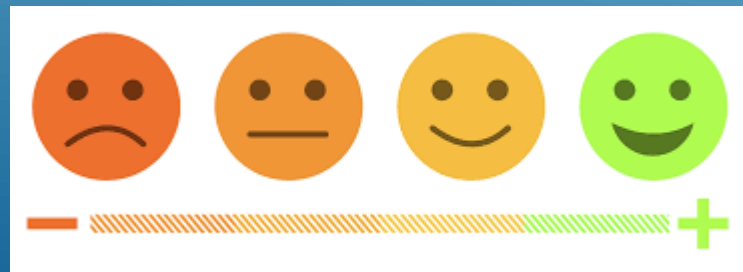


3 KINDS OF ASSESSMENTS

SUMMATIVE

SELF
ASSESSMENT

FORMATIVE



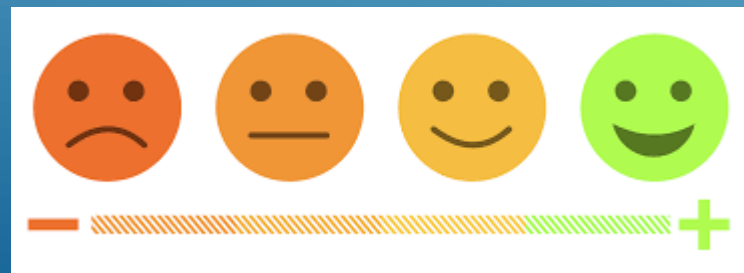
SUMMATIVE



Assessment of learning.

Summary judgments of student performance

E.G. test that students take at the end of a learning unit, at the end of a school year, or at the end of secondary school



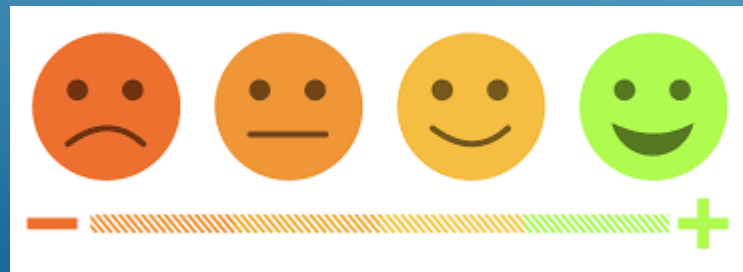
FORMATIVE

Assessment for learning.

“real time”, to understand how well learners understand a new concept

Teachers provide the learner with feedback on what they still need to do to meet the learning objective

Teachers may adjust their approaches to meet learning needs more effectively

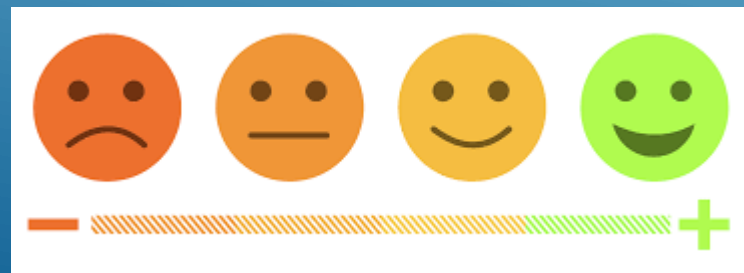


PROVIDING FEEDBACK

Scaffolded feedback: It includes as much or as little information as the students may need to make progress

Timing: “on the fly” = that is, during the course of an interaction, or within a few days of an assignment. But it is also important not to give feedback too quickly. Students may need some time to work out problems before referring to teachers or peers.

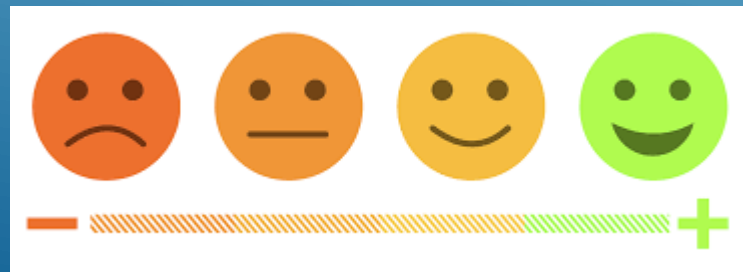
Often provide it: any kind of assessment will be most effective when based on multiple measures over time - no single test on one day can really capture what a student is able to do



SELF-ASSESSMENT

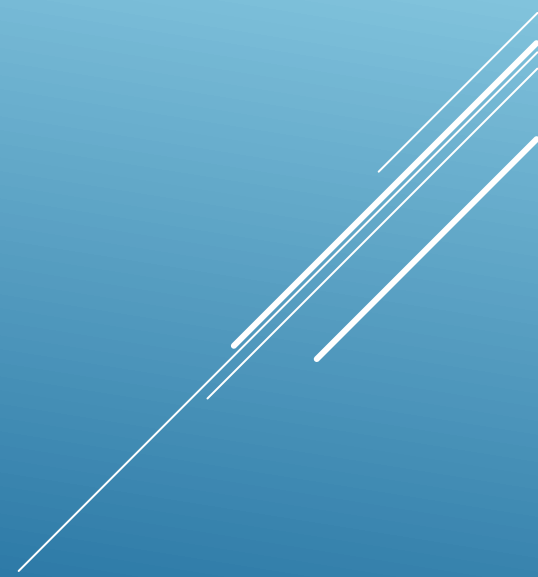


- its FOCUS: student's personal development!
- Required for the learning to learn competency
 - Stimulates introspection
- Beware: Can be highly subjective



USEFUL TOOLS FOR MEASURING COMPETENCES AND BEHAVIOUR





- Portfolios
- Simulations
- Classroom dialogue
- Rubrics



RUBRICS

- AN EVALUATION TOOL
- contain quality definitions for performance level
- Have shown to have a positive impact on student's learning when used with formative assessment purposes

ISN _____ Name _____

category	WOW! (4)	GOOD (3)	ALMOST (2)	POOR (1)
				
	Handwriting is	Handwriting is	Handwriting is not	Handwriting is

Category	Very good	Good	Almost	Poor
Neatness and organisation	Handwriting is neat Notebook is organised in an easy-to-understand format	Handwriting is usually neat. Notebook is organised in an easy-to-understand format	Handwriting is not very neat. Notebook organisation is not easy to understand	Handwriting is sloppy and difficult to read. Notebook organisation is difficult to follow.
Content accuracy	All information recorded is complete. All entries are included	Most information recorded is complete. Missing no more than 1 entry	Some information is inaccurate or incomplete. Most entries are included but some	Information recorded is inaccurate/incomplete. The majority of entries are missing

RUBRICS - ADVANTAGES

- Providing explicit criteria, they help ensure that the instructor's grading standards don't change over time or between graders
- Teachers can get a clearer picture of the strengths and weaknesses of their class.
- Student can monitor their progress as they work toward clearly indicated goals.
- Can reduce the time spent grading: the teacher can refer to the description rather than having to write long comments

HOW TO CREATE RUBRICS

- Define the overall learning outcome
- Break competencies down into their components, if necessary (check that they are essential for the overall learning outcome)
- Choose a ranking scale for each component - orientate yourself on realworld student examples
- Explain the meaning of good, medium and low scores by giving the students authentic examples

HOW TO USE RUBRICS

Do not evaluate all rubrics for every exercise.

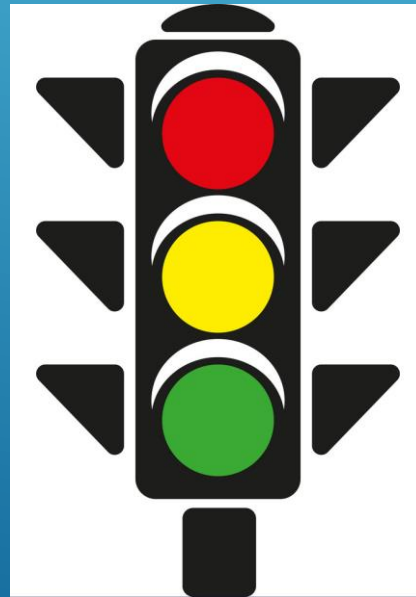
- ▶ Students should not be overwhelmed by a long list of rubrics. Feedback is much more effective if you focus on not more than a handful of points (exact number depends on age and topic).
- ▶ This will also reduce the time you spend on the evaluation.
- ▶ To cover all rubrics, do several exercises of the same kind while varying the rubrics you evaluate.
- ▶ It is important to let students know in advance which aspects you will evaluate (Especially when creating works of art)
- ▶ Students may also have in addition one (maximum two) personal rubric(s) that they need to improve on that will be evaluated by and for them as well.

X-BASED LEARNING

ENQUIRY
BASED
LEARNING

PROBLEM
BASED
LEARNING

TASK BASED
LEARNING



Task/Problem/Observation

Analysis

Conclusion

The learning happens during the project

Takes place during the lessons

The learning happens before the project

Takes place at the end or after the lesson

Driven by student inquiry

Usually longer than a week

Driven by the teacher

Usually completed within a week

Project-Based Learning

Project work

Real world context and application

Displayed publicly

Classroom context only

Displayed in class only



PROJECT WORK – PRE-PLANNING

SMART Goals:

Specific	What exactly do you plan to achieve?
Measurable	How do you know you have reached your goal?
Achievable	Do you have the means to accomplish everything?
Relevant	How relevant is the project for e.g. the curriculum
Time-bound	How much time do you need? Deadlines?

Specific	Measurable	Achievable	Realistic	Timely
S	M	A	R	T
G	O	A	L	S
What do you want to do?	How will you know when you've reached it?	Is it in your power to accomplish it?	Can you realistically achieve it?	When exactly do you want to accomplish it?

PROJECT PLANNING – RESOURCES

- ▶ **Casual reasoning:** determine goals to achieve and look for the resources to do so
- ▶ **Effectual logic:** Determine goals according to the resources in your possession
 - ▶ Intrapreneurship: Creating value within an organization, e.g. via self-directed projects using the resources of the organization
- ▶ Resources available at your school:
 - ▶ Infrastructure (e.g. rooms)
 - ▶ Expertise (e.g. fellow teachers, parents)
 - ▶ Volunteers (students, fellow teachers, parents)
 - ▶ Technical tools
 - ▶ Etc.

PROJECT PLANNING – CONSTRAINTS

- ▶ How does your project fit with the **school planning** and calendar?
- ▶ What is your budget?
- ▶ How much time do you have in general to invest into the project?

- ▶ Learning needs assessment: which competences and/or transversal skills need do want to improve? Are the students' reading skills, collaboration skills, etc. sufficient or do they need to be strengthened first? (→ warm up exercises)

- ▶ Motivation: How do you leverage the various **factors of motivation** for this project?

PROJECT PLANNING - EVALUATION

- ▶ What, when and how am I evaluating?
- ▶ Project Impact Evaluation often require assessments BEFORE the start of the project
- ▶ How will the progress be documented?

Exercise: Think about ways to document and evaluate a major school project



EMBRACING FAILURE

Fail Fast. Fail Early. Fail Often

Silicon Valley Mantra



Fail fast and cheap. Fail often. Fail in a way that doesn't kill you.

Seth Godin

Every tried. Ever failed. No matter. Try again. Fail again. Fail better.

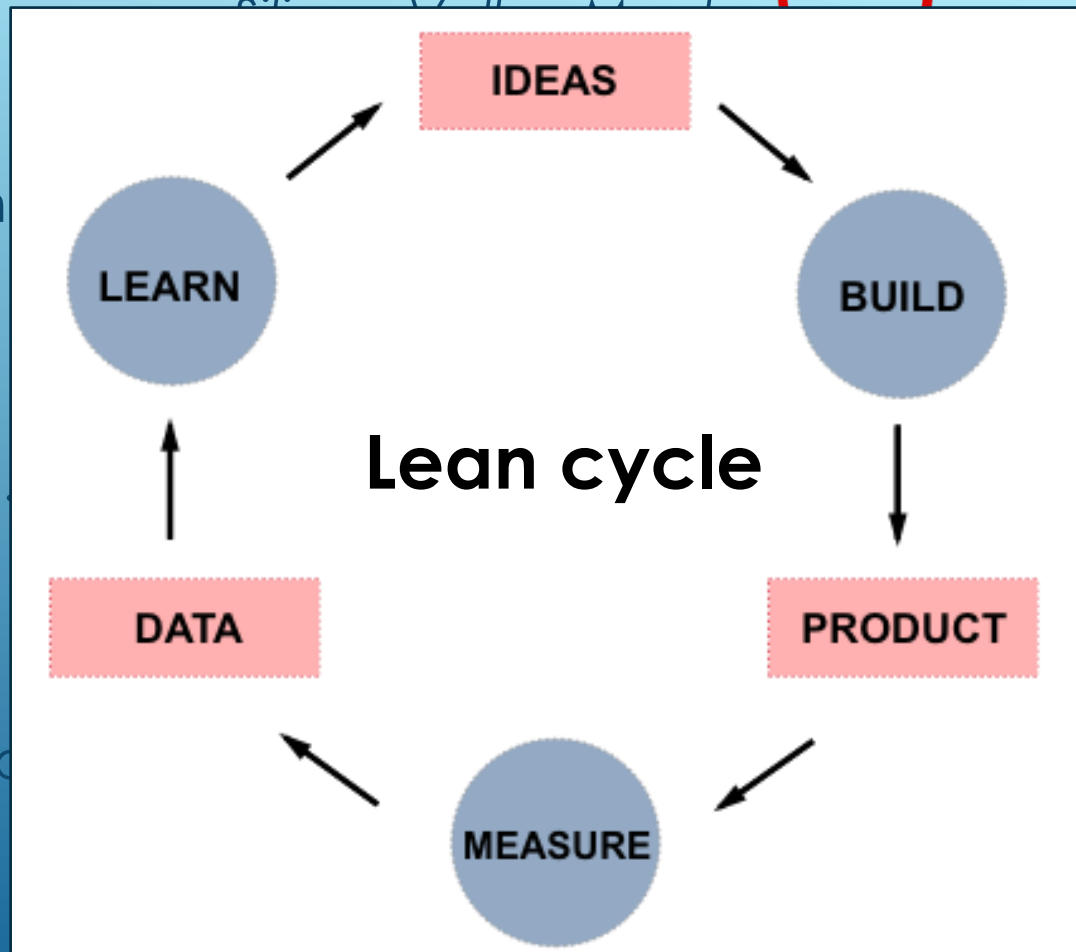
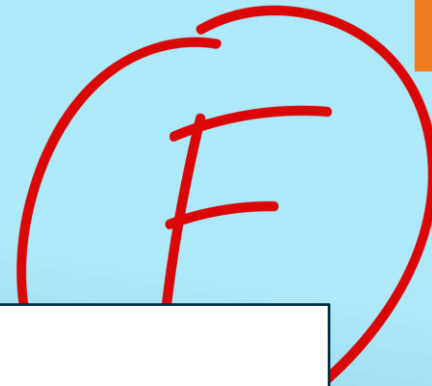
Samuel Beckett

Failure is not the opposite of success. It's part of success!

Arianna Huffington

EMBRACING FAILURE

Fail Fast. Fail Early. Fail Often



Fail fast and

Failure doesn't kill you.

Seth Godin

Every time you tried.

Failure is not a sign of weakness.

Samuel Beckett

Failure is not a sign of weakness.

Failure is not a sign of weakness.

Anna Huffington

PROJECT WORK – PRE-PLANNING

- ▶ **Collaboration:** a project just between you and your class or **collaboration with other** teachers in your school or in other countries? *

*If you are interested in developing projects in a national, European or international context, checkout the project eTwinning. www.etwinning.net

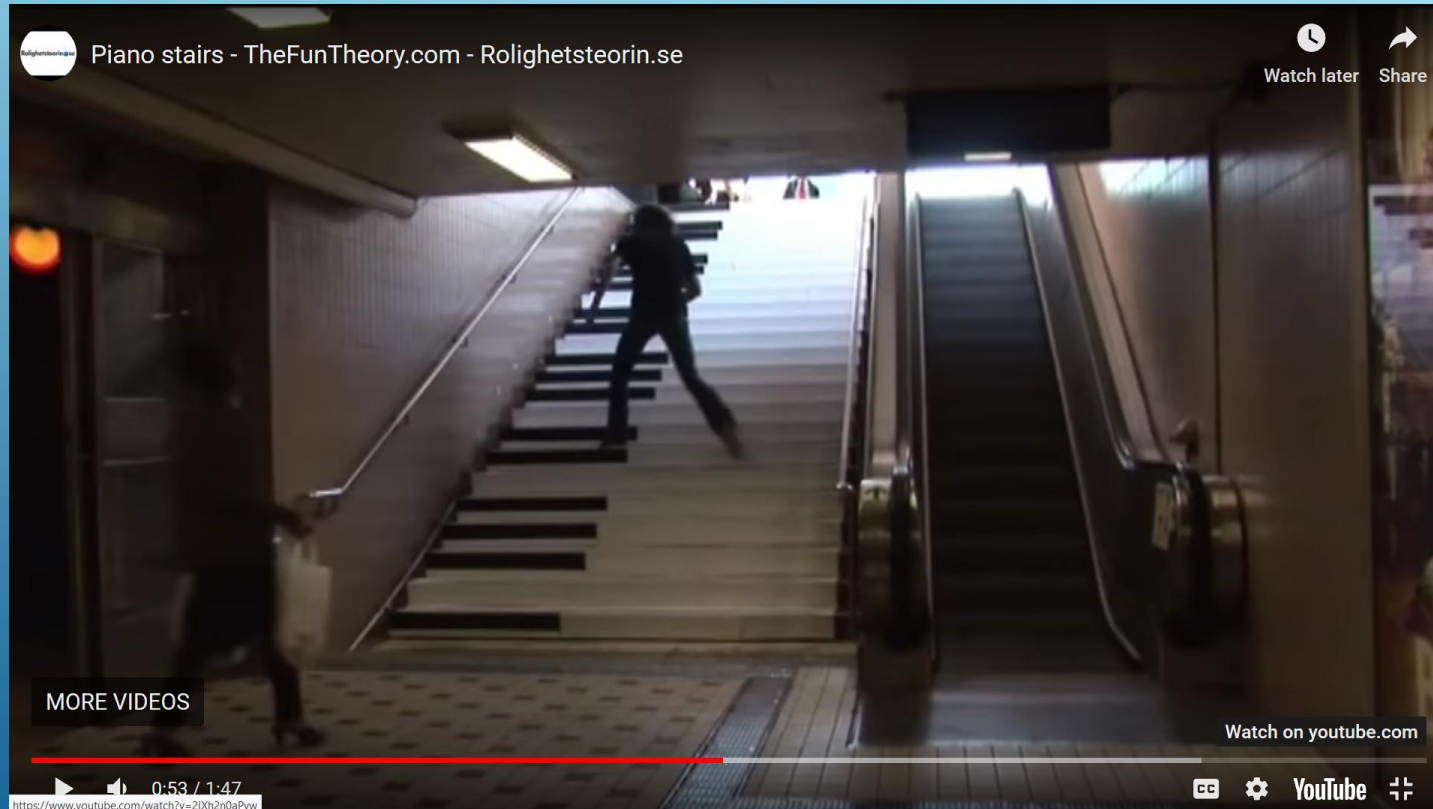
There you will find a professional community of over 260 thousand teachers interested in you and your ideas.

If it involves partners from other countries, what is the **language** proposed?

- ▶ https://www.youtube.com/watch?v=-GNH89K_KDM

PROJECT WORK – DECISIONS

- ▶ Student-led projects: What aspects of the project are predefined, which ones can the students decide upon?
- ▶ Choice Architecture: Designing offers (not just buildings) in a way that makes one choice preferable



PROJECT WORK – EXECUTION

Beware: Motivation high after decision taking may soon be followed by a motivation low.

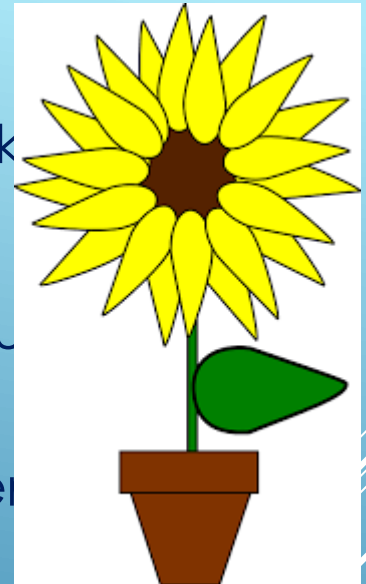
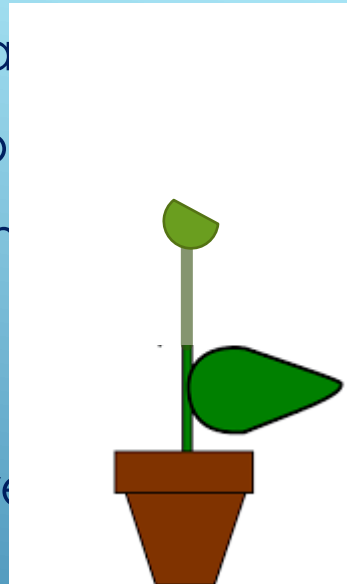
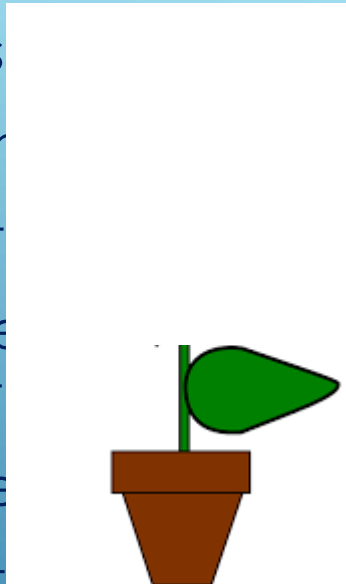
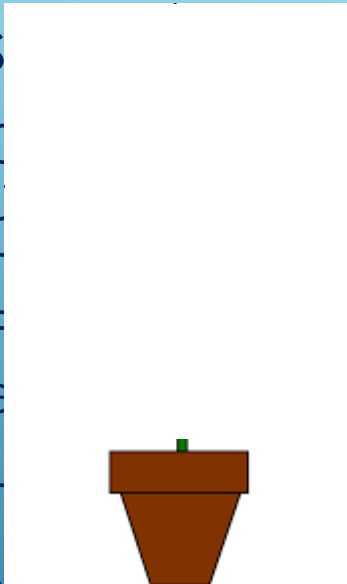
- ▶ Split large projects into bite-sized tasks
- ▶ Organise groups that are responsible for specific tasks
- ▶ Create a checklist for each step on the way
- ▶ Feedback to students needs to be continuous (not just at the end of the project)
- ▶ Highlight milestones, visualise progress (e.g. sunflower)
- ▶ Make sure students stay focussed
- ▶ Improvise!



PROJECT WORK – EXECUTION

Beware: Motivation high after decision taking may soon be followed by a motivation low.

- ▶ Selects
- ▶ Considers the
- ▶ Checklist
- ▶ F
- ▶ e
- ▶ H
- ▶ Make sure students stay focused
- ▶ Improve!



COLLABORATIVE BOARDS

- ▶ Google Classroom <https://classroom.google.com>
Google sites, Extensions: Draftback, AuthorViz, DocuViz (only for Google Chrome) (Google certified teachers, level 1, 2)
- ▶ Padlet (<https://padlet.com/>) collaborative board
- ▶ Slack (<https://slack.com/>) Organise team communication by subject (Can be combined with Trello and other apps)
- ▶ Trello <https://trello.com> (interactive to-do list and communication board, includes checklist function)
- ▶ Microsoft Sway www.office.com create a story board with pre-set layout, works well as group activity

PROJECT WORK – CLOSING

- ▶ Reward the achievement
- ▶ Present results
- ▶ Reflection – what went well, what did not go so well?
- ▶ Student self-evaluation
- ▶ Write a project report

