PROJECT TITLE:
PROMOTING FORMATIVE ASSESSMENT: FROM THEORY TO POLICY AND PRACTICE (FORMAS)
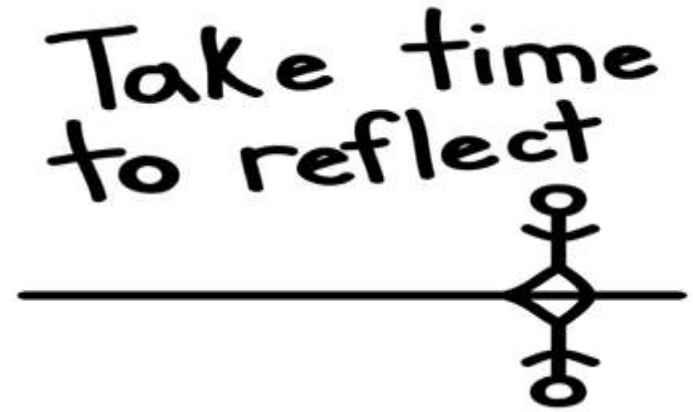
GROUP C - SESSION 3

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Reflection time

Reflect on your experiences with the actions you have undertaken since our previous meeting, **to implement self/peer assessment in your classroom** and **identify your students' differentiated learning needs.**

Take into account the following:

❖ Have you introduced any peer and/or self assessment activities? If yes, describe. If not, why?

❖ How did you try to encourage students' ownership over the assessment process? What was their reaction?

❖ Have you identified differences between your students? In which aspects and how do these affect their learning and your teaching?

In the previous session:

- ✓ Basic steps for introducing peer and self- assessment
- ✓ Differentiation in assessment

In this session:

- ✓ Different types of self-assessment activities
- ✓ Assessing group work

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Intended Learning Outcomes:

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

1) Introduce different types of self-assessment activities in your classroom

2) Effectively assess group work

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Consider the following:

1. What types of self-assessment activities have you implemented until now?

2. Were these effective in helping students assess their learning?

3. Did you encounter any challenges in their implementation? If yes, how did you respond?

Introducing different kind of self-assessment activities

A) Checking for understanding

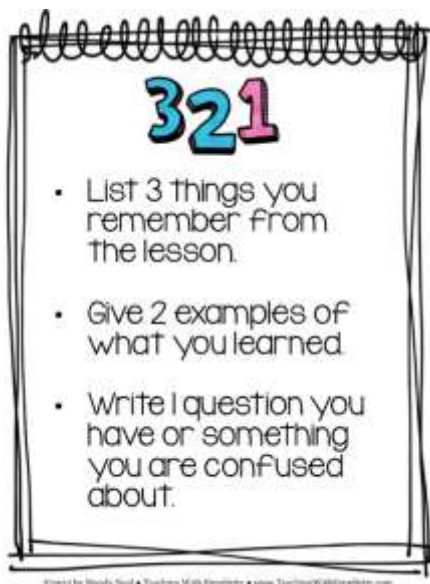B) Checking whether success criteria have been met

C) Reflection for learning
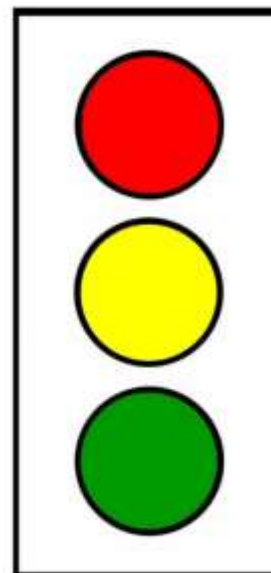
a) Checking for understanding

- Strategies for checking understanding can be more effective when they are used in a classroom where students feel free to express a concern and admit they have not understood.

- But we need to make sure that if they admit it and ask for help we **WILL** provide the help we promised

- Those students who managed to achieve a purpose (based on teacher assessment) and expressed understanding can be asked by the teacher to help others.

a) Checking for understanding

3-2-1 LIST

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- List 3 things you remember from the lesson.

- Give 2 examples of what you learned.

- Write 1 question you have or something you are confused about.

TRAFFIC LIGHTS

I don't get it! I need some help understanding.

I think I understand but I need a little support.

I understand and can try this on my own.

THUMBS UP/DOWN

I get it!
I understand everything!

I kinda get it!
I need a little help.
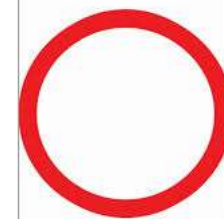
I don't get it.
I need a lot of help.

I can tell you what I learned.

I still have a few questions.

I still have a lot of questions.

RED/ GREEN CARD

B) Checking whether success criteria have been met

- Success criteria are indicators that both the teacher and students will use to find out if students have actually met an objective

- Success criteria should be clear descriptions of the learning performance that students will evidence when they have met the objective

- Student must be aware of what quality work looks like and they should generate specific criteria that will help them to assess their work.

- Success criteria might refer to the product or/and the process to be used

- They provide a critical tool for students to understand where they are in their learning and to clarify for themselves which steps to take to improve.

B) Checking whether success criteria have been met

- **Checklists** and **rubrics** are tools that state specific criteria and allow teachers and students to gather information and to make judgements about what they know and can do in relation to the learning outcomes.

- They offer systematic ways of collecting data about specific behaviors, knowledge and skills.

- They emphasize what we consider important for learning

- They clarify the criteria for consistent evaluation

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Checklists

- **Checklists** usually offer a yes/no format in relation to student demonstration of specific criteria.

- This is similar to a light switch; the light is either on or off.

- They may be used to record observations of an individual, a group or a whole class.

- More emphasis on the product rather than the process followed or the quality of the work

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Rubrics

- **Rubrics** use a set of criteria to evaluate a student's performance. They consist of a fixed measurement scale and detailed description of the characteristics for each level of performance.

- These descriptions focus on the **quality** of the product or performance and not on the **quantity**

- They also allow students to see the progression of mastery in the development of understandings and skills.

HOLISTIC   ANALYTIC

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C)Reflection for learning

➢ Reflective diary

➢ Reflection questions (oral/written)

Did I ask questions if I needed help?

Did I review my work for possible errors?

Did I spend enough time to do quality work?

What is the most important thing I learned today?

What would I do differently if I were to approach the same problem again?

How will I use what I've learned in the future?

What helps me learn?

How have I used feedback given to me?

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Consider the following:

1. Have you ever used any of these strategies?

2. Do you consider them appropriate for lower secondary students?

3. How can you make sure that these strategies promote the formative rather than the summative purpose?

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Consider the following:

1. Do you use group work in your instruction? How often?

2. How do you assess group work?

3. In your opinion, what are the characteristics of effective group work in mathematics?

When to use group work

Group work should be considered when one or more of the following criteria are met:

➢ The learning objective is best achieved through students working collaboratively

➢ the task can only be carried out by a group

➢ the task is too large or complex for one person

➢ resource limitations require group work (limited equipment etc.)

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Tips for assessing group work

➢ Assess process especially their collaboration skills, not just the end-product

➢ Ask students to assess their own contribution to the team.

➢ Hold individuals accountable

➢ Assess individual, as well as group, learning and performance

➢ Make your assessment criteria clear

➢ Observe while the group is working and provide constructive feedback on both the performance in relation to the task and how the group operates

➢ Ask students to evaluate their group's dynamics and the contributions of their teammates

➢ Use assessment rubrics when possible. If a rubric is used, is good if this is shared with the students beforehand

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Application activity – Assessing Group Work (C3a)

1. Complete the table presented in the next slide. The table refers to the main decisions that need to be taken when assigning a task to a group.
2. Discuss your decisions with a colleague or a person in your learning network. Explain your decisions and exchange feedback.
3. Based on this discussion, would you change any of your decisions? Why?

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Application activity – Assessing Group Work (C3a)

Calculating the volume of figures

Group Composition	Group Organization	Activities	Assessment
Number of members:	➢ role assignment by the teacher ☐ ➢ role assignment by the team ☐ ➢ no role assignment ☐	Suggestions for activities that could be used:	➢ individual ☐ ➢ team ☐
• Homogenious Ability grouping ☐ • Heterogeneous Ability Grouping ☐	➢ fixed timetable / schedule ☐ ➢ flexible timetable / schedule ☐		Assessment concerning ➢ team contribution ☐ ➢ the result ☐ ➢ The degree of cooperation ☐
➢ Only boys ☐ ➢ Only girls ☐ ➢ Both boys and girls ☐	➢ only group work ☐ ➢ combination of group / individual work ☐		Assessment technique(s): ………………………………………… ………………………………………… ………………………………………… …………………………………………

Integrating peer assessment into group work

Peer assessment of group work has the potential to:

➤ contribute to group learning, the development of shared understandings, and a sense of accountability / responsibility for one another's learning

➤ encourage full participation in group work and help improve students' perception of fairness when students' individual contributions to group work are assessed and

➤ allow students to develop their collaboration, negotiation and, possibly, pre-emptive conflict management skills.

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Integrating peer assessment into group work

Criteria for peer assessment of group work usually address aspects of student behaviours that contribute to positive group experiences:

- presence (attendance, dependability);

- contributions (quantity and value of contributions to the collective effort)

- team skills (cooperation, seeking help within the group when needed, ability to set / work toward / meet group goals)

- communication (prompt, consistent, constructive).

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Application activity – Evaluating group work through a peer-assessment rubric (C3b)

Study the peer-assessment rubric presented in the next slide. This rubric is designed to help students evaluate their peers during group work.

1. Evaluate the rubric provided, based on your experience and the information provided during the last 3 sessions. Look into:
- *criteria included*
- *the level description for each criterion*

2. Do you agree with the criteria set? Would you add/remove/change any of them?

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Application activity – Evaluating group work through a peer-assessment rubric (C3b)

Criterion	Needs improvement	Average/Acceptable	Excellent
1. Individual participation within the group	Rarely or never contributed to the group task	Contributed to the group task most of the time	Always contributed to the group task
2. Respectful behavior towards other group members	Rarely or never encouraged or supported the ideas of others	Most of the time encouraged or supported the ideas of others	Always encouraged or supported the ideas of others
3. Sharing of ideas and information	Rarely or never offered the ideas/or findings to the group	Most of the time offered the ideas/or findings to the group	Always offered the ideas/or findings to the group
4. Cooperation and helping others	Rarely or never offered to help other group members	Most of the time offered to help other group members	Always offered to help other group members
5. Organizing data and final task	Was disorganized and offered little to completing the final task	Worked in partnership with others to organize material and the final task	Leads the group in organizing the information and production of the final task
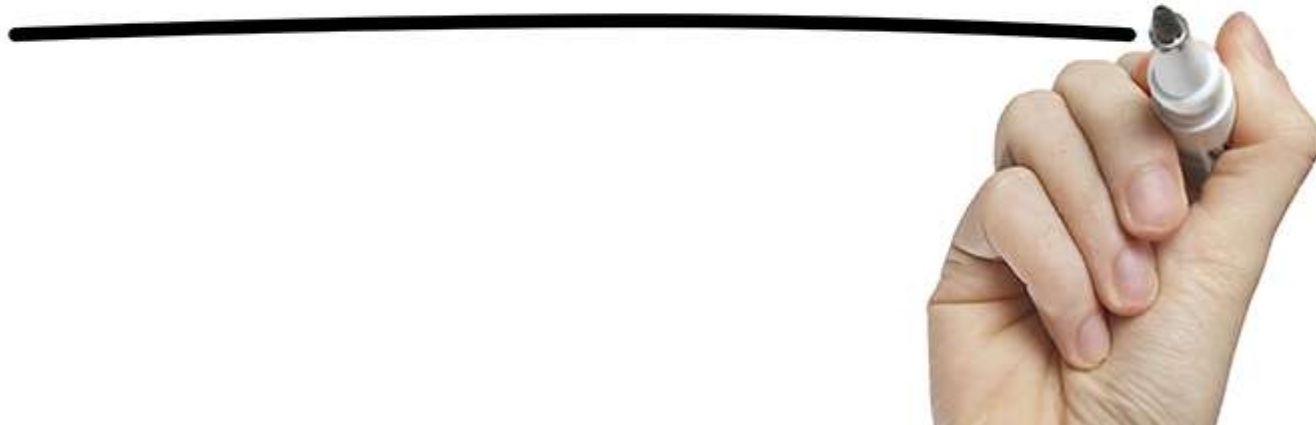
Adjusting your action plan for improvement

- 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.

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Until the next meeting:

➢Implement the actions mentioned in your action plan

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Thank you for your time!

For support/ enquiries please contact:
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