


Second Level Support Service

Using Assessment to Support Teaching and Learning in the Classroom




Christ King Girls' Secondary School
Cork

Della Meade

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Christ King Girls' Secondary School

Our mission is to respect the uniqueness of each person within the school community.




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Think, Pair, Share


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Think



On your own think about what you already know about AfL




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Pair and Share

Turn to your neighbour and share what you both know



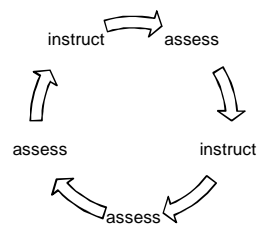
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Assessment Cycles



Traditional / typical: *instruct, instruct, instruct - then assess*

AfL:



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 <p>Formative</p> <p>learner driven</p> <p>constant feedback</p> <p>teacher / peer / self assessment</p> <p>helps with pupil learning</p> <p>assessment for learning</p>	<p>Summative</p> <p>content driven</p> <p>end point test</p>  <p>exam paper assessment</p> <p>checks what has been learned (or not)</p> <p>assessment of learning</p>
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Assessment for Learning involves:

- Sharing the learning outcomes
- Clarifying the success criteria
- Giving feedback in a relevant manner
- Asking questions that stimulate learning
- Supporting peer and self assessment

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Region 1 AfL Project 2008/2009

In my own words AfL is:

- “ Strategies that allow students to track their own learning
- “ Involving students in their own learning . developing methods which encourage students to think actively about my subject. An encouraging approach rather than bland marking
- “ Variation and stimulation through co-operation
- “ Using techniques to encourage students to participate better in class and to retain more material from class
- “ Active rather than passive learning
- “ Moving away from chalk and talk . a more collaborative approach to teaching and learning in the classroom

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Some AfL Strategies Today




- “ Sharing Learning Intentions and Outcomes
- “ Success Criteria
- “ Wait Time
- “ Questioning

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‘A learning intention describes what pupils should know, understand or be able to do by the end of the lesson or series of lessons.’ (Learning Unlimited, 2004)


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Assessment for Learning

Sharing Learning Intentions




- “ Use words associated with learning
 - “ today we are learning toõ õ ..
 - “ today we are learning to know thatõ
 - “ today we are learning to understand that
 - “ we are aiming to get better atõ ..
 - “ we are aiming to be able toõ ..

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Assessment for Learning

Sharing Learning Outcomes



i.e. By the end of this class,
I will be able to .

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Date	Learning Objectives
20/04/09	<ul style="list-style-type: none"> Define Insurance List and Explain the people involved in insurance Explore the different types of insurance

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Date	Learning Objectives
20/04/09	<ul style="list-style-type: none"> Define Insurance List and Explain the people involved in insurance Explore the different types of insurance
	Homework

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Date	Learning Objectives
20/04/09	<ul style="list-style-type: none"> Define Insurance List and Explain the people involved in insurance Explore the different types of insurance
	Key Words

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Learning Outcomes/Intentions:

By the end of the workshop you will be able to:

- Explain the difference between Assessment for Learning and Assessment of Learning
- Define and give examples of a good+ question and consider the effectiveness of your use of questioning in your classrooms
- Plan for ways in which you can develop criteria for success with your students
- Etcõ õ .

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Reflection

Think of a class you taught recently
What did you intend for the pupils to learn?

Did the pupils know the intention of the lesson? If so, how do you know?

What do you think are the benefits of sharing learning intentions with pupils at the beginning of class?



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NNDP


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Why Are Learning Intentions and Success Criteria Important?

*'If learners are to take more responsibility for their own learning, then they need to know **what they are going to learn**, how they will **recognise** when they have succeeded and **why** they should learn it in the first place.'*

- (An Intro to AFL, Learning Unlimited, 2004)

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Devising Learning Intentions


- ~ Using learning intentions helps students develop a picture of what is expected of them from the learning
- ~ Use positive language: "Today we will be able to ..." (like learning outcomes)
- ~ Must be clear and in context
- ~ We can include the long term (topic) and the immediate (this class)

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Assessment for Learning

Sharing Success Criteria



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!! NEWSFLASH !!

Yesterday FETAC announced a new subject to be examined for the first time in 2011

The pilot centre for this new subject is to be Christ King Secondary School, Cork

The subject is called **HOUSEOLOGY**...

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How well can you draw?

- ~ You have
- ~ As a student sitting the first exam, your task is to draw a house and give it a name
- ~ You have 60 seconds ÷ . Exam conditions ..in silence and on your own!

Best of luck!!!!

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Exam Results

How did you do?

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Success Criteria

- “ Specific description of strategies students will use to get to the goal of the learning intention
- “ Description of what quality learning looks like

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Why are Success Criteria important?

They tell us if we have met the learning intention

When success criteria are used

- “ the learning becomes more explicit
- “ students can confirm, consolidate and integrate new knowledge
- “ students can see what quality looks like.

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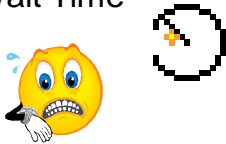
Wait Time & Questioning

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Assessment for Learning

Wait Time



Do I provide enough time for students to answer?

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Wait Time

- “ Work of Mary Budd Rowe (1974)
- “ 6 year investigation in elementary science programmes

Analysis of 300 tapes - mean wait time was

0.9seconds

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AfL – Questioning

increased wait time

↓

more varied answers
longer answers
better answers
more students answering
more questions
discussion




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Wait Time - Impact on Student Learning



- ~ Better answered questions
- ~ More student/class involvement
- ~ Improved quality of answers
- ~ Time to think
- ~ Allows students attempt questions
- ~ Calming impact
- ~ Better interaction
- ~ Great for the weak student
- ~ Avoids same student answering



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Wait Time



Increasing 'wait time' can be achieved by:

- . Indicating the thinking time and asking for no hands up until that time is up
- . Asking for talking partner discussions for a given period of time before taking responses
- . Asking students to jot their thoughts on paper for a given time before taking responses
- . Simply leaving more time for processing to take place

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No hands up!

- Anyone can be asked the answer - raises the level of focus in the classroom
- Make ~~talking~~ talking partners a constant feature of the classroom

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“Good teaching is more a giving of right questions than a giving of right answers.”

Josef Albers

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Short Reflection




- ~ How many questions do you think you ask each day in class?
- ~ What proportion of those questions could be classes as **HOT (higher order thinking)?**

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Questioning: a key tool in teaching and learning



- ~ Approximately 80% of a teacher's school day spent asking questions to students (Stevens, 1912)
- ~ More contemporary research on teacher questioning behaviours and patterns indicate that this has not changed
- ~ Teachers today ask between 300-400 questions each day (Leven and Long, 1981)

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Research suggests that: 

In the average class 85% are skinny questions and 15% are fat questions.

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A good teacher makes you think even when you don't want to.



(Fisher, 1998, Teaching Thinking)

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AfL – questioning

lower order closed

what? who? when? how many? state...

↓

one word type answers

↓

useful to check who learned facts

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AfL – Questioning

open HOT higher order

can you be sure that? what would happen if?
how would you explain? what does that tell you?
what is wrong with saying?

↓


answers longer & more varied

↓

useful to promote thinking skills

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Formative Questions 

- ~ Promote discussion
- ~ Promote thinking

ō ...and the interactions that ensue

- ~ Provide feedback for both the teacher and the learner

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Question Stems

- ~ How can we be sure that ...?
- ~ What is the same and what is different about ō ?
- ~ Is it ever/always true/false that ō ?
- ~ Why do ____, ____, and ____ all give the same answer?
- ~ How do you ō .?
- ~ How would you explain ō ?
- ~ What does that tell us about ō ?
- ~ What is wrong with ō ?
- ~ Why is ____ true?

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Don't ask the question – Give the answer and ask why it's correct

Instead of asking....	Ask....
~ Is this a regular verb?	~ Why is this a regular verb?
~ Is this character trustworthy?	~ What behaviours make you think this character is not to be trusted?
~ Can 7/9 be simplified?	~ Why can 7/9 not be simplified?
~ What is chlorophyll?	~ Why is chlorophyll the most important substance in the world?

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Blooming Questions



- ~ Questioning should be used purposefully to achieve well-defined goals.
- ~ Bloom's Taxonomy is a classification of thinking organised by level of complexity. It gives teachers and students an opportunity to learn and practice a range of thinking and provides a simple structure for many different kinds of questions and thinking.
- ~ The taxonomy involves all categories of questions.
- ~ Typically a teacher would vary the level of questions within a single lesson.


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Bloom's as a questioning tool

The framing of questions that pose different cognitive demands:

- ~ Knowledge and Comprehension are assessed using *closed questions*.
- ~ Application, Analysis, Synthesis and Evaluation are assessed using *open questions*.




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Lower and Higher Order Questions

- ~ Lower level questions are those at the remembering, understanding and lower level application levels of the taxonomy.
- ~ Usually questions at the lower levels are appropriate for:
 - ~ Evaluating students' preparation and comprehension
 - ~ Diagnosing students' strengths and weaknesses
 - ~ Reviewing and/or summarising content



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Lower and Higher Order Questions

- ~ Higher level questions are those requiring complex application, analysis, evaluation or creation skills.
- ~ Questions at higher levels of the taxonomy are usually most appropriate for:
 - ~ Encouraging students to think more deeply and critically
 - ~ Problem solving
 - ~ Encouraging discussions
 - ~ Stimulating students to seek information on their own

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Bloom's Taxonomy - Cognitive Domain

6	Creating	requires the student to find a solution to a problem through the use of original, creative thinking
5	Evaluating	requires that the student make an assessment of good or not so good, according to some standards
4	Analysing	requires that the student solve a problem through the systematic examination of facts or information
3	Applying	requires that the student solve or explain a problem by applying what he/she has learned to other situations and learning tasks
2	Understanding	requires that the student think on a low level such that the knowledge can be reproduced or communicated without a verbatim repetition
1	Remembering	requires that the student recognize or recall information

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Knowledge questions (remembering)

- " Whoō ? em
- " What ò ?
- " When ò ?
- " Name ò

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Comprehension questions (understanding)

- " Why ò ?
- " What ò ?
- " Explain ò

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Application questions (applying)

- " Where will most of the world's megacities be located in 2030?
- " How would you improve the safety of ? ?
? Primary playground?
- " Using six matches, construct four equilateral triangles. All triangles must have side lengths of one match.

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Analysis questions (applying)

- " What factors contributed to European exploration in the 15th century?
- " Why does Macbeth order the murders of Banquo and Fleance?
- " What can we conclude about the way sharks behave when threatened?

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Synthesis questions (creating)

- " What improvements would you make to this experiment in order to obtain more accurate results?
- " How would you promote recycling at school?
- " Develop the idea that we should pay for the use of beaches.

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Evaluation questions (evaluating)

- " Can this document be considered a reliable historical resource?
- " Are computer games dangerous for children?
- " Do you think this was an effective speech?

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Workshop

- “ In Subject Departments
- “ Use the template to create different kinds of questions for
 - . A class of your choice
 - . A topic of your choice

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Use of Questions

When looking at questioning in the classroom we should consider:

- . Wait time
- . Variety of questioning
- . Developing key questions (for key stages of the lesson)
- . Quality of questions (Why does..? Could you explain..?)
- . Well thought out questions
- . Involving more than one student in the answer

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Questioning

- “ Open questions which allow for a range of responses
- “ Apply what has been learned . to other situations
- “ Analyse what has been learned . what makes you think that. Do you agree with this viewpoint
- “ Synthesise different aspects of learning . how does this viewpoint affect your views on-
- “ Evaluate different aspects of what is learned . What makes this piece of work successful. How could it be changed

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Questioning

- “ Create a classroom environment where students feel safe to take risks and make mistakes.
- “ Plan in advance the questions to use. (Why? What if? ? Discovering misconceptions)
- “ Give *thinking time* before accepting answers
- “ Get all students to brainstorm the answer, discuss possible answers in pairs, before sharing with whole group
- “ Consider operating a *no hands up* strategy and choosing students at random (or from the class register)
- “ When checking if students understand a concept use a *traffic light strategy*. (*Green: I understand the concept. Amber: I think I understand but I'm not sure. Red: I don't understand*)
- “ Develop emotional competence and self-confidence.

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Thank you for your observations and contribution during the session.

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