

# Facilitator Notes for Module 4

## Assessment AS Learning

These notes supplement the information on the web, and are specific to the activities in this module.

### Summary:

This module explores: planning for 'assessment as learning'; the link between learning goals, motivation and assessment; involving students in the assessment process through reflection, self assessment and peer assessment strategies; and how metacognition is supported when students set, monitor and understand their learning goals.



### Assessment AS learning:

Assessment as learning occurs when students reflect on and monitor their progress to inform their future learning goals. It is regularly occurring, formal or informal (e.g. peer feedback buddies, formal self assessment) and helps students take responsibility for their own past and future learning. It builds metacognition as it involves students in understanding the standards expected of them, in setting and monitoring their own learning goals, and in developing strategies for working towards achieving them.





Link to the Principles of Learning and Teaching (PoLT) Go to <http://www.sofweb.vic.edu.au/blueprint/fs1/polt.asp>

### 5. Assessment practices are an integral part of learning and teaching.



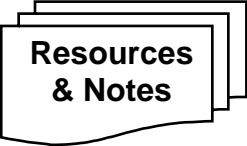
Assessment contributes to planning at a number of levels. Monitoring of student learning is continuous and encompasses a variety of aspects of understanding and practice. Assessment criteria are explicit and feedback is designed to support students' further learning and encourage them to monitor and take responsibility for their own learning.



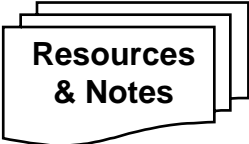

More details can be found at the **PoLT unpacked** website:  
<http://www.sofweb.vic.edu.au/blueprint/fs1/polt/unpacked.asp>


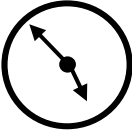
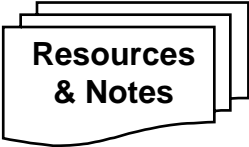
There will be times when connecting to the **Victorian Essential Learning Standards** at: <http://vels.vcaa.vic.edu.au/> will be productive during this module - especially the Personal Learning domain materials



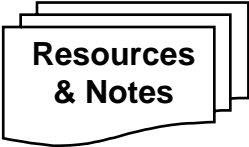

	<p>Links to the Progression points Go to: <a href="http://www.sofweb.vic.edu.au/blueprint/fs1/guidelines/progression_points/about_PP.asp">http://www.sofweb.vic.edu.au/blueprint/fs1/guidelines/progression_points/about_PP.asp</a></p> <p>The <b>Curriculum Planning Guidelines</b> also have useful resources and planning ideas for you to use at: <a href="http://www.sofweb.vic.edu.au/blueprint/fs1/guidelines/default.asp">http://www.sofweb.vic.edu.au/blueprint/fs1/guidelines/default.asp</a></p>
	<p>The Outcomes are at the heart of this module. These are the ideas that you need to keep front and centre as you work through the activities with your colleagues, always connecting back to improving student learning.</p> <p>After completing Module 4 teachers will be able to:</p> <ul style="list-style-type: none"> <li>• make planning decisions for assessment AS learning purposes</li> <li>• explain how assessment as learning contributes to students' learning outcomes</li> <li>• understand how personal learning goals influence students' motivation and learning</li> <li>• design a range of assessment as learning experiences that include assisting students in setting and monitoring their learning goals, organising metacognitive questions and using various self and peer assessment strategies</li> <li>• plan and implement some classroom-based actions following this module.</li> </ul>
	<p>Many people will have tried simple forms of self assessment or peer assessment once or twice, in an informal manner, and not seen any immediate gains. They may have become disillusioned and not tried again. But these are only the beginning strategies to use when the purpose is assessment AS learning. Even with self and peer assessment there are many useful strategies and tools that can be used to formalise the processes and make a bigger impact on student learning. Teachers should then, over time, see major gains in student learning against the Standards. There are some simple processes that can develop complex reflections and metacognitive thinking in students. The Personal Learning domain in the Victorian Essential Learning Standards is a key reference point for this module. Students need to be supported in becoming autonomous learners who can set their own goals, select appropriate strategies to work toward achieving them and monitor their progress.</p>

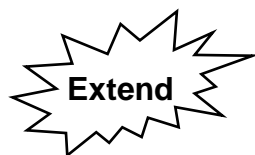
## Facilitator Notes for each activity in Module 4:

 <b>Sequencing</b> <i>Note: <b>bold</b> activities are core</i>	 <b>Timing</b>	 <b>Resources &amp; Notes</b>	<b>???</b> <b>Follow-up Questions</b>
Have your teachers done the “ <b>Self Assessment Tool</b> ”?		This tool will indicate which activities and modules the group could benefit from undertaking. See Module 1 Facilitator Notes.	
<b>Sharing</b> Begin this session sharing ideas that colleagues have tried since last session - what worked and what didn't and ideas to try next time	5-10 minutes while people arrive and the food is set up?	What have people tried from Module 3? How did it go?	
<b>Activity 4.0</b> <b>Assessment Appetiser 4</b> <b>Self Assessment Poem</b>	15 minutes	This is a warm-up activity. <b>Before the activity you will need to:</b> <ul style="list-style-type: none"> <li>• download and print the pdf file</li> <li>• make 1 copy of page 1 per pair or read it out yourself.</li> </ul> <b>During the activity:</b> <ul style="list-style-type: none"> <li>• note that a girl from south Asia wrote this in a British classroom.</li> </ul>	<b>Ask:</b> <ul style="list-style-type: none"> <li>• Are there students who may feel that we don't really want them to be honest in their self assessment - especially about their feelings?</li> </ul>
<b>Module 4 presentation</b> The student's role in taking more responsibility for their own learning and to understand where their learning is going and how to get there is outlined here.	25 minutes	<b>Before the activity you will need to:</b> Download the presentation file and organise a computer and data projector to show the presentation. There are notes for you, as presenter, below each slide (view: “Notes” and then print) or it may be easier to use the copy of them at the end of this set of Facilitator Notes.	<b>Ask people to:</b> Share with a partner two new ideas you have learned through this presentation.

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Activity 4-1 Planning: Assessment AS Learning Teachers will use the assessment planning process to make decisions when the purpose is assessment AS learning.	10 minutes	<b>Before the activity you will need to:</b> <ul style="list-style-type: none"> <li>• download and print the pdf file</li> <li>• make 1 copy of pages 1 &amp; 2 (back-to-back) for each small team</li> <li>• make 1 copy of page 3 (enlarged 140% to A3 size) per team.</li> </ul> <b>During the activity:</b> <ul style="list-style-type: none"> <li>• encourage teachers to consider actual examples where the purpose is assessment AS learning. It includes students' learning goals, reflection, self/peer assessment &amp; thinking metacognitively.</li> </ul>	<b>Ask:</b> <ul style="list-style-type: none"> <li>• What is the teacher's role in planning - and what decisions need be left to the students?</li> <li>• How can you get students to take more responsibility for their own learning?</li> </ul>
<b>Activity 4-2 Learning through Assessment AS Learning</b> Research offers interesting insights into the importance of students taking responsibility for their learning through assessment AS learning. Teachers will generate a Plus, Minus, <i>Innovative</i> table.	20 minutes	<b>Before the activity you will need to:</b> <ul style="list-style-type: none"> <li>• download and print the pdf file</li> <li>• make 1 copy of page 1 per team of teachers</li> <li>• make 1 copy of pages 2 &amp; 3 (back-to-back) per team</li> <li>• make 1 copy of page 3 (enlarged 140% to A3 size) per team - or use a blank A3 piece of paper per team.</li> </ul> <b>During the activity:</b> <ul style="list-style-type: none"> <li>• perhaps organise that one person reads the 1st quote, someone else the second, etc around the room</li> <li>• encourage people to think of <i>innovative</i> ways to do assessment AS learning when doing the last column in the PMI.</li> </ul>	<b>Ask:</b> <ul style="list-style-type: none"> <li>• What did you think about the Dylan William quote - where peer assessment is most benefit for low achievers?</li> <li>• How can you help students be observer of themselves - to hold solitary conversations (see the Marilyn Goos quote)?</li> </ul>
<b>Activity 4-3 Learning Goals, Motivation &amp; Assessment</b> Learning goals and motivation links offer some surprises from the research. Processes for helping even young students develop their own learning goals and monitor their metacognition are offered.	25 minutes	<b>Before the activity you will need to:</b> <ul style="list-style-type: none"> <li>• download and print the pdf file</li> <li>• make 1 copy of page 1 per pair of teachers</li> <li>• make 1 copy of pages 2 &amp; 3 (back-to-back) per pair</li> <li>• make 1 copy of page 4 for <i>each</i> teacher to write on.</li> </ul> <b>During the activity:</b> <ul style="list-style-type: none"> <li>• to keep people focussed you could call on people to read aloud</li> <li>• try to get people to quietly <i>write</i> their self assessment (p.4) as if you're teaching a class!</li> <li>• remind teachers that goal setting and monitoring are a part of the Personal Learning domain and important Standards.</li> </ul>	<b>Ask:</b> <ul style="list-style-type: none"> <li>• What surprised you? (e.g. It surprises many that carrot-type rewards for effort can be counter-productive in the longer term!)</li> <li>• How do you distinguish between a learning goal and a performance goal?</li> </ul>

 <p><b>Sequencing</b></p> <p><i>Note: <b>bold</b> activities are core</i></p>	 <p><b>Timing</b></p>	 <p><b>Resources &amp; Notes</b></p>	<p>???</p> <p><b>Follow-up Questions</b></p>
<p><b>Activity 4-4A Strategies for Assessment AS Learning</b> A range of informal and formal strategies for assessment as learning is described. Teachers can also find out what students think about self and peer assessment.</p>		<p><b>Before the activity you will need to:</b></p> <ul style="list-style-type: none"> <li>• download and print the pdf file</li> <li>• make 1 copy of pages 1 &amp; 2 (back-to-back) per small group</li> <li>• make 1 copy of pages 3 - 11 (back-to-back &amp; stapled) for each teacher to keep.</li> </ul> <p><b>During the activity:</b></p> <ul style="list-style-type: none"> <li>• focus people on students setting and monitoring their own learning goals. This necessitates them being involved in reflection, metacognitive thinking, and self assessment (i.e. working towards the Standards in the Personal Learning domain).</li> <li>• encourage teachers to think of ways to adapt, combine, and play with the strategies in the handout (pages 3-11).</li> <li>• encourage teachers to build a bank of blanks tools and proformas in the staffroom that can be shared between teachers.</li> </ul>	<p><b>Ask:</b></p> <ul style="list-style-type: none"> <li>• Are your students writing their own learning goals yet?</li> <li>• How do students' learning goals differ from the Unit (or teachers') goals?</li> <li>• Are you using a range of types of self and peer assessment strategies?</li> <li>• Have you looked on the website for Module 4 at the Stories and Samples?</li> </ul>
<p>Activity 4-4B Digging Deeper into Self-Assessment.</p>		<p><b>Before the activity you will need to:</b></p> <ul style="list-style-type: none"> <li>• download and print the pdf file</li> <li>• make 1 copy of page 1 per small group</li> <li>• make 1 copy of pages 2-4 (back-to-back &amp; stapled) for each teacher to keep</li> <li>• make 1 copy of page 5 (enlarged 140% to A3 size) per group.</li> </ul> <p><b>During the activity:</b></p> <ul style="list-style-type: none"> <li>• encourage teachers to create their own questions in the boxes to suit their students and their learning situations</li> <li>• this type of probing delves much deeper into self assessment and will take students (and teachers?) some practice to get right.</li> </ul>	<p><b>Ask:</b></p> <ul style="list-style-type: none"> <li>• Start simply e.g. can you think of a 'working with others' question (#3) for the Content row in each of the Feelings, Thoughts, Actions boxes for your current topic?</li> <li>• Later: can you write different categories of questions for one whole box?</li> </ul>

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Activity 4-5 Assessment Actions from Module 4 This will assist in planning follow up actions.	15 minutes	<b>Before the activity you will need to:</b> <ul style="list-style-type: none"> <li>• download and print the pdf file</li> <li>• make 1 copy of pages 1 &amp; 2 (back-to-back) for each small teaching team of 3-6 people. This is a collaborative process.</li> </ul> <b>During the activity:</b> <ul style="list-style-type: none"> <li>• keep people focused on ACTION!</li> </ul>	<b>Ask:</b> <ul style="list-style-type: none"> <li>• What can you try that fits the ideas in this module?</li> <li>• Who will you be accountable to? When?</li> <li>• Please do the homework!</li> </ul>
<b>Professional Reading for Module 4</b> This material provides additional ideas and draws together some important ideas for this module.	About 20 minutes in teachers' own time	<b>Before the activity you will need to:</b> <ul style="list-style-type: none"> <li>• download and print the pdf file</li> <li>• copy (or email) one per person.</li> <li>• suggest to people that before they begin reading they note the Focus Question at the top. After reading they can respond to the Reflection Question at the bottom of the second page.</li> <li>• expect people to read it and report back in the sharing session at the start of the next Module.</li> </ul>	



You could use the Module 4 Resources on the web, including the Self Assessment booklet from the AAIA site (see Activity 4-5). If small teams of teachers work together across a term to build in consistent approaches to assessment AS learning, sharing learning goal processes, goal tracking sheets, and the self and peer assessment tools, etc. then changes in student attitude to their work will become obvious - and will be their own reward for teachers. If teachers have not done Activity 4.4B then that is full of great ideas to go further.