Using Evidence of Learning FOR Learning

Purpose:
To use data collected for assessment of learning purposes again, this time for assessment FOR learning purposes.

What you need:
- small teams of teachers (3-6 people)
- 1 copy of pages 1 to 3 (back-to-back) for each teacher.
(Note: teachers could make their own "Traffic Light" poster.)

Step 1:
- After an assessment OF learning task has been completed, assessed ("marked") and returned to students, CHOOSE a means of processing the feedback so that students can learn from the task, and set for themselves new learning goals - that link to the Standards i.e. use the available evidence for assessment FOR learning purposes.
  e.g.
  a) In pairs students debrief each other, highlighting and recording for themselves aspects that can be improved in future.
  b) Individuals "TRAFFIC LIGHT" their work with highlighters or markers using the poster on page 3:
     - RED/PINK for those aspects which stopped them i.e. they didn't understand and which need to be built into their future learning goals;
     - ORANGE/YELLOW for those aspects of the Standards which they felt cautious or unsure about - or did not feel confident that they understood well; and
     - GREEN for those aspects which they felt they could go straight ahead on, as they felt confident they have them under control and can do consistently well.
  c) Students write individual reflections on their learning strengths and weaknesses and identify areas for future focus (and write new learning goals - see Step 2).
  d) Students re-do an aspect of the work they think they can improve upon.
  e) Teachers (and students in some cases) analyse the assessment of learning evidence (summative data) to see which particular aspects were done well and which Standards require more time and planning to consolidate. These aspects are then discussed with the class as a whole, and strategies put in place to further develop these skills/understandings (include student ownership of this process).
  f) Individuals could pair up and assist each other if specific narrow gaps are identified and peer teach the component they need further assistance with (e.g. in secondary maths, LOTE, food technology, science or PE).
  g) Your other ideas for using assessment of learning tasks for improved learning?

Please turn over for Step 2

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Activity 3-6B Using Evidence of Learning FOR Learning

Step 2:
• HELP STUDENTS IDENTIFY where their learning is currently, using the chosen strategy, given this piece of assessment of learning (summative assessment) and given what their personal improvement targets - or their new learning goals - are for the future. You may provide a structured format or handout for writing out their learning goals, such as:

<table>
<thead>
<tr>
<th>My learning goals</th>
<th>Strategies I will try</th>
<th>How I can show I've improved</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

(see samples of these approaches on the Assessment Professional Learning webpage for Module 3)

Step 3:
• RECORD and/or have the students record their new (intermediate) learning goal(s) and have a means of tracking progress towards them over time e.g. a data chart, checklist, graph, or other format that works for your students.

Step 4:
• SHARE the experience of trialing the use of assessment of learning evidence (summative data) for assessment FOR learning (formative) purposes - both with your colleagues and with your students. How successful has it been? What fine-tuning can you now organise and trial in future?

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“Traffic Lighting” Your Work

Examine your returned work and highlight in the margins where you were:
• Stopped
• Cautious
• Going straight ahead.

Use a red marker or a pink highlighter to mark in the margins where you felt “I’m stopped”: where you didn’t understand and still don’t. Write a learning goal about this.

Use an orange or yellow marker or highlighter to mark in the margins where you felt “I’m cautious”: where you were unsure or it was not done well or you still don’t understand it very well.

Use a green marker or highlighter to mark in the margin where you felt “I’m going straight ahead”: where you were cruising through because you understand this well.

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