

EDB Professional Development Workshop

Promoting Assessment FOR and AS Learning

Introductions

**What do you want to get out of
this workshop today?**

**Have you been to a workshop on
assessment before?**

**How do you currently assess your
students?**

Aims

Exploring activities supporting self-directed learning and metacognitive skills

Raising awareness of strategies for implementing formative assessment

Exploring the role of teachers in implementing assessment FOR and AS learning

Developing understanding of the role of assessment in the learning/teaching cycle and the relationship of assessment FOR and AS learning

Outline

Part 1: Overview of key concepts

Part 2: Reading assessment

Part 3: Writing assessment

Part 4: Consolidation

How far do you agree?

It's the students' responsibility to keep track of their own progress.

1

5

How far do you agree?

It's the students' responsibility to develop their own self learning skills.

1

5

How far do you agree?

Re-drafting writing is a practical and realistic activity.

1

5

Mentimeter.com

Why do teachers give feedback?

How do students benefit from teacher feedback?

Anson

A: You write something about how to improve this part. It's ok.

R: But?

A: Useful ok but I don't have time to read it all. Just tell me the correction.

R: Maybe I think you can improve it yourself.

A: Your correction will be better than my so better for you correct it.

R: Maybe not. And I will correct your second version. Not your first version. You write the first version, I'll show which bits you might want to think about again, then you write the second version, better. Then I'll write corrections.

*A: So much effort. Just correct it first, it will **save both us our time**.*

Joey

J: I like you write why a sentence is good.

R: Why do you like it?

J: I can remember the idea and the language and use it again.

R: More helpful than correcting mistakes?

*J: But before, I assumed for everything is Chinglish or mistake. So even if you correct the mistake, I assume for the other part is just Chinglish. So **I like to know it's good English in fact. I feel satisfying and happy.***

Benson

B: Why you spend so much time writing this comments? Very much time for you.

R: Because I think it's useful for you to read it?

*B: It's assessment. Everything assessment. No need to improve now, this module is finish. Where's the grade. Pass, ok. **Fail, give me comments. It's very much time for you to write this for all pass papers.***

Kelly

K: I feel motivated with your comments.

R: What do you mean?

K: You write a lot, so I know you feel passionate

R: Maybe that's true. But are the comments helpful?

K: Yes because student must put more effort than teacher so if you put in effort for my corrections, then I should put more effort in too. So I don't mind to write the redraft.

R: So are you redrafting it for me or for you?

*K: **Redrafting for you. To know that I put in effort***

David

D: Teacher is write something at the end. He writes me how to do it better. I wish I know it before.

R: Why do you wish you could have known that before?

D: I don't make the mistake if I know that.

R: But now you know for the future?

*D: Yes but **it's finish now so no need. Waste my time to learn it after.***

Cherry

C: My teacher gives us the score. It very helpful.

R: How is it helpful?

C: Help me to do better because I know I must improve.

R: How does your score help you to do better?

C: If it's less 15 I have to do better.

R: How do you know how to do it better?

*C: I can try harder. **Very lazy.***

Some of the literature out there:

'Han's (2001) ...study suggests to directly target the causes of errors rather than the errors themselves, because each student has ... their own reasons for producing nuanced language

'The role of the teacher is not merely to point out students' errors, but to collaborate with students in their own investigation of the source in their ...errors (Nott 2000)

Guénette (2007) concludes that 'any type of feedback that does not take the crucial variable of motivation into consideration is perhaps doomed to fail. ..

...If the students are not committed to improving their writing skills, they will not improve, no matter what type of corrective feedback is provided'.

Assessment OF Learning (AOL)

Assessment FOR Learning (AFL)

Assessment AS Learning (AAL)

Definitions

	AOL	AFL	AAL
Type of assessment	Type of summative assessment	Generally a type of formative assessment	Generally a type of formative assessment
What is being assessed?	Students' current ability	Students' learning needs and progress	Students' learning needs and progress
Who is assessing?	Teacher	Teacher	Student
Reference point	External standards, or teacher expectations	External standards, or teacher expectations	Students' own personal goals, external standards, or teacher expectations
What happens?	Teachers use student work to make judgements about achievements based on particular expectations or standards	Teachers reflect on student work and use this to inform their teaching and provide student feedback	Students reflect on their own work and use this to inform future learning goals
Result	Teachers (and students, parents, others) have a record of current student achievement on a particular piece of work	Teachers provide students with constructive feedback that will help students' future learning Teachers adapt their teaching or lesson plans or syllabus for the future	Students monitor their learning progress Students adapt their learning goals

Assessing Reading

Accelareader.com

1. Who benefits from these projects?
2. What kind of projects are organized?
3. Who funds these projects?
4. How long does each project last?

Colour-Coded Reading

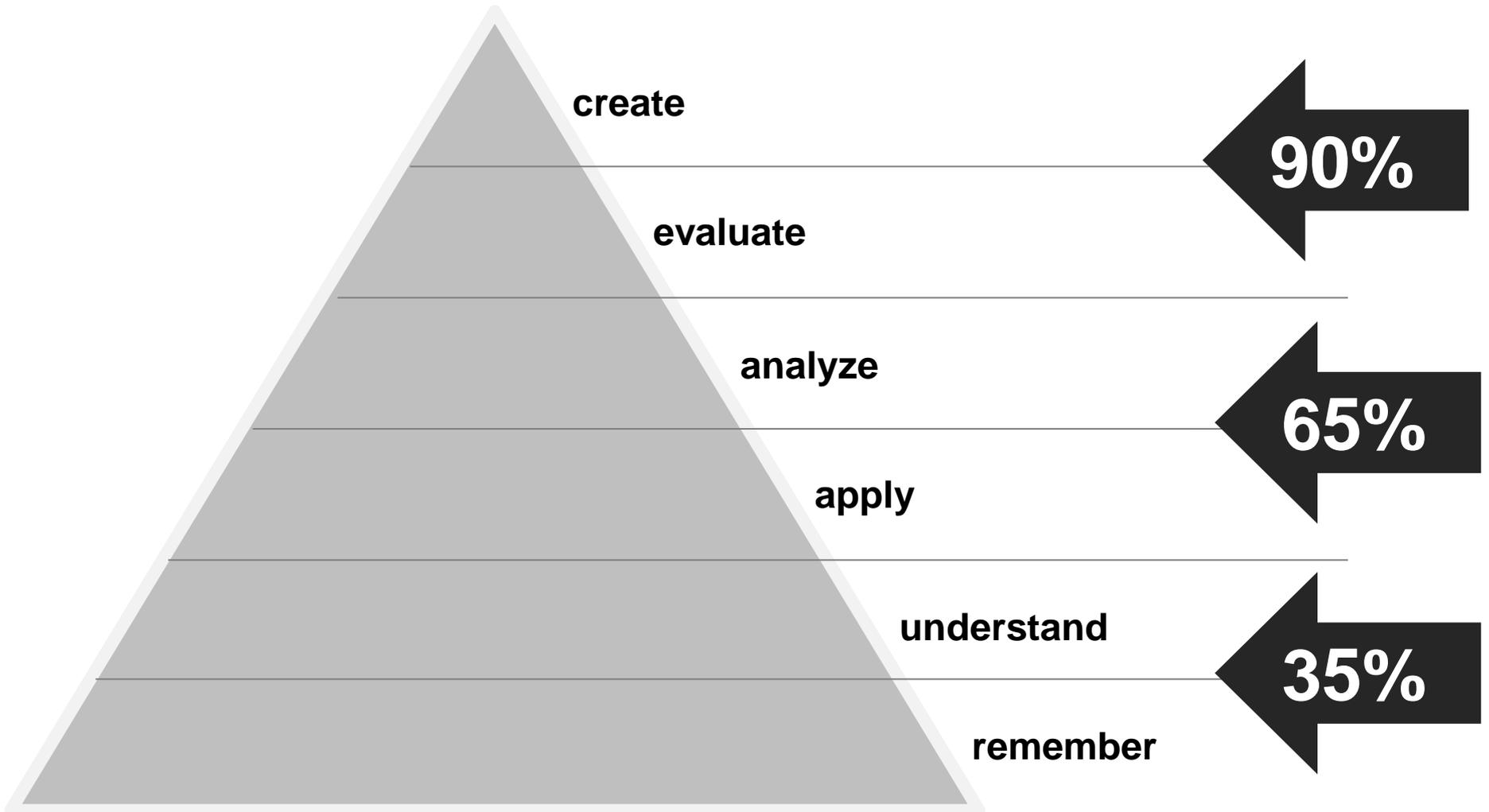
Red = I need help with this

Orange = I'm not sure but I can try

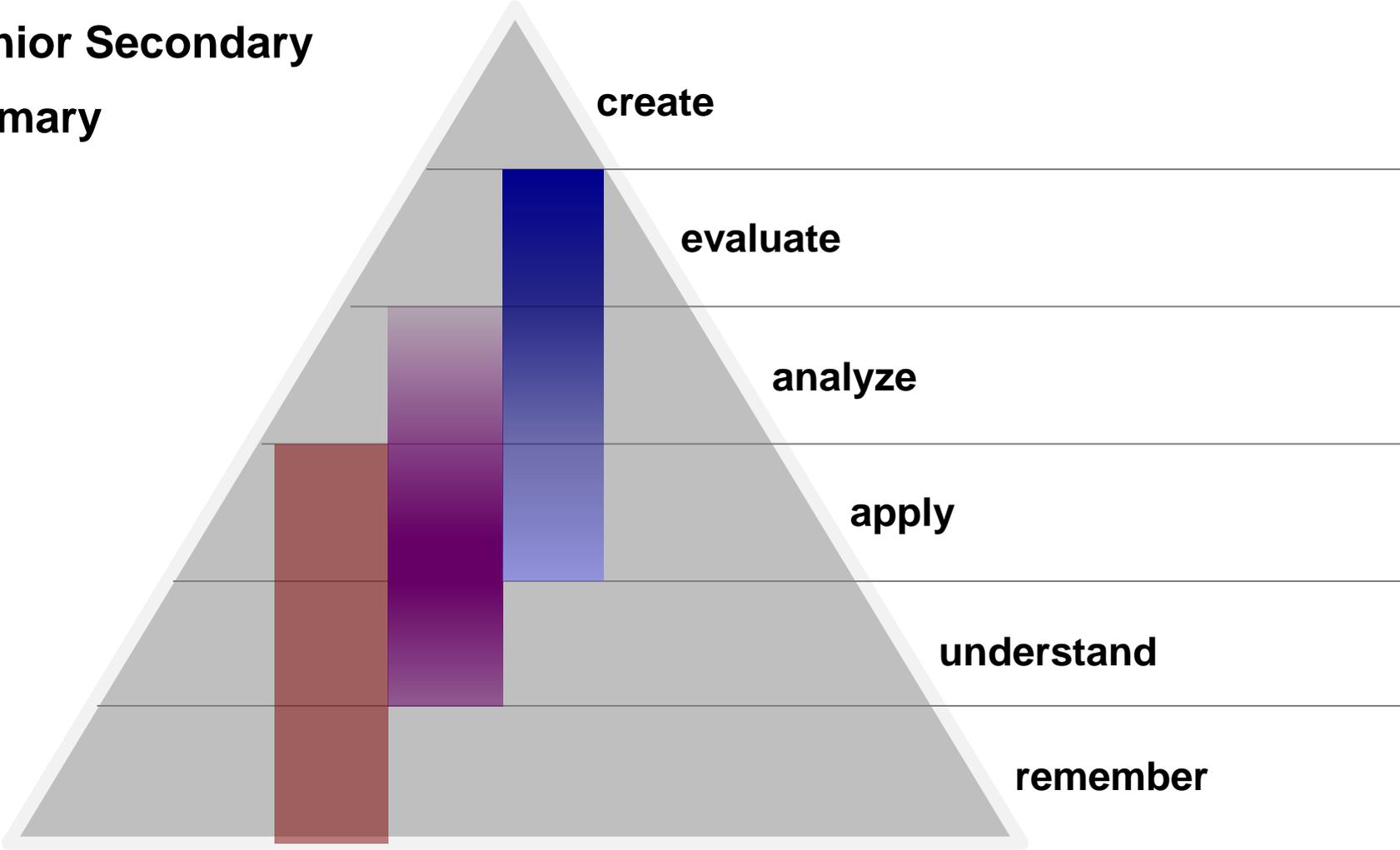
Green = I'm confident with this



Bloom's Taxonomy



- Senior Secondary
- Junior Secondary
- Primary



Self-tracking tasks

How would this task help students more aware of their learning goals?

How would this task help students understand the assessment criteria or their strengths within those criteria?

How would this task help students see how to adjust their learning practices in order to improve?

Lesson transcript

Which techniques do you often use?

Which would you like to use more?

Assessing Writing

Analysing a model

What do you think the task instructions were?

What do you think the learning objectives for this writing task were?

What do you think the assessment criteria will be?

Analysing a model

What do you think the learning objectives for this writing task were?

1. To identify a suitable proposal made for an Empty Shop Project in Shau Kei Wan
2. To research and summarize a real example of a successful Empty Shop Project which supports your proposal
3. To write formal and persuasive proposal letter about your idea

Analysing a model

What do you think the learning objectives for this writing task were?

- 1. To identify a suitable proposal idea for an Empty Shop Project in Shau Kei Wan**
- 2. To research and summarize a real example of a successful Empty Shop Project which supports your proposal**
- 3. To write formal and persuasive proposal letter about your idea**

Mixing ingredients

Assessment rubric

In the oven

Almost ready

Fully decorated

Writing model

Peer assessment

Self evaluation

Online voting