Activity 3-6A What do I know about this student?

What do I know about this student?

Purpose:
To identify a range of sources of evidence that can be used to support an individual student’s learning.

Developing a culture of inquiry into available data
In schools there is much information already available about students: what previous teachers know about each student; their results on norm-referenced or diagnostic assessments such as Torch, PAT, AIM; whole school information in the School Level Report (SLR); and so on. How can it be used to help students’ learning progression?

What you need:
- 1 copy of pages 1 & 2 (back-to-back) per pair
- 1 copy of pages 3 & 4 (back-to-back) per pair
- a blank sheet of A4 paper per pair.

Step 1:
- In pairs, EXAMINE the image of the student.
- What can you tell about her, just from this image?
- LIST as many things as you can.
- Which of these can be used to help her learning?

Step 2:
- THINK of a “thermometer” student in one of your classes. A student who tells you by their actions or reactions when the temperature changes in your learning community: when it is time to consolidate, move on, change tack …
- Give the student a pseudonym.
- Take a 360-degree LOOK at the evidence about this student. Use the space on page 3 or 4 to add as many sources of data/evidence that impact on this student’s learning as you can (choose either student A or B - it doesn’t matter).
- Circle any data that is of immediate use to you in helping their learning.
- Put a [ box ] around anything that you have rarely (or never) used but know the evidence exists.
- How could you use this evidence for assessment FOR learning purposes?

Please turn over …

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Step 3:
• CHOOSE a student from the other person’s class this time. If you chose a boy last time - choose a girl this time (or vice versa). Select a different “type” of thermometer student as well as a different sex e.g. an extra quiet student? a fast worker? a creative student? a risk-taker?
• REPEAT the 360-degree process - looking at all the data available to you.

Step 4:
• CONSIDER why you each selected your thermometer student.
  What was it about this student that brought them to mind?
• What of the student you often forget? What about their learning progress?

Step 5:
• GENERATE a list of what strategies you can use to find out what THIS student understands and can do, right now (the one you sometimes forget) for the next big topic you will plan e.g. a concept map, brainstorm, questioning, KWL chart, etc.

Step 6:
• DISCUSS how this improved data could be used for all your students to identify where they are in their learning against the Standards.
  How can you use this evidence for assessment FOR learning purposes?

Step 7:
• ANALYSE one particular set of available data that you have not looked closely at before e.g. it might be your class list of students’ achievement on a recent portfolio task, or an oral performance and decide who did well and who did not, and where their individual strengths and weaknesses were. What trends and patterns emerge from the data that you were not aware of before? How can you use this in planning?

Step 8:
• DISCUSS what you have learned through this process that can assist your future planning FOR learning for all your students.

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Step 9: (OPTIONAL)
• Consider working in pairs to ACCESS the AIM data for your students.
  (You will need to find out the password for your school and access the VCAA website for your school’s data.)
• BROWSE the AIM data - observing how your school compares to other schools, like schools, etc. How do your students compare with those in other classes?
  Are there any surprises there about individual students?
• What can you do with this new information?
Thermometer Student A
Thermometer Student B