

# Strategies for Assessment AS Learning

## Purpose:

To broaden the repertoire of strategies available for assessment AS learning.

## What you need:

- 1 copy of pages 1 & 2 (back-to-back) for each small group of 3-6 people
- 1 copy of pages 3-11 (back-to-back and stapled) for each teacher to keep.

## Step 1:

- In small groups, *SHARE* examples of strategies that you have already used for assessment AS learning purposes (including for reflection and for self and peer assessment).

## Step 2:

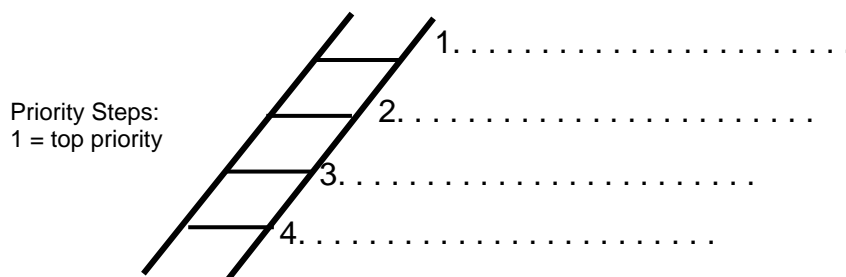
- *USE* page 2 to do a SWOT analysis of strategies for assessment as learning - as they have worked up until now.

## Step 3:

- In small groups, *READ* pages 3-11 "Assessment AS Learning Strategies" identifying (e.g. highlighting) those strategies or prompts that you have not yet used, or not used recently. You could split the task up by allocating different people to read two pages each and then share back with the small group.

## Step 4:

- *DISCUSS* the ideas that are new and/or have some potential for your students.
- *USE* the Ladder below to prioritise the order in which you will try four (4) of these.
- Be *PREPARED* to share this trialing with your colleagues next time.



NOTE: In this activity you have used 2 strategies: SWOT and the Ladder

## SWOT Analysis of Assessment AS Learning

<b>Strengths</b>	<b>Weaknesses</b>
<b>Opportunities</b>	<b>Threats</b>

## Assessment AS Learning Strategies

*You may, at least initially, need to ‘scaffold’ assessment AS learning strategies in very clear ways. For example, by having students work with you on developing criteria in rubrics, or by helping them use metacognitive questions for reflecting on their work. This is sometimes called ‘co-assessment’ where teachers and students collaborate in the assessment process.*

*In setting personal learning goals students need to know where they are going overall i.e. what are your goals as the teacher for this session/unit/week/term/semester? Then students can use some tools to determine their own personal goals that will move them in the right direction.*

*It is important to keep the focus of assessment AS learning on the quality (not quantity) of the work - and on constructive criticism - especially for self and peer assessment. This is where it becomes very important to focus on learning goals, rather than performance goals (see Activity 4.3).*

### Focus

- identity/roles
- beliefs/values
- knowledge/understandings
- skills/competencies
- performances and
- feelings (i.e. all the head, heart and hands stuff).

### Simple Reflection Strategies:

#### Learning Logs

You can use learning logs, or learning journals, and other simple devices for students to reflect on their recent work (perhaps at the end of their work with you each week). There may be regular prompts to respond to (make a poster?) such as:

- a) This week I have learned...
- b) For next week I am focussing on...
- c) I will know I am getting better when...

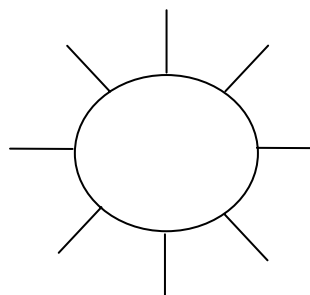
#### 60-second Think

Even more simply, you can use a “60-second Think”, spontaneously, in your classroom at any time as no equipment is required. Just ask students to stop, and “have a 60-second Think about how your learning is going right now”.

The important thing for you to do is to accurately “time” the 60-seconds to allow quiet thinking time.

#### Concept Circle

- Ask students to quickly sketch a concept circle like this image (noting that any number of spikes can be drawn).
- Students then do an “individual brainstorm”, trying to recall the key concepts (or ideas for younger students) that are related to the work they are doing now.
- Students then highlight, or draw a box around, any concept (or idea) that they are having trouble understanding.
- These ideas are then recorded by the student in their learning logs for further examination - or they can be discussed with the teacher next time there is an opportunity to do so.



## Learning Goals

Having students develop and monitor their own learning goals is a key strategy when the purpose is assessment AS learning. However, it is important that students are not overwhelmed by these goals, so you will need to help them develop worthwhile and manageable goals.

Specific learning goals	Generic learning goals
<p>All learning goals will ultimately link to the Standards.</p> <p>Students will develop some short term, specific learning goals within the over-arching context of a particular unit or under the umbrella of the learning. These goals will relate directly to the learning outcomes you have set for your unit or program that you or they are trying to achieve at the time.</p>	<p>Some of students' learning goals will be more general, and longer term. They will continue to be addressed across several units, or areas, over time. These are goals such as:</p> <ul style="list-style-type: none"> <li>• listen when my friends talk</li> <li>• read long books</li> <li>• solve problems accurately</li> <li>• write convincing argumentative essays.</li> </ul>

### Learning goal proforma:

For longer term goals (say for a term) you could have simple charts with, say, five columns:

- My learning goals are ...
- The strategies I will use are ...
- I'll know I have achieved this when I ...
- My target date for achieving this is ...
- Goal achieved (Tick)

Limit the number of rows on your proforma so that students cannot develop too many goals.

### Goal tracking proforma:

A way to keep students focussed on their big picture learning goals is to have them track their progress over time. You can also develop proformas for this purpose.

e.g.

- Learning Goals (left column)
- Week (columns for each week in a term) with space for brief comments on progress.

OR

Monitoring a limited number of personal learning goals two or three times each term with a chart comprising of three columns:

- My learning goals
- Strategies I use
- I demonstrated that I achieved this when I...

See the Samples section of the Module 4 webpage for some good models.

## Metacognitive Questions

Metacognition is about:

- being aware of what needs to be done and what options and choices are available to do it
- self-monitoring (or regulating) thoughts and actions to keep focused on the goals and the best pathway to achieve them
- self-evaluating progress and taking steps to change direction if necessary. (Wilson 2000)

The chart on page 5 can be used by students to begin to ask themselves metacognitive questions in these three areas. Students can add their own questions - or you can help them create their own list.

*In a sense both learning goals and metacognition are in the hands of the student. Students are taking action to improve their learning while it is in process.*

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*These are two important examples of assessment AS learning strategies.*

## Questions to ask myself

	Question examples	I use this	
<b>Being aware:</b>	What exactly do I need to do?		
	Why am I doing this?		
	<b>What am I doing?</b>	What do I know about this already?	
		What options and choices do I have?	
		How will I be assessed?	
		What strategies could I use?	
<b>Monitoring myself:</b>	What steps will I take to do this?		
	Which strategy will I try first?		
	Is this the best strategy to use now?		
	<b>How am I doing it?</b>	What will I do next?	
		Are there strategies I haven't used yet?	
		Am I concentrating on the right part?	
<b>Evaluating myself:</b>	How will I know if I have been successful?		
	What will I check my success against?		
	Is this approach working for me?		
	<b>How well am I going?</b>	What can I do to improve my work?	
		Am I making progress towards my goal?	
		Have I been successful?	

## Self Assessment

Self and peer assessment can be usefully done with clear rubrics so that students know how their work will be judged. It is a key aspect of assessment AS learning, as it actually shapes students' learning. Increasingly students can contribute to the rubric design process.

Weedon et al. (2002) suggest that not all self-assessment should be in written form as some students can better express themselves orally, and "the format can get in the way of the intention". They also urge the use of a variety of forms and means of undertaking self-assessment (p. 92). There are many examples of tools that can be used. Also re-look at the list of "Evidence of Student Learning" from Activity 2.2 in Module 2 "Traffic Lighting Learning Evidence" as many of those tools can also be used for self assessment and/or peer assessment.

### Guide questions for self assessment wall posters:

Regular prompt questions can be made into wall posters.

Sample questions are:

- What have I learned?
- What am I most pleased with about my work?
- What did I find difficult?
- How can I try to improve this?" (from Weedon et al. 2002, p. 90).

OR

- \* What did I learn today?
- \* What did I do well?
- \* What am I confused about?
- \* What do I need help with?
- \* What do I want to know more about?
- \* What am I going to work on next?"

From: <http://www.eduplace.com.rdg/res/assess/selfmth.html>

### More guide questions for self assessment:

These can be used in proformas with short spaces left for students to write between each stem. Sample stems are in the table below. Only use 3-5 stems for any single self assessment exercise. Use a half A4 page for the proforma so they are not too daunting.

"I feel confident when ..."	"My strength today was ..."
"I'm proud of this because..."	"I feel frustrated when ..."
"I need to find out more about ..."	"I need help with ..."
"My highest priority learning goal now is .."	"Next time I do this I will ..."
"With my yellow hat on, I think my biggest improvement has been ..."	"With my red hat on, I now feel better about ..."
"With my black hat on, what I need to improve most now is ..."	"With my green hat on, strategies I can use to improve are ..."
"When I wasn't sure, I asked [my friend's name] about ..."	"When I wasn't sure, I asked [my teacher's name] about ..."
"One thing I am still not sure about is ..."	"I will work on this by ..."

**Self Assessment “Feedback Sandwich”:**

Good news	“I did really well on ...”
Bad news	“I think these parts need to be changed ... because ...”
Good News	“Some ways I can improve it are ...”

**Portfolio self assessment:**

In the process of selection and explanation as to why students have chosen specific pieces for their Portfolios there is already a self assessment process in place. However, this can be taken further by more specifically asking students to respond to questions like:

- “1. Arrange all your work from most to least effective,  
 2. Reflecting on your two best works, and on a separate sheet(s) of paper for each work, answering the following questions.  
 \* What makes this your best (second best) work?  
 \* How did you go about it?  
 \* What problems did you encounter?  
 \* How did you solve them?  
 \* What goals did you set for yourself?  
 \* How did you go about accomplishing them?  
 3. Answering these two questions on a single sheet(s) of paper at the front of your portfolio.  
 \* What makes your most effective work different from your least effective work?  
 \* What are your goals for your future work?”

(From: <http://www.ncrel.org/sdrs/areas/issues/students/learning/lr2port.htm>)

**The ICE tactic**


is for students to ask themselves:

What are the:

- Ideas (basics, details, facts, terminology)?,
- Connections (relationships, synthesis, patterns)? and
- Extensions (transfer, hypotheticals, creative adaptations, going beyond the obvious)?

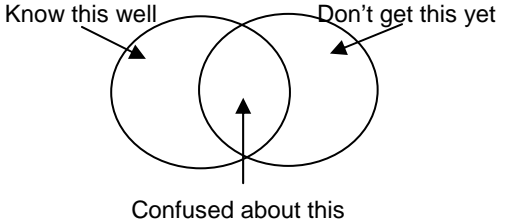
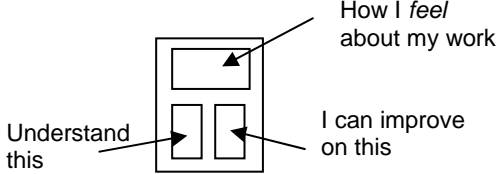
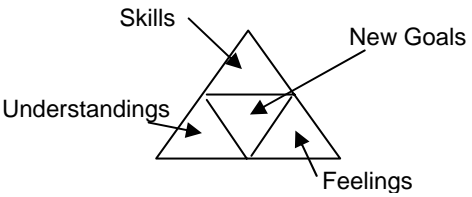
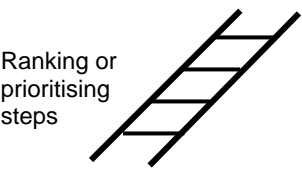
This is a simple way to keep students focussed on the big picture even while they are on the run, learning, during any lesson. (Young and Wilson 2000, p. 2)

**More Ideas for Self Assessment include:**

<p>Rubrics</p> <p>Free-writing in journals or learning logs.</p> <p>“Show me: Thumbs up, thumbs horizontal or thumbs down”.</p> <p>“Which Face?” 3 boxes are labelled with:   and students choose which box to put their work into.          (See the Samples and Stories part of the webpage for Module 4 for more details).</p>	<p>Checklists</p> <p>Concept maps, mind maps and semantic (or word) webs.</p> <p>Graphic Organisers such as Venn diagrams, fishbone, ladder, KWHL table, PMI table ... (see a few examples below)</p> <p>Student-generated Lists e.g. Top 10 things I need to find out ... Questions I have about my work ... Strategies I can use to improve my work ...</p>
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## Graphic organisers

There are numerous ones available - you can start a collection of blank ones in your staffroom.

<p><b>Venn Diagram</b></p> 	<p><b>PMI table (from de Bono)</b></p> <table border="1" data-bbox="847 371 1337 546"> <thead> <tr> <th>Plus</th> <th>Minus</th> <th>Interesting</th> </tr> </thead> <tbody> <tr> <td>Can do this well</td> <td>Need more work on this</td> <td>I could try...</td> </tr> </tbody> </table>	Plus	Minus	Interesting	Can do this well	Need more work on this	I could try...
Plus	Minus	Interesting					
Can do this well	Need more work on this	I could try...					
<p><b>Compare and Contrast</b></p> 	<p><b>Triangle</b></p> 						
<p><b>SWOT</b></p> <table border="1" data-bbox="284 875 746 1025"> <tbody> <tr> <td>Strengths</td> <td>Weaknesses</td> </tr> <tr> <td>Opportunities</td> <td>Threats</td> </tr> </tbody> </table>	Strengths	Weaknesses	Opportunities	Threats	<p><b>Ladder</b></p> 		
Strengths	Weaknesses						
Opportunities	Threats						

**KWHL table**

<b>K</b> what do I <b>KNOW?</b>	<b>W</b> what do I <b>WANT</b> to find out?	<b>H</b> <b>HOW</b> will I learn?	<b>L</b> what have I <b>LEARNT?</b>

### Traffic lights

In the Black et al (2003) study students did a “traffic light” exercise on their own and/or a peer’s work. See the “poster” on page 9. You could make your own - or have your students make their own. The traffic lights can be used in a range of different ways. For example, for self-assessing their own work students labelled their work “green, amber or red according to whether they have good, partial or little understanding” (Black et al, 2003, p. 51).

For assessing a peer’s oral presentation, for example, it was:

“Green: better than I could have done/I learnt something from this

Amber: about the same as I could have done/no major omissions or mistakes

Red: not as good as I could have done/some serious omission or mistakes” (Black et al. 2003, p. 64).

Students could then go on and give their peers feedback on specific strengths and weaknesses.

### More self assessment ideas:

- Activity 4.4B “Digging Deeper into Self Assessment” has more ideas.
- See the Stories and Samples link on the Module 4 webpage for other examples used in schools.

## “Traffic Light” Your Work

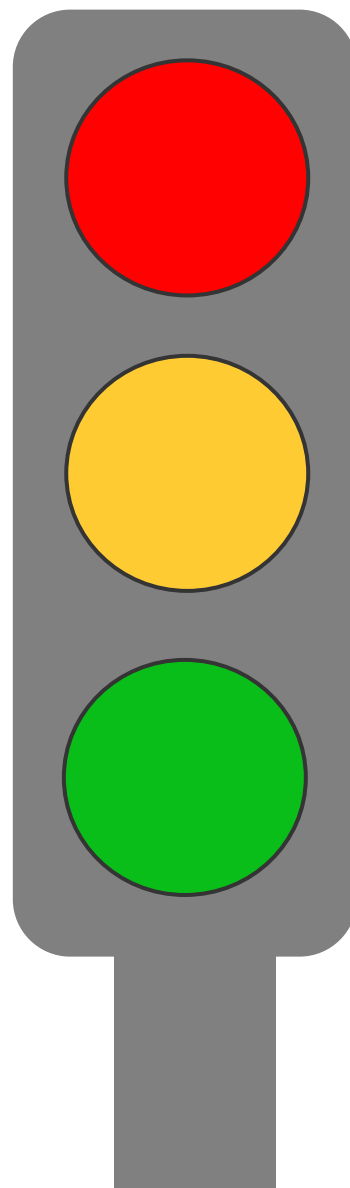
**Examine your work and highlight where you feel**

- **Stopped**
- **Cautious, or you are**
- **Going straight ahead.**

**Use a red marker or a pink highlighter to mark in the margins where you feel “stopped” because you don’t understand. Write a learning goal about this.**

**Use an orange or yellow marker or highlighter to mark in the margins where you feel “cautious” because you are unsure or don’t understand it very well.**

**Use a green marker or highlighter to mark in the margin where you feel you are “going straight ahead” because you understand it well.**



## For the Early Years (and adaptable for all Levels)

Variations on all of the above, plus Shirley Clarke (1998) has developed useful acronyms to help young students. These are WILF (the dog) and TIB (the cat) that many UK teachers have now used to help focus students on self assessing their work.

### WILF the dog

Regularly asking the student to think about: *"What I'm looking for ..."* (**WILF** the dog). This reminds young students to focus on the immediate task with their own specific learning goals.

### TIB the cat

Also checking if they know why: *"This is because ..."* (**TIB** the cat) helps create a link from the specific learning goals to the broader learning intentions, the teacher's big picture.

## Examples for Peer Assessment

Many of the above examples under Self Assessment (e.g. rubrics, checklists, PMI, traffic lights) can also be used for peer assessment. It is important to encourage **constructive criticism** and so procedures and protocols (see below) can help with that.

Observation - with oral or written feedback	Email exchanges - or eForums or web-logs (Blogs)
Having a regular or rotating: Feedback Buddy, Talk Partner or Critical friend	Electronic Whiteboard peer conferencing for 1 to 4 or 5 peers. (See the Samples and Stories link on the Module 4 webpage for how to do this.)
Reading written reflections and reacting in a Feedback Sandwich way.	Peer Feedback sessions that can be informal or formal conferences or interviews. See an example Protocol on page 11.

### Feedback Strips

For oral presentations - or other observable actions - Feedback Strips can be short and simple. For example an A4 sheet can have these stems on it (repeated about 5 or 6 times) then be cut into narrow strips, so that each Feedback Strip is only 5-6cm wide.

The name is the person being observed (not the assessor).

Students each get feedback from about 4-5 students (anonymously). These can be collected in a Feedback PostBox (ice-cream container with slit in lid) so they are mixed up.

Name: .....
Today, you did well on ...
One thing you could work on improving is ...
Next time you could try ...

## Peer Feedback Protocols

**Protocols** can be established for peer assessment that set “ground rules” for face-to-face (or written) peer feedback sessions.

These can be developed with the class and then made into wall posters for students to use.

For example:

<b>Peer Feedback Protocol</b>	
<b>Student</b>	“I want feedback <u>most</u> on ...”
<b>Peer assessor (use the Feedback sandwich)</b>	(Good news) “You did well on ...” (Bad news) “I think these parts need to be changed ... because ...” (Good News) “Some ways you can improve it are ... ”
<b>Student</b>	“Can you explain a bit more what you mean about ... ”
<b>Peer assessor</b>	[reply and clarify]
<b>Student</b>	“I also want feedback on ... ”
<b>Peer assessor</b>	(Good news) “You did well on ... ” (Bad news) “I think these parts need to be changed ... because ... ” (Good News) “Some ways you can improve it are ... ”

Your Ideas: