Concept Mapping Assessment

Purpose:
To help you clarify what assessment ideas, and which relationships between them, are important to you.

Sample Concept Map

What you need:
- one copy of pages 1 and 2 (back-to-back) per pair of teachers
- a blank A3 sheet of paper per pair
- about 15-20 midget sticky notes (4x5cm) or small pieces of paper, per pair.

Step 1:
- In pairs, WRITE any key concept words you think are related to the core idea "assessment" – one idea on each sticky note (or slip of paper). The word “assessment” will be one such concept, the "Victorian Essential Learning Standards" will probably be on another sticky note.
- If you generate more than 15 sticky notes SELECT the 15 most important concepts to use for your map.

Step 2:
- ARRANGE your concepts (sticky notes) on the page then MOVE them around the page until you are happy with their positions in relation to your other key concepts and the connections/relationships you can form between the ideas.
- DRAW connecting lines between the concepts, marking arrows to show the direction of the connections or relationships between the ideas.
- WRITE words or phrases along the arrows to show the relationships, or connections, between the concepts. For example, in the above map, the relationship “assessment shows learning” can be read by other people.

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Step 3:
- SHARE your concept maps with another pair of colleagues, noting how they are similar and how they are different interpretations of the relationships around assessment.
  
  e.g.
  What concepts are included in each map?
  What concepts are common? Or are only on one map?
  Which concept seems to be central in each map? What is it directly related to?
  How does assessment relate to students’ learning in your two maps?
  How do the Victorian Essential Learning Standards relate to assessment in your maps?

Step 4:
- In your small group of 2 pairs (i.e. 4 people), DEFINE assessment in one sentence that fits with the ideas you have drawn on in creating your concept maps.

Assessment is ...

Step 5:
- SHARE your definition with another group of 4 people, discussing the strengths and weaknesses, and the inclusions and omissions, of your two definitions.
- DISCUSS in the whole group: “What is assessment?”