



Traffic lighting Learning Evidence

Purpose:

To identify which assessment tools you use often, occasionally and rarely, and to discover some new means of seeking evidence of student learning.

What you need:

- teams of staff who jointly plan or teach in similar areas and/or Levels e.g. year 8 English teaching team, year 3-4 team, level 3/4 science team, etc
- three colour highlighters: pink (for red), yellow (or orange) and green per team
- 1 copy per group of pages 1 & 2 (back-to-back)
- 1 copy per person of the "Evidence of Student Learning" list pages 3-5 (back-to-back and stapled).



Step 1:

- To "TRAFFIC LIGHT" the "Evidence of Student Learning" (pages 3 & 4) you highlight each type of task with one of the three colours:
 - with a **GREEN** highlighter ("yes", "go ahead", "we use this often") for those strategies you currently use frequently
 - with a **YELLOW** highlighter ("sometimes", "caution", "maybe we could") for those strategies that you occasionally use, or have done so in the past
 - with a **PINK** highlighter ("no", "stop", "we don't use this yet") for those strategies that you rarely or never use.

Now "traffic light" the list on pages 3 & 4.

- Use the blank page 5 to add strategies you use that are not in this list.

Step 2:

- ANALYSE your GREEN highlighted strategies to see what you may be over-using (e.g. written/verbal, or mathematical/logical in Howard Gardner's terms, or group tasks, or low order recall tasks ...)

We found that we over-use ...

- ANALYSE your YELLOW highlighted strategies to see what types you could use more often (e.g. inter-personal, or intra-personal in Howard Gardner's terms, or group tasks, or higher order tasks ...)

We found that we could more often use ...

- ANALYSE your PINK highlighted strategies to see what types you are under-using (e.g. kinaesthetic, or musical in Howard Gardner's terms, or individual tasks, or creative thinking tasks ...)

We found that we under-use ...

Step 3:

- DISCUSS with each other the trends you have identified and plan ways to shift the balance in ways you collect evidence OF learning (i.e. summative). Try and cater for a broader range of learning preferences.

NOTE: you could re-do this traffic lighting at the end of the semester (or year) to see whether you have broadened your repertoire of assessment strategies.

Evidence of Student Learning

The following pages contain an alphabetical list of ways of seeking evidence of student learning. In practice several of these would usually be combined in the one assessment. For example, students may develop a data chart to track which sources they have used to respond to their own five questions, conduct interviews with 10 older students, analyse and graph the data, prepare a visual presentation (perhaps with posters, artwork and/or a software presentation package), and orally present it to their peers in class, where they are peer assessed. Note: This is not an exhaustive list.

- advertisement - for a better tree, a trip to Mars...
 - in the form of a poster, jingle, magazine layout,
 - electronic media ad, brochure (travel or sale)
- AIM - Achievement Improvement Monitor data
- analogy: student-designed & justified
- anecdotal records (key = recorded!)
- artwork - same subject, different media or styles...
- audio tape - student produced for peers, or for younger students...
- autobiography - as self, or in the role of a character, or an object (a tree, an oxygen molecule...)
- bibliography (annotated) of websites, books, articles
- biography - fictional or 'true' of a famous person or representative cases; of an object, process ...
- book for younger students
- brochures and pamphlets to promote an idea (healthy eating); sell a product (trip to a Jupiter moon); raise awareness (school citizenship)
- build a (scale) model house, solar car, river system
- calculations - in maths, science, economics, geography, citizenship, etc
- cartoon strip or comic book - student created
- checklist - eg co-operative skills - self, peer, teacher
- collages with rationale, explanation
- collection: rocks, leaves, graphs, genres ...
- commercial tests e.g. ACER tests
- compose music - to a theme; restricted instruments; defined rhythm, style, era, natural world sounds...
- concept map: key terms, linking arrows & phrases
- construct a dome, tetrahedron, water molecule...
- contributions to group project (font or colour or background varies by student)
- contribution to threaded email discussion
- conversations with students - re process/product
- correlation chart - graphing relationships between 2 factors (see **Toolkit**)
- creative responses - visual, verbal, combination
- critique of a collection - peer's, expert's, own, ...
- critique of media reports (more than 1 source)
- dance - choreographed or free-flowing to music or not; can be themed e.g. plants growing
- data analysis - pattern-seeking and reporting
- data chart/matrix/grid
- debate - formal and 'performed' - or in small groups
- demonstrate: art techniques; safe riding; musical concepts like tempo, timbre, pitch...
- diary - Dear Diary... historical/controversial figure
- DIGA - (Describe, Interpret, Generalise, Apply) used for reflection and deeper understanding (see **Toolkit**)
- docudrama - research, script and produce an historical or geographical performance
- draft(s) - & peer feedback reports
- dramatisation - progress of an apple as its digested or a scene in a novel, or parabolic graph...
- drawings - perceptions, plans - to scale or not
- editorial - present a reasoned stance on an issue
- email exchanges - student-student; st-teacher
- essay (short, longer or extended), various genres: argumentative, comparative, descriptive, explanatory, recount, reflective, review
- evaluations - of chapters, web-pages, novels...
- exhibitions - pottery, science projects, geography games, LOTE posters, garments, plans ...
- experiments - original, student designed
- e-zines - design web-based magazines (themed)
- fieldwork report - e.g. of observations, interviews...
- game - student-created - card, board, ICT, roleplay
- graphs: pie chart, histogram + linked stories
- handbook - on how to be culturally inclusive; or to collaborate in group work; or conduct inquiries ...
- ICE - self and peer assessment tool: Ideas, Connections, Extensions
- interviews by students of others - plan questions, interview, record, extract, analyse, report
- interviews of your students (collect 1-to-1 evidence)
- invention - a new mammal, design tool, world...
- inventory - of assets, strengths, tasks completed
- investigative project - social or physical sciences
- journal: progress/reflective. hypothetical, BLOG
- journalistic writing e.g. News, eye witness account, feature article, obituary, Editorial, sports report
- KWHL - (Know? Want to know? How will I find out? What did I Learn?) at start or end (see **Toolkit**)
- learning journals - students record learning goals, the strategies they use to reach them and their demonstration of success. Can also include tracking charts and/or open-ended narratives of learning success and failures and tactics to improve
- learning matrix - uses x and y axes to chart levels of achievement of small parts rated by student or teacher (see **Toolkit**)
- learning triangles - graphic organiser for students to connect their feelings and knowledge (see **Toolkit**)
- letters e.g. personal, Dear Dorothy Dix, To the Editor, etc
- lists - of ingredients, data, equipment, points of view
- log - of email; of work tasks; of new learning
- map - of town in a story, crime-scene, sustainable city...
- mind-map - with graphic symbols & relationships
- mobiles - themed e.g. careers in water, nouns ...
- mock trial - a scenario/case, Charles Darwin, Tess D'Urberville, a current politician on an issue, etc.

model: static or working - volcano, heart, goldfield scene, context for a scene in a novel...

musical - integrating areas like, music arts, science, civics... write and produce - peer/parent audience

musical interpretation of scenes, characters...

musical transposition from this instrument to that ...

observation checklist - for self, peer or teacher

obituary- for last tree, famous figure, a character...

operate a software package, sewing machine, lathe

oral reports/presentations (peer assessed?)

peer assessment e.g on drafts, talks, posters...

performance of a task/action - light a burner, conduct a quartet, measure height, sing a song

plans - visual: 2D, 3D; essay plans, project plans...

PMI - Plus, Minus, Interesting - de Bono's table (see **Toolkit**) or adjusted to Plus, Minus, & Innovative

poem: ballad, ode, limerick, shaped, cinquain, haiku ...

portfolio - a collection of (best practice? change over time? range of skills?) - with or without defence of selected artefacts/items, or self assessments of individual items.

poster - with or without annotations

practical/experiment/laboratory report (formal or not)

précis - of newspaper article, novel or text chapter

problem-based learning (PBL) - groups decide what they need to know from a fuzzy scenario, allocate tasks, execute, teach their peers, produce a product or report...

product (make) cake, nylon, an opera, pamphlet, bridge, table, 3D virtual image ...

progress pass - small ticket to record progress, track learning goals and identify needs (see **Toolkit**)

recipes - cooking, plus "how to make a ..." mystery story, a cinquain poem, a shirt, a pinch pot...

review - book, websites, articles, videos, adverts ...

re-write a scene/chapter/argument from another point of view

role plays - of how electrolytic cells work, a political scenario, an historical controversy, photosynthesis, a kiln firing, an earthquake, an election, an environmental public debate...

rubrics - a form of explicit criteria for self, peer or teacher assessment of knowledge, performance, product (see **Toolkit**)

running records (and miscue analysis) - noting omissions, substitutions, self-corrections ...

samples of ... biased newspaper reporting, plastics, poetic forms, etc ...

self assessment rubrics, checklists, rating scales... see also ICE, Traffic lights, six-hat self assess, thinking log, SWOT ...

semantic web - central key theme, clusters of ideas

scenario response - vignette to shift beyond comfort zones, to question assumptions and reactions

scripts - for radio (cassette); television (video); or plays (live performance)

simulations - computer-based or role-plays

six-hat self assessment:
use 3 of: red, white, black, yellow, green, blue

song - music & lyrics, or borrowed melody & new lyrics (rap, rock, ballad ...) e.g. 3 elements; civic duties ...

stacked line graph - graphically displays trends in data you have collected on a student and/or class (see **Toolkit**)

stories - narrative (e.g. with orientation, complication and resolution) - adventure, fable, fantasy, legend, mystery, romance, sci-fi...

story boards (outlining an audio or video script ...)

survey: student designed & analysed

SWOT - self and peer assessment tool:
Strengths, Weaknesses, Opportunities, Threats

take-away tests - students take home to complete

talk - from an informal 30-second impromptu talk to a 30-minute prepared formal speech;

T-charts - e.g. character's feelings - evidence/lines; inquiry questions - sources;

collaboration: looks like - feels like

teach peers how to ...

thinking log - "Now I understand..." "I'm confused about..." "I feel ..." "Now I need to try ...", etc

timelines - annotated, compared, nested ...

traffic lights: self and peer assessment tool:
red = unsure/unclear/incorrect/mistakes/gaps
amber = confused/half right/part way there
green = got it/clear/complete/correct/understand

trail: student-designed & tested - for peers, or for younger students

Venn diagrams - interconnecting circles to illustrate sets/groups where some features/attributes overlap while others don't (often 2 or 3 circles)

video: student designed, produced ...

visual diary - in art - plus in science, geography...

webpage creation

webs - graphic organiser for connecting ideas, questions with mind maps and concept maps are particular forms (see **Toolkit**)

write another chapter (prologue or epilogue) in same style of author

writing - focus on form, style, structure...

and not forgetting written "tests" that can include:

- open or closed notes/book 'tests'
- short answers (e.g. spelling; terminology; labelling)
- true/false
- visual questions/answers (draw a diagram/picture/image/map, etc)
- matching tasks
- fill the blank (Close items)
- multiple choice items
- extended written responses
- numerical calculation/explanations
- arguments
- problem solving
- creative thinking, critical thinking, reflective thinking

Toolkit means that this tool is described on the Assessment Tools website, at:
<http://www.sofweb.vic.edu.au/blueprint/fs1/guidelines/phase2/PSG/assesstoolkit.asp>

Your additional ideas: