

Inclusive Teaching Practice

Participant's Book



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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 21st 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
15	Assessment for student achievement

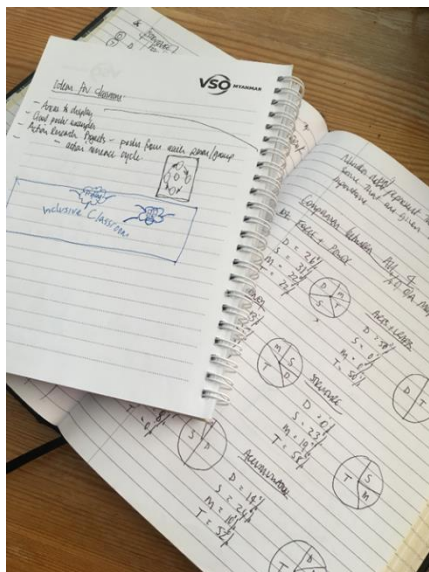
This module looks at different types of assessment, the benefits and how it links to inclusion. It focuses on the impact of assessment on the learning process and provides strategies and example of how to make assessment more inclusive.

You will be asked to record your reflections in a learning journal, so it is important to make detailed notes and think carefully and deeply about your current and future practice. This CPD module also encourages you to develop communities of practice between yourself and your colleagues. This will support and extend your own use of inclusive practices in your teaching and will help your student teachers build on inclusion in their learning and future professional practice.

Learning Journal

It will be useful to record your reflections in a learning journal throughout the module.

A learning journal can be digital (e.g. using Word or Google Docs) or on paper. You can also take photos of your learning journal pages if you want to share your thoughts with others. It is important that you record your thoughts and ideas so that you can remember and use them later in activities and in your own teaching.



Here are some useful tips for a good learning journal:

- Use headings and dates for all your journal entries.
- Use the activity number for reflections linked to that activity, e.g. Activity 1.1
- Add references to any other resources you find that help you.
- Record answers to activities.
- Write reflections about your learning.
- Make notes of new vocabulary.
- Identify topics you want to learn more about.

Source: Rose, N. (2018) Personal Learning Journals

The important thing is that it is easy for you to use. You can take notes which answer simple questions like these:

What did I learn today?

How can I use this in my work?

Was this easy or difficult? Why?

How can this help me / my student teachers?

What else do I need to learn about this topic?

These questions follow the LEARN- APPLY- REFLECT model which is used in education globally. You can return to this journal as you progress through your CPD journey and reflect on your progress.

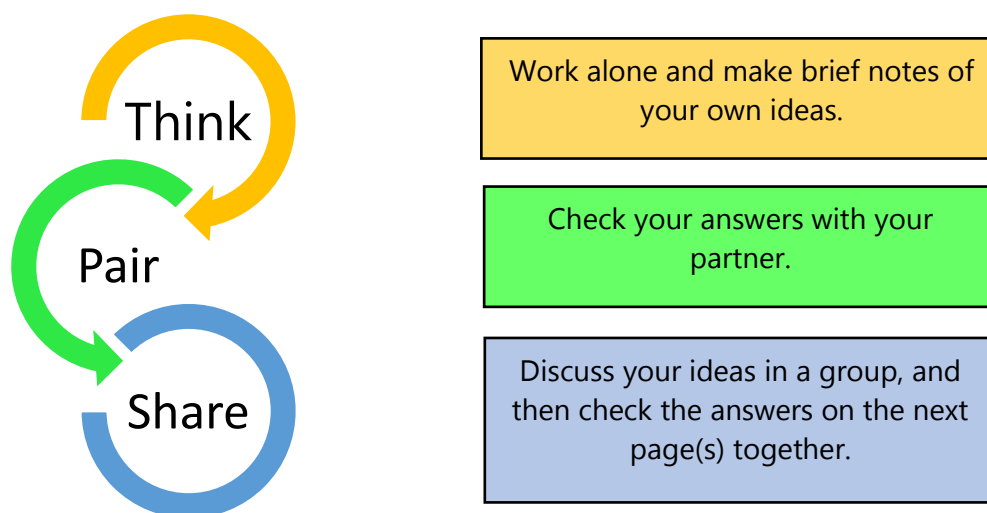
Study tips

Take your time to work through the activities, rather than trying to complete the whole unit at once. Set yourself a timetable and choose a time to work through the tasks, then check and compare ideas with colleagues. Finally, remember to make notes in your learning journal as you go. This will help you remember more about the skills and knowledge you develop as you complete these units.

Working alone or with colleagues

This unit is designed for self-study. The answers can be found after each activity. However, if possible, **we recommend working in a pair or group** so you can share ideas, ask questions, check your work, and give feedback.

If you work in a pair or group, we recommend using **Think / Pair / Share** for each activity.



Learning outcomes for module 15

By working through this module, you 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.

1. Introduction

The previous module 14 looked at different types of behaviour and explored potential causes. It focused on identifying ways to prevent undesirable behaviour and how to encourage positive behaviour amongst the students that you teach.

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 assessment and ensure that it is inclusive.

You will be asked to:

- ✓ Read various texts about the topic.
- ✓ Watch videos and provide some analysis.
- ✓ Complete activities either alone, in pairs or in small groups.
- ✓ Think about key questions.
- ✓ Reflect on your experience and knowledge.

The module will take **approximately 6 hours to complete**. We hope you have an enjoyable learning experience.

Key to symbols

	Activity – this is work you need to complete .
	Question/s – please answer the questions.
	Reflection – think carefully about how you feel about this.
	Learning Journal – please write your answers in your learning journal.
	Read – please read the text provided. Make any notes you like.



Activity 15.1 Self-assessment

 REFLECTION: **How often do you use assessment to inform what and how you teach?** Look at the scale below and choose the number that best describes you now. Answer in your learning journal.

NOT well		1	2	3	4	5	6	7	8	9	10		VERY well
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You will be asked to do this again at the end of the module.





1.1.1 Link to previous learning – Module 14 (Positive behaviour management)

Think back to module 14 and the potential causes to sudden changes in students' behaviour or undesirable displays of behaviour in the classroom.

Look at the list of potential causes for changes in students' behaviour below. Copy them into your learning journal and suggest a strategy or a solution that would have a positive impact on student behaviour in the classroom.

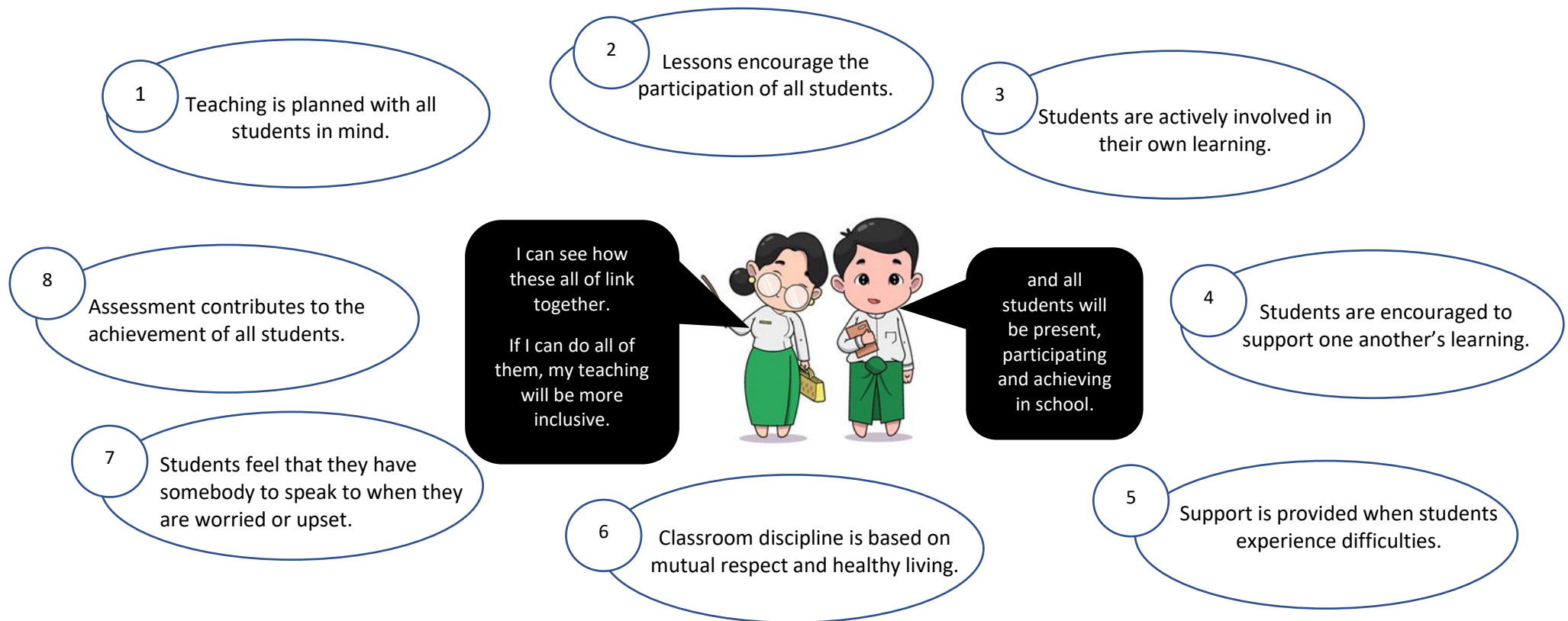
Potential cause for change in student behaviour	Solution or strategy
Student does not have any prior knowledge about a particular concept or topic	
Student finds the work too difficult	
Student finds the work too easy	
Student is not engaged in the way the learning is presented	
Student does not have the right equipment	
Student has no interest in the subject or can't see the relevance/bigger picture	
Student does not have enough time to finish the task and gets frustrated	
Student does not understand the task	
Student is hungry and does not have enough energy to work	
Student is not able see the blackboard	
Student is not able to hear your instructions	
Student finds it difficult to work as part of a small group	

1.1.2 Suggested answers

Potential cause for change in student behaviour	Solution or strategy
Student does not have any prior knowledge about a particular concept or topic	Find out what the student knows already. Plan time at the start of the lesson or before the lesson for students to read about, watch a video or discuss a new topic.
Student finds the work too difficult	Plan and think carefully about what you will do if a student finds the work too easy or too difficult. You might ask the student to partner up with another student or you may have to revisit learning from the previous lesson. Think about step-by-step learning. What would the step before look like? E.g., in maths, does the student need to see the equation visually using practical methods (counting stones) before they can add numbers together?
Student is not engaged in the way the learning is presented	Plan to use multi-sensory learning approaches. Look back at the retention triangle (module 11) and think about if there is a more engaging way for the lesson to be taught. Do students need more time to discuss the learning? Can they be more involved in the learning process?
Student has no interest in the subject or can't see the relevance/bigger picture	Ensure that this is communicated with students – why are they learning this today? Where does it fit? How can you make it relevant to them and their life?
Student does not have enough time to finish the task and gets frustrated	Ask the students how long they will need to finish a task by providing options for them to choose from. Encourage the students to discuss how they are getting on and if they need more time so that they don't feel pressured. It is important for them to show their understanding rather than how quickly they can finish a task. For example, you might ask students to complete 4 questions to show their understanding and to discuss how confident they feel rather than complete a page of 20 questions by a set time.
Student does not understand the task	Reflect – have you asked the students what they need to do? What has been asked of them? Can they explain it to a peer? Do students know what to do if they don't understand and do they feel comfortable in your lesson to ask for help?
Student is not able to hear your instructions	Be aware of the level of noise in the classroom. Can you concentrate? Expect the level of noise to be higher when students are discussing their learning or working in groups but ensure that you stop students regularly to remind them of the level of noise you would like and expect. If a particular student is having difficulty to hear instructions, you might ask them where they feel would be best for them to sit in the classroom.
Student finds it difficult to work as part of a small group	You will need to spend time talking to students about how they work together and what your expectations are – taking turns to speak, etc. You might plan groupings before a lesson to ensure that those students that find it difficult are with peers who will support them and work well together.

2. Eight features of an inclusive classroom

In the first module you learnt about the **eight features of an inclusive classroom**. We looked at this again in module 4, linking it to the key features of the learner centered approach. Throughout the Inclusive Practice modules, you have looked into each feature in detail. In this module, we will look at **number 8 – Assessment contributes to the achievement of all students**. Continue to reflect on how all 8 features overlap and link together to establish inclusive practice. You will have noticed this across all 14 modules so far.



Activity 15.2 Vocabulary for the module (20 minutes)

Read the words in the boxes below and draw a line to the **correct definitions**. All of the terms or words are commonly used when discussing **assessment**. We will address them in them in this module so it may be useful to make a list of them in your learning journal.

The first one has been done for you.

1	Closed question	a	A class or group that includes learners working at several different levels of ability. It can be effective for peers to support each other in paired or group work.
2	Critical thinking	b	Summarises the key steps or elements student need to follow to meet a learning objective. It may be a visual representation of the task or a step-by-step guide.
3	Feedback	c	A question that cannot be answered with a one-word answer, e.g. 'What can you tell me about the differences between multiplication and division?'
4	Metacognition	e	Comments given to the learner that focus on various aspects of their work specific to the learning objective.
5	Mixed ability	f	A question that can be answered with either a single word (usually 'yes' or 'no') or a short phrase. Can be useful in assessing knowledge quickly but often answers are limited.
6	Open question	a	Information about how the learner is doing in their efforts to reach a goal.
7	Reflective practice	h	A term used to describe 'thinking about thinking'. It shows a student's understanding of their own learning, thinking or performance.
8	Success criteria	i	The process of learning from experience. The ability to assess and evaluate to think how improvements can be made next time.
9	Task specific feedback	i	To assess, analyse and evaluate information or concepts. When students are able to think this way, it shows a deeper level of understanding.

Activity 15.2 answers

1	2	3	4	5	6	7	8	9
f	j	g	h	a	c	i	b	e

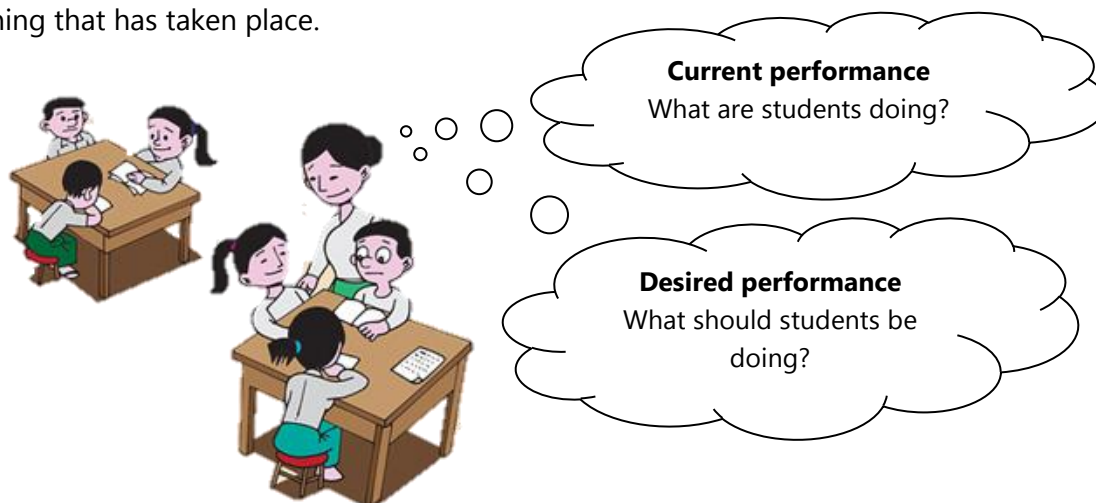
3. What is assessment?

Read definitions of the word '**assessment**' and the synonyms below.

Assessment	Definition – the action of assessing someone or something.
	Similar words; - evaluation, judgement, gauging, rating, estimation, appraisal, opinion.

In education, **assessment** is the process of gathering and discussing information from multiple sources to develop an understanding of what students know, understand, and can do.

It is the process of judging or deciding the amount, the value, the quality, or the importance of learning that has taken place.



Assessment allows educators to see **what students can do**. This helps them to plan for what they want them to be able to do. Educators must decide what to do with the information once they know where learners are. They need to be clear on where they need to go and then plan on how best to get them there.

Assessment for Learning is a common phrase in education. We will take a deeper look into what it means, the purpose of assessment and suggest practical ways to use assessment to improve teaching and learning and ensure it is inclusive.

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Reflect: When and how do you use assessment?

4. The purpose and benefits of assessment.

The purpose of assessment is to gather relevant information about student performance or progress, to make judgments about their learning process and decide what they need next.

Assessment can;

- inform and guide teaching and learning.
- gather evidence of student learning, measure progress and a better understanding of what students need support with or where they need to move on.
- help students set their own learning goals and motivate.
- measure students' attainment.

Assessment works best in a learner-centred classrooms (explored in module 4) with a positive learning environment (module 5) where students feel supported and are not afraid to make mistakes and learn from them. When effective systems for assessment are in place, there is a positive impact on student learning and achievement. Some of the benefits of assessment are;

- ✓ **Helps teachers set standards** on what is expected and what performance demonstrates understanding, knowledge and/or deep learning.
- ✓ **Evaluates teaching** around how students are performing and progress they are making. Teachers can understand what teaching methods or approaches are most effective and when to adapt lessons to support students.
- ✓ **Tracking students' progress** to see what students have learned. Teachers can understand if students can talk about new knowledge and demonstrate how to apply new skills.
- ✓ **Motivates students** to take responsibility of their learning and progress. Encourages students to know how they are doing, and how to improve.
- ✓ **Motivates teachers** to understand what is working for the students and what they can do to help the students more. Supporting the direction of planning.
- ✓ **Provides feedback** on what the student's knowledge base is and identifies any specific areas that students need support with.

Activity 15.3 - Video: The difference between assessment OF learning and assessment FOR learning (20 minutes)

Watch this simple video and prepare to describe the difference between the two types of assessment.

<https://www.youtube.com/watch?v=wvRJyTExVU>

Q.

- What do you think the difference is? Discuss it with a colleague if you can.
- In your learning journal record the differences between Assessment **for** learning and **of** learning.



5. Assessment FOR learning

Assessment **for** learning is an approach to teaching and learning that helps students know how to improve. Assessment **of** learning is about accountability for the lesson being taught and the content/curriculum that has been covered. It does not necessarily involve students.

When assessment is used **for** learning, students become more involved in the learning process and gain confidence in what they are expected to learn and to what standard is expected from them



Assessment **for** learning aims to 'close 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. It is your role as an educator to plan lessons and tasks which help students to do this.

Key elements of assessment **for** learning(how assessment information is used to inform teaching and learning);

- Providing effective feedback to students.
- Actively involving students in their own learning.
- Adjusting teaching according to the assessment for learning that has taken place.
- Recognising the influence assessment has on motivation and self-esteem, both of which are crucial to learning.
- Students are increasingly able to assess themselves and to understand how to improve.

When educators use assessment for learning in their lessons, they can adapt their teaching methods to suit the age and ability of students.

Research shows that it is particularly helpful for students who have difficulties with their learning.

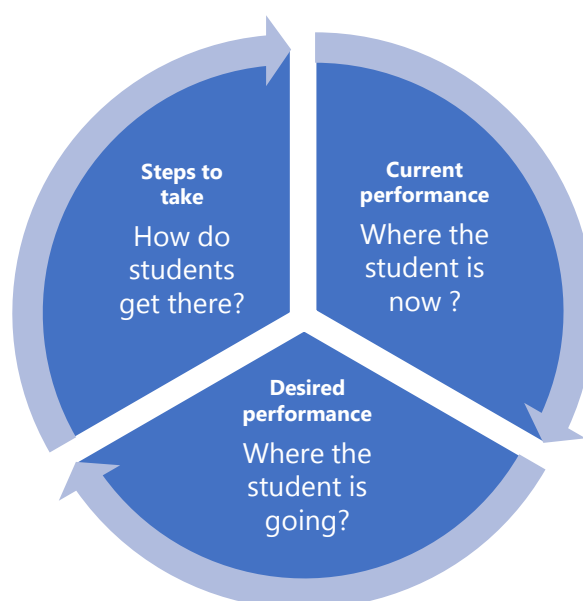


Diagram adapted from William, D (2011)

5.1 What do different types of assessment look like?

It is quite possible that when you think of assessing students learning, you use tests in your lessons to show you what has been learnt. These scores will often be compared against each other, and you will make a judgement on how much students know or have learnt over a lesson or a period of time.

Finding out about students' current level of understanding is not only about providing tests. Whilst this can be an effective tool, there are other ways to assess learning and skills students have acquired. To understand how students learn and what they know, pre-assessment and ongoing assessment are useful. This could be observations of what students write, say, make or do.

Activity 15.4 – Types of assessment (15 minutes)

Read the sentences below and **highlight** the parts that you think are significant in the description. You might find it useful at this stage to **write some notes in your learning journal** about the different types of assessment.

1. **Diagnostic assessment** is used to identify **current knowledge** and misconceptions about a topic.
2. **Diagnostic assessment** is good for pre and post assessments. It can show clearly where all students are starting from.
3. **Formative assessment** is used to provide feedback during the teaching process.
4. **Formative assessment** shows progress and any misconceptions during the learning process.
5. **Formative assessment** is a way of checking how the learning is going.
6. **Summative assessment** is used to sum up the learning at the end of the teaching process.
7. **Summative assessment** is used to assess performance at the end of a lesson or unit of work.
8. **Summative assessment** is a way of checking how the learning went and to find out who learnt.

5.1.1 Diagnostic assessment

Diagnostic comes from the word 'diagnose' to find out what your starting point is, finding out what your students already know before you teach something. If we don't do this, then it is possible that many of our students already have a good understanding of what is being taught or in contrast they do not know enough to start where we have intended for the lesson to begin.

When we use diagnostic assessment prior to the lesson/learning this could also be referred to as **Pre-assessment**.

Knowing your learners well and understanding what they can do is key. By finding out what students know before a new unit or concept is taught, educators can identify starting points for lessons and how to build on what students already know. It can save time in the teaching process and ensure that there isn't a waste in teaching time, going over what students are already familiar with.

It can also identify gaps in learning, which may mean you need to teach something easier than you had intended, or you might focus on a particular area more when you are modelling to the class, perhaps revisiting, or consolidating prior learning.

Some examples of how to use **diagnostic assessment**;



Pre- and post-test, quiz or gap closing – You might provide students with some simple questions as a starting point for the topic you are going to teach. It might be useful to include questions based on something you have already taught to check they have remembered the prior learning. You could present this as a quiz to engage students. You could use some sentences with missing words for students to choose the correct word to complete the sentence (gap filling).



Observations – You might give students a discussion topic to discuss in groups. You might listen and observe the students' discussions to find out how much they know. With younger students this method can be very effective, for example, if you wanted to know if students know the difference between 2d and 3d, you might give them objects to sort and observe how they do this. Drawing can also be useful to show what students know as often they will be more willing to draw than write.



Entry/exit tickets – these can be small bits of paper and have a question on about the learning to show students' understanding. Teachers can also use them to ask students to write about what they would like to find out about or ask the teacher to explain something more clearly. These can also be used to assess ongoing learning in between lessons.



Polling & surveys – You might ask questions and ask for hands up to gauge the level of understanding or provide students with a short survey. With younger students you might ask questions and provide options that are in different corners of the room for them to stand based on what they think.



All you know – Students could create mind maps, posters or write down everything they know about the subject at the start of a unit. You can then teach using existing knowledge and avoiding repetition. Depending on the age you teach, you may find it easier to use visual prompts to encourage discussion. The flipped learning model would be effective here too (explored in module 7).

Image sources: <https://pixabay.com/vectors/chart-graph-graphics-statistics-35773/>
<https://pixabay.com/images/search/burma/?page=2&> (free)

Activity 15.5 – Diagnostic assessment reflection task (20 minutes)

- Look at the activities above and think about if you have used them before.
- If you have, reflect on the impact they had on teaching and learning. If not, think about impact you think they will have.
- Think of a topic or lesson that you haven't taught yet and add one of the activities that will help you diagnose/assess what students already know.

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5.1.2 Formative assessment

The word **formative** is about 'forming' or 'shaping' student learning. Teachers can use questioning and providing feedback during a lesson or unit of study, asking students how the learning is going? What they are finding difficult, etc. We explored both questioning and feedback in module 6.

Checking on progress and adjusting teaching learning based on the information you receive is formative assessment. It informs the teacher and the student of the next steps needed in learning and can make time to address any misconceptions on the way.

It could also be referred to as **ongoing assessment**, finding out what students understand to know how to adapt future learning. Some students may need concepts teaching again or some students may be ready to move on and learn more or gain a deeper understanding.

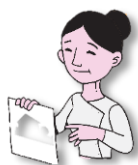
Some examples on how to use **formative assessment**:



Homework – This can be an effective way to check students' learning during a sequence of lessons and see if students are able to apply the learning from class independently.



Peer review – This can be an effective way to assess students, especially when teaching large class sizes. Students may need a model initially but with practice they can discuss the learning that has taken place and assess each other's work commenting on strengths and suggest ways to improve or what to do next.



Informal presentations, ongoing portfolios or projects submitted over time – these methods of assessment can be a great way for you as a teacher to check in with how students are progressing with their learning. It allows you to assess at a mid point and provide feedback or ask questions to guide the next steps of the learning for each student.



Student observations – this can be useful when teaching younger students. Look at which students are engaged with the learning and how they are able to contribute to group tasks. From this assessment you can make a judgement on what support a student might need or if the lesson is too easy and they need to move on.



Quizzes and Think, pair, share – Quizzes can be a more informal and fun way to deliver a test. It also allows for students to work together and discuss their answers which can be helpful for teachers to listen in and hear about any gaps in knowledge. Think, pair, share provides students a short time to think, discuss an answer with a partner and then share with the class. It can work well with less confident students who sometimes find it challenging to speak aloud in large groups.

Activity 15.6 – Formative assessment (20 minutes)



1. **Read** the example below of Nang Mo Aung's lesson.
2. What **formative assessment approach** does she use to support her assessment of where students are?
3. Can you suggest what Nang Mo Aung could do in her next lesson based on her assessment?
4. **Write** some ideas in your learning journal and discuss them with a colleague if you can.



Nang Mo Aung has just finished teaching a lesson on fractions. To see if her students were able to follow the lesson and check their understanding, she asks the students to work independently to demonstrate the meaning of one half, and one quarter. She uses a multi-sensory learning approach giving students the freedom to choose how they show their learning. She watches the students as they prepare to present their learning and listens to their discussions. Some students draw an image in their book, some represent the fraction using objects. Straight away she can see which methods students use and if they are able to do the activity with ease or those that struggle.

Most of the students can show one half with ease, there are one or two that are struggling. Around half of the class are confused by one quarter.

Activity 15.6 Suggested answers

- What **formative assessment approach** does Nang Mo Aung use to support her assessment of where students are?
Nang Mo Aung observes her students using a multisensory task to show what they have learnt in a way that is comfortable to them. This allows all students to show their learning and for her to assess in an inclusive way.
- Can you suggest what Nang Mo Aung could do in her next lesson based on her assessment?
Nang Mo Aung has made a good assessment of where her students are following her lesson on fractions. She has concluded that most of the students can show one half. Perhaps for the few that are still struggling with one half she could set a homework task for them to practice at home or she could give those students some time in the next class to revisit the concept of one half (perhaps in a started activity whilst others are doing something else). Around half the class are still not confident with the concept of one quarter. She will need to teach this again in the next lesson. She could consider grouping or sitting those students who are not clear with those that do understand to support their learning. With the students who are confident with one quarter, Nang Mo Aung could provide them with an alternative way of looking at quarter so she is not moving the learning on (and widening the gap) but giving them a deeper understanding of one quarter, for example using clocks and investigating quarter past or a quarter to.

Note: Discuss these suggestions with a colleague if you can or consider if they would be appropriate for the classes you teach.

5.1.3 Summative assessment

The word **summative** is about summarising, something we do typically at the end of something and in this case at the end of the learning process. This could be the end of a unit of study, e.g in maths if you have been teaching a series of lessons around fractions like in the previous example. The teacher would carry out ongoing or formative assessment in between lessons but at the end of the series, it is helpful to know how students have progressed and what they have learnt.

Summative assessment tasks also involve more formal tests, perhaps ones that are taken at the end of a grade to measure and record the level of learning achieved, or for progression to the next level or for certification. This sort of assessment might take place when portfolios or projects are submitted at the end of a course to provide the student with an overall grade.

Often this is the area of assessment that not all students needs are taken into consideration. Students are often required to complete a standardised test so they can be measured against their peers either in their class, nationally or internationally.

Some examples on how to use **summative assessment**;



High stakes test (exam with consequences for the student or test taker) or tests that a teacher has created

- It is important to remember the pressure that we all feel under test conditions and consider if this is always an appropriate way of assessing students. Whilst tests can be useful, consider ways to make the process as comfortable as possible for students so they can perform to the best of their ability. Providing multiple choice answers can help with this or encouraging students that the content of the test features what they have been taught. In previous modules we have discussed celebrating mistakes as a way of identifying next steps, etc. This can be comforting to students – identifying where the teacher can support rather than assessing what a student got right or wrong.



Performance – this can be useful in language lessons to assess a range of objectives. Think about what you need to assess and why. Of course, not all students will be comfortable with performing. This can be effective with younger students who are developing in their ability to write. Instead of writing an essay to express how a character is feeling, you may be able to assess the way students are able to express this through a performance.



Essay – This is a common form of summative assessment. Ensure that before you ask students to write an essay to show their understanding that they know what is expected in terms of layout and content.



Project or portfolio – This can be an effective and inclusive way to assess students at the end of a learning unit. Often there can be more flexibility in how knowledge and understanding can be presented. It also allows for the teacher to provide input and assessment during (formative) the process.

Activity 15.7 – Summative assessment (20 minutes)



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- **Read** the example below of Nang Mo Aung's lesson.
- What **summative assessment approach** does she use to find out about the students overall learning at the end of her teaching unit?
- Can you **suggest** what Nang Mo Aung could do to ensure that all students can show how much they know? Q
- **Write** some ideas in your learning journal and discuss them with a colleague if you can. W



Nang Mo Aung has now finished her block of teaching on fractions. She would like to assess her students' knowledge and understanding now compared to the pre assessment she carried out before she started teaching fractions.

During the two weeks of teaching fractions, Nang Mo Aung has used regular check ins using ongoing assessment. She has observed her students learning and has provided them with entry and exit tickets to check their understanding following lessons.

Nang Mo Aung provides students with a worksheet that she has put together on which they are asked to shade parts of shapes. Other questions ask students to match numerical fractions to visuals of amounts of objects. The last part requires them to answer word problems. This is the most challenging part as it requires students to think about fractions in an abstract way (they can't see visual representations). She has provided multiple choice answers in this section. Nang Mo Aung asks the students to work independently and doesn't offer any help, as she is keen to understand what they can do on their own.

Activity 15.7 Suggested answers

- What **summative assessment approach** does Nang Mo Aung use to find out about the students overall learning at the end of her teaching unit?
Nang Mo Aung uses an informal test that she has put together. It includes different parts of what students have learnt about fractions which means that all her students should be able to answer some if not all of the questions. By making her own test, she has been able to adapt it to assess how well the students have understood what she has taught, rather than using a standardised test or one that she has found online. The test/worksheet doesn't feel threatening or that it would put students under pressure. In the section that she anticipates will be most challenging for them, she has provided multiple choices to the answers.
- Can you **suggest** what Nang Mo Aung could do to ensure that all students can show how much they know? W
It is important that Nang Mo Aung checks that all her students are able to access the test/worksheet. If any of her students face difficulties when reading, then they will be assessed on if they can read the question rather than understand what it is asking about fractions. Again, we are reminded here on the importance of knowing your learners – a key point in every IP module.

Note: Discuss any challenges your students may face and how you can support them e.g. can another member of staff in school read the questions for a student in this scenario?

6. Techniques that can be used for diagnostic, formative, and summative assessment

As we have explored in the previous sections, assessments or judgements about students' understanding can be gathered from observations, a drawing, a report, or a test. When we talk about assessment for learning, we must think about the purpose of assessment and what we do with the information.

Many of us will use **questioning** with students throughout lessons to check they have understood or deepen learning. This form of assessment can be used to **diagnose** where a student is with their learning, in a **formative** way to plan what to do next or in a **summative** way to check students knowledge and understanding over a period of time.

6.1 Questioning

Whilst this has been explored in detail in module 6, it is important to think about how crucial questions are when assessing students. It can be a quick and informal way of finding out what students understand about a subject. It can be a simple question to gauge the general understanding with a class.



Who feels confident with what we covered last lesson and is ready to move on today?

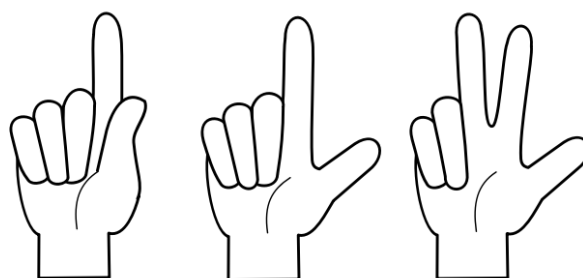


A reminder here about choral responses and being aware that this method is not a comprehensive way of assessing learning. For the question in the above example to be effective the students must feel comfortable with how the teacher will respond. They may say they understand as that is what they think will please the teacher. Giving students more options may be effective.



Show me using your fingers how well you have understood the task today.

1. I need to look at this again.
2. I understand most of the learning and need a bit more practice.
3. I feel comfortable and am ready to move on.



The use of mini white boards could be used in this way too, to help you see quickly what students can or can't do by using a traffic light system, where students have different coloured circles to show their understanding. This technique is a quick way to find out how confident learners feel about a new concept or skill that has been covered in a lesson. The colours would be agreed within the class to be used regularly.

Image sources: <https://freessvg.org/thumb-up-symbol-with-right-hand> <https://en.wikipedia.org/wiki/File:Thumbs-down-icon.png> <https://freessvg.org/three-hands> (free)

Consider how you will respond to incorrect answers as this will affect motivation and engagement in the future.



"I can see why you have done that; I'm sure lots of other students have the same misunderstanding. Let's look at it again"

Discussion/reflection

- R**
- Why is it valuable to find out what learners do not know?
 - Is it as valuable as finding out what they do know?
 - Think about how you will use the knowledge. Will it help you to see what students need to spend extra time on to make sure that they all understand?
- Q**

The two main types of question that we have already explored are **closed** and **open**.

A **closed question** requires a short answer, such as remembering a fact. The answer is usually right or wrong. For example, a teacher might ask: 'What is the capital of Myanmar?'

Often as teachers we don't wait long enough after asking questions or when a question is met with silence, we try to simplify it. Try and wait around 3 seconds (Rowe, M 2008) before taking an answer from a student to provide thinking time and improve the quality of answers. Think, pair, share can be useful here too. If you ask a question and don't get much of a response you could ask students to talk with their peers and see if they discuss their ideas or responses. This can feel like there is less pressure and gives time for students to test their ideas out on each other and see if they are thinking in similar ways. This will also allow the teacher more time to make a quick assessment and adapt what they will do next.

Open questions need longer answers, and often require students to provide an opinion. They allow all students to try to answer the question and be part of a discussion. *'Tell me more about that'* and *'Why do you think that?'*

Discussing ideas with students will enable you to make a better assessment of students' understanding and how to address misunderstandings.

Cold calling – When you have built up trusting relationships with students (module 5 – creating a positive learning environment) your students will feel more comfortable to speak out and answer questions. An effective questioning technique can be for the teacher to select a student at random to answer a question, instead of putting up their hands to answer a question. You could use lolly sticks and write the students names on them. This can be a huge motivator and ensures that questions are answered fairly.

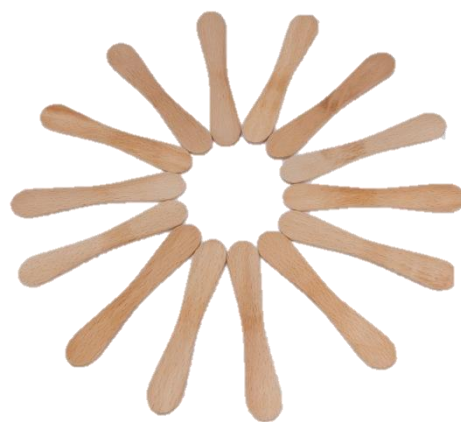


Image source:
<https://pxhere.com/en/photo/1218601> (free)

Activity 15.8 – Questioning to assess (20 minutes)

1. **Read** the questions below. Notice that they are all the same.
2. **Now** read the context under each one.
3. Decide which form of assessment they fit into.
4. Write down some ideas on how the response is likely to vary based on the context.



What can you tell me about adjectives?

1. Naing Lwin asks his question after teaching 3 lessons on adjectives. He is planning to move onto a new focus next week.



What can you tell me about adjectives?

2. Naing Lwin asks his question following the first lesson he has taught about adjectives.



What can you tell me about adjectives?

3. Naing Lwin asks his question before he begins his lesson on adjectives.

Diagnostic assessment	Formative assessment	Summative assessment
Number:	Number:	Number:
Likely responses:	Likely responses:	Likely responses:

Activity 15.8 Suggested answers

Diagnostic assessment	Formative assessment	Summative assessment
Number: 3	Number: 2	Number: 1
Likely responses: It is likely that the students may not be able to answer this question depending on their previous experience of adjectives. The responses may vary with some students knowing more than others.	Likely responses: If the lesson was pitched well and broken down into steps, it is likely that all students will know at the end of the lesson what an adjective is. Some students may be able to answer in more detail and give examples.	Likely responses: Having taught 3 lessons on adjectives, it is likely that all students will be able to give a detailed answer to the questions and provide examples.

6.2 Feedback

Again, this was addressed in detail in module 6 but when discussing assessment, feedback is a crucial part of the process where students and their teachers discuss where they are in their learning, where they want to be, and how they are going to get there. It is not a one directed process of teachers telling students what to do, for it to have an impact on student learning, teachers need feedback from students too.

“Effective feedback has the potential for a profound effect on student achievement – it can double the speed of learning.” Hattie, J (2011)

As explored in previous modules, the culture that teachers create in their class, will ensure that feedback is effective. If there is a positive learning environment where mistakes are seen as learning opportunities, the focus can become about the learning rather than the teaching.

Feedback should be given about specific aspects of the work that students are working on, recognizing what they have done well and how to improve. Give learners specific targets for improving their work.

It can be useful to think of feedback in 3 parts – offering an encouraging comment (perhaps based on effort that has been put in), followed by some constructive feedback and then some form of positive support. See the examples in the arrows.

Reflection: Think of a time you have given feedback to a student. How effective was it? What might you have done differently?

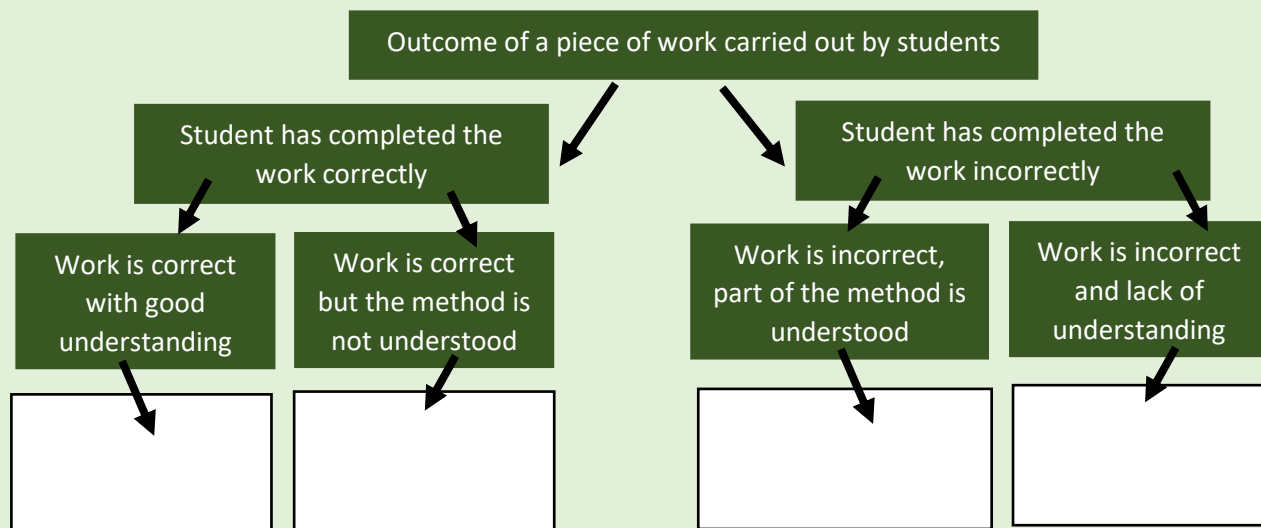


Activity 15.9 – Responding to feedback from students (45 minutes)

Look at the diagram below and the examples of feedback given from the students about the piece of work.

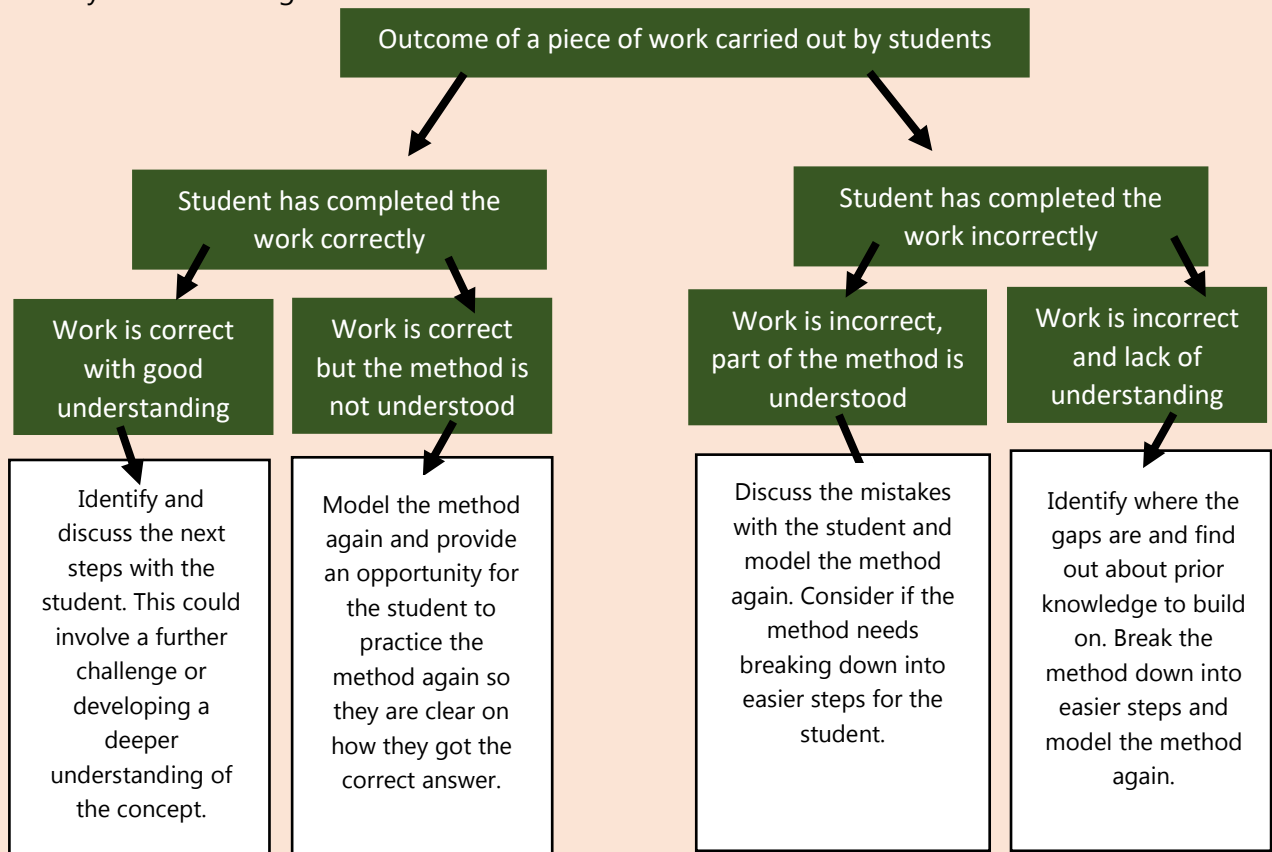
Think about **how you would respond to this feedback** to support each student.

Make suggestions in the empty boxes at the bottom of the diagram.



Activity 15.9 suggested answers

Note: The answers given below are suggestions to responses to the feedback the teacher has been given about how students have achieved with their work. You may have other ideas based on the context you are working in.



More traditional feedback might involve marking and commenting on a specific piece of work. This is more constructive than just giving a grade alone on a piece of work, which often a student may not know what to do with.

When feedback is given in this way, it should be focused on criteria that the teacher has set and shared with students on how to complete a piece of work. This is often referred to as **success criteria**.

6.2.1 Success criteria

The aims and objectives of tasks must be clearly understood by both the teacher and student, this is often presented in the form of a success criteria.

Some examples of this are listed below;

- A checklist of the process students can follow to complete the task shared with students before they start work.
- A visual representation of a high-quality standard finished piece of work. This helps students to see clearly what is expected of them.
- An example of piece of work that is not completed or at the expected standard. Teachers can use this to discuss with students what is missing and how to improve it, encouraging students to engage with the work and discuss any anticipated misconceptions with the task.
- A task that is modelled by the teacher to demonstrate to students how to complete the task.

It is important that examples are clearly laid out and short. Students should be able to use the success criteria to support their learning whilst carrying out a task, acting as a reminder or prompts to check against.

Activity 15.10 – Planning to use success criteria (20 minutes)

- Think of a lesson that you haven't taught yet.
- Plan the steps that students will need to take to be successful in completing the task.
- Decide how you can present this in the form of a success criteria using the examples provided.

6.3 Self-assessment

'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)

Self-assessment can be an effective strategy when used as a form of diagnostic, formative, and summative assessment for students to evaluate their own knowledge, skills or progress.

Throughout these modules, you have been asked to self-assess, this has been prompted by opportunities to reflect or rate your progress using the scale provided at the start and end of each module.

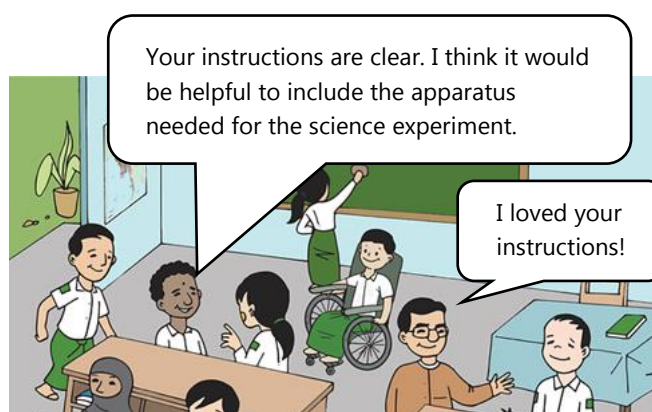
Ultimately, self-assessment enables students to review their own learning, set their own next steps and take responsibility for their own learning. To be reflective may take encouragement and support from teachers, particularly with younger students. It can take time and practice to develop reflective skills and use self-assessment in a meaningful way.

When teaching large class sizes, it can be a challenge to talk to each of your students to understand their self-assessment and to support them until they feel comfortable with the process. You might use a system that would enable you to see students' self-assessments. The strategies discussed previously using traffic lights, holding up a different number of fingers, etc. are all forms of self-assessment. You might ask a student to record the number on their work when they complete a task so that when you are marking it you can see their own reflections. When students have developed a good understanding of how to self-assess, they can make better judgements on how to improve and they can support others too by providing feedback.

6.3.1 Peer assessment/feedback

For students to give feedback that is effective and meaningful to their peers, a teacher will need to teach and develop these skills. To start this process the teacher might provide sentence models for the students to use or sentence stems;

- I like the way you have
- I noticed that you have
- I observed that you ...
- How did you decide to?
- Now that I have read your I understand that
- One question I still have is



Reflect: Look at the image above and the 2 examples of feedback. Which one do you think would be most useful to a student?

The use of a success criteria can be useful here as a prompt for students to discuss specific parts when making suggestions for improvements. It is important for teachers to monitor the feedback, joining in discussions and modelling conversations if students need some help. Assessment in this way increases students' confidence and independence as they become more engaged in the learning process and less passive in the classroom. It can also support in building a positive learning environment amongst students in how they communicate and work together.

Activity 15.11 – Peer assessment (20 minutes)

<https://www.youtube.com/watch?v=hqh1MRWZjms>

- **Watch the video** and listen to the feedback that students give.
- How specific is it?
- What impact did it have on performance?
- Did you notice the teachers overuse of the word 'yet'? Why do you think he said that?
- Think about when you have used peer feedback. How effective was it?
- Think about the modelling the teacher would have done to enable students as young as these to give such effective feedback.



7. Misconceptions and challenges of assessment

The aim of using of different assessment techniques is 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.

It is important to remember that the techniques we have discussed in this module are not for every piece of work, nor can they be planned to use with a specific timescale, e.g. one piece per child per week, it is down to professional judgement and the more you use the techniques in lessons the more helpful you will find them in providing you with the information you need to plan effectively.



• Giving feedback

Teachers might worry about upsetting students or being negative. When relationships and trust are established feedback will be more effective.



• Students talking more in class

Teachers may feel like they are teaching less. Students need time to discuss their learning and be involved in planning next steps.



• Fear of change

Teachers might worry about the change and if they have time for feedback in lessons. When students are given the opportunity to reflect the learning will be more effective.

Image sources: <https://pixabay.com/vectors/emoji-emoticon-face-emotion-5258643/> (free)

Activity 15.12 – Assessment misconceptions (20 minutes)

- Using the information from this module read the common misconceptions about assessment below. Copy the table below into your learning journal and imagine that a colleague says these comments to you.
- Write down your response and then use the answers to reflect on the suggestions made.

"Testing and assessment are the same thing"	
"If teachers use more creative methods they will lose control of the class."	
"Peer feedback means students chat to each other' rather than focusing on a task."	
"Examinations are the only form of assessment that matters."	
"Assessment is teachers giving students feedback about their work."	
"Work completed by students always needs grading."	

Activity 15.12 suggested answers

"Testing and assessment are the same thing"	Ways to assess a learner include formal testing. However, a teacher will use a variety of formal and informal assessment activities throughout the learning process. Any activity which checks how well a student is learning is assessing that student's learning. Information from these assessment activities is used to adapt teaching and learning approaches, which leads to improvements in learner outcomes.
"If teachers use more creative methods they will lose control of the class."	AFL requires learners to discuss work between themselves in class. This involves talking and, therefore, some noise. However, the teacher decides when to let the class talk and when to ask them to be quiet. It is also often the case that behaviour usually improves when learners' understanding improves.
"Peer feedback means students chat to each other' rather than focusing on a task."	Peer feedback can only take place when learners have a clear idea about what they are discussing. Learners should also think about, and understand, how they are judging each other's work. If learners can engage with, and think deeply about, the success criteria, they are able to give useful feedback to each other and understand better themselves.
"Examinations are the only form of assessment that matters."	Learners take formal exams to get qualifications to progress through their education. One of the results of an AFL approach is that it helps students to do better in summative assessment. The two are linked and both inform future learning.
"Assessment is teachers giving students feedback about their work."	The most effective feedback is a dialogue. When learners take a more active role in assessing their own performance, they learn to identify what they need help with and can then discuss this with their teacher, who gets information about their understanding.
"Work completed by students always needs grading."	Research suggests that when a grade is given, learners will often just read the grade and ignore the comments . It is often more effective for learners to read teachers' feedback and comments first, and then edit their work before they see a grade.

8. Assessment linked to inclusion

Throughout this module we have explored a variety of ways to assess your students. As a teacher you will be required to make a professional judgement based on your understanding of your students and what you know about them. For example, only you will know if it is appropriate for all students to sit an exam at the end of a learning unit to assess their understanding.

Inclusive assessment can make the difference between students getting the grade they deserve and a grade that does not reflect their knowledge and skills, which can be life changing. If we don't include students in the assessment process, how will we track their progress and develop their ability to become independent and confident learners. It is our role as educators to find the most effective way to assess all our students.



Think about how you can design assessment to be more inclusive and to ensure students have fair and equal opportunities to demonstrate their knowledge, understanding, skills and competences. Adjustments will ultimately need to be made as required and these can be considered in the assessment design.

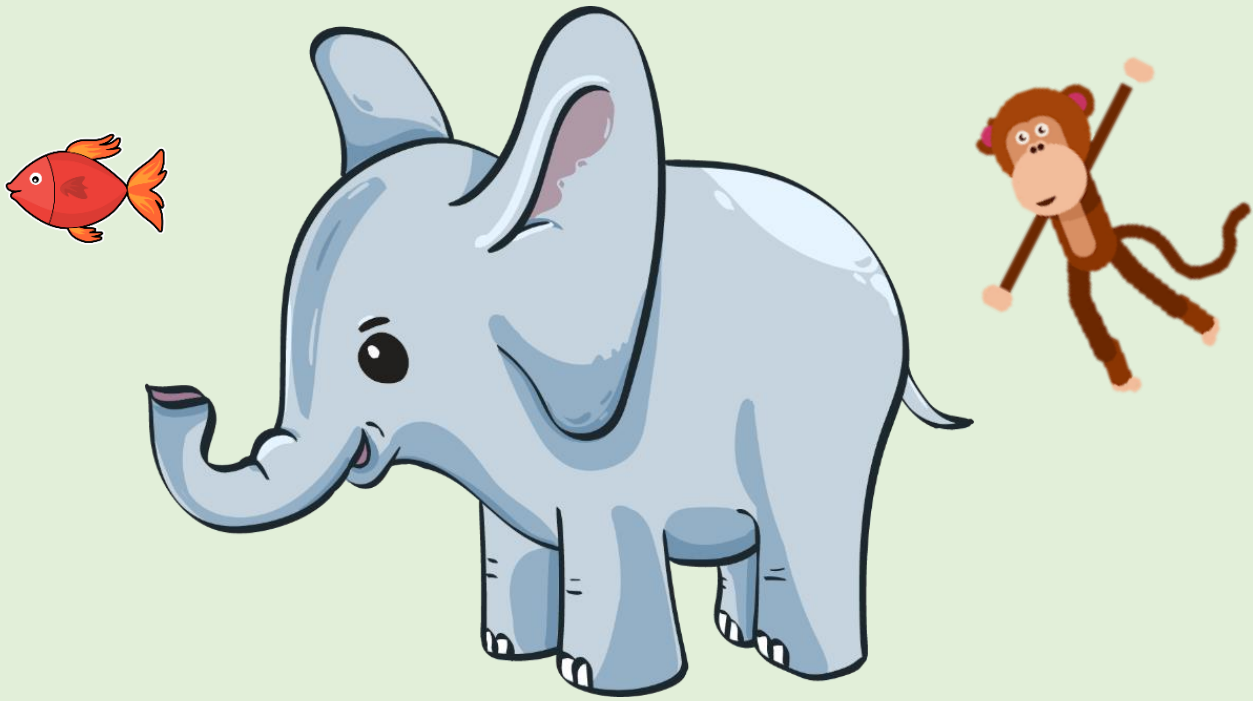
When planning for assessment to be inclusive, consider the following;

- ✓ **Timing of the assessment** - so that all students have equal access.
- ✓ **Duration of assessment** – is the amount of time appropriate for all students. Do some need longer to allow time to read questions, etc? Students must have fair and equitable opportunities to show what they know and can do.
- ✓ **Assessments reflect learning** – assessment provides students and teachers opportunities to learn about and measure the knowledge, understanding, skills and competences that have been taught/learned.
- ✓ **Differentiation** – can mean that students are able to show their learning in a variety of ways. Students should not be disadvantaged because of their needs, including those who speak a second language.
- ✓ **Seek feedback** - on what student's experiences of assessment are. Identify any areas that students need support with for future assessments.

Activity 15.13 – Fair isn't equal (20 minutes)

Look at the animals below and think about a fair way to test the same thing.

Imagine if we ask them all to climb a tree.



- Use this activity to reflect on your observations in your own class and school.
- Discuss the point that fair isn't equal; fair is when everyone gets what they need.

Image sources: <https://freesvg.org/cartoon-fish-1576077127>, <https://publicdomainvectors.org/en/free-clipart/Monkey-hanging-on-a-branch/84685.html>, <https://openclipart.org/detail/326759/cute-elephant-4> (free)

Discussion – Reflection (45 minutes)



- **How effectively am I using questioning?**
Structure questions that encourage students to give detailed answers.
Try waiting for at least three seconds after asking a question.
- **How effective is my use of feedback?**
Give students specific feedback about the task.
Provide suggestions or ask questions to encourage students to know how to improve.
- **How effective is my use of peer feedback?**
Encourage a positive learning environment where students feel supported and feedback is seen positively.
Teach peer feedback strategies
Use a success criteria so that students can be specific when giving feedback.
- **How much do I use self-assessment in my practice?**
Model to your students how to self-assess.
Plan time in lessons for students to self-assess.
- **Am I helping my students learn effectively from summative assessments?**
Give students time to look at summative assessments and discuss what they can do with the information.
Try to adapt summative assessment to ensure that all students can participate and achieve.

Activity 15.14 – Discussing assessment with other teachers (20 minutes)



Watch the video about assessment. You will see teachers feeding back on the various forms of assessment they use in class.

https://www.youtube.com/watch?v=62X1B_G2gpY

- Make some notes in your learning journal of strategies you would like to discuss with your colleagues.
- Make a list of the forms of assessment you see.
- How often do you meet with other teachers to talk about assessment?
- Do you think this would be a helpful exercise?

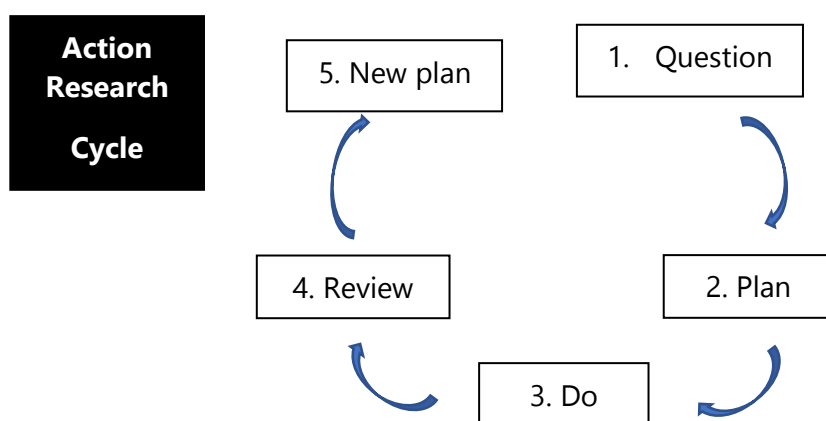


9. Possible ideas for action research projects

In module 6, you were introduced to the idea of carrying out small-scale action research projects. The diagram below shows the action research cycle.

- 1) decide on the question,
- 2) plan how to answer it,
- 3) carry out the research – observe, question, etc.
- 4) review the data
- 5) plan if/how to improve.

The cycle then continues until you are confident with the changes you have made.



Suggestions:

- Exploring the assessment methods used and how effective they are.
- Consider the feedback from students to teachers. How can you achieve this and what can you do with the information.
- Look at how inclusive assessment methods are. Are we testing knowledge and skills or speed to complete tasks?

10. Wrap up

In this module you have:

1. Described the process of assessment for learning and what it looks like in practice
2. Defined exactly what is meant by assessment in education and explained how assessment impacts on the learning process.
3. Explained the benefits of assessment for learning.
4. Explored the link between diagnostic, summative and formative assessment.
5. Reflected on the link between inclusion and assessment and what you can do to ensure assessment is more inclusive.

Key points from this module:

- pupils know what they are learning
- next step feedback will be in place
- opportunities to reflect upon learning are provided
- assessment informs practice.

Reflection

To help you remember and think about the topics introduced in this module, try to answer the following questions. Use your learning journal to make a note of your reflections.

Q

1. How effectively am I using questioning?
2. How effective is my use of feedback?
3. How effective is my use of peer feedback?
4. How much do I use self-assessment in my practice?
5. Am I helping my students learn effectively from assessments?

11. End of module 15 quiz

Please answer the following questions in your learning journal. You can attempt as many times as you like to reach 100% pass. Some questions require more than one answer.

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 (Choose 1 answer):

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

Q3 - Which of these is the odd one out in the assessment cycle we explored? (Choose 1 answer)

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

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

- a) Planning and assessment are not linked.
- b) Learning outcomes should be revised as a result of assessments.
- c) End of term tests are the best type of formative assessment.
- d) Feedback is only between teacher and 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

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.

Answers – end of module 15 quiz

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 (Choose 1 answer):

- 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? (Choose 1 answer)

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.

12. Improving teaching and learning

Activity 15.15 Improving your own teaching practice. (30 minutes)

It is important to reflect on the answers to the activities you have completed earlier.

Scenario – The Headteacher in your school asks to meet you to talk about how you use assessment to inform your teaching. They ask you to **complete the following statement**.

Make notes in your learning journal:

1. The systems I have in place to assess students' learning and ensure it is inclusive are:

1. ...
2. ...
3. ...

A

R

LJ

Activity 15.16 Self-assessment

REFLECTION: **How often do you use assessment to inform what and how you teach?** Look at the scale below and choose the number that best describes you now. Answer in your learning journal.

R

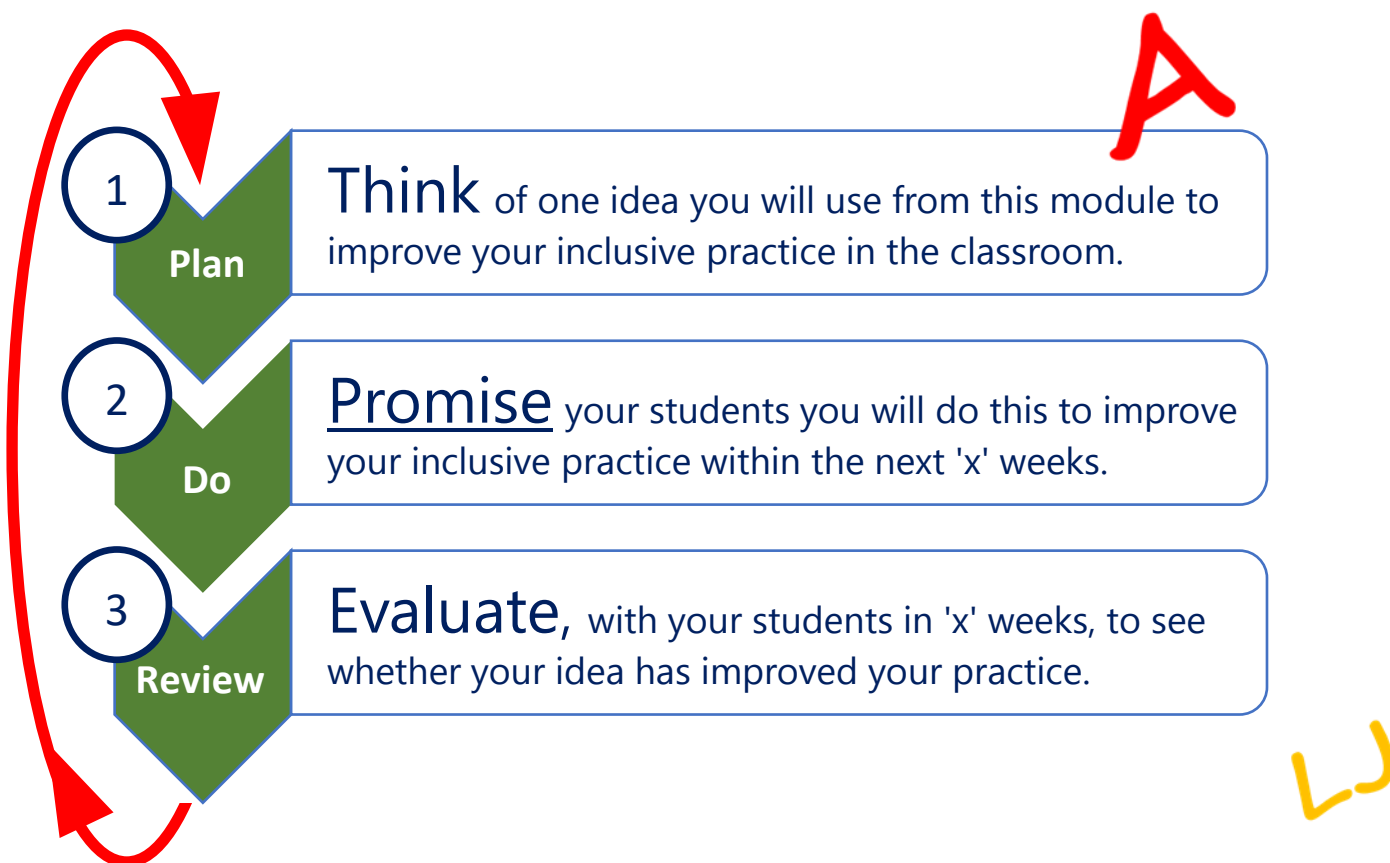
A

NOT well	1	2	3	4	5	6	7	8	9	10	VERY well
----------	---	---	---	---	---	---	---	---	---	----	-----------

Compare your first self-assessment score at the beginning of this module to this one. In your learning journal provide a short analysis of your thoughts about any differences.

LJ

Your 15th PROMISE to your STUDENTS



Please add your 15th promise to the section in your learning journal entitled 'Promises.'

Each module contained one promise you made to your learners: you have now made 15 promises in total. Think about how you will ensure the promises you have made become part of your practice and development into becoming a more inclusive teacher. You might use an action plan like the example below.

Promises made	Where I am now	Steps to get there (to the promise/goal)
1:		
2:		
3:		
4:		

Consider:

- Who can you talk to about your plan and seek support from?
- What your challenges might be and how you will overcome them.

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