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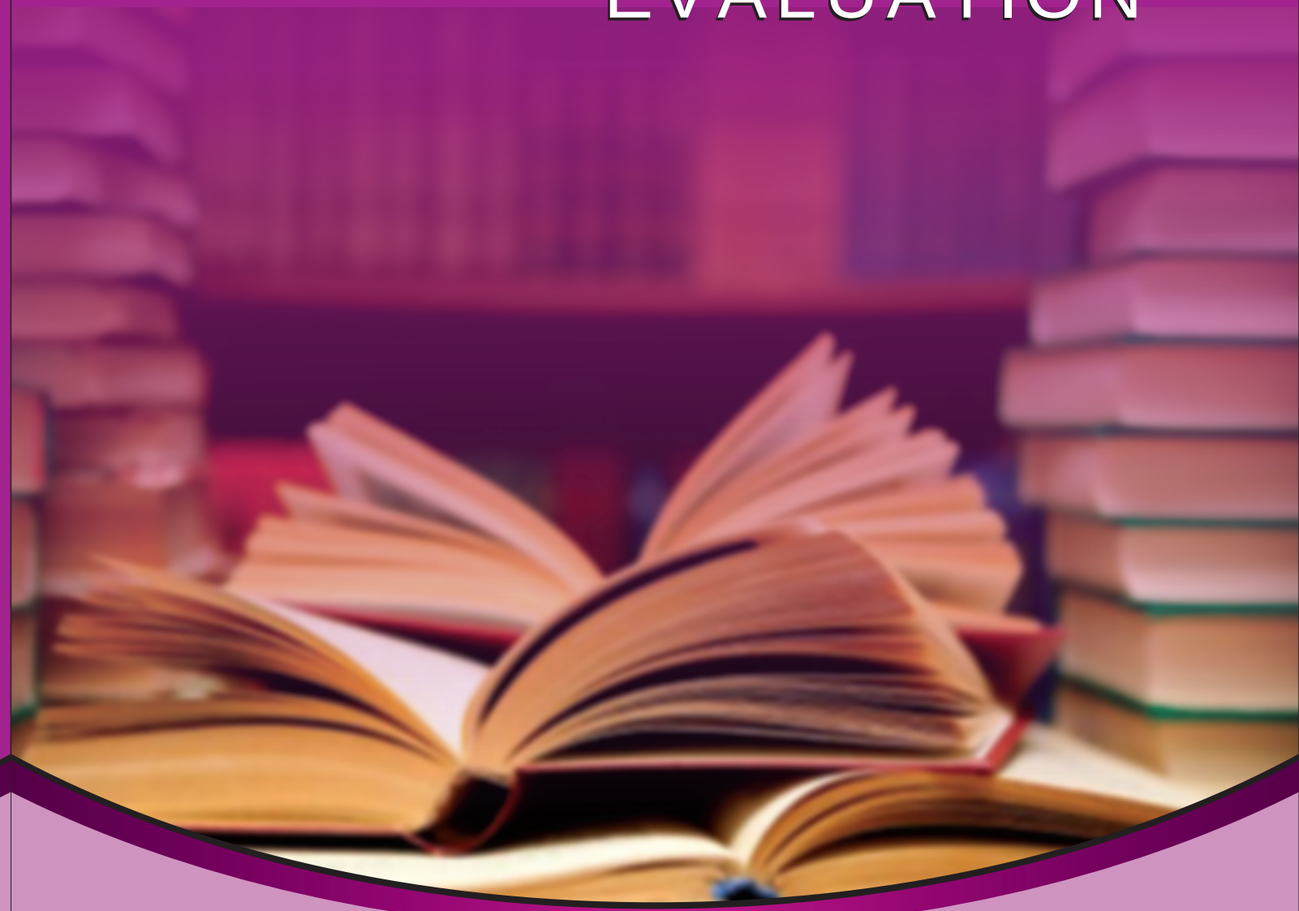
ASSESSEMENT AND EVALUATION



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ASSESSMENT AND EVALUATION

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FOREWORD

The essential objective of an education for future benefits is to educate young people to be flexible, creative and competent; people who can perform in many complex situations, such as scientific and technological challenges as well as problem situations in society.

Active Teaching and Learning methods are gradually taking over, concentrating on learner's different capacities, needs and learning conditions. The aim is to create more autonomous learners who are given more responsibility and self-direction. Therefore, we have to move to an assessment approach that suits these goals. With a broad, holistic, process-oriented and competence-based assessment approach, assessment and evaluation will be more appropriate to the demands of society in the 21st century. This approach uses strategies, tools and techniques that reveal what learners can do, emphasizing their strengths instead of their weaknesses. This assessment approach works well in learner-centred classrooms because they are based on the idea that students can evaluate their own progress and learn from the evaluation process. This approach is characterised by a formative dialogue and is a way to connect assessment with learning: it includes assessment of learning, assessment as learning and assessment for learning.

The objectives of this training course are that by the end participants will be able to evaluate way situations of ATL in a broad, holistic, competence-oriented, using appropriate assessment tools and designing appropriate evaluation materials.

INTRODUCTION TO THE RESOURCE MATERIAL

The training program includes 10 activities including assessment foundation and practice. Each activity includes several specific tasks/assignments for the participants, paying attention to the perspectives, characteristics, reflection, experience sharing, good practices and relating to real-life. During training, various techniques are used to motivate participants.

This training material has been designed as interactive activities. Each activity is organised into five sections:

Time: The time allocated to the activity (as suggested and agreed by trainers and training course organisers).

Objectives: The objectives of the activities are based on the overall objectives of this training course in terms of knowledge, skills and attitudes which learners should achieve after each activity)

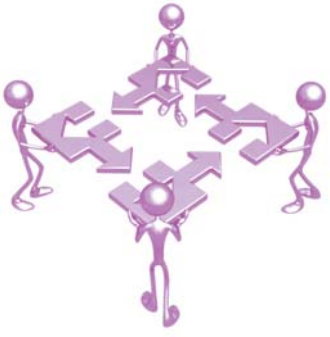
Resource Materials: Materials and facilities, such as worksheets and resource materials, necessary to support the teaching and learning process.

Steps: The planned stages of training as well as results that should be achieved after each activity. Each activity includes a specific task or several specific tasks and each specific task clearly describes the name of the activity, classroom organisation, activities of the trainer, activities of the learners, and supporting facilities.

Assessment: Describes the way of evaluating achievements in comparison with the pre-set objectives.

Notes: Extra notes on how to carry out the activities as well as further explanations about the activity itself.

Appendices: Provide necessary information for Activities. They support trainees during participation and include suggestions for feedback to the trainers after trainees complete any activity.



ACTIVITIES

Activity 1 Getting acquainted

Time: 30 minutes

Objectives: After this activity, the trainer and participants will:
- Know each other better
- Share personal information such as name, workplace, and some strengths and weaknesses as a teacher in relation to assessment and evaluation
- Share their expectations of the training course

Materials: Pens, coloured papers

Steps:

1. The trainer divides the class into groups (5 persons/group).
2. Each member of the group draws the contour of his hand on a paper. Inside each finger he/she writes down one or two characteristics of his/her own identity as a teacher *(Appendix 1)*
3. After drawing, the 'hand-pictures' are put on the table and members of the group guess which hand belongs to whom.
4. Group members discuss the information by asking more questions, when the information isn't clear enough. The owner of the hand-picture gives more information.
5. Group members talk about their expectations and compare them to the training course objectives.

Assessment: Ask participants about the significance of the activity.
Ask participants about the application possibilities of the exercise in a classroom situation.

Notes: The trainer:
- Joins in with the other participants.
- Links the exercise to the possibilities in a classroom situation.

Activity 2 Evaluation Overview

Time: 30 minutes

Objectives: After this activity, participants will be able to:
- Present the role of assessment in a real classroom
- Identify the relationship between quality of education and quality of assessment
- List some elements of assessment regarding ATL

Materials: PowerPoint presentation, projector, screen, A4 papers, markers, adhesive tape

Steps:

1. Participants work in groups (5 persons/group) to answer the question: "Why do we need to assess learners in a real classroom?" They write answers on A4 paper *(Appendix 2a)*.
2. Groups discuss results in plenary sessions.
3. The trainer provides feedback *(Appendix 2b).*
4. The trainer shows the picture and asks participants to reflect on the content expressed in the picture *(Appendix 2c)*.
5. The trainer introduces elements influencing the quality of education and quality of assessment *(Appendix 2d)*.
6. The trainer presents assessment regarding ATL *(Appendix 2e)*.

Assessment: Based on the participants' comments

Activity 3 Assessment toward Active Teaching and Learning

Time: 150 minutes

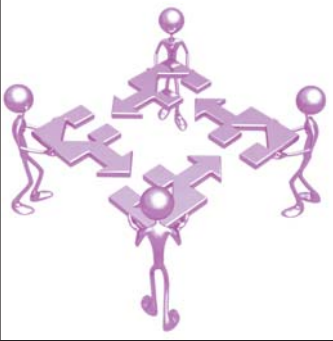
Objectives: After this activity, participants will be able to:
- Present the concept of competence-based assessment
- Define what specific competency needs to be assessed
-Define ways of designing an effective competence-based assessment activity
- Present the similarities and differences between competence-based and skill-based assessment
- Present the core characteristics of holistic and broad assessment
- Present the core characteristics of talent-based assessment
- List different levels of Bloom's taxonomy and present the value of applying Bloom's taxonomy in an assessment activity.

Materials: PowerPoint presentation, video, pictures, worksheets and tasks.
Facilities: computer, projector, video facilities, boards, pens and A0 papers.

Steps:

Competence-based assessment

1. Participants work independently to solve Sudoku *(Appendix 3a)*.
2. While participants work on solving the Sudoku, the trainer gives suggestions *(Appendix 3b)*.
3. The trainer asks participants to relate the Sudoku task to competence-based assessment *(Appendix 3c)*.
4. Participants work independently to list competences that need to be assessed *(Appendix 3d)*.
5. The trainer provides feedback on competences to be assessed using Howard Gardner's multi-intelligence and self-directed chart *(Appendix 3e)*.
6. Participants work in groups (6 persons/group) to do the task *(Appendix 3f)*.
7. Group representatives present their discussion results; participants give comments.
8. The trainer together with participants makes conclusions based on the task (Appendix 3g).
9. The trainer asks participants to self-study the differences between competence-based assessment and skill-based assessment *(Appendix 3h)* and present main points in plenary session.



Broad and holistic assessment

1. Participants work in small groups, looking at the pictures and answering the question *(Appendix 3i)*.
2. The trainer makes conclusions on holistic assessment *(Appendix 3k).*
3. Participants watch the movie clip sequence and answer the questions *(Look at DVD and Appendix 3l).*
4. The trainer presents the action competences in competence-based assessment (*Appendix 3m).*

Talent-based assessment

1. The trainer asks participants to view pictures and answer questions *(Appendix 3n)*
2. The trainer makes conclusions on talent-based assessment *(Appendix 3o)*

Bloom's taxonomy and Assessment

1. The trainer presents Bloom's taxonomy *(Appendix 3p).*
2. Based on questions reflecting each level of Bloom's taxonomy, participants prepare questions for assessing specific knowledge/skills of a lesson *(Appendix 3q).*
3. The trainer presents the role of Bloom's taxonomy in designing an assessment activity.
4. The trainer makes conclusions on who participates in assessment and the necessity of assessment toward ATL *(Appendix 3o).*

Assessment: The trainer asks participants to use a mindmap to list characteristics of competence-based assessment, formative assessment, holistic and broad assessment.

The trainer asks participants to explain the reasons for these assessment types. Based on participants' comments, the trainer can evaluate their level of attainment compared with the activity objectives.

Activity 4 Types of Assessment

Time: 60 minutes

Objectives: After this activity, participants will be able to understand and describe the differences between:

- Norm-based and criterion-based assessment
- Formal and informal assessment
- Objective and subjective assessment
- Their consequences

Materials: Handout, A0 papers, markers, and PowerPoint presentation

Steps:

1. The trainer divides the class into 6 groups. Each group studies the material and gives a presentation on A0 paper on one of the following *(Appendix 4a)*:
    - Formative and summative assessment (2 groups)
    - Criterion and norm-based assessment (2 groups)
    - Formal and informal assessment (1 group)
    - Objective and subjective assessment (1 group)
2. Participants present their understanding of the types of assessment.
3. The trainer wraps up using a PowerPoint presentation.

Assessment: Based on the participants' presentations

Activity 5 Types of Assessment (cont.)

Time: 90 minutes

Objectives: After this activity, participants will be able to:
- Present concepts of self-reflection, self-assessment, authentic and alternative assessment
- List the advantages of authentic assessment

Materials: Handout, PowerPoint presentation, projector, screen and A0 papers

Steps:

Self-reflection and self-assessment

1. The trainer asks participants to answer the question: What are self-reflection and self-assessment?
2. The trainer presents concepts and examples of self-reflection and self-assessment *(Appendix 5a).*

Peer assessment

1. The trainer asks participants to answer the question: What is peer assessment?
2. The trainer explains some tools of peer assessment *(Appendix 5b).*

Authentic assessment

1. The trainer gives some examples of authentic assessment and asks participants to list some of their characteristics *(Appendix 5c).*
2. Participants work in groups and present some advantages of authentic assessment.
3. The trainer sums up the learned content *(Appendix 5d).*

Alternative assessment

1. Participants look at and reflect on the picture *(Appendix 5e).*
2. The trainer presents the concept of alternative assessment *(Appendix 5f).*

Activity 6 Assessment Tools

Time: 60 minutes

Objectives: After this activity, participants will be able to:

-List and describe assessment tools

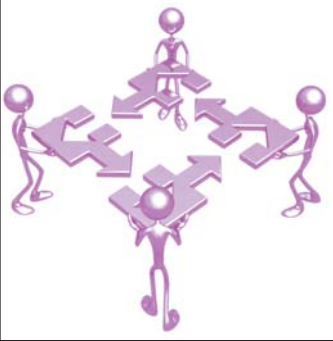
-Understand the advantages and disadvantages of different assessment tools

Materials: Worksheet and tasks, cards, and board

Steps:

1. Participants work in groups (5 persons/group) to complete the matching task *(Appendix 6a).*
2. The trainer gives feedback *(Appendix 6b).*
3. Participants discuss in groups the advantages and disadvantages of the assessment forms.
4. Group representatives present the results of their work; other groups comment and add information.
5. The trainer gives tips for implementation.

Assessment: Self-assessment is completed using an answer key for the matching task. Group feedback.



Activity 7 Designing rubrics

Time: 60 minutes

Objectives: After this activity, participants will be able to:
- List the main content of a rubric (scoring guide)
- Differentiate between holistic and analytic rubrics
- Design criteria and rubrics

Materials: Handout, A0 papers, markers and PowerPoint presentation

Steps:
1. Participants study rubrics *(Appendix 7a).*
2. The trainer together with participants lists content needed for a rubric on A0 paper.
3. The trainer presents definition, content, steps for building a rubric and checklist of an effective rubric *(Appendix 7b).*
4. Participants self-study examples of holistic and analytic rubrics and explain the differences between the two *(Appendix 7c).*
5. The trainer presents on holistic and analytic rubrics and explains how to design a rubric *(Appendix 7d).*
6. Participants work in groups (5 persons/group) to design a rubric *(Appendix 7e).*
7. Self-assessment: participants read opinions related to criteria and give comments (agree/disagree) *(Appendix 7f).*
8. The trainer sums up the content *(Appendix 7g).*

Assessment: Through participants' presentations and products: i.e. rubrics and criteria designed by the participants.

Notes: Participants can study more about advantages and disadvantages of defining criteria with learners (See Appendix 7h).

Activity 8 Developing a Student Progress Portrait

Time: 60 minutes

Objectives: After this activity, participants will be able to:

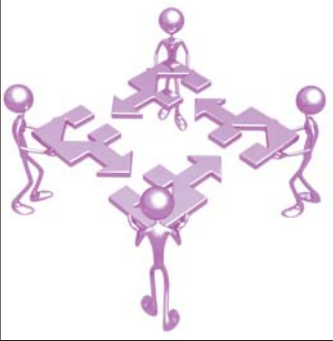
- Describe the process for developing a Student Assessment Package and give the objectives
- Reflect on its application in their own school
- Reflect on and discuss some consequences for the school

Materials: PowerPoint presentation, computer, projector, boards, markers and A0 papers.

Steps:

1. The trainer introduces the Student Assessment Package *(Appendix 8a).*
2. Participants reflect on and discuss this package in groups.
3. Participants reflect on and discuss its application in their own school; and some consequences for the school *(Appendix 8b).*

Assessment: The group discussion is used as an assessment on application levels.



Activity 9 Student portfolios

Time: 90 minutes

Objectives: After this activity, participants will be able to:
- Describe the characteristics of continuous evaluation
- Reflect on the strengths and weaknesses of continuous evaluation
- Describe the characteristics of a pupil portfolio
- Reflect on the strengths and weaknesses of a pupil portfolio
- Design a portfolio frame and portfolio templates for their own classroom

Materials: Handout, computer, projector, boards, markers and A0 papers.

Steps:
1. The trainer lets participants reflect on and discuss the characteristics and objectives of continuous assessment.
2. The trainer introduces the characteristics and objectives of a student portfolio (Appendix 9a).
3. The trainer gives an example of a student portfolio *(see the DVD)* and lets participants present portfolio content and structure (*Appendix 9b).*
4. The trainer sums up the portfolio's structure (*Appendix 9c).*
5. Participants work in groups (5 persons/group) to present criteria for assessing a student portfolio (Appendix 9d).
6. The trainer sums up the criteria *(Appendix 9e).*
7. Participants work in groups (5 persons/group) to design a portfolio based on available instructions *(Appendix 9f).*
8. Participants present their designed portfolio; the trainer gives feedback.

Assessment: Through the participants' reflections, descriptions and design, the trainer can evaluate their level of attainment compared with the activity objectives.

Activity 10 Conclusion and workshop evaluation

Time: 30 minutes

Objectives: After this activity, participants will be able to:

-List and describe the main activities of the training course (objectives, content and results of each activity)

-Evaluate their achievements compared with the training course objectives

-Design individual plans for further study and application

Materials: PowerPoint presentation, mindmapping software, evaluation sheet

Facilities: Computer, projector, boards, markers, and A0 papers.

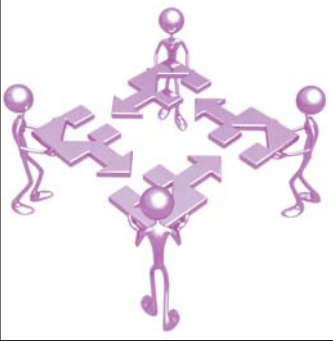
Steps:

1.Participants design a mindmap of the training content *(Appendix 10a).*

2.Participants make their own action plan, using post-it notes *(Appendix 10b).*

3.Participants complete (self-)evaluation sheets and give individual plans for further study and application of broad, holistic and competence-based assessment and evaluation (Appendix 10b).

4.The trainer sums up the training course and compares results with participants' expectations (Appendix 10c).



APPENDICES

Appendix 1

Resource Materials for Activity 1

"High-Five Hand"

Each member of the group draws the contour of his/her hand on paper around each finger, and answers the following questions:

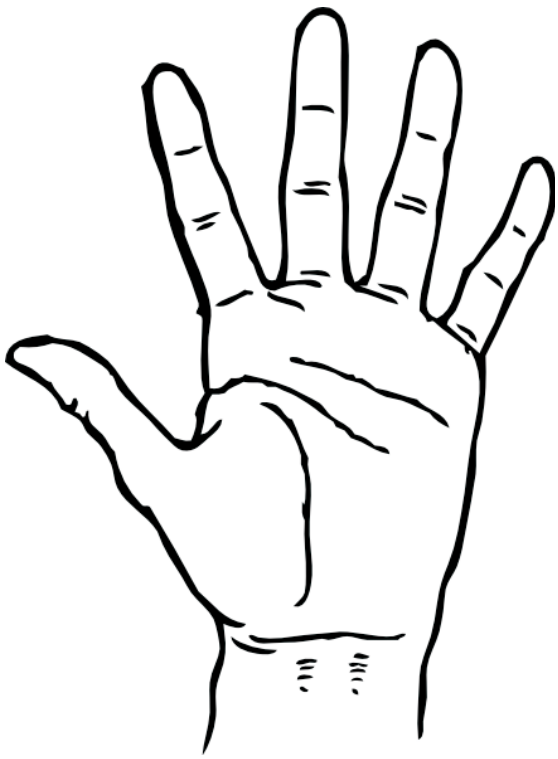
- Thumb: What I can do well when I assess (i.e. my strengths)

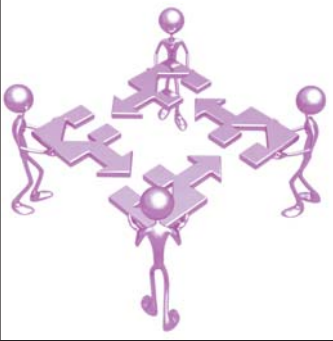
- Index finger: My objectives in relation to assessment and evaluation

- Middle finger: What I don't find necessary as a teacher in assessment and evaluation

- Ring finger: One or more core characteristics of my own assessment and evaluation, which I don't want to abandon

- Pinky: My weaknesses as a teacher in relation to assessment and evaluation





Appendix 2

Resource Materials for Activity 2

Appendix 2a: Reflection in small groups

Why do we need to assess and evaluate children in the classroom?

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Appendix 2b: Why do we need to assess and evaluate children in the classroom?

We need to assess in order to:

- Find out the strengths and weaknesses of children so that effective feedback can be given and stimulate growth/learning

- Orient the school curriculum so it is suitable for learners

- Optimise teaching so that growth/learning is possible

→ Assessment of Learning

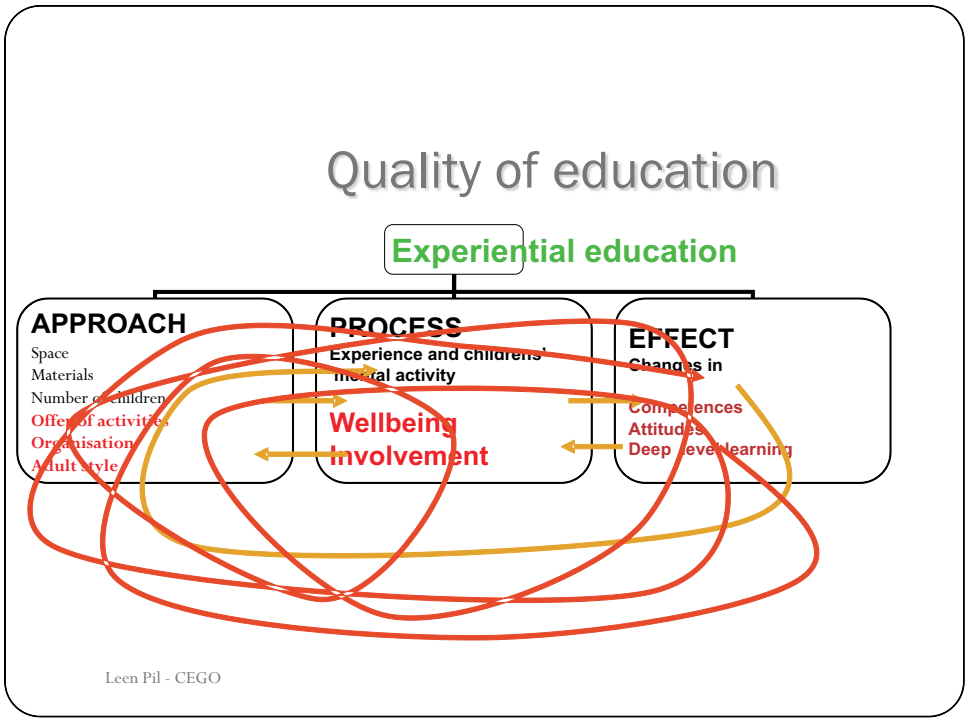
→ Assessment for Learning

→ Assessment as Learning

Appendix 2c: Reflection

Look at the picture, give comments related to assessment, and share your ideas while in plenary session.

Appendix 2d: Quality of education and quality of assessment

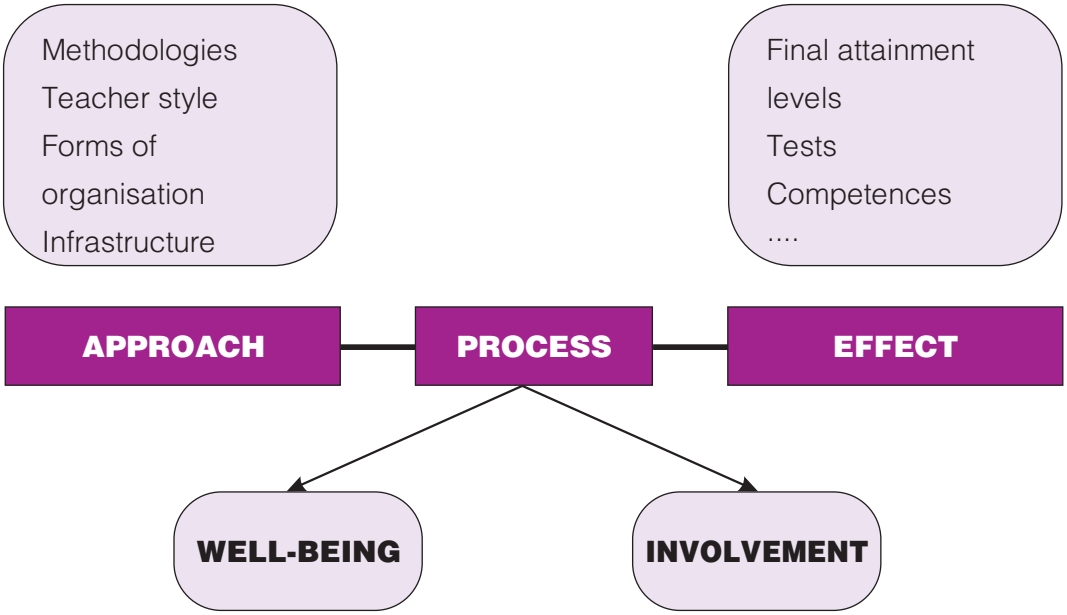


Two core indicators for ensuring quality of education and quality of assessment

The way in which learners deal with what is offered to them is important. We focus on their learning experiences and on their perception of learning. Do they actively become involved? Do you see them thinking aloud and taking steps to come to solutions? Are they absorbed, enthusiastic? It also matters in assessment situations. When students don't feel well or aren't involved, they cannot or do not want to show what they know or can do and so the assessment doesn't measure the students' capacities. When students are in a state of flow then they can really show what they are able to do.

Well-being and *involvement* deal with indispensable qualities with regard to the learner's perception and mental activity.

Well-being is the first important indicator for good education. The second is *involvement*. This brings us to the following representation:

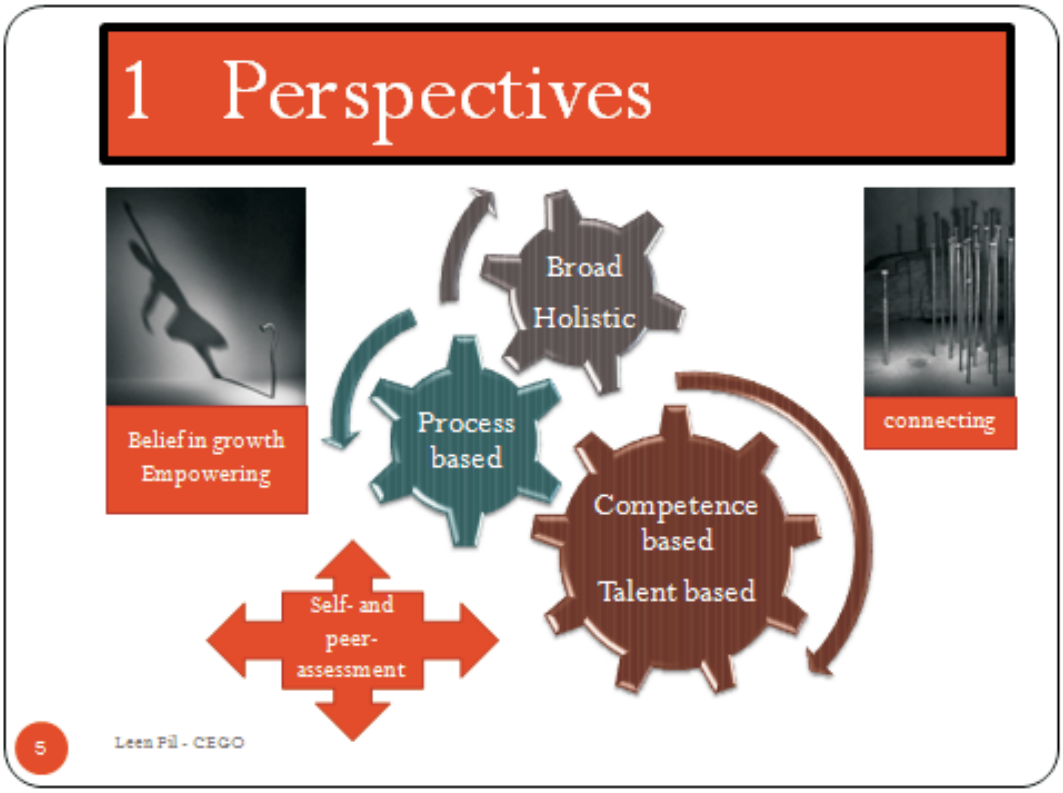


Well-being refers to feeling at home, being able to be yourself and feeling emotionally safe. It is expressed in spontaneity, vitality and inner peace. Hence, well-being is the indicator par excellence for demonstrating a smooth emotional development.

Involvement refers to the intensity of the activity, to concentration, to being absorbed, to giving it everything, to being enthusiastic, to enjoying exploration, to operating at the limits of one's capabilities. All these characteristics together make involvement the indicator par excellence for the completion of developmental processes.

As such, for all pupils to have the feeling of well-being and actively participate in the learning process, pupils' differentiation should be taken into consideration.

Appendix 2e: Assessment and evaluation



Appendix 3

Resource Materials for Activity 3

COMPETENCE-BASED ASSESSMENT

Appendix 3a: Sudoku Exercise

Write 1,2,3,4,5,6,7,8,9 in the table in a way that every line, every column and every diagonal adds up to the same amount.

Appendix 3b: Some tips

If participants are able to find the solution:
The trainer applauds them and suggests they find another solution. The trainer reminds participants that finding a solution is only mathematical to a small degree. It's about finding the most powerful problem-solving strategy.
If participants are not able to find the solution yet:
The trainer can pose some questions:

- How can you solve this problem systematically?
- What information would be helpful?
- Can you see the pattern more clearly with the sum of all the numbers?
- Would it help to know what number goes in the centre of the table?

To help participants solve the Sudoku step-by-step

- Sum the numbers

1+2+3+4+5+6+7+8+9= 45

- There are three squares in every row/every column (equal to three numbers respectively). Therefore, the sum of three numbers in every row/every column is:

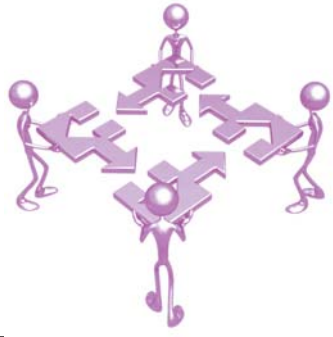
S= 45:3=15

- Make trios of numbers that add up to 15 : (1,5,9) (1,6,8) (2,4,9) (2,5,8) (2,6,7) (3,4,8) (3,5,7) (4,5,6)
- Identify the number in the centre: The number is implied in 4 different sums (number 5)
- Identify the numbers in the corners: The numbers are in three different trios (numbers 6,4,8,2)
- Identify the numbers on the sides: The numbers are in two different trios (numbers 3,7)

Keys:

8	**1**	**6**
3	**5**	**7**
4	**9**	**2**

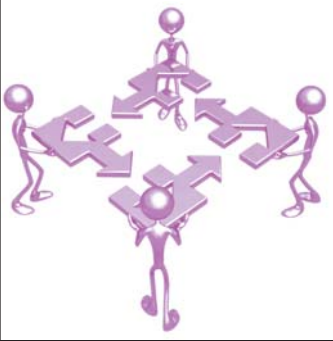
2	**1**	**4**
7	**5**	**3**
6	**9**	**8**



Appendix 3c: Conclusions from Sudoku exercise

By observing the procedure of solving this Sudoku, we see that:

- Some participants have tried without strategy.
- Others want to solve this problem together with others.
- Some participants use different strategies and different starting points.
- It is good to reflect on and change the strategy if it doesn't work.
- While solving the Sudoku, participants should work systematically, possibly with the support of the teacher.
- There are different possible solutions. The teacher affirms, and also encourages students to continue.
- The participants should see things in an abstract way.
- This exercise happens in diverse learning communities where learning is reciprocal.
- This kind of deep learning is not superficial, but active and strategic learning.

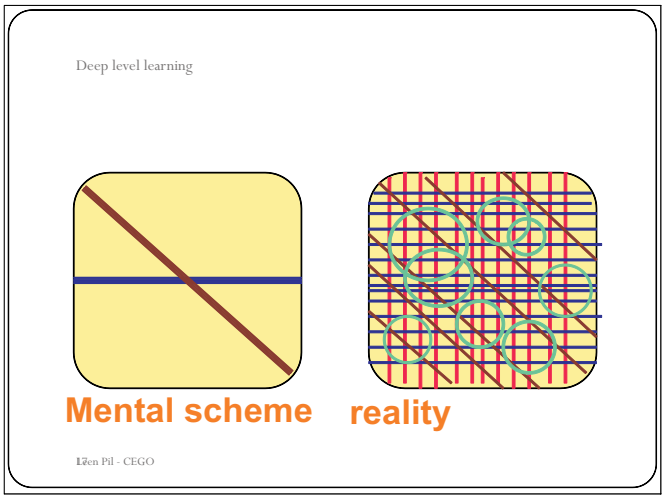


The characteristics of active teaching and learning are to stimulate deep learning, focusing on building learning competences, which is different from superficial learning.

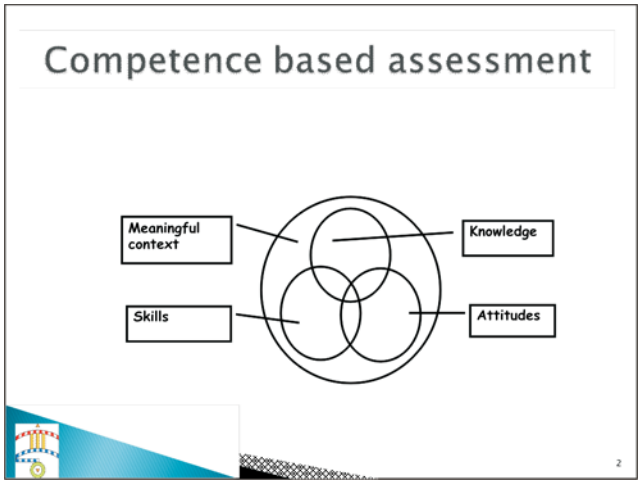
Superficial Learnir Only focus on basic knowledge a Learning happens for one time an Knowledge and skills is used limitedly reality
Deep learning Learn in diverse setting and in the Focus on the competent activing in th

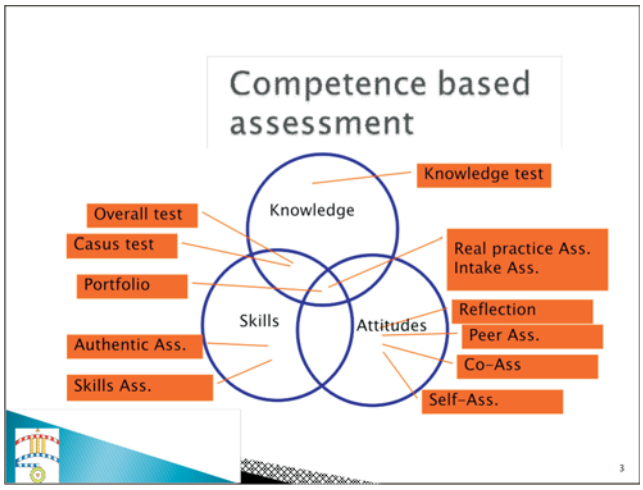
Some characteristics of deep learning:

- o Self-direction and cooperative learning go together
- o Stimulates self-critique and self reflection
- o Understands problems, exploring them via open tasks
- o Generates a climate of amazement
- o Creates thinking differently and in different perspectives to meet different aspects of life.



Competence-based assessment is assessing knowledge, skills and attitudes of the learners in a significant context.





Appendix 3d: Reflection

Which competences are to be assessed?

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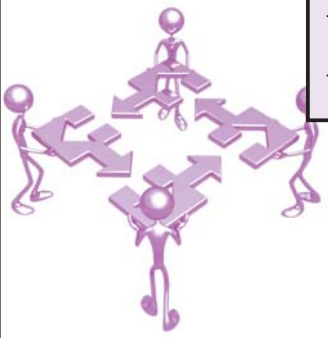
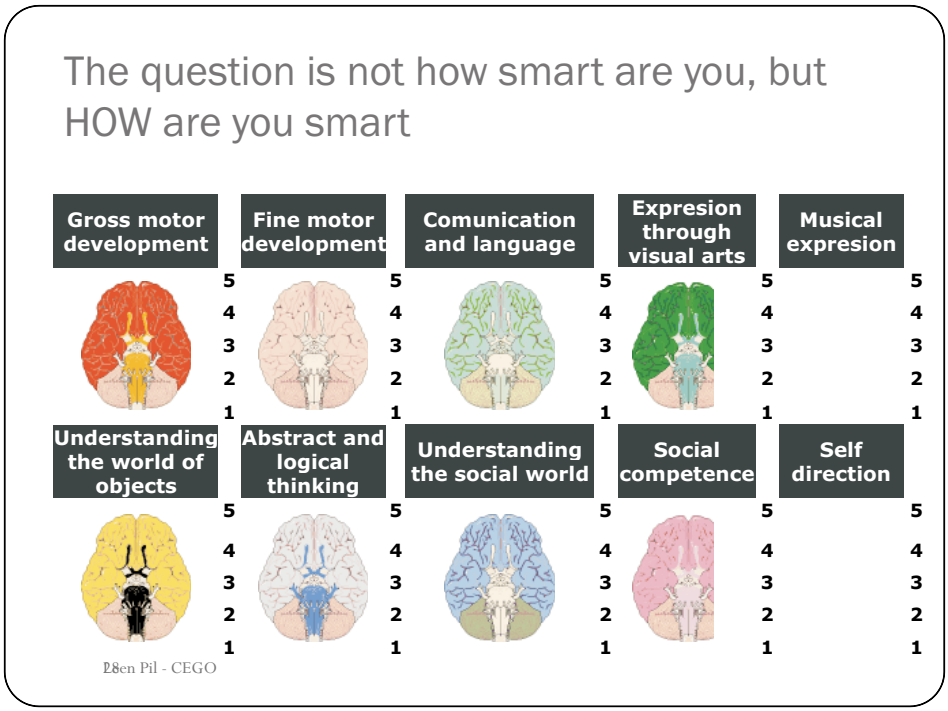
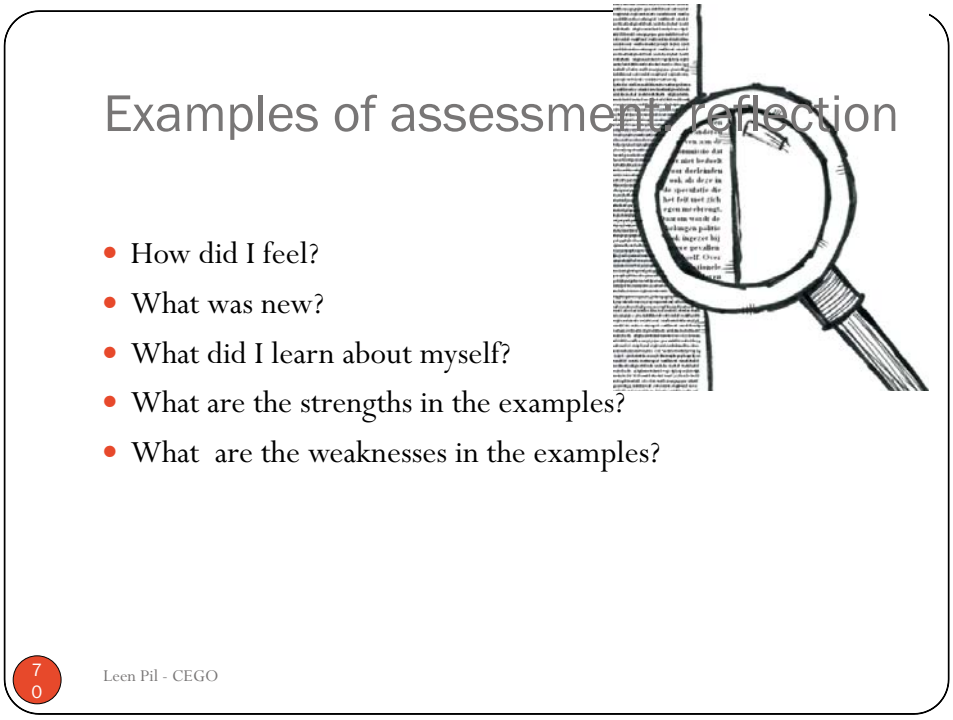


Appendix 3e: Competences needed to be assessed



Appendix 3f:

Study some examples of assessment.
Reflect and answer the following questions for each example.



Task 1: Help! My plant is sick!

-Study these two plants *(in pictures or in real life).*

1

2

Which one is a healthy plant and which one isn't?
Explain clearly why you conclude that one plant isn't healthy and the other one is?
How could you help the unhealthy plant to get better/to survive?

Task 2: Excursion to Hanoi

	Divide the class into two groups.
	Each group will prepare a class excursion in Hanoi.
	Select the activities during the excursion. The excursion must be interesting and motivating for students of your age. For that purpose, study electronic and non-electronic media.
	Also contact a travel company to gain information on booking a travel bus/coach or traveling by rail to Hanoi.
	Estimate the cost for the whole excursion.
	Make a timeframe.
	Spread the different tasks over the group members and spread the workload fairly. Take into account the strengths/talents of your group members.
	Check your group member's work and make constructive suggestions.
	Each group presents his/her proposal in a clear and motivating PowerPoint presentation. Check your group member's pages and make suggestions and corrections.
	After the presentations, all the pupils together with the teacher will evaluate and choose the best excursion proposal.
	The best excursion proposal will be used for a real class excursion.

Task 3: (in groups of 4)

You are eating a hamburger with friends at McDonald's and there is a crowd.

1. Explain the success of McDonald's in applying the marketing mix.
2. Take pictures at McDonalds of the elements that lead to this success.
3. Also list elements that could be improved at McDonalds.
4. Present your analysis.

Assessment criteria for the group presentation:

Task: Group Presentation

Students will present their analysis and PowerPoint to the class. The PowerPoint should include:

Type of assessment: Self-, peer- and co-evaluation

Group Presentation:

Included much of the vocabulary/ concepts Concepts discussed in class	5	3	1/0	Included little vocabulary / Discussed in class
Clear explanation	5	3	1/0	Unclear
The problems/solutions are clearly identified		3	1/0	The problems/solutions are unidentified
Presentation was student-led	5	3	1/0	Students did not lead the presentation
PowerPoint supported the presentation	5	3	1/0	PowerPoint led the presentation (students read off PowerPoint)
Clear speaking voices		3	1/0	Difficult to hear speakers
Well organised and structured		3	1/0	Organization and structure lacking

Total possible points = 30 points

Task4: PICTURE THIS

Task

Students will provide evidence of forces in physics found in everyday situations. Students will individually locate pictures of forces using electronic and non-electronic media demonstrating its use in everyday life.

Directions

Using electronic and non-electronic media, locate 8 different pictures representing everyday situations representing forces.

Example: a racecar at a competition.

On a poster board neatly arrange the pictures.

Underneath each picture, label it and give an explanation on how it applies to everyday situations.

The following will be required:

Locate a maximum of 8 pictures on force as it applies to everyday situations. Less than 8 pictures will reduce your final grade

Pictures are displayed neatly on poster board

Clear explanation on how the pictures apply to everyday situations

Rubric

3 Satisfactory	2 Needs to improve	1 Unsatisfactory
Has displayed all 8 pictures	Has displayed 4 or more pictures	Has displayed less than 3 pictures.
Used electronic and non-electronic media	Used only one type of media	Didn't use any media or hand drawn
Has all 8 pictures labeled	Has labeled 4 or more pictures	Has labeled less than 3 pictures.
All pictures represent everyday situations of force	Most pictures represent everyday situations of force	Some pictures represent everyday situations of force.
Poster board is neat and easy to read	Most of the poster board is neat and easy	Some of the poster board is neat and easy
Evidence of Newton's third law of motion clear	----------	Evidence of Newton's third law of motion is difficult to understand

Appendix 3g: Feedback on the tasks

Task 1:

- The problem is a real problem.
- The task requires participants to compare characteristics of the two plants and provide explanations and solutions.
- The task assesses the competences: applying the knowledge at higher level (analytical and creative thinking) and problem solving.

Task 2:

- The task is a complex one, set in the real world. It motivates because it is a real challenge and the best proposal will be transferred to a real excursion.
- The task assesses competences: collaboration competence (working in groups and sharing the work), creative competence (focuses on strengths/talents of each group member), competence of applying the knowledge at a higher level.
- The task is goal-oriented, process-oriented and product-oriented.
- The task uses pictures to make the instructions clearer and more attractive.

Task 3 &4:

Similar to the above, these tasks assess different competences of the learner (analytical competence, collaborative competence, creative competence, communication competence and competence in using different media).

These tasks stimulate self-assessment, peer-assessment and co-assessment of learners.

Appendix 3h: The difference between competence-based assessment and skill-based assessment

- Skill is a (learned) capacity

  Skills can be divided into general and domain-specific skills.

  - General skills: e.g. leadership, writing, reading, listening, teamwork, communication skills, problem solving , creative thinking, etc.
  - Domain-specific skills: e.g. historical reasoning, clinical reasoning, etc.

Skill-based assessment is the assessment of a (isolated) skill or some skills (in different contexts), e.g. reading skills in a foreign language.

- Competence is a holistic combination of integrated knowledge, skills and attitudes, not in isolation.

Competence-based assessment is based on an assessment structure of tasks/performances

o With sufficient complexity to find a "problem-solving strategy", preferably various problem-solving strategies.

o Leads to understanding that can be applied in different (complex) situations.

o Situations that make sense.

BROAD AND HOLISTIC ASSESSMENT

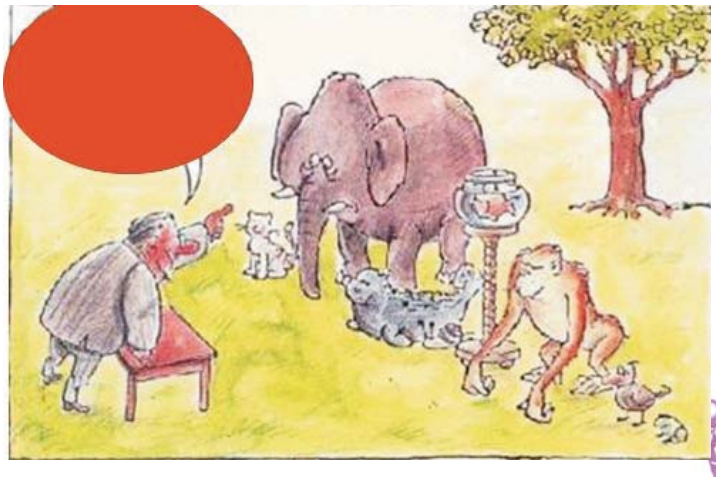
What do we want to our students to achieve?
What should education produce?

- **The total personality:**

- Emotionally healthy and self aware
- Explorative attitude
- Social and cooperative competence
- Understands the surrounding world
- Expressive and communicative
- Self directed and entrepreneurial
- Creative
- Networks with others

Appendix 3i: Reflection

What is the link between these pictures and assessment? Discuss in groups.



Does it have consequences for the assessment practice?

Appendix 3k: Broad assessment means looking at the whole person

- More than one assessment focus (from different viewpoints)
- Various evaluators
- Various assessment methods/tools
- More than one assessment moment
- Encourage divergent outcomes rather than convergent ones, so that students have the opportunity to demonstrate their individuality rather than striving toward a single, correct answer
- Assessment should accommodate individual differences in students. Therefore, a diverse range of assessment instruments and processes should be employed, so as not to disadvantage any particular individual or group of learners. Assessment processes and instruments should accommodate and encourage creativity, originality and cooperation.
- Incorporating learner portfolios into the assessment of pupils' achievement is an effort to offer a broader picture of the learning process and achievement and to focus on self-reflection, self-evaluation, self-direction and giving and using feedback. A student portfolio is an important tool to really understand what pupils know and can do.

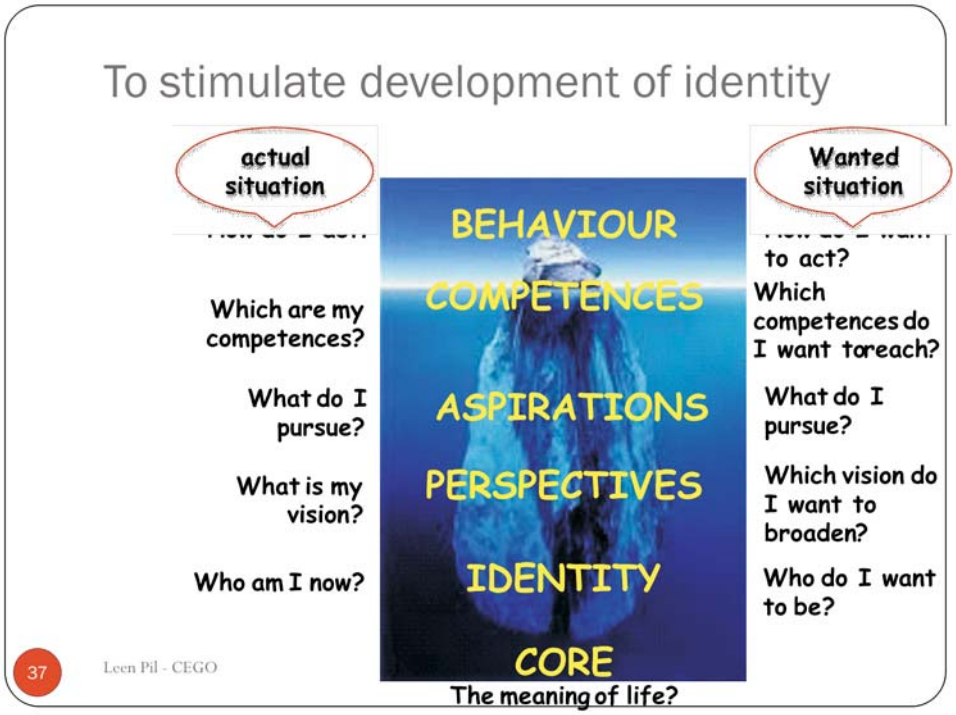
Appendix 3l: Watch the video sequence (on the DVD) and answer the questions:

What actions does the competence-based assessment focus on?

Appendix 3m: Holistic assessment focuses on a qualitative performance

- Holistic vision of a human being
- Acting in a methodical way with a vision
- Acting in a eco-conscious way
- Acting in a safe way
- Acting in a hygienic way
- Acting in a ergonomic way
- Acting with respect
- Paying attention to communication
- Acting with a vision of education (children's participation, wellbeing, involvement, self direction, etc.)

Competence-based assessment is to stimulate a learner's development of identity.



The holistic vision should also be recognised in the report.

An example:

Portraitof each student

STEP 1
Well-being and involvement

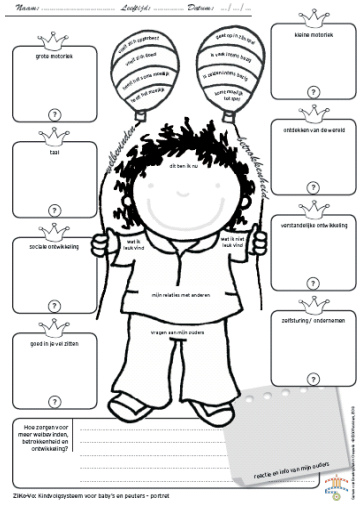
STEP 2
“That is what I am”: global

STEP 3
“That is what I am”: competences and relationships

STEP 4
Development

STEP 5
Questions to the parents

STEP 6
Action!



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POSITIVE TALENTED-BASED ASSESSMENT

Appendix 3l: Picture observation

What is the link between this picture and assessment? Discuss in groups. Does it have consequences for the assessment practice?

Appendix 3m: Talent-based assessment

- Pay attention to the Pygmalion effect! Self fulfilling prophecy
- The Pygmalion effect is when teacher expectations influence student performance. Students with poor expectations internalise their negative labels, while those with positive labels succeed accordingly. It depends on whether the student has a fixed mindset or growth mindset.

A person with a fixed mindset thinks this way:

- "They will not make a fool out of me!"
- "When do I look smart?" (Example, easy exercises make me look bright)

A person with a growth mindset thinks this way:

- Don´t worry about looking stupid, you can become smarter: keep on learning
- When do I feel smart?
    - When faced with a lot of challenges
    - When working at the upper limits of my abilities
    - When making good use of my time e.g. helping others

Intelligence is dynamic: "I want to learn."
And therefore:

- I LOVE CHALLENGE
- PERSIST with OBSTACLES
- EFFORT is part of the game
- OPEN to FEEDBACK
- INSPIRED by SUCCESS OF OTHERS

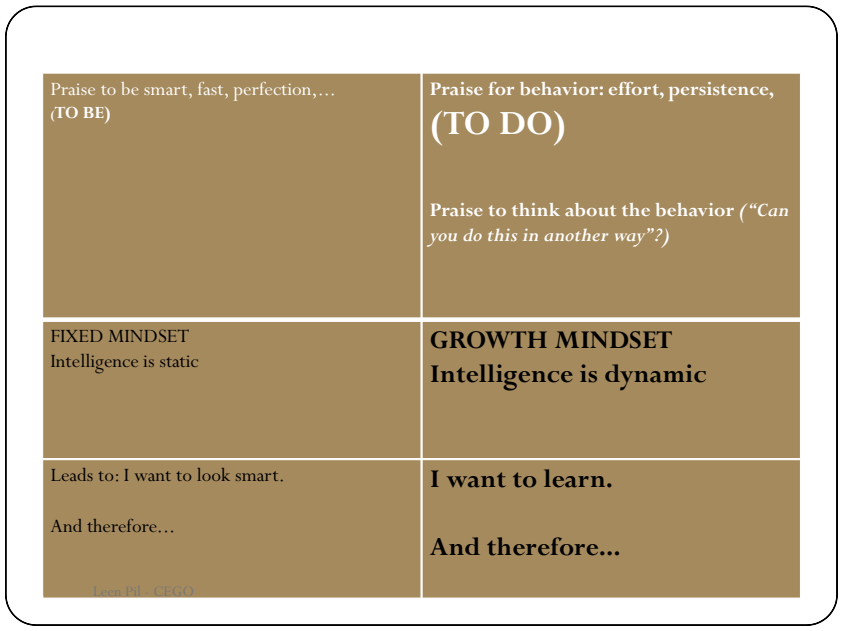
➨high performance (in a world view of free will and possibilities)

Versus

- Running from challenges
- Giving up easily
- Considering effort useless
- Ignoring useful feedback
- Feeling threatened by success of others
- Reaching their upper limit very fast (in a world view of determination)

This vision on a fixed mindset versus a growth mindset is linked with the vision of self-beliefs by Carol Dweck.

How do I see my intelligence?



Appendix 3m: Bloom's Taxonomy in assessment

Based on the different levels in Bloom's Taxonomy, questions that synthesise the level of assessment are indicated. Great questions and tasks are those that help to use different levels of thinking:

Level of Thinking	Question Words	Verbs
Knowledge	What, Where, Is, Does?	Tell, Find, List
Comprehension	What can, Where would?	Describe, Explain
Application	How might, how would?	Show how, Relate
.....	.....	.....
Analysis	How are...alike/different?	Compare, Categorize
Synthesis	What might happen if...?	Invent, Change
Evaluation	Which...and why?	Determine, Decide

Appendix 3q: Competence-based assessment based on Bloom's Taxonomy

Task: Participants work in groups (5 persons/group) to present the procedure of making Quang Noodles. Then,

.....

.....

.....

.....

List the questions to assess the competences, based on Bloom's Taxonomy

.....

.....

.....

.....

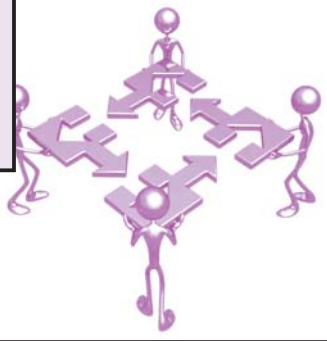
References: Bloom's Taxonomy for Questions

Knowledge

Useful Verbs	Sample Question Stems	Potential activities and products
tell list describe relate locate write find state name	What happened after...? How many...? Who was it that...? Can you name the...? Describe what happened at...? Who spoke to...? Can you tell why...? Find the meaning of...? What is...? Which is true or false...?	Make a list of the main events. Make a timeline of events. Make a fact chart. Write a list of any pieces of information you can remember. List all the .... in the story. Make a chart showing... Make an acrostic (a poem or phrase in which the first letters of each line spell out a word or phrase) Recite a poem.

Comprehension

Useful Verbs	Sample Question Stems	Potential activities and products
explain interpret outline discuss distinguish predict restate translate compare describe	Can you write in your own words...? Can you write a brief outline...? What do you think could have happened next...? Who do you think...? What was the main idea...? Who was the key character...? Can you distinguish between...? What differences exist between...? Can you provide an example of what you mean...?	Cut out or draw pictures to show a particular event. Illustrate the main idea. Make a cartoon strip showing the sequence of events. Write and perform a play based on the story. Retell the story in your own words. Paint a picture of some aspect you like. Write a summary report of an event. Prepare a flow chart to illustrate the sequence of events. Make a colouring book.

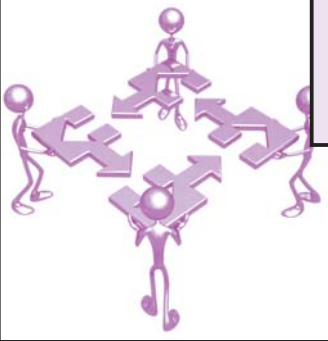


Application

Useful Verbs	Sample Question Stems	Potential activities and products
solve show use illustrate construct complete examine classify	Do you know another instance where...? Could this have happened in...? Can you group by characteristics such as...? What factors would you change if...? Can you apply the method used to some experience of your own...? What questions would you ask of...? From the information given, can you develop a set of instructions about...? Would this information be useful if you had a ...?	Construct a model to demonstrate how it will work. Make a diorama to illustrate an important event. Make a scrapbook about the areas of study. Make a paper-mach‍ map to include relevant information about an event. Take a collection of photographs to demonstrate a particular point. Make up a puzzle game using the ideas from the study area. Make a clay model of an item in the material. Design a market strategy for your product using a known strategy as a model. Dress a doll in national costume. Paint a mural using the same materials. Write a textbook about... for others.

Analysis

Useful Verbs	Sample Question Stems	Potential activities and products
analyse distinguish examine compare contrast investigate categorise identify explain separate advertise	Which events could have happened...? If ... happened, what might the ending have been? How was this similar to...? What was the underlying theme of...? What do you see as other possible outcomes? Why did ... changes occur? Can you compare your ... with that presented in...? Can you explain what must have happened when...? How is ... similar to ...? What are some of the problems of...? Can you distinguish between...? What were some of the motives behind...? What was the turning point in the game? What was the problem with...?	Design a questionnaire to gather information. Write a commercial to sell a new product. Conduct an investigation to produce information to support a particular view. Make a flow chart to show the critical stages. Construct a graph to illustrate selected information. Make a jigsaw puzzle. Make a family tree showing relationships. Put on a play about the study area. Write a biography of the study person. Prepare a report about the area of study. Arrange a party. Make all the arrangements and record the steps needed. Review a work of art in terms of form, colour and texture.

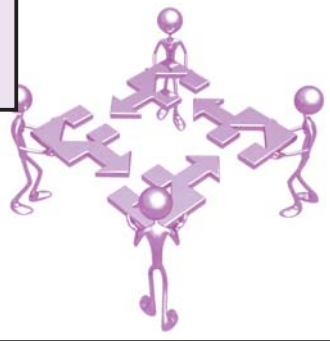


Synthesis

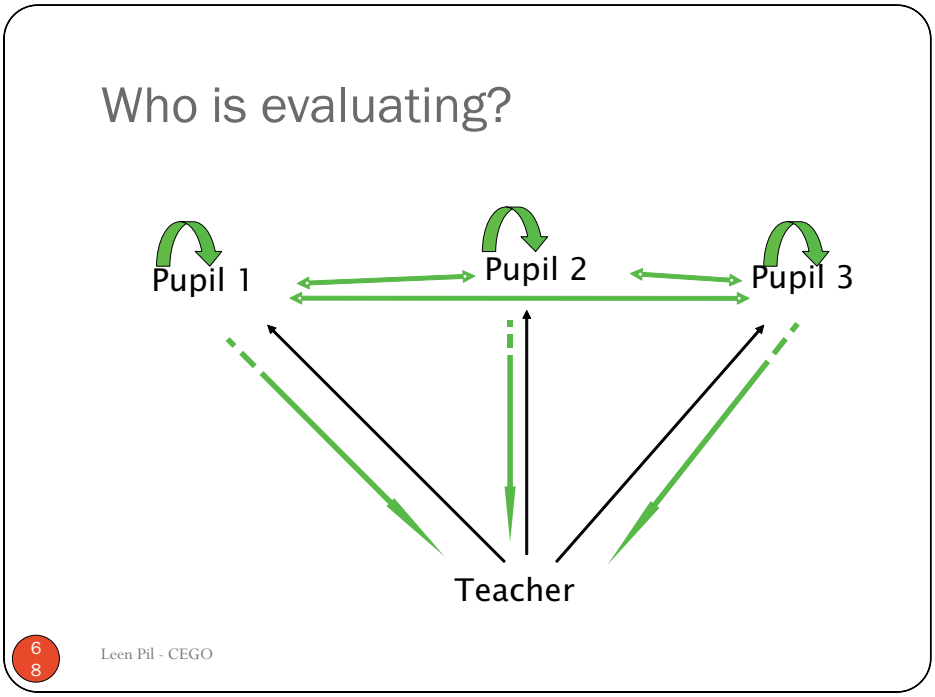
Useful Verbs	Sample Question Stems	Potential activities and products
create invent compose predict plan construct design imagine propose devise formulate	Can you design a ... to ...? Why not compose a song about...? Can you see a possible solution to...? If you had access to all resources how would you deal with...? Why don't you devise your own way to deal with...? What would happen if...? How many ways can you...? Can you create new and unusual uses for...? Can you write a new recipe for a tasty dish? Can you develop a proposal which would...?	Invent a machine to do a specific task. Design a building to house your study. Create a new product. Give it a name and plan a marketing campaign. Write about your feelings in relation to... Write a TV show, play, puppet show, role play, song or pantomime. Design a record, book, or magazine cover for... Make up a new language code and write material using it. Sell an idea. Devise a way to... Compose a rhythm or put new words to a known melody.

Evaluation

Useful Verbs	Sample Question Stems	Potential activities and products
judge select choose decide justify debate verify argue recommend assess discuss rate prioritise determine	Is there a better solution to... Judge the value of... Can you defend your position about...? Do you think ... is a good or a bad thing? How would you have handled...? What changes to ... would you recommend? Do you believe? Are you a ... person? How would you feel if...? How effective are...? What do you think about...?	Prepare a list of criteria to judge a ... show. Indicate priority and ratings. Conduct a debate about an issue of special interest. Make a booklet about 5 rules you see as important. Convince others. Form a panel to discuss views, e.g. "Learning at School." Write a letter to ... advising on changes needed at... Write a half yearly report. Prepare a case to present your view about...

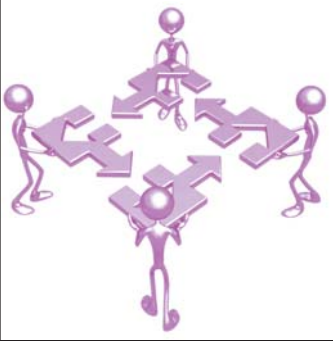


Appendix 3r:
Who assesses and the necessity of assessment toward ATL



During assessment, involve students in the assessment process:

- Students give as much information as possible about criteria and procedures
- Students participate in decision-making on assessment moments and the criteria
- Students participate in self-reflection, self-evaluation, co-evaluation, and peer-evaluation
- Students are invited share their self-assessments with others (for example in learner-involved parent/teacher conferences) or tell (well-prepared) the story of their own success (or failure)



CONCLUSION

Necessary to have a new paradigm of assessment

- Competence viewed from the socio-constructivist perspective :
- Self direction is a central issue
- Social skills also
- Act in an integral way, integrating basic knowledge, basic skills and values
- Competent acting as a result of education for the future
- Assessment should be an integral component of course design, and not something bolted on afterwards.
- The big point is the importance of quick and detailed feedback. Students overwhelmingly report that the single most important ingredient for making a course effective is getting rapid response on assignments. An overwhelming majority are convinced that their best learning takes place when they have a chance to submit an early version of their work, get detailed feedback and criticism, and then hand in a final revised version. Students improve and are engaged when they receive feedback (and opportunities to use it) on realistic tasks requiring transfer at the heart of learning goals and real-world demands.
- *Everybody needs affirmation (Maslow).*
- *Positive feedback stimulates students to face their needs to improvement to get affirmation on those as well* (P. Waszlavick).

The following criteria define authentic assessment activities:

- They are built around topics or issues of interest to the students ;
- They replicate real-world communication contexts and situations;
- They involve multi-stage tasks and real problems that require creative use of knowledge rather than simple repetition (construction of knowledge);
- They require learners to produce a quality product or performance;
- Their evaluation criteria and standards are known to the student;
- They involve interaction between assessor (instructor, peers, self) and person assessed;
- They allow for self-evaluation and self-correction as they proceed.

Appendix 4

Resource Materials for Activity 4

Appendix 4a: Types of assessment

Summative assessment and formative assessment

Summative assessment

At some point, most teachers are required to give a report on student learning at the end of a particular unit or on a particular project. Students also want and need to know how well they have done. This kind of assessment, done after the fact, is called summative assessment. Summative assessment is generally carried out at the end of a course or project. In an educational setting, summative assessments are typically used to assign students a course grade. Summative assessments are evaluative.

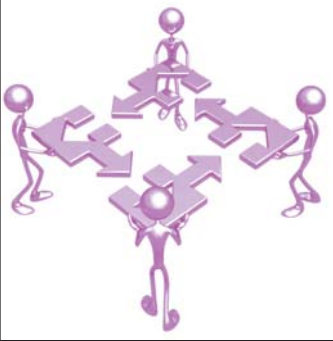
Formative assessment

Formative assessment is generally carried out (before = diagnostic) or throughout a course or project. Formative assessment, also referred to as educative assessment, is used to aid learning. In an educational setting, formative assessment might be a teacher (or peer) or the learner, providing feedback on a student's work, and would not necessarily be used for grading purposes. Formative assessments are diagnostic.

Formative assessments give students feedback on how well they understand the information and on what they need to improve, while helping teachers better design instruction. Assessment becomes even more relevant when students become involved in their own assessment. Students who take an active role in developing the scoring criteria, self-evaluation, and goal setting are more able to accept that the assessment adequately measures their learning.

Characteristics of Formative Assessment

- Setting targets (when possible with children) that are really understood and are accompanied by appropriate guidance
- Tasks are required for further learning
- Marking/feedback specifies improvement needs and provides advice for further (immediate) action via formative dialogue
- Self-evaluation on how well criteria for the lesson have been met and where they could be improved.



Different strategies of formative assessment:

- Strategies for gauging student needs, such as examining student work, brainstorming, etc.
- Strategies to encourage self-direction, such as self-assessment, peer feedback, and cooperative grouping
- Strategies for monitoring progress, such as informal observations, anecdotal notes, and learning logs
- Strategies to check for understanding, such as journals, interviews and informal questioning

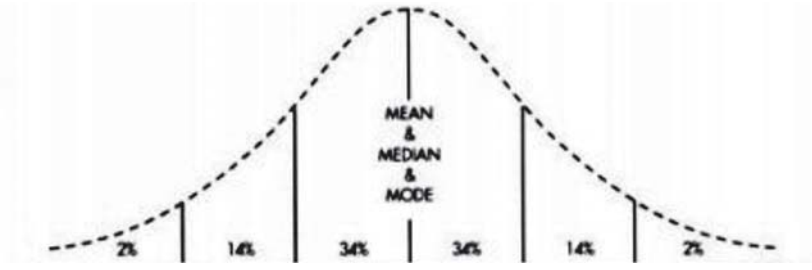
Summative and formative assessment are often referred to in a learning context as the assessment of learning and assessment for learning respectively. Assessment of learning is generally summative in nature and intended to measure learning outcomes and report those outcomes to students, parents and administrators. Assessment of learning generally occurs at the conclusion of a class, course, semester or school year. Assessment for learning is generally formative in nature and is used by teachers to consider approaches to teaching and the next steps for individual learners and the class.

Norm-referenced assessment and criterion-referenced assessment

Norm-referenced assessment

Norm-referenced assessment makes judgments on how well the individual did in relation to others who took the test. It is often used in conjunction with the curve of 'normal distribution', which assumes that a few will do exceptionally well, a few will do badly and the majority will peak in the middle, normally

The IQ test is the best-known example of norm-referenced assessment.



It puts a certain strain on the relationships between students. They start to see each other as competitors and friendship is often lost. How can students learn to cooperate in a professional context when the hidden message of the curriculum is to mistrust their fellow students?

Norm-based assessment often involves multiple-choice and short-answer questions. Therefore, it is difficult to assess some kinds of student competences, such as competences of

- Analysing and interpreting information to present a reasonable explanation of the causes of a war
- Conducting and reporting on a science experiment
- Doing an art project
- Doing a research paper
- Engaging in serious discussion

Many entrance tests to prestigious schools or universities are norm-referenced, permitting a fixed proportion of students to pass. “Passing" in this context means being accepted into the school or university rather than having an explicit level of ability. This means that standards may vary from year to year, depending on the quality of the students that year. In contrast, criterion-referenced assessment does not vary from year to year (unless the criteria changes).

Criterion-referenced assessment

Students are measured against identified standards/criteria of achievement rather than being ranked against each other. When assessment is carried out this way, the quality of achievement is not dependent on how well others in the year have performed, but on how well the individual student performed as measured against specific criteria and standards. It is often, but not always, used to establish a person’s competence (whether he/she can do something).

Informal and formal assessment

Formal assessment

Formal assessment implies a written document, such as a test, quiz or paper. A formal assessment is given a numerical score or grade based on student performance.

Informal assessment

Informal assessment does not contribute to a student’s final grade and occurs in a more casual manner. It may include observation, inventories, checklists, rating scales, rubrics, performance and portfolio assessments, participation, peer and self evaluation, and discussion.

Objective and subjective assessment

Objective assessment

Objective assessment is a form of questioning which has a single correct answer. There are various types of objective questions, such as true/false answers, multiple-choice and matching questions. Objective assessment is well suited to the increasingly popular computerised or online assessment format.

Subjective assessment

Subjective assessment is a form of questioning which may have more than one correct answer (or more than one way of expressing the correct answer). Subjective questions include extended-response questions and essays. Some have argued that the distinction between objective and subjective assessments is neither useful nor accurate because, in reality, there is no such thing as "objective" assessment. In fact, all assessments are created with inherent biases built into decisions about relevant subject matter and content, as well as cultural (class, ethnic, and gender) biases.

Appendix 5

Resource Materials for Activity 5

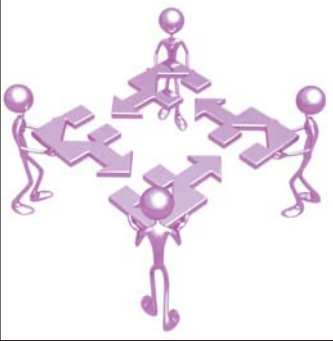
Appendix 5a: Self-reflection and self-assessment

The assessment needs to provide the teacher and students with opportunities to self-reflect on their teaching and learning practices. Self-reflection and self-assessment involve students making assessments about their own work and progress. These practices promote lifelong learning, by helping students to evaluate their own (and their peers' achievements) realistically, not just encouraging them to rely on (tutor) evaluation from "on high". Self-assessment is very helpful in aiding learners to critique their own work and form judgments about their own strengths and weaknesses. Self-reflection and self-assessment are often used as a part of formative assessment, instead of summative assessment, where it requires certification by others.

Self-assessment is different from self-grading

Self-grading is giving points by using criteria stipulated by others while self-assessment is a reflective process and also a reflection on the selection of criteria.

There is some evidence that poorer students do tend to mark themselves up under systems of self-assessment. However, in most self-assessment practices, ultimate responsibility still rests with the tutor, who moderates and has the power of veto if students fail to provide sufficient evidence to support the grade they have awarded themselves. Also in practice, self-assessment may be accompanied by a form of peer assessment which is also likely to have a moderating influence on self assessed marks.



Examples of self-reflection and self-assessment

Portfolio reflection

I have put this work in my portfolio because:

.....

.....

During this work I learnt:

.....

.....

My feelings during this task:

☺ because

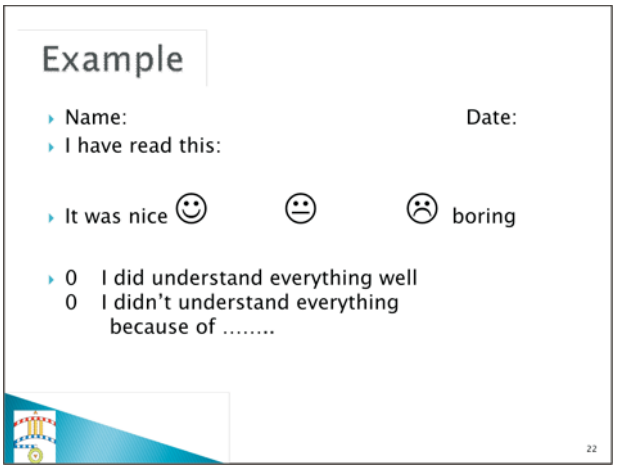
.....

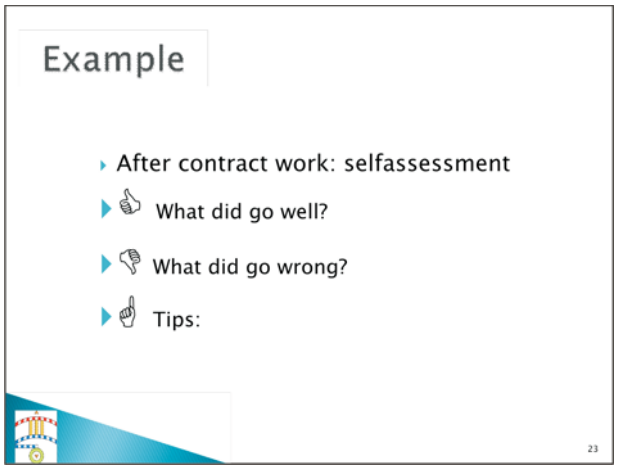
☺ because

.....

☺ because

.....





Appendix 5b: Peer assessment

Concept of peer assessment

Peer assessment is when learners are involved in the assessment of work by other learners. They must have a clear understanding of what they are looking for in their peers' work.

Examples of Peer Assessment

Self- and Peer assessment of group work

Name:.....

Group:.....

We use this scale:

3 = better than other group members

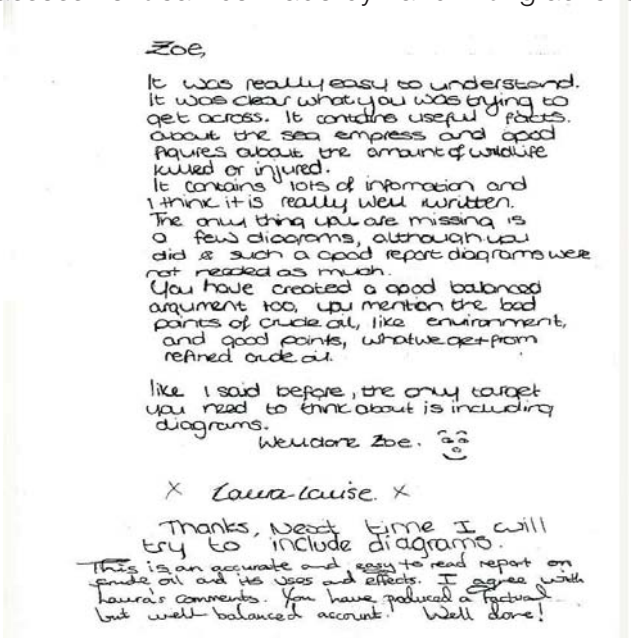
2 = average

1 = not as good as other group members

0 = no help to the group

Group members	Enthusiasm and participation	Input of ideas	Knows what is expected	Group organisation and managing	Team work	Efficiency
1						
2						
3						
4						
5						

Self-assessment can be made by handwriting as follows:



Zoe,

It was really easy to understand. It was clear what you was trying to get across. It contains useful facts about the sea empress and good figures about the amount of wildlife killed or injured.
It contains lots of information and I think it is really well written.
The only thing you are missing is a few diagrams, although you did a such a good report diagrams were not needed as much.
You have created a good balanced argument too, you mention the bad points of crude oil, like environment, and good points, what we get from refined crude oil.

like I said before, the only target you need to think about is including diagrams.

Welldone Zoe.

X Laura-Louise. X

Thanks, Next time I will try to include diagrams.

This is an accurate and easy to read report on crude oil and its uses and effects. I agree with Laura's comments. You have produced a factual but well-balanced account. Well done!

Tools for peer assessment of group work

Tool 1: Peer assessment factor

Step 1: The teacher must first assess the group work results. This result will be multiplied by a coefficient obtained by peer assessment, so that each group member gets an individual result.

When we put it in a formula:

Individual result = group result x peer assessment factor (coefficient)

Step 2: How do you obtain this peer assessment factor?

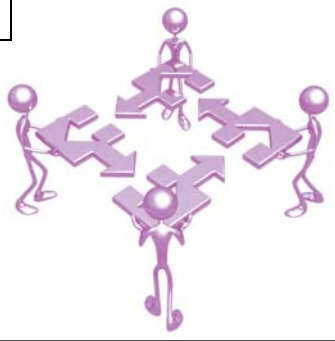
Each group member will assess the others.
The purpose is to add all the scores for one pupil given by the other group members for all criteria and than divide them by [the number of group members x the number of criteria x 2] The last figure is the theoretical average.

We use this scale:
3 = better than other group members
2 = average
1 = not as good as other group members
0 = no help to the group
-1 = obstacle for the group

To avoid one group member getting extremely high or low points because of social circumstances (friends, enemies), the figure will be deleted for this person when this figure appears only once for that criterion.

Example:

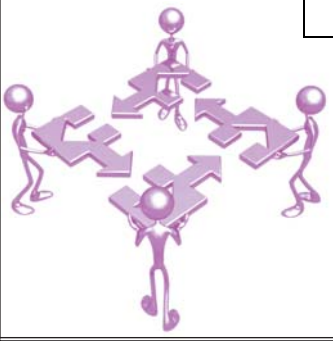
	Name: Peter					
	Group:					
Group members	Enthusiasm and participation	Input of ideas	Knows what is expected	Group organisation and managing	Team work	Efficiency
1. Gert	2	1	2	3	2	2
2. (Name)						
3. (Name)						
4. (Name)						
5. (Name)						



	Name: Thomas					
	Group:					
Group members	Enthusiasm and participation	Input of ideas	Knows what is expected	Group organisation and managing	Team work	Efficiency
1. Gert	2	1	**1**	2	2	3
2. (Name)						
3. (Name)						
4. (Name)						
5. (Name)						

	Name: Tina					
	Group:					
Group members	Enthusiasm and participation	Input of ideas	Knows what is expected	Group organisation and managing	Team work	Efficiency
1. Gert	3	2	2	3	2	3
2. (Name)						
3. (Name)						
4. (Name)						
5. (Name)						

	Name: Carl					
	Group:					
Group members	Enthusiasm and participation	Input of ideas	Knows what is expected	Group organisation and managing	Team work	Efficiency
1. Gert	3	2	2	2	**1**	2
2. (Name)						
3. (Name)						
4. (Name)						
5. (Name)						



When we add up all of Gert's points the result = 50

The theoretical group average equals 2. We multiply this by the number of criteria and that by the number of pupils who assesses Gert 2 x 6 x 4 = 48.

Now we divide Gert's total result by the theoretical average 50/48 = 1.04. That means that Gert's coefficient is 1.04.

Step 3: We multiply this coefficient by the group result. Supposing that the group result was 14/20, than Gert's score is 14 x 1.04 = 14.56
When twice the -1-score has been deleted, Carl's final result will go up from 1.04 to 1.09.

When other group members are added, there will be a correction up or down.

Step 4: Feedback

Tool 2: Dividing a figure

Step 1: The teacher first assesses the group work result. The group members have to divide this figure.

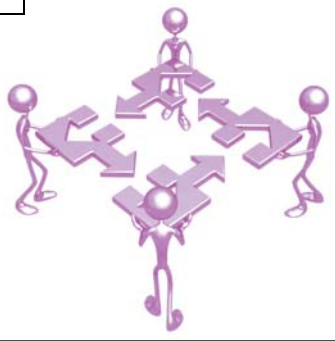
Example: Supposing that the group result was 60/100. Then 60 x 3 = 180. That means that the pupils have to divide 180 points by the number of group members (including themselves).

Step 2: First, group members discuss the criteria

Step 3: Group members divide the points

Example:

	Loesje	Eve	Bert
Loesje gives	80	40	60
Eve gives	60	60	60
Bert gives	70	50	60



Loesje gets: (80 + 60 + 70) / 3 = 70%
Eve gets: (40 + 60 + 50) /3 = 50 %
Bert gets: (60 + 60 + 60) / 3 = 60 %
Step 4: Feedback

Tool 3: Group result + additional score

Step 1: The teacher first assesses group work as a whole.

Step 2: Peer assessment by the pupils.

+ 1 = great contribution
0 = average
-1 = low contribution

Each pupil gets the average of his peer-assessed results.

Step 3: Add the group figure + average of a pupil's peer-assessed results

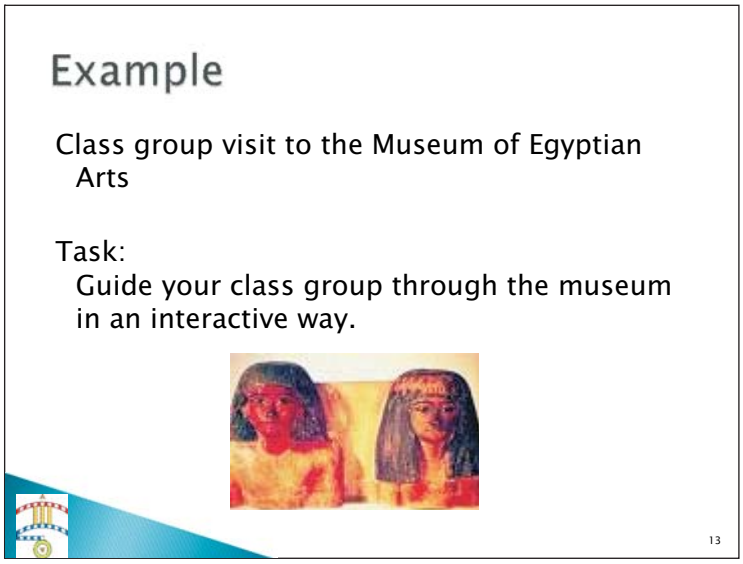
When other group members are added, there will be a correction up or down.

Step 4: Feedback

Appendix 5c. Authentic assessment

Authentic assessment presents learners with real-world challenges and is often based on performance. Learners are asked to apply/demonstrate their knowledge, skills, or competences in whatever way they find appropriate. Examples of authentic assessment also include simulations and role plays.

- It involves pulling together a number of different ideas from the subject matter
- It often involves writing as well as formal manipulations such as computation
- It usually has a complex product: an essay, a lesson plan, or a problem set for others to solve



Appendix 5d: Possible benefits of authentic assessment

1. It assesses a broader range of skills and as such is considered to be fairer and less discriminatory. Consequently, innovative assessment should have the effect of widening access to Higher Education and perhaps widening success.
2. It is a more reliable assessment of student learning because it is not dependent on any one method of assessment. Innovative assessments allow for the fact that all individuals have strengths and weaknesses, by assessing an individual's performance across a range of skills, so a more balanced and reliable assessment can be obtained. i.e. Don't put all your eggs in one basket!

3. It adopts a more positive approach to education. By spreading the assessment net more widely, it provides students with a range of opportunities to demonstrate how much they understand, rather than the somewhat negative approach of how little.

4. It is usually formative and as such is more likely to facilitate effective, well motivated student learning. Providing timely and constructive feedback allows misunderstandings to be detected and cleared up, and students are able to make improvements where necessary. This process helps maintain student motivation, enabling them to learn more steadily and fluently. If students genuinely don't know what they are doing wrong, as they are never informed, this can lead to frustration and a loss of interest in the subject.

5. It should stimulate both staff and student interest. Variety is the spice of life!

6. Students learn and are assessed on a much greater variety of skills and in a number of different situations. Assessments may include students demonstrating that they 'know how to' rather than just 'know about' it.

7. The methods are usually more realistic and relevant, involving role plays, simulations and work placements. Students develop a better understanding of how their specific skills and knowledge can he applied both inside and outside the academic environment.

8. It is generally regarded as a possible strategy for facilitating a 'deep' rather than a 'surface' approach to learning.

Appendix 5e: Reflection

What can you see in the picture?

Appendix 5f: Introducing the concept of alternative assessment

With alternative assessment, students are expected to participate actively in evaluating themselves and one another. Learners who are used to traditional teacher-centred classrooms may need time to adjust to this new role. They also may be skeptical that peers can provide them with feedback that will enhance their learning.

Instructors need to prepare students for the use of alternative assessments and allow time to teach them how to use them, so that alternative assessment will make an effective contribution to the learning process.

- Introduce alternative assessment gradually while continuing to use more traditional forms of assessment. Begin by using checklists and rubrics yourself; move to self and peer evaluation later.

- Create a supportive classroom environment in which students feel comfortable with one another.

- Explain the rationale for alternative assessment.

- Engage students in a discussion of assessment. Elicit their thoughts on the values and limitations of traditional forms of assessment and help them see ways that alternative assessment can enhance evaluation of what learners can *do* with language.

- Give students guidance on how to reflect on and evaluate their own performance and that of others (see specifics in sections on peer and self evaluation).

As students find they benefit from evaluating themselves and their peers, the instructor can expand the amount of alternative assessment used in the classroom. For the teacher also it is good to start small, so as not to be overwhelmed by work and new tools.

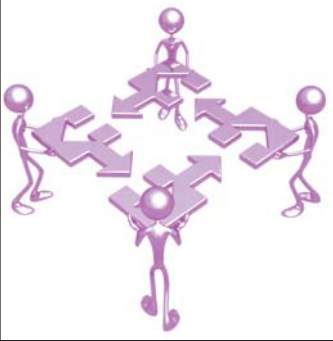
Appendix 6

Resource Materials for Activity 6

Task 1 for the participants (in pairs)

Please match the cards: match each assessment tool with the right description.

Exit cards	Portfolio
Authentic Assessment	Peer-Assessment
Retelling	Rubric
Co-Assessment	Project Based Learning
Journal	Celebration of Learning
Mind Map	Reading Log
Anecdotal Records	Oral presentation



Graphic organisers are instructional tools used to illustrate prior knowledge.

A demonstration where students have the opportunity to share their expertise in several subject areas with other students, teachers and parents.

An easy 5-minute activity to check student knowledge before, during and after a lesson or complete unit of study. Students respond to 3 questions posed by the teacher. Teachers can quickly read the responses and plan necessary instruction

A form of ongoing assessment of observations of student(s) in the classroom. These jot-notes provide the teacher with information as to how the student is processing information, collaborating with students as well as general observations on learning styles, attitudes and behaviour.

Students are allowed to verbally share their knowledge. Some students may choose to do it using multimedia.

After students read a story or have one read to them, ask them to retell it as if they were telling it to a friend who never heard it before. It is important to let students know in advance that they will be asked to do this. To analyse the retelling quantitatively, use a checklist of important elements in the story (setting, plot, resolution, etc.) and assign a score for each.

Assessment in which one learner, groups of learners or the whole class gives written or verbal feedback to another learner. Peers can use checklists, rubrics or give a written response to peer work.

Instructional strategy that challenges students to discover answers to their questions through real-world investigation. These are in-depth learning opportunities that motivate students and integrate many curriculum objectives.

Have students keep it all their independent reading at school and at home. It should include works completed and works started but not completed. In addition to the name of the book (article, etc.) and author, it should include personal reactions to the selection. Periodic discussions of it will provide insight on how the student is developing as an independent reader and suggest ways in which the teacher can give added encouragement. It can be placed in students' portfolios.

A representative collection of an individual student's work. It is generally composed of best work to date and a few "works in progress" that demonstrate the process. Students show their knowledge, skills and abilities in a variety of different ways that are not dependent upon traditional media such as exams and essays.

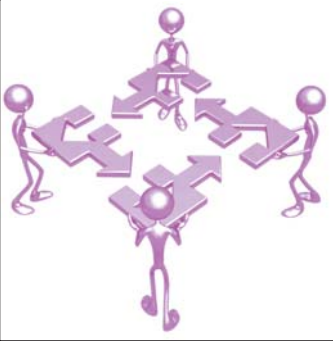
Presents learners with real-world challenges and is often based on performance: Learners are asked to apply/demonstrate their knowledge, skills, or competencies in whatever way they find appropriate.

Scoring guides or sets of expectations used to assess student level of understanding and allow students to know the expectations and what they need to do in order to be learning at a higher level.

It can be used to assess for process of learning and student growth. They can be open-ended or the teacher can provide guiding, reflective questions for the students to respond to. These often provide insight on how the students are synthesizing their learning.

Fundamental to all aspects of learning, because the learner implement decisions about his/her own learning. It encourages deep level learning and it encourages learners to become independent learners and can increase their motivation.

A combination of self assessment and assessment by others (teacher, pupils,..). It is a dialogue between pupil and teacher but the final judgment is by the teacher.



Appendix 6b: Assessment tools

Anecdotal Records – Anecdotal records are a form of ongoing assessment of observations of student(s) in the classroom. These jot-notes provide the teacher with information as to how the student is processing information, collaborating with students as well as general observations on learning styles, attitudes and behaviour.

Celebration of Learning – A demonstration where students have the opportunity to share their expertise in several subject areas with other students, teachers and parents. It is the recognition that learning has taken or is taking place. It may be simple or highly orchestrated. Recognition is very important as it helps students understand the value of their contribution and fosters the development of involvement. It is an authentic means of evaluation and it is a moment of empowering. It can also lead learning to the next level.

Co-Assessment – Is a combination of self assessment and assessment by others (teacher, pupils, etc.). It is a dialogue between pupil and teacher but the final evaluation is made by the teacher.

Exit Cards – An easy 5-minute activity to check student knowledge before, during and after a lesson or complete unit of study. Students respond to 3 questions posed by the teacher. Teachers can quickly read the responses and plan necessary instruction.

Mind Map – Graphic organisers, also known as mind maps, are instructional tools used to illustrate prior knowledge.

Journals – Journals can be used to assess for process of learning and student growth. They can be open-ended or the teacher can provide guiding, reflective questions for the students to respond to. These often provide insight on how the students are synthesising their learning.

Oral Presentations – Students are allowed to verbally share their knowledge. Some students may choose to do an oral presentation using multimedia.

Peer Assessment - Assessment in which one learner, groups of learners or the whole class gives written or verbal feedback to another learner. Peers can use checklists, rubrics or give a written response to peer work.

Portfolios – A portfolio is a representative collection of an individual student's work. A student portfolio is generally composed of best work to date and a few "works in progress" that demonstrate the process. Students show their knowledge, skills and abilities in a variety of different ways that are not dependent upon traditional media such as exams and essays.

Project-Based Learning – Instructional strategy that challenges students to discover answers to their questions through real-world investigation. These are in-depth learning opportunities that motivate students and integrate many curriculum objectives.

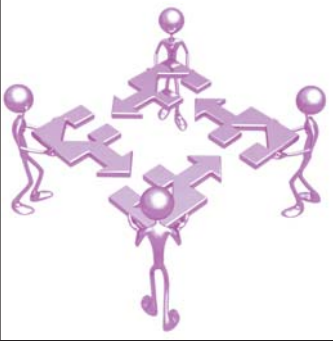
Reading Logs – Have students keep a log of all their independent reading at school and at home. The log should include works completed and works started but not completed. In addition to the name of the book (article, etc.) and author, the log should include personal reactions. Periodic discussions of these logs will provide insight on how the student is developing as an independent reader and suggest ways in which the teacher can give added encouragement. These logs can be placed in the student portfolios.

Retellings - After students read a story or have one read to them, ask them to retell it as if they were telling it to a friend who had never heard it before. It is important to let students know in advance that they will be asked to do this. To analyse the retelling quantitatively, use a checklist of important elements in the story (setting, plot, resolution, etc.) and assign a score for each.

Rubrics - Rubrics are scoring guides or sets of expectations used to assess student level of understanding and allow students to know the expectations and what they need to do in order to be learning at a higher level.

Self-Assessment - Fundamental to all aspects of learning, because the learner implements decisions about his/her own learning. It encourages deep level learning and encourages them to become independent learners and can increase motivation.

Authentic assessment: Authentic assessment presents learners with real-world challenges and is often based on performance: Learners are asked to apply/demonstrate their knowledge, skills, or competences in whatever way they find appropriate.



Appendix 7

Resource Materials for Activity 7

Appendix 7a: Samples of assessment levels in rubrics

Name: _____

Date: _____

Math Problem-Solving Rubric

Levels (Criteria)					
Dimensions (Categories)	**Expert 4**	**Practitione 3**	**Apprentice 2**	**Novice 1**	**Points**
Understanding	The solution shows a deep understanding of the maths concepts and the procedures needed to reach it. Maths concepts and procedures are applied correctly.	The solution is complete. Maths concepts and procedures are applied	A solution is attempted but isn't complete. Some maths concepts are used but not all of the necessary ones. Some, but not all, procedures are correct.	There isn't a solution or the solution is inappropriate. Inappropriate maths concepts or procedures are used.	

Levels (Criteria)					
Dimensions (Categories)	**Expert 4**	**Practitione 3**	**Apprentice 2**	**Novice 1**	**Points**
Reasoning	Uses an efficient strategy that leads directly to a correct solution. Can verify the solution and evaluate the reasonableness of it. Makes relevant maths observations and	Uses a strategy that leads to a solution. Uses effective maths reasoning and procedures. All parts of the solution are correct.	Knows some of what is needed to do find a solution but doesn't find a complete solution. Does not complete all of the maths procedures that the problem needs. Some parts may be right but the right answer is not achieved.	No evidence of a strategy or the strategy shown is inappropriate. There are many errors in maths procedures so that a solution can't be reached.	
Communication	Writing and drawing is clear, well-organised and detailed. All steps are included. A variety of words and symbols are used accurately and appropriately. Sophisticated language is	Writing and drawing is clearly done. The reader may have to fill in some details. A variety of words and symbols are used accurately and appropriately.	Writing and drawing may be unclear in parts. Words and symbols are used but show errors or lack of variety.	Writing and drawing is unclear or inappropriate. Words or symbols were used inaccurately or inappropriately.	

Collaboration Rubric

Name _____

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Contribution					
Researches & gathers information	Does not collect any information that relates to the topic.	Collects very little information--some relates to the topic.	Collects some basic information--most relates to the topic.	Collects a great deal of information--all relates to the topic.	
Shares information	Does not relay any information to teammates.	Relays very little information--some relates to the topic.	Relays some basic information--most relates to the topic.	Relays a great deal of information--all relates to the topic.	
Is punctual	Does not hand in any assignments.	Hands in most assignments late.	Hands in most assignments on time.	Hands in all assignments on time.	
Takes responsibility					
Fulfills team role's duties	Does not perform any duties of assigned team role.	Performs very few duties.	Performs nearly all duties.	Performs all duties of assigned team role.	
Shares equally	Always relies on others to do the work.	Rarely does the assigned work--often needs reminding.	Usually does the assigned work--rarely needs reminding.	Always does the assigned work without having to be reminded.	
Values other					

ART CRITICAL REASONING RUBRIC ART CRITICISM					
1. DESCRIPTION: Identifies things about the work that can be seen, named and described.					**Rating**
1	**2**	**3**	**4**	**5**	_____
Briefly names one or two objects "There is a girl."	Names and describes the obvious objects.		Makes a complete inventory of the subject matter and/or elements accompanied by a thorough description.		
2. ANALYSIS **a. Determines how the work of art is organised**					
1	**2**	**3**	**4**	**5**	_____
Identifies one or two elements. "I see wavy lines."	Names and describes the elements and principles in the artwork.		Describes the dominant elements and principles and how they are used by the artist to reinforce the theme, meaning, mood, or feeling of the artwork.		
b. Compares and contrasts artwork					
1	**2**	**3**	**4**	**5**	_____
Compares and/or contrasts the subject matter in two artworks.	Compares and contrasts the subject matter and composition of artwork.		Compares and contrasts artwork with other artwork across a range of eras/cultures/categories.		
3. INTERPRETATION: Identifies the ideas, feelings, or moods communicated by the artwork.					
1	**2**	**3**	**4**	**5**	_____
Relates a personal response, i.e. ideas, feelings or	Identifies the literal meaning.		Forms a hypothesis about the symbolic or metaphorical meaning and substantiates the interpretation with evidence from		
4. EVALUATION: Judges the quality or success of the work based on criteria.					
1	**2**	**3**	**4**	**5**	_____
Evaluates as "bad" or "good" because of his/her personal feeling toward the subject matter.	States an opinion and gives one reason for the opinion.		Uses an aesthetic theory to judge the artwork. ? Imitation: faithful rendering ? Expression: definite feeling, emotion ? Formal order: a design focus ? Instrumental: communicates important ideas		

Jean Detlefsen, Columbus (Nebraska) High School, U.S.

"I Get It" Student Rubric

Exemplars® Jigsaw Student Rubric

Level	Problem Solving	Reasoning and Proof	Communication	Connections	Representation
Novice Makes an effort No or little understanding	I did not understand the problem.	My math thinking is not correct.	I used no math language and/or math notation.	I did not notice anything about the problem or the numbers in my work.	I did not use a math representation to help solve the problem and explain my work.
Apprentice Ok, good try Unclear if student understands	I only understand part of the problem. My strategy works for part of the problem.	Some of my math thinking is correct.	I used some math language and/or math notation.	I tried to notice something, but it is not about the math in the problem.	I tried to use math representation to help solve the problem and explain my work, but it has mistakes in it.
Practitioner Excellent Clear Strong understanding Meets the standard	I understand the problem and my strategy works. My answer is correct.	All of my math thinking is correct.	I used math language and/or math notation throughout my work.	I noticed something about my math work.	I made a math representation to help solve the problem and explain my work, and it is labeled and correct.
Expert Wow, awesome! Exceptional understanding!	I understand the problem. I used a rule, and/or verified that my strategy is correct.	I showed that I knew more about a math idea that I used in my plan. Or, I explained my rule.	I used a lot of specific math language and/or notation throughout my work.	I noticed something in my work, and used that to extend my answer and/or I showed how this problem is like another problem.	I used another math representation to help solve the problem and explain my work in another way.

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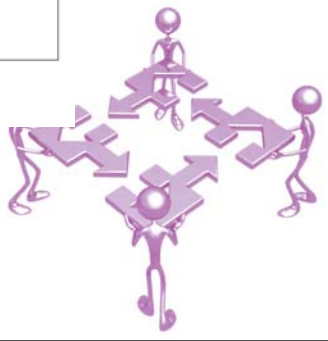
Exemplars® Primary Science Rubric

Level	Science Tools	Reasoning Strategies	Communication	Science Concepts
Novice *Getting started* *No or little understanding*	I did not use science tools yet. I have no data. 	I mixed up my steps. 	I did not record or share my ideas. 	I do not get it yet. 
Apprentice *Almost* *Student has some understanding*	I tried to use some science tools. My data is started. 	I took steps. 	I started to record and share my ideas. 	I get some of it. 
Practitioner *Got it!* *Strong understanding* *Meets the standard*	I used science tools. My data is complete. 	I used organized steps. 	I recorded and shared my ideas. 	I get all of it. 
Expert *Wow, awesome!* *Exceptional understanding* *Exceeds the standard*	I made excellent use of all science tools. My data is complete. I can demonstrate. 	I used organized steps. I made more connections. 	I recorded and shared my ideas. I also recorded details and asked questions. 	I get all of it. I can teach it to a friend. My ideas shine! 

Classic Exemplars Rubric

Level	Understanding	Strategies, Reasoning, Procedures	Communication
Novice	• There is no solution, or the solution has no relationship to the task. • Inappropriate concepts are applied and/or procedures are used. • The solution addresses none of the mathematical components presented in the task.	•No evidence of a strategy or procedure, or uses a strategy that does not help solve the problem. • No evidence of mathematical reasoning. • There were so many errors in mathematical procedures that the problem could not be solved.	• There is no explanation of the solution, the explanation cannot be understood or it is unrelated to the problem. • There is no use or inappropriate use of mathematical representations (e.g. figures diagrams, graphs, tables, etc.). • There is no use, or mostly inappropriate use, of mathematical terminology and notation.
Apprentice	• The solution is not complete indicating that parts of the problem are not understood. • The solution addresses some, but not all of the mathematical components presented in the task.	• Uses a strategy that is partially useful, leading some way toward a solution, but not to a full solution of the problem. • Some evidence of mathematical reasoning. • Could not completely carry out mathematical procedures. • Some parts may be correct, but a correct answer is not achieved.	• There is an incomplete explanation; it may not be clearly presented. • There is some use of appropriate mathematical representation. • There is some use of mathematical terminology and notation appropriate of the problem.
Practitioner	• The solution shows that the Student has a broad understanding of the problem and the major concepts necessary for its solution. • The solution addresses all of the mathematical components presented in the task.	• Uses a strategy that leads to a solution of the problem. • Uses effective mathematical reasoning. • Mathematical procedures used. • All parts are correct and a correct answer is achieved.	• There is a clear explanation. • There is appropriate use of accurate mathematical representation. • There is effective use of mathematical terminology and notation.
Expert	• The solution shows a deep understanding of the problem including the ability to identify the appropriate mathematical concepts and the information necessary for its solution. • The solution completely addresses all mathematical components presented in the task. • The solution puts to use the underlying mathematical concepts upon which the task is designed.	• Uses a very efficient and sophisticated strategy leading directly to a solution. • Employs refined and complex reasoning. • Applies procedures accurately to correctly solve the problem and verify the results. • Verifies solution and/or evaluates the reasonableness of the solution. • Makes mathematically relevant observations and/or connections.	• There is a clear, effective explanation detailing how the problem is solved. All of the steps are included so that the reader does not need to infer how and why decisions were made. • Mathematical representation is actively used as a means of communicating ideas related to the solution of the problem. • There is precise and appropriate use of mathematical terminology and notation

Exemplars K-12 We Set the Standards!



Appendix 7b: Rubrics

A rubric is an assessment tool for communicating expectations of quality. It supports student self-reflection and self-assessment as well as communication between teacher and students.

Components of a rubric

A rubric is a set of criteria and standards typically linked to learning objectives that is used to assess or communicate about a product, performance, or process tasks.

Scoring rubrics include one or more dimensions on which performance is rated, definitions and/or examples that illustrate the attribute(s) being measured and a rating scale for each dimension. Dimensions are generally referred to as criteria, the rating scale as levels, and definitions as descriptors.

- Use an even number of levels (usually 4 or 6) if you need to distinguish between students who've "got it" or "didn't get it".
- Use an odd number of levels if you want to recognise an average performance.

Levels in a rubric

Assessment rubrics contain levels of achievement in performance with descriptors of the levels.

The levels can be: e.g.

Novice / Apprentice / Practitioner / Expert

or

Beginning / Developing / Accomplished / Exemplary

or a continuum at a 5 point-scale, where 5 is the highest level.

For example:

The European Language Portfolio, based on the Common European Framework of Reference for Languages, divides learners into three broad divisions that can be subddivided into six levels.

A Basic Speaker

A1 Breakthrough or beginner

A2 Waystage or elementary

B Independent speaker

B1 Threshold or intermediate

B2 Vantage or upper intermediate

C Proficient speaker

C1 Effective operational proficiency or advanced

C2 Mastery or proficiency

The CEFR describes what a learner is supposed to be able to do in reading, listening, speaking and writing at each level.

Teachers can cooperate with children to give names for each level. Students enjoy naming the levels; they'll come up with words like "Wow!" for the top level and "Yucky" for the bottom or add pictures to the descriptors of the levels. Young people like this.

Steps to create a rubric

Rubrics help students become thoughtful evaluators of their own and others' work and reduce the amount of time teachers spend evaluating student work. Here is a seven-step method to creating and using a rubric for writing assignments:

1. Have students look at models of good versus "not-so-good" work. A teacher could provide sample assignments of variable quality for students to review.
2. List the criteria to be used in the rubric and allow discussion of what counts as quality work. Asking for student feedback during the creation of the list also allows the teacher to globally assess the students' writing experiences.
3. Articulate gradations of quality. These hierarchical categories should concisely describe the levels of quality (ranging from bad to good). They can be based on the discussion of the good versus not-so-good work samples. Using a conservative number of gradations keeps the rubric user friendly while allowing for fluctuations that exist within the average range ("Creating Rubrics").
4. Practice on models. Students can test the rubrics on sample assignments provided by the instructor. This practice can build a student's confidence by teaching them how the instructor would use the rubric on their papers. It can also facilitate student/teacher agreement on the reliability of the rubric.
5. Ask for self and peer assessment.
6. Revise the work based on that feedback. As students are working on their assignment, they can be stopped occasionally to do a self-assessment and then give and receive evaluations from their peers. Revisions should be based on the feedback they receive.
7. Use teacher assessment, which means using the same rubric the students used to assess their work.

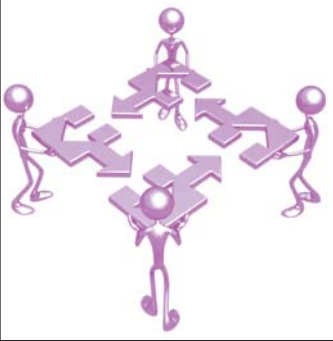
The benefit of a rubric

The key advantage for classroom teachers is that rubrics force clarification of success in the classroom, establishing clear benchmarks for achievement. By sharing scoring rubrics with students, they become aware of the expected standards and thus know what counts as quality work. With rubrics, assessment becomes more objective, consistent and defensible. Additionally, rubrics make assessment more efficient. Time spent developing a grading rubric will be made up for in ease and speed in actual grading.

Rubrics serve a different role in different phases of assessment:

- During the **pre-assessment phase**, rubrics are used to clarify expectations and grading methods with learners. As a result, learners can perform a self-assessment prior to submission of their work.
- During the **assessment phase**, rubrics help evaluators to remain focused on the preset standards of excellence and objectively assess the learner.
- During the **post-assessment phase** learners are given a scored rubric with a clear explanation of their grade. They are made aware of their weaknesses and strengths.

Checklist for a good rubric:		✓
_____	Rubric Categories	Do the categories reflect the major learning
_____	Levels	Are there distinct levels that are assigned names
_____	Criteria	Are the descriptions clear? Are they on a continuum and allow for student growth?
_____	Student-Friendly	Is the language clear and easy for students to
_____	Teacher-Friendly	Is it easy for the teacher to use?
_____	Validity	Can the rubric be used to evaluate the work? Can it be used for assessing needs? Can students easily identify growth areas needed?



Appendix 7c: Samples of holistic and analytic rubrics

Holistic Rubrics

Proficient 3 points	The student's project has a hypothesis, a procedure, collected data, and analysed results. The project is thorough and the findings are in agreement with the data collected. There are minor inaccuracies that do not affect the quality of the project.
Adequate 2 points	The student's project may have a hypothesis, a procedure, collected data, and analysed results. The project is not as thorough as it could be; there are a few overlooked areas. The project has a few inaccuracies that affect the quality of the project.
Limited 1 point	The student's project may have a hypothesis, a procedure, collected data, and analysed results. The project has several inaccuracies that affect the quality of the project.

Analytical Rubric

Criteria	4 points	3 points	2 points	1 points
Has a plan for investigation	The plan is thorough	The plan is lacking a few details	The plan is missing major details	The plan is incomplete and limited
Use of materials	Manages all materials responsibly	Uses the materials responsibly most of the time	Mishandles some of the materials	Does not use materials properly
Collects the data	Thorough collection	Some of the data is collected	Major portions of the data are missing	The data collection consists of a few points

Appendix 7d: Samples of holistic and analytic rubrics

Holistic rubrics

Holistic scales or rubrics respond to performance as a whole. Each score on a holistic scale represents an overall impression; one integrated score is assigned to a performance. The emphasis in holistic scoring is on what a student does well.

Holistic scoring is primarily used when a relatively quick yet consistent approach to scoring is necessary.

Analytic rubrics

Analytic scales are divided into separate categories representing different aspects or dimensions of performance. For example, dimensions for writing performance might include content, organization, vocabulary, grammar, and mechanics. Each dimension is scored separately, then dimension scores are added to determine an overall score.

Analytic rubrics have two advantages:

- The instructor can give different weights to different dimensions. This allows the instructor to give more credit for dimensions that are more important to the overall success of the communication task. For example, in a writing rubric, the dimension of content might have a total point range of 30, whereas the range for mechanics might be only 10.
- They provide more information to students about the strengths and weaknesses of various aspects of their performance.

However, analytic scoring has also been criticised because the parts do not necessarily add up to the whole. Providing separate scores for different dimensions of a student's performance does not give the teacher or the student a good assessment of the whole performance.

Appendix 7e: Finding criteria

Step 1: Defining criteria with learners

Making a T card visually supports students to remember what is important (criteria) and the details (what will be observed).

Step 1.1: Brainstorm

The teacher can use tools such as Thinking – sharing – exchange, Placemat, Mindmaps or Carousel to help learners give answers to questions. What is the important competence you want to show to others? i.e. What do you want me, the teacher to see?

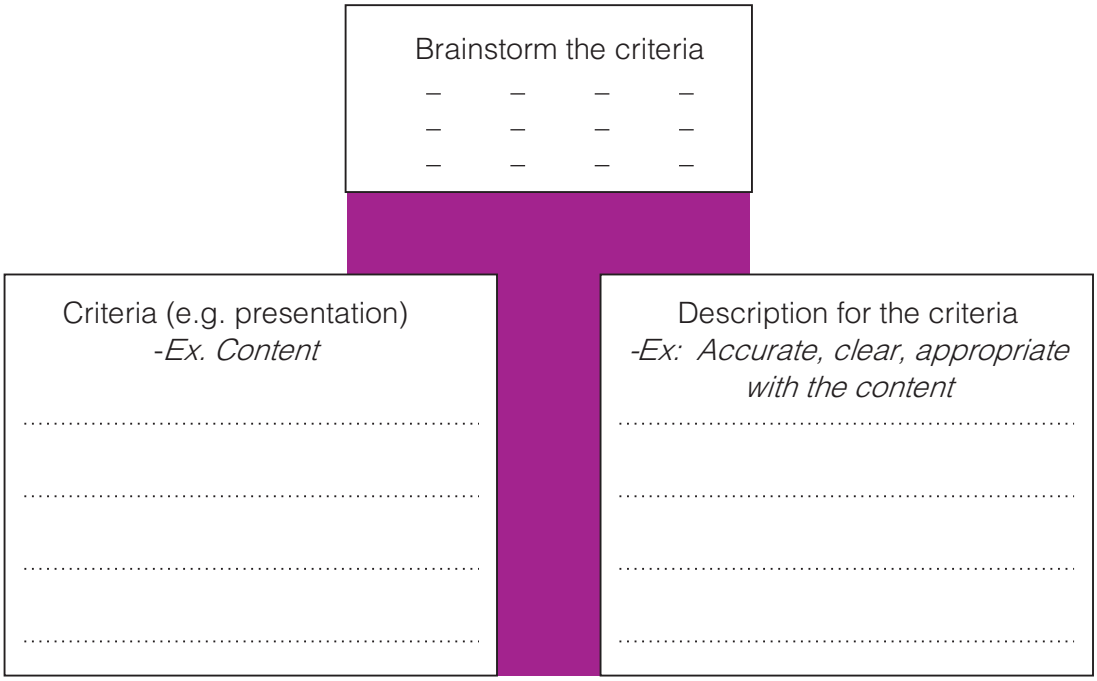
Learners write down all the ideas for different criteria (for assessing their work) on the top of the T-card. The teacher adds his/her own thoughts.

Step 1.2: Sorting and categorising

The teacher asks the children to look at the ideas that belong together and sort them into criteria (not more than 6 criteria). The teacher can ask questions such as

- Do you see ideas that belong together?
- Can you find similar ideas and gather them into an inclusive word?

The teacher shows which ideas belong together by using a colour code or a specific symbol and explains to students that it is easier to work with a few rather than a lot of ideas. The teacher and learners name the most important issues (= criteria) and write them on the left side of the T-card.



Step 1.3. Add criteria details

The teacher and learners fill in specific descriptions on the right side, according to their criteria. The teacher asks students if there are any more ideas to complete and asks them to make a copy.

Notes: Developing criteria is an never-ending task. Apply the T-card (= criteria) on a regular basis and make changes as needed.

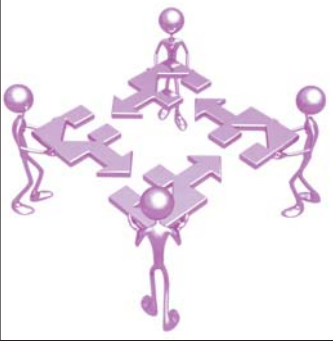
Step 2: Build different levels in rubrics

The teacher, based on listed criteria and their details on the T-card, decides how many levels will be used to rate each category (usually 3, 4, or 5). The teacher, with students' help, gives names to each level. Students enjoy coming up with names for the levels.

	Wow!	Good	Average	Yucky	Score
Criteria 1					
Criteria 2					
Criteria 3					
Criteria 4					

Step 3: Assign a point value to each level, with highest points for the top level. Assign specific criteria to each level for each category. Write everything on a chart.

	Wow! 5	Good 4	Average 3	Bad 2	Yucky 1	Score
Criteria 1 i.e: content	Clear, correct, interesting content, in line with the topic	Clear, correct content, in line with the topic but not interesting	Correct content, but with some unclear and inappropriate parts	Some parts are not clear and correct. The content is not interesting or in line with the topic	Many parts are not correct or clear. The content is not in line with the topic	
Criteria 2 ….						
Criteria 3 ….						
Criteria 4 ….						



Step 4: Distribute or display the rubric to the students when you are explaining the assignment. Students then know exactly what is needed to reach the highest level for each category. It is an excellent practice to have students use the rubric to evaluate their own work and then compare their assessment with the teacher's.

Step 5: After trying the rubric with students, make changes and adjustments to suit their needs and the requirements of the assignment.

Step 6: Attach a copy of the rubric to the completed work. Check the appropriate level for each category. You can easily calculate a percentage mark by dividing the total points by the possible points.

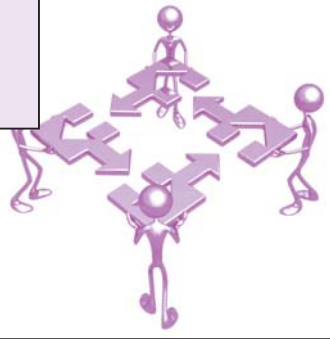
Tips:

- Teachers should identify the criteria with the learners (see Appendix 7h).

- Selection of the criteria to be added in the rubric will decided by learners' expectations (what do you want to be assessed), and on assessment objectives (what the teacher wants to assess). In addition, the rubric will not only assess the learners' skills and knowledge, but also their competence/performance. Therefore, criteria should convey this. i.e besides criteria on the content, include criteria on creativeness, cooperation, etc.

Appendix 7f: Do you agree with the following ideas?
Give your reasons:

- *With assessment criteria, students internalise the criteria for high-quality work.*
- *Perfection doesn't exist.*
- *Student rubrics and assessment criteria are an effective vehicle for reflective thinking and peer conferencing.*
- *Rubrics in assessment suggest that more learning and growth is possible.*
- *As tasks become more complex and open ended, it is essential that more than one model be provided to insure that students understand different strategies to meet the standards.*
- *Rubrics and assessment criteria are not useful during parent conferences.*



Appendix 7g: Keys and explanations for ideas in Appendix 7f

- Students who see clear models of work that meet the standards and understand why the work meets the standards will begin to make comparisons between their performance and the exemplars presented.

- With student rubrics and assessment criteria, they learn to identify the essence of expected learning. When they participate in the decision of assessment criteria, their well-being and involvement may increase. Teachers involve students in the monitoring process and shift some of the responsibility for documenting and justifying learning to the students. Let students in on the process, by allowing them all know the rules of the game, particularly by the use of transparent, available and meaningful criteria, instead of making them play the "guess what's in the teacher's mind" game.

- Rubrics describe progressive levels of performance and become a guide for the learning journey.

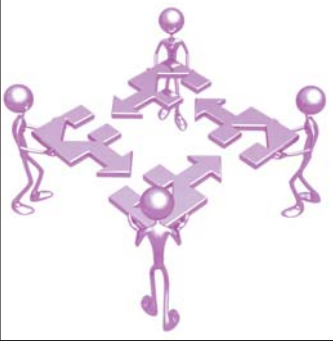
- When students and teachers can articulate to parents (before, during and at the end of the task), what the standards of performance are, it sends a clear and positive message. Parents generally want to support their child's learning and sometimes feel helpless, because they are unsure of what open-ended tasks are intended to teach.

Appendix 7h: Advantages and disadvantages of creating criteria with learners Advantages:

- Lets students know what is expected of them

- Demystifies assessment by clearly stating, in age-appropriate vocabulary, the expectations for a project

- Helps students see that learning is about gaining specific skills (both in academic subjects and in problem-solving and life skills)



- Increases involvement
- Stimulates mental thinking on the subject
- Increases performance and/or product quality
- A fairer and more accountable assessment regime than norm referencing
- Stimulates social skills (expression, discussion, negotiation, defending, etc.)
- Assessment is clear and appropriate
- Avoids the use of irrelevant/personal criteria
- Gives students the opportunity to do self-assessment to reflect on the learning process
- Provides a way for a student and a teacher to measure the quality of a body of work. When a student's assessment of his or her work and a teacher's assessment don't agree, they can schedule a conference to let the student explain his/her understanding of the content and justify the method of presentation.

Disadvantages:

- On a practical level, criterion referencing requires considerable negotiation (and time) to arrive at agreed criteria and standards

Appendix 8

Resource Materials for Activity 8

Appendix 8a: "Instrument for a Process Oriented Youngster's Portrait"

This assessment tool is developed to get a broad portrait of the strengths and weaknesses of pupil's competences at the start of Lower Secondary. Both pupil and teachers participate in making the portrait. It contains a student's talents book, a complex assessment situation in groups, the pupil's self-estimation of the assessment activity, the real performance, co-assessment (pupil and teachers) and self-reflection.

Appendix 8b: Reflection

Instrument for a Process Oriented Youngster's Portrait

Reflect on and discuss the application of this assessment tool in your own school.

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Reflect on and discuss some consequences for your own school

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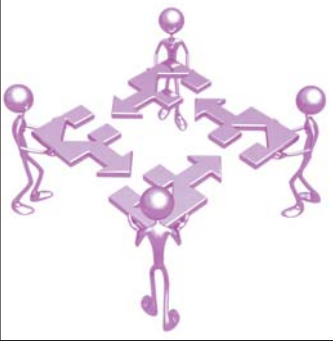

Appendix 9

Resource Materials for Activity 9

Appendix 9a: Permanent evaluation

What is permanent/continuous evaluation?

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What is the purpose of permanent/continuous evaluation?

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What are the characteristics of permanent evaluation?

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Appendix 9b: Portfolios

Concept of Portfolios

Portfolios are systematic collections of student work over time. These collections help students and teachers assess student growth and development. They are an integrated part of education.

It is essential that students develop a **sense of ownership** about their portfolios so they can understand where they have made progress and where more work is needed.

Portfolio Content

The content of portfolios will vary with the level of the student and depend on the types of assignments they are given in class. In addition to completed reports, poems, letters, and so forth, portfolios often contain first and second drafts. Reading logs and audiotape recordings can also be included. Students should be encouraged to browse through their portfolios and share them with classmates.

Criteria for Selecting Items for Portfolios

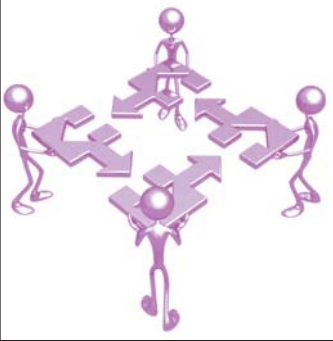
Although almost all work may initially be included, portfolios can quickly become unmanageable if they are too large. A specific number of items for inclusion (often five or six), and criteria for selecting them, should be agreed to by the teacher and students.

Evaluation of Portfolios

Portfolio evaluation often occurs at three levels: the student, the student's peers, and the teacher. For each piece selected, students may be asked to describe briefly why they chose it, what they learned, and what their future goals are. Students can also be asked to prepare an overall evaluation of their portfolio.

Classmates are frequently enlisted in portfolio evaluation. Their evaluation can focus on what they see as the special strengths of the portfolio, their personal response to some item in the portfolio, and a suggestion of one thing their classmate could work on next.

Portfolio evaluation by the teacher should build on feedback from the student's and peers. Although the teacher evaluation may result in a grade, it is important that an opportunity be found to discuss it with the student. This discussion should culminate in agreement on future goals.



Appendix 9c: Discussion on portfolios:

Answer the following questions:

What are the main parts of a portfolio?

Should a portfolio have a tight structure? Open or closed?

Who is responsible?

What are the advantages and disadvantages of a portfolio?

Portfolio – Welcome Page and Index

The Welcome Page is the home page/first page.
The Folder is the collection of evidence.

What could the Welcome Page contain?

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What could the Folder contain?

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Appendix 9d: Portfolio structure:

Possible structure

1 Cover page
2 Welcome page
3 Index
4 Objectives
5 Folder containing evidence
6 Written reflection(s) on the portfolio process
7 Communication
8 Personal Development Plan (PDP)/Tasks
9 Assessment criteria/Assessments/Feedback

Cover page

Can be done according to the pupil's wishes (it can include name, class, subject, images, etc.)

Welcome Page:

Can contain images, text or anything pupils like, even music and movies when it is an electronic portfolio. Typically, it includes:

- A photo of the pupil
- Welcome words
- Personal data
- Information of past study achievements

Index

Includes clarification on the portfolio structure and marks (if any).

Objectives

Includes objectives of the portfolio.

Folder containing evidence

List parts of portfolio:

- Video/audiotapes
- Tests/tasks
- (Self)evaluations / comments / feedback
- Reflections
- Impressions

Evidence: products, proof of various competences of the learner

Personal development plan: The learner can design his/her objectives and personal development plan

Appendix 9e: Criteria for assessing a portfolio

Which criteria would you choose to assess a student's portfolio?

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Appendix 9f: Criteria for assessing a portfolio

- **Portfolio composition**
  - Structure
  - Completeness
  - Variety
  - Multi-purpose
  - Creative/original

- **Quality of supporting evidence**
  - Authenticity
  - Topicality value
  - Relevance
  - Quantity
  - Diversification

- **Quality of reflection and self-assessment**
  - Thematic reflection
  - Reflection on performance and experiences
  - Insight/comprehension
  - Growth
  - Deep level reflection
  - Critical thinking
  - Meaningful self-reflection

Appendix 9g: Portfolio and self-assessment of portfolio

Decision-making process for a portfolio

What kind of portfolio do I want to establish? [1]

- ☐ Subject matter-related
- ☐ Beyond one subject matter

What subject matter(s) is this portfolio about?

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Assessment objectives

- ☐ More formative
- ☐ More summative

Write down your educational objectives

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Rephrase the most important objectives in language easy for the student to understand

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Type of portfolio

- ☐ Progression portfolio
- ☐ Process portfolio
- ☐ Masterpiece" portfolio
- ☐ Learning objectives portfolio

Portfolio will be used for

- ☐ Assessment only
- ☐ Student – teacher interview

[1] Dochy, F., Schelfhout W. & Janssens S. (2003). *Anders evalueren. Assessment in de onderwijspraktijk.* Leuven: LannooCampus.

Content (depends on the type of portfolio):

- ☐ Content of the curriculum
- ☐ All the work with written feedback from the teacher and/or others.
- ☐ Notes, schemes and self-made ŕsuḿs
- ☐ Extracts from the reflection diary or logbook
- ☐ Laboratory and/or project reports
- ☐ Graphics, maps, diagrams
- ☐ Designs, photos, masterpiece
- ☐ Software – computer programs
- ☐ About the practical work: Descriptions and achievements
- ☐ Certificates and evidence of progress or achievement
- ☐ Self assessment forms
- ☐ Other students' comments on your work.....(name the work)

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  .....
- ☐ Non-curricular content: The content is defined by the students themselves (depends on the type of portfolio).
- ☐ Tools
- ☐ Table of contents
- ☐ General structure the students have to follow

Evaluation criteria

- ☐ Completeness: "Is all the requested material present?"
- ☐ Originality
- ☐ Realism: "Does the content coincide with the experienced process?"

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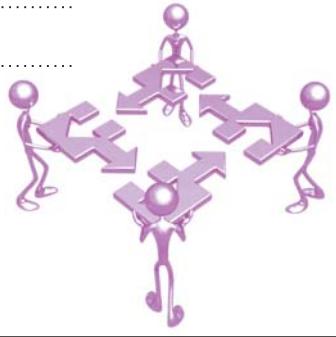


Students can request help and feedback on their learning process during the following days

From.....hrs. until.....hrs. on .....day

From..... hrs. until..... hrs. on .....day

From..... hrs. until..... hrs. on .....day

☐ Written ☐ Oral

☐ Individual ☐ Group

Dochy, F., Schelfhout W. & Janssens S. *Anders evalueren. Assessment in de onderwijspraktijk*.Leuven: Lannoo Campus, Belgium (2003).

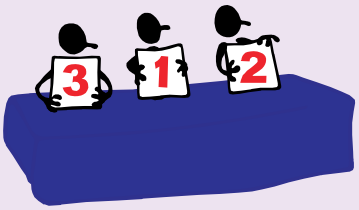
Self-assessment of different parts of a portfolio

Portfolio of.....(name)

	Title of the work	Positive/negative aspects of the work	Page
Best work in **mathematics** From this work in **mathematics,** I can learn the following:			P. P.
Best work in **language** From this work in **language**, I can learn the following			P. P.
Best work in **artistic expression** From this work of **artistic expression**, I can learn the following:			P. P.

Portfolio peer assessment

What I think about your portfolio



Reading your portfolio, I found the following strengths:

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I think you can work more on the following topics:

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I have the following suggestions for you:

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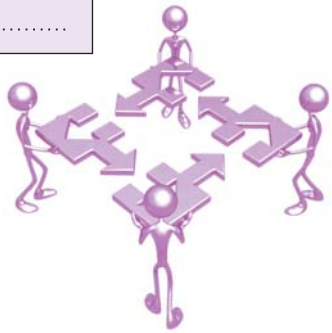
Dochy, F., Schelfhout W. & Janssens S. *Anders evalueren. Assessment in de onderwijspraktijk.*Leuven: Lannoo Campus, Belgium (2003).



Portfolio self-assessment

What I liked about making my portfolio:

This part of making my portfolio I enjoyed most

Because

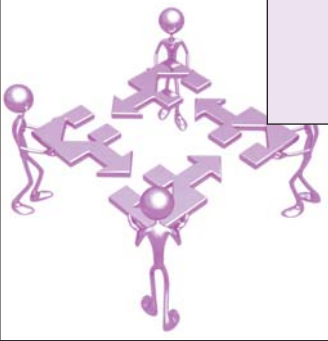
These are the reasons I decided to put this evidence in my portfolio

These are the reasons I decided NOT to put other evidence/work in my portfolio:

The hardest part for me

I think a portfolio is/is not better than exams because

I would like to add a final opinion



What I think about this work

I put this work in my portfolio because

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From this work, I have learned the following

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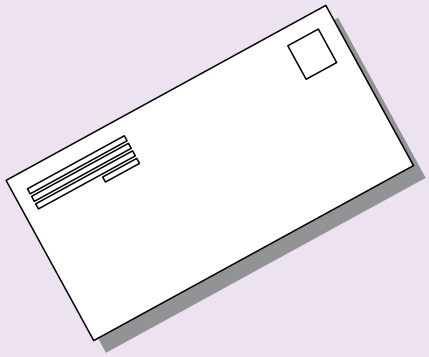
I feel like this about this work

☺ because of .....

😐 because of .....

☹ because of .....



Dear reader,

I invite you to read my portfolio. In my portfolio you will find

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I consider my best work is .....

Because

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Above all I worked very hard on .....

Because

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I hope you will note that .....

Because

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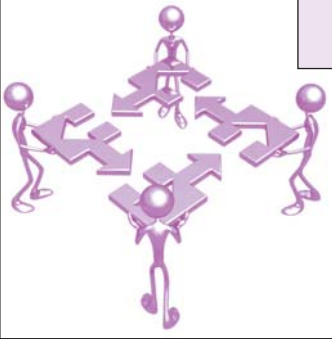
I am very proud I can share this with you and I hope you will enjoy my portfolio

Yours,

..... (name)



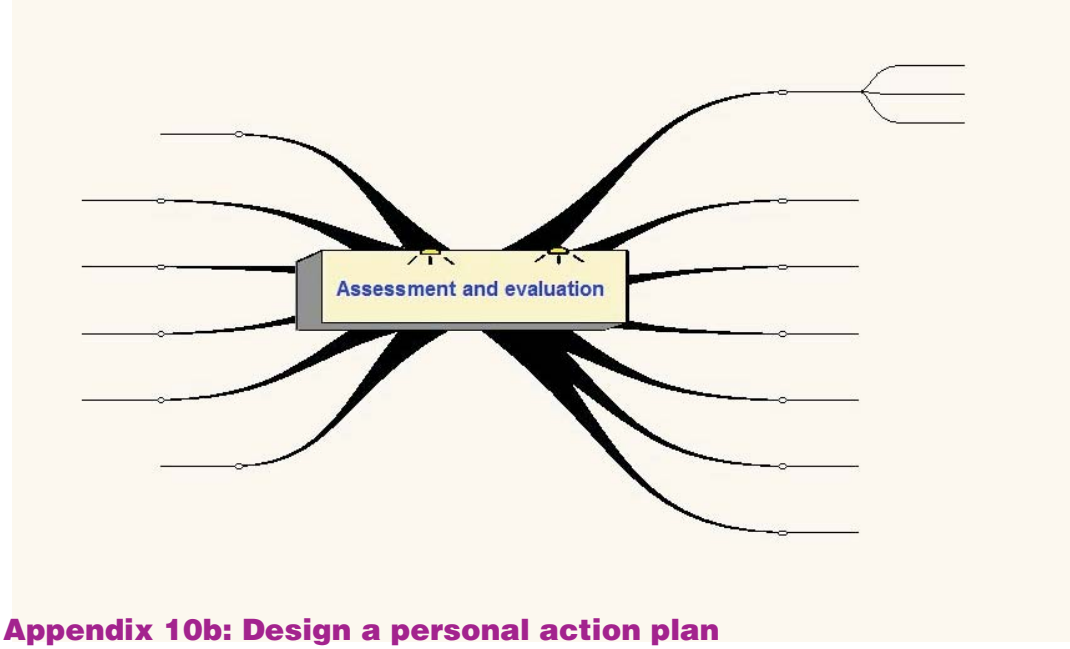
Dochy, F., Schelfhout W. & Janssens S. (2003). *Anders evalueren. Assessment in de onderwijspraktijk*.Leuven: LannooCampus

Appendix 10

Resource Materials for Activity 10

Appendix 10a: Summarising (using a mindmap)

Draw a mindmap on A0 Paper (poster) while summarising the training content.



Appendix 10b: Design a personal action plan

Write down on one side of a post-it note an intention regarding changing assessment that is in your power to implement.

On the other side, write down briefly how this change may improve student learning.

Appendix 10c: Evaluation of the training program

Note about the first evaluation sheet:
An evaluation at each level answers whether a fundamental requirement of the training program was met. Conducting an evaluation at one level is no more important than another. All levels of evaluation are important.

Evaluation sheet 1

Note: participants can keep this sheet after finishing it.

Level 1 Involvement	**Note: Evaluate based on 5 point-scale level (5 is the best)** **To what extent were you involved in the training?** 1 2 3 4 5	**Please explain briefly** ....
Level 2 Learning	**To what extent did you improve knowledge and skills and change attitudes as a result of the training?** 1 2 3 4 5	**Please explain briefly** ....
Level 3 Beliefs	**To what extent did you change or extend perspectives, insight and beliefs as a result of the training?** 1 2 3 4 5	**Please explain briefly** ....
Level 4 Results	**What professional benefits/results resulted from the training?**	**Please explain briefly** ....
Level 5 Personal Action Plan	**How motivated are you to crystallise a personal action plan?** 1 - 2- 3 – 4 5 (5 is the best)	**Please explain briefly** ....

Evaluation sheet 2: My feedback on the training

Note: Hand in this sheet to the trainer

In the training, I liked this very much:

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Because:

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This could be better:

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Because:

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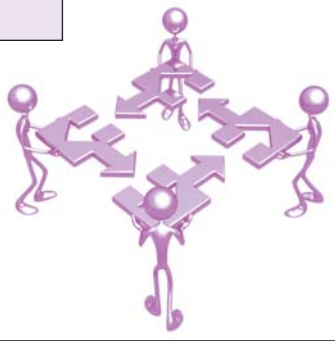
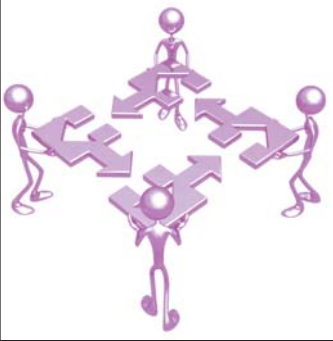
My conclusion in one sentence: .....

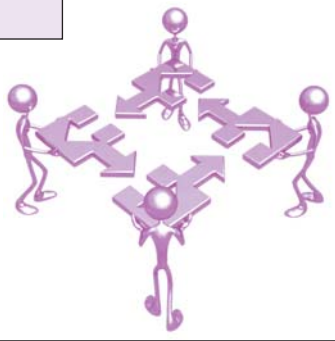


GLOSSARY

Vietnamese	English	Activity/ Appendix
Bản đồ tư duy	Mindmap	Act.6, Appx.6b
Chân dung thanh niên theo quá trình	Process-oriented youngster portrait	Act.8, Appx.8a
Cùng đánh giá	Co-assessment	Act.6, Appx.6b
Đánh giá	Assessment	All activities
Đánh giá quá trình	Formative assessment	Act.4, Appx.4a
Đánh giá kết quả	Summative assessment	Act.4, Appx.4a
Đánh giá theo năng lực	Competence-referenced assessment	Act.3, Appx.3a-3g
Đánh giá theo kỹ năng	Skill- referenced assessment	Act.3, Appx.3h
Đánh giá toàn diện	Holistic assessment	Act.3, Appx.3k
Đánh giá theo tài năng	Talented-based assessment	Act.3, Appx.3n, 3o
Đánh giá theo chuẩn	Norm-referenced assessment	Act.4, Appx.4a
Đánh giá theo tiêu chí	Criterion-referenced assessment	Act.4, Appx.4a
Đánh giá chính thức	Formal assessment	Act.4, Appx.4a
Đánh giá không chính thức	Informal assessment	Act.4, Appx.4a
Đánh giá khách quan	Objective assessment	Act.4, Appx.4a
Đánh giá chủ quan	Subjective assessment	Act.4, Appx.4a
Đánh giá đồng đẳng	Peer assessment	Act.5, Appx.5b



Vietnamese	English	Activity/ Appendix
Đánh giá qua thực tiễn	Authentic assessment	Act.5, Appx.5c
Đánh giá thường xuyên	Permanent assessment	Act.9, Appx.9a
Ghi chép ngắn	Anecdotal Records	Act.6, Appx.6b
Học tập theo dự án	Project-based learning	Act.6, Appx.6b
Hồ sơ học tập	Portfolio	Act.9, Appx.9a-9f
Nhật ký đọc	Learning log	Act.6, PL.6b
Phiếu hướng dẫn đánh giá theo tiêu chí	Rubric	Act.7, Appx.7a, 7b
Phiếu hướng dẫn đánh giá tiêu chí phân tích	Analytical rubric	Act.7,Appx.7c
Phiếu hướng dẫn đánh giá tiêu chí tổng thể	Holistic rubric	Act.7, Appx.7c
Tập san	Journal	Act.6, Appx.6b
Thang nhận thức của Bloom	Bloom Taxonomy	Act.3, Appx .3p,3q
Thẻ kiểm tra	Exit card	Act.6, Appx.6b
Tôn vinh học tập	Celebration of learning	Act.6, Appx.6b
Trình bày miệng	Oral presentation	Act.6, Appx.6b
Tự suy ngẫm/Tự nhìn lại	Self-reflection	Act.5,Appx.6a
Tự đánh giá	Self-assessment	Act.5, Appx.5a



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