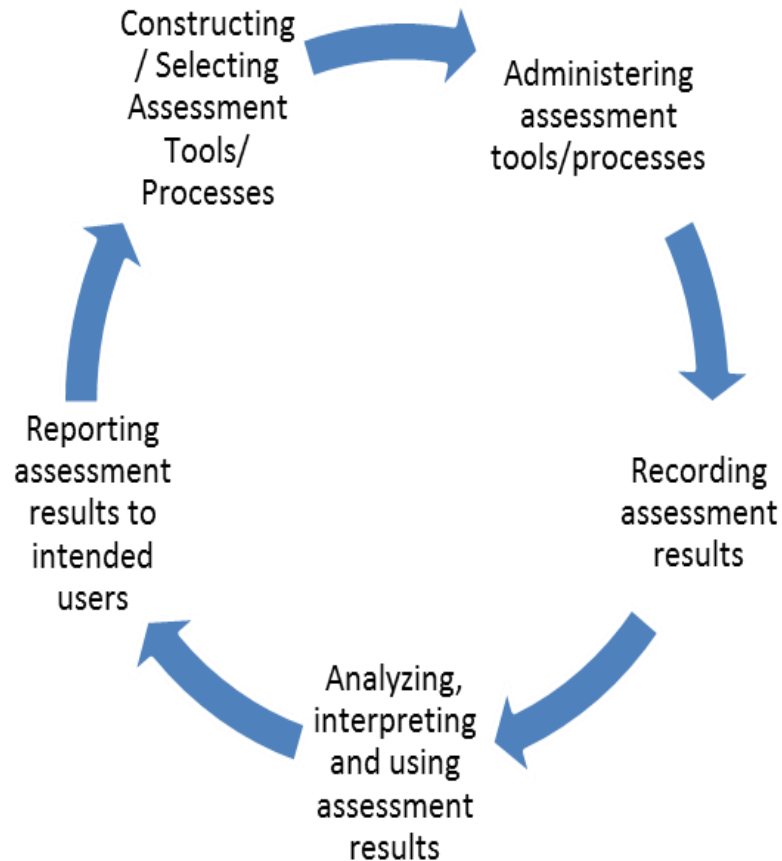


**These differences affect how students learn and the support they will need at various points in the learning process.**

# Differentiation in terms of:

- task: setting different tasks for different students.
- grouping: carefully planning how students work together to cater for each student's skills.
- resources: the level of complexity of the resources used by the students.
- pace: allowing some students to work faster than others
- outcome: everyone does the same task, but understanding that the results at the end will differ significantly.
- dialogue and support: changing the way you talk to or support students in order to maximize their progress

# Aspects of differentiation:



Differentiation across and within the phases of the assessment process

# Application activity – Fostering culture that accepts differentiation in assessment (C2b)



1. Suggest ways to foster a culture in a classroom that acknowledges students' diversity and accepts differentiation practices. Think of current practices that seem to be effective but also think of new actions you can take
2. Write down each suggestion on a post-it and create a poster outlining the characteristics of a classroom culture that fosters differentiation practices. You can share this with a colleague or person in your learning network for feedback.



# Differentiated assessment and the fairness challenge



- **Is treating some individuals or groups differently from others unfair and undemocratic?**

Given the diverse needs of learners, providing the same content and process to all is unfair. Each student needs access to teaching and assessment that can promote the best possible learning outcome

- **Does differentiated support/resources for some students give them an unfair advantage?**

Different students need different support/resources to reach or exceed the learning objectives set. Differentiated support is about making sure that all students, both low and high achievers, are given the appropriate learning opportunities and are challenged in accordance with their needs

- **Don't I differentiate when I ask students who struggle to do less work and students who are thriving to do more work?**

Struggling students don't often benefit by doing less of what they don't understand, and it's not helpful for advanced learners to do more of what they already know. Is not a matter of workload but of appropriateness of the content according to students current needs.

# Differentiated assessment and the fairness challenge



- **Is having lower expectations for some students differentiated assessment?**

Differentiated assessment is not about lowering expectations for low-achieving students. Instead is about expecting and at the same time supporting all student to achieve their full potential. High expectations for all is a must. You just provide different learning paths to attain the *same goal*.

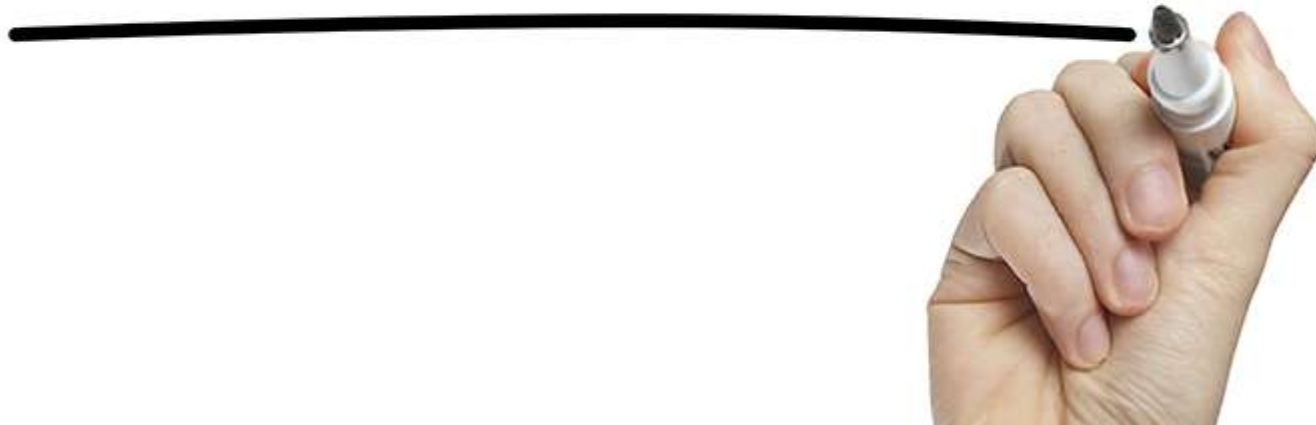
- **Don't students develop lower self-esteem when they know that they are not as successful as others in achieving the learning objectives?**

Ignoring the fact that students have different abilities and levels of skills mastery will not increase their self-esteem. Improved self-concept requires experiences of success. These can be achieved by helping students increase their expertise and reach individual intermediate goals that act as scaffolds to reach the achievement of the learning objectives set.

- **Is it ok to differentiate instruction but not assessment?**

Assessment needs to be representative of the teaching provided. Differentiating instruction but then assessing all students the same way means that for some students assessment will not be representative.

# ACTION PLAN



**Creating your own action plan for  
improvement**

- As mentioned in our 1<sup>st</sup> 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 in the Teacher Handbook.
- 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!

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