

# Inclusive Teaching Practice

## Facilitator's Guide



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# Module 15: Assessment for student achievement

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## Overview

This is the **final module of fifteen** that look at how we create a positive Inclusive Learning Environment for all. You will see how inclusive teaching practices encourage, develop and use the 21<sup>st</sup> century skills of critical thinking, communication, collaboration and creativity. These modules are for any educators or those studying in education in Myanmar. The terms student and learner are used interchangeably throughout the module.

| Module number | Module title   |
|---------------|--|
| 1             | What is an Inclusive School, Classroom and Teacher?      |
| 2             | Knowing your learners                                    |
| 3             | Planning learning outcomes for all                       |
| 4             | Participating through learner centred approaches         |
| 5             | Creating a positive learning environment                 |
| 6             | Effective questioning and feedback                       |
| 7             | Active participation                                     |
| 8             | Peer, cooperative and collaborative learning             |
| 9             | Supporting students' emotional and social wellbeing      |
| 10            | Legal framework and policies around Inclusion in Myanmar |
| 11            | Supporting all students through differentiation          |
| 12            | Identifying specific learning difficulties               |
| 13            | Supporting all learners with differences or disabilities |
| 14            | Positive behaviour management                            |
| <b>15</b>     | <b>Assessment for student achievement</b>                |

## Learning Journal

Please ensure all participants are aware of the learning journal and its purpose for the module. Point them to the advice given in their participants' copy of the best way to complete. All answers to activities need to be written in their journal. Remember, reflection is an important part of the learning process and a worthy activity alone. Encourage participants to make a note of new and interesting words/phrases/terms as they make their way through the module.

## Study tips

It is important to explain how to approach completing the module. Participants need to take their time, develop a suitable timetable and where possible check their answers with colleagues. The use of think / pair / share is a good way for them to collaborate, share ideas, ask questions, check their work, and give feedback.

## Background to the Inclusive Practice CPD modules.

There are 3 key themes explored in the modules that reflect the educational reform taking place in all education settings: Inclusion, Gender Equity and 21<sup>st</sup> century skills. These themes are key in all areas of curriculum, and vital not only for Myanmar's educational ambitions and sustainable development but equally vital for the global future.

This course has been designed to help participants engage in this discussion by challenging their **beliefs and attitudes** about their own teaching, their students' learning and the impact their educational institution has on inclusion. It is expected that as a facilitator, you will challenge their beliefs and attitudes throughout the modules.

It is also important for you as a facilitator to embed many of the teaching and learning techniques associated with inclusion in education into this course. Encourage participants to work at their own pace and consider their own abilities, interests and skills.

The modules look at how we create a positive Inclusive Learning Environment for all. You will see how inclusive teaching practices support gender equity and encourage, develop and use the 21<sup>st</sup> century skills of critical thinking, communication, collaboration and creativity.

Each module is made up of a series of activities participants can work through at their own pace. Once they have completed the module, they will have a multiple-choice quiz to complete.

## Learning outcomes for Module 15

**By working through this module, participants will be able to:**

- 1. Describe the process of assessment for learning and how it looks in practice**
- 2. Define exactly what is meant by assessment in education and explain how assessment impacts on the learning process.**
- 3. Explain the benefits of assessment for learning.**
- 4. Understand the link between diagnostic, summative and formative assessment.**
- 5. Understand the link between inclusion and assessment.**

This module looks at the importance of understanding different types of assessment and how they impact teaching and learning. You will explore how to use different types of assessment and how to ensure that it is inclusive.

The activities in the module will take them approximately 6 hours to complete.

## Extra instructions for the activities in module 15

| Activity                                      | Additional points to consider   |
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| Prior knowledge assessment                    | The first task is a recap assessment of module 14. This reminds the learner of the previous module contents and helps them to recall important information in preparation for this module. After the first attempt, suggest the learners refer to the module to check their answers. Discuss any ways that the learning from Module 14 has been used. What impact has this had on teaching and learning?  |
| Introduction                                  | Ask participants what they understand about assessment and how they use it to inform what they teach. You might discuss some of the challenges they face at this point or ask participants to share examples of how they assess learning. Exploring the various ways to assess learning and the advantages might be helpful to do as a group. Look at the learning outcomes of this module together and explain the focus.  |
| 1 <sup>st</sup> Self- assessment              | Some participants may need encouragement to be honest in their self-assessment. The results from this self-assessment will be compared to another self-assessment at the end of the module, allowing participants to make comparisons and reflect on their learning.  |
| 2 – The 8 Features of an Inclusive classroom. | Participants will recognise this mind map of the 8 features of an inclusive classroom. Encourage them to reflect on all the IP modules they have worked through so far.<br>You might ask participants to provide examples of the 8 features and discuss these in groups. Focus their attention to the feature on assessment and ask participants why they think it is so important to inclusive practice.   |
| 3 – What is assessment?                       | Ask participants to write their own definition of assessment. Then allow them some time to discuss it with a partner. Would they like to change their definition or add anything? Read the definition given in the participant book and encourage them to compare it with what they have written. Give them time to write the definition in their learning journals and ask participants to think about when and how they use assessment.   |
| 4 – The purpose and benefits of assessment    | Encourage discussion around the purpose and benefits of assessment. Write these up on a sheet of paper or a black board to refer to throughout the module. If you ask participants to do this in pairs, you could ask them to write ideas on separate bits of paper and then prioritise them.<br>Watch the video in Activity 15.3: The difference between assessment OF learning and assessment FOR learning (20 minutes) Ask participants if they can describe the difference.         |
| 5 - Assessment FOR learning                   | Talk about Assessment for learning and the concept of 'closing the gap' between a learner's current situation and where they or you as a teacher want them to be in their learning and achievement. Discuss the term 'current performance' and 'desired performance' using the diagram. You might chose to present this in another way. In previous modules we have used a bridge to describe at the desired place and then discussed the part in the middle as the 'how to get there'. |

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|   | Provide participants with an example using the context of the students they teach, e.g. writing a sentence. How would teachers describe students' current performance, what is desired and the steps to get there? Look at the characters in the participant book and discuss the difference of assessing what has been taught to what has been learnt.  |
| 5.1 - What do different types of assessment look like?  | Look at Activity 15.4 together – Types of assessment. Allow participants to discuss the sentences and highlight key parts. Encourage them to start writing notes about the 3 types of assessment described in the activity and begin to discuss the differences. You will look at each in more detail in the next few sections.  |
| 5.1.1 - Diagnostic assessment   | Talk about the word 'Diagnostic' and what it means. How does it relate to learning and assessment? Look through the examples. Allow participants time to think about where they could use each one in the context, they are working in. Look at Activity 15.5 – Diagnostic assessment reflection task and pose the questions for personal reflection. Once participants have had time to reflect (and make notes) encourage them to share their reflections either in pairs or a larger group.   |
| 5.1.2 - Formative assessment  | Discuss the word formative and how it relates to learning and assessment. Talk about how it is different to diagnostic assessment and discuss the examples provided. Do participants use assessment between lessons or during lessons to track progress or check for understanding? Think about any challenges they might face and how they could overcome these.<br>Activity 15.6 – Formative assessment is a case story about the teacher Nang Mo Aung's lesson. Ask participants to read it and identify which assessment approach is used. Ask participants to suggest what Nang Mo Aung could do in her next lesson based on her assessments. |
| 5.1.3 - Summative assessment  | Describe to participants how summative assessment is different from diagnostic and formative. Look at examples of summative assessment provided and invite participants to share their own examples of when they have used summative assessment. What did they do with the information and was it helpful for the teacher or the student? Activity 15.7 on Summative assessment invites participants to identify the summative approach that Nang Mo Aung uses in her lesson. Ask participants to suggest what Nang Mo Aung could do to ensure that all students can show how much they know.  |
| 6 - Techniques that can be used for diagnostic, formative and summative assessment<br>6.1 - Questioning | Talk about questioning and feedback and how they relate to assessment. Before your session, you might suggest that participants revisit module 6 – Effective questioning and feedback.<br>Look at Activity 15.8 – Questioning to assess (20 minutes)<br>Read the question examples given and notice that they are all the same. Ask participants if the same question can be asked in all 3 forms of assessment? You could ask participants to vote. Talk about context and provide some context around the 3 examples. Can participants now decide which context fits into each example of assessment?  |

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|                                  | Ask participants to think of another question they could use that would fit all 3 forms of assessment and ask them to explain why or how.   |
| 6.2 - Feedback                   | <p>Talk about feedback and ask participants if they see it as a one or two way process for teachers and their students. Often it is a one way directed process, of teachers telling students what to do. Ask participants why teachers need feedback from their students too? What impact would this have on teaching and learning? Discuss the following quote - "Effective feedback has the potential for a profound effect on student achievement – it can double the speed of learning." Hattie, J (2011) What could doubling the speed of learning look like?</p> <p>The next activity is quite complex and may need an example provided. It is important that this is suitable to the context teachers are working in so try and provide a relevant classroom example for participants to work through. Show the first part of the diagram in Activity 15.9 – Responding to feedback from students. Discuss this before moving on to the boxes below. Discuss each part before revealing the next box to ensure all participants are following. Encourage to discuss the examples and think about how they would respond to the 4 different outcomes.</p> |
| 6.2.1 - Success criteria         | Provide some visual examples of success criteria. You might ask participants to draw something 'a house' for example without any instruction. You could ask them to repeat the exercise this time giving them a list of items to include in the drawing. Ask them to compare the drawings and discuss how they felt in each task. You could draw out the benefits or potential challenges for using both (especially in art when a list could hinder creativity). Read the examples of success criteria provided in the participant book and in Activity 15.10 – Planning to use success criteria, encourage participants to think of a lesson that they haven't taught yet. They could work with others to plan the steps that students will need to take to be successful in completing the task and decide how they could present this in the form of a success criteria.  |
| 6.3 - Self-assessment            | <p>'Students need to learn for themselves how they move up to the next level ... they need to internalise the process. Learning cannot be done for them by the teachers.' (Mary James, 1998)</p> <p>Read the quote and ask participants to reflect on their own experiences of learning and when they have been involved in the assessment process. How did it make them feel and did it improve their attitude and progress?</p>   |
| 6.3.1 - Peer assessment/feedback | Look at the image provided and the 2 simple examples of feedback. Ask participants which one they think would be most useful to a student? Ask participants if they feel their students are capable of giving effective and meaningful feedback to their peers. If not, what could they do to enable them to be successful? Revisit the idea of success criteria and look at the sentence stems provided. Ask participants if they would be useful in the context they are working in? Activity 15.11 – Peer assessment. Watch the video on peer feedback. It is a long video but encourage participants to notice how specific the feedback is in such young students. Do they think these conversations   |

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|  | happen often in this classroom/school? Talk about the teacher's use of the word 'yet' and how this is seen as growth and how the mistakes are celebrated as part of the learning process. Participants might try a similar lesson with the students they teach or show them the video to open a discussion with them about peer feedback.   |
| 7 - Misconceptions and challenges of assessment            | Discuss the variety of assessment techniques covered in this module to make lessons more efficient by engaging on a deeper level with the children's learning and enabling them to do the same rather than add to the continuing workload a teacher has. Look at Activity 15.12 – Assessment misconceptions together. You might decide to split participants in groups and give them one of the misconceptions to discuss. They could split a piece of paper in 2 and consider the argument for or against the misconception. You could also use role play here and invite participants to act as colleagues giving each other advice based on the misconception. |
| 8 - Assessment linked to inclusion                         | Throughout this module participants have explored a variety of ways to assess their students. Bring the conversation back to inclusion and how well they know their learners and how to support them best. Ask them to think about assessment techniques they use and if they are always fair for all students. Look at Activity 15.13 – Fair isn't equal and consider the scenario given of animals being tested in a fair way. Is it appropriate? How can we relate this to the classroom?  |
| Activity 15.14 – Discussing assessment with other teachers | Watch the video about assessment together and watch how teachers discuss the various forms of assessment they use in class. Ask participants how often they meet with other teachers to talk about assessment? Do they think it would be a helpful exercise? How can they commit to doing that after they have finished working on the modules?   |
| 9 – Possible ideas for action research projects            | Task participants to think about carrying out action research projects. Draw attention to the cycle of action research and the suggestions. If participants have decided upon what they would like to research, encourage them to share as this will help give ideas to those who are undecided in their topic.   |
| 10 – Wrap up   | Recap with participants all that has been covered and explored in this module focused on assessment and the key points. Participants should look at the reflection questions and use their learning journal to make notes   |
| 11 – End of module 15 quiz                                 | Participants should complete the module 15 quiz and review answers that were not correct until they answer all correctly. Respond to questions raised in the group. As this is the final module, you might want to split the group into teams and revisit a selection of the questions from all 15 modules.   |
| 12 – Improving teaching and learning                       | Educators should read the scenario in Activity 15.15 and complete the following statement in their learning journals. They should also review the self-assessment tool.   |
| The final promise  | Ask participants to think of one thing they will take away from module 15 and make a promise to their learners about what they will improve. Ask them to evaluate that promise and recognise changes (after x   |

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|               | <p>weeks). Encourage participants to reflect on any impact that change has had on teaching and learning and how to improve it further.</p> <p>You might like to suggest to participants that they create an action plan using the 15 promises they have made during the course of the modules. Look at the example provided - splitting a page into 3. In the third column encourage participants to think about what they will need to do to get to the goal/promise. You could ask them questions like – Who will help/support you? Who will notice? What might be some of the barriers? How will you overcome these?</p> |
| Final comment | <p>Congratulate the participants on their commitment and work with the inclusive practice modules.</p> <p>Ask them to reflect on how their practice has changed and if they feel they are more inclusive in the way they teach.</p>   |

### End of module 15 quiz - Answers

Participants can attempt the questions as many times as they like to reach 100% pass. This allows them the opportunity to become confident. **(Answers in bold)**

Q1 - Which of these is a definition for formative assessment (Choose 1 answer)

- a) **a range of formal and informal assessment procedures conducted by teachers during the learning process to modify teaching and learning activities to improve student attainment.**
- b) the assessment of participants where the focus is on the outcome of a program.

Q2 - Formative assessments can be made:

- a) After a lesson
- b) Before a lesson
- c) During the lesson
- d) **At any point in the lesson**

Explanation - formative assessments can be made whenever the opportunity arises and are both formal and informal as long as they inform the learning and lead to new and targeted learning opportunities for students.

Q3 - Which of these is the odd one out in the assessment cycle we explored?

Teach & Learn – Gather evidence – Analyse & evaluate – Set new objectives – **Re-teach same lesson**

Explanation - Formative assessment to be effective leads to changes. It would be very rare to have the perfect lesson that does not require changes or different stress.

Q4 - Which of the following statements is true? (Choose 1 answer)

- a) Planning and assessment are not linked. (**false** they are linked because assessment should inform planning)



- b) **Learning outcomes should be revised as a result of assessments.** (**true** – LOs should be under constant review during lessons to see whether they are appropriate or need to be changed)
- c) End of term tests are the best type of formative assessment. (**false** end of term tests are a main aspect of summative assessment but do not allow the teacher to modify ongoing learning)
- d) Feedback is only between teacher and pupil. (**False** there are many forms of feedback including teacher/pupil, peer feedback, pupil/ teacher and sometimes parent/teacher/pupil)

Q5 - Which of the following would not help a teacher assess pupils learning? (Choose 2 answers)

- **Checking the class register**
- Doing a short test
- Collaborative group work
- Observing learning styles
- Questioning
- Group feedback opportunities
- Marking
- **School uniform rules**

Explanation - whilst the class register and school uniform rules may tell you who is in school and whether they are conforming to rules, it does not help analyse students' learning.

Q6 – Pre-assessment is useful for differentiating learning. It is; (Choose 1 answer)

- a) **Finding out what students know before a new unit or concept is taught.**
- b) Allowing students to look at and comment on their work, understanding and skills to explain what they have learned, and what they need to work on.
- c) Finding out what students have learnt following instruction or a lesson.