

Planning and Assessment Session 3: Monitoring student learning using formative assessment



Using assessment to support planning, goal setting, monitoring and achievement.

WHILE YOU ARE WAITING...

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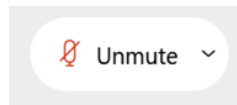
Are you in the right place (Meetings)?



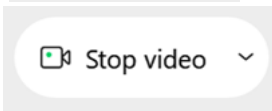
If you are here ,  (Teams) please log out and rejoin using Webex Meetings.

Please check:

1.Audio off



2. Video



3.Introduce yourself : Name and School





Webinar / WebEx Protocols

- **This webinar is being recorded**
 - This session will be recorded, including questions from participants.
 - Captioned recordings of sessions will be developed and made available via Arc, usually within 48 hours.
- **To use the chat function**
 - Select '**Everyone**' in the chat drop down list to ask a question.
 - Select a **presenter's name** to ask a question privately.
- **To ask a question verbally**
 - If time permits during the Q&A session, participants will be given the opportunity to unmute themselves in order to ask a question if they wish.



Presenter

Grant McKell- Manager, Assessment Implementation

- Started teaching in NSW as a mathematics and computer studies teacher in 1994, and then..
- as a school counsellor, regional student welfare consultant, Head Teacher Welfare (Suspension Centre), Head Teacher Mathematics
- Came to Melbourne in 2015 and managed the PSD Assessment Service
- DET in 2017- Manager, Assessment Implementation
 - Insight Assessment Platform
 - Digital Assessment Library
 - Assessment Best Practice

Our guiding principles



Our **moral compass** as educators is to use Tutor Learning Initiative funding to the greatest effect possible for our young people, through **targeted support for those who need it most**



For success, the program needs to be **co-designed** with schools; tutors, classroom teachers and school leaders need to **collaborate**



The focus of tutor support is to **build relationships, engagement and curiosity** as the platform for supporting student learning and building social, emotional and academic skills

Overview and Learning Intentions

By the end of today's session, participants will:

- Articulate the purpose of assessment
- Select assessment approaches purposefully
- Systematically collect and collate evidence from assessment
- Use evidence from assessment to evaluate learning and inform teaching



What is Assessment?

Assessment provides the feedback to enable both teacher and student to answer three key questions:



What does the student know already?



How is learning progressing?



What will be learned next?

Purpose of Assessment

1

To clarify learning intent

This requires finding out where the student is situated in the curriculum or along a learning progression, and where learning needs to head next



One week into a four week unit of work on persuasive writing skills, a Year 3 teacher sets a writing prompt and collects their students' work. Working from a rubric, they identify that most of the students are able to organise their ideas and communicate effectively, but that many have made errors of punctuation, spelling, and grammar. The teacher decides to revisit the learning intentions and build in explicit teaching on re-reading, editing and checking for vocabulary, structure and meaning.

Purpose of Assessment

2

To analyse evidence of student learning

Assessment is used to make sure that the learning intentions of a unit of work will meet students at their point of need

50%	$\frac{2}{4}$	$\frac{50}{100}$	0.50
25%	$\frac{1}{4}$	$\frac{25}{100}$	0.25
75%	$\frac{3}{4}$	$\frac{75}{100}$	0.75
10%	$\frac{1}{10}$	$\frac{10}{100}$	0.10

Prior to starting a unit of work, a teacher designs a short test to evaluate their students' understanding of rational number. The results show that several students have misconceptions in their understandings of fractions and decimals. As a result, the teacher uses the Victorian Curriculum to revisit the learning objectives and adjusts their instructional focus and teaching strategy.

Purpose of Assessment



To provide feedback to improve learning

Assessment is used to provide feedback to the students and to the teacher in order to have everyone reflect upon the learning that has occurred and where opportunities for improvement present.

Year 9 students working on media texts are invited to write and present their own sample of 'Fake News'. A rubric is shared with the students, which they discuss as a group. Their teacher explains that they will use a rubric to assess each other's work, and give feedback to each other based on the criteria identified in the rubric. They also put dots in the margins of each line that needs attention, and then return the written pieces to the original authors for reflection and further development. The teacher is using feedback that causes thinking and moves learning forward.



Purpose of Assessment



To enable learners to learn from each other

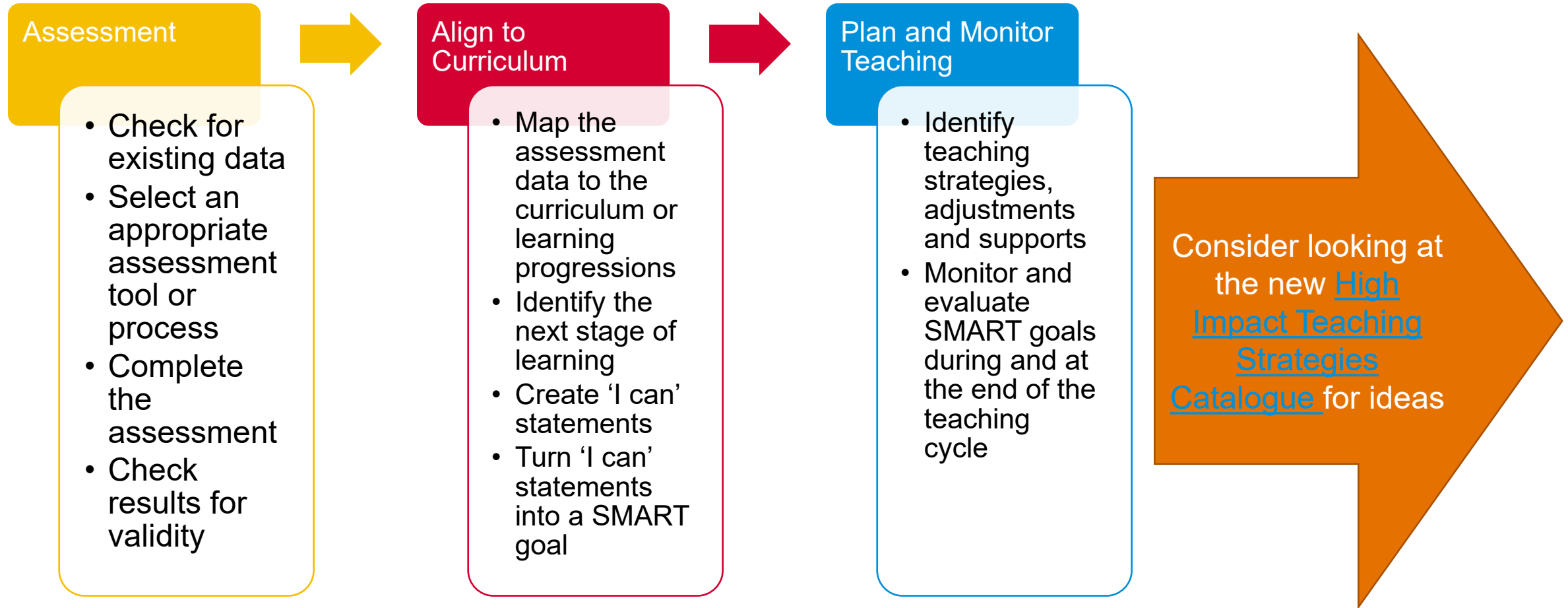
Assessment can be used as a learning exercise, to give students an opportunity to see what 'good' looks like so that they can formatively assess their own work.

A Year 5 teacher teaching a unit on creative writing selects an instructional focus on creating fantasy characters. After a period of explicit teaching on how language features, and vocabulary influence interpretations of characters, settings and events, their teacher sets up a student moderation.

The class starts by discussing the assessment criteria and standards for this unit of work. They then use anonymous work samples from last year's class to discuss and rate the samples.

The students have worked collaboratively to clarify, share and develop a deep understanding of the learning intentions and success criteria.

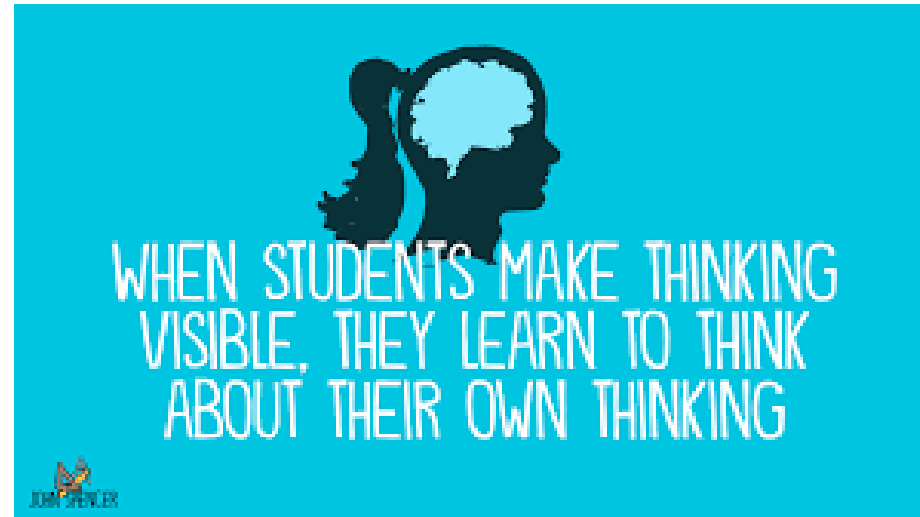
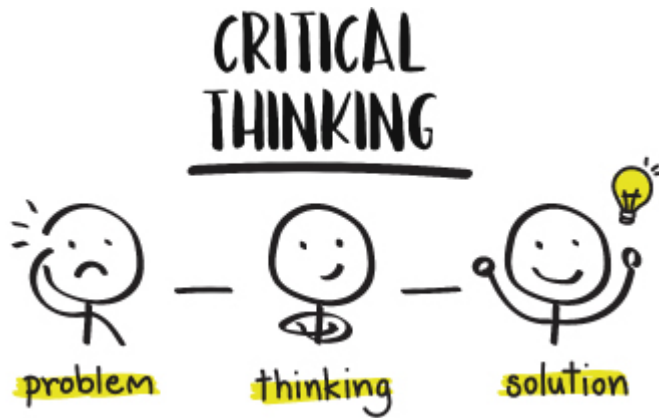
Overview of Planning Using Assessment



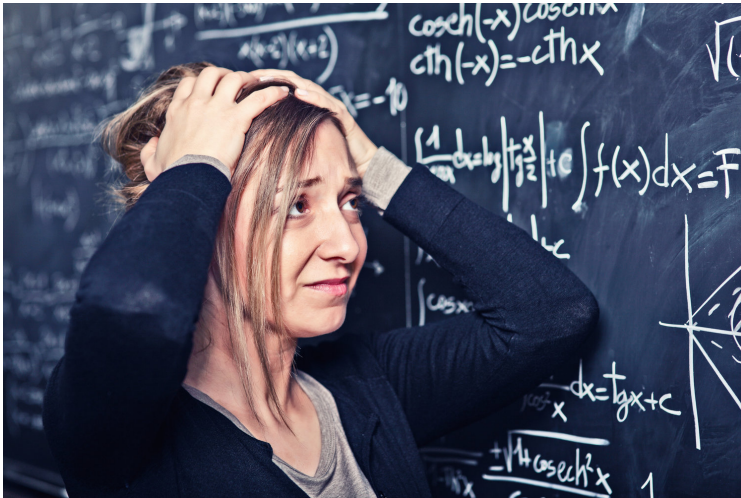
Chat Check-in...



But GOOD assessment can do much more...



Decrease teacher workload



Engage Learners...



Types of Assessment Tasks

Psychometric Assessments



Highly structured, focused purpose, strong statistical properties. Used sparingly.

Educational Assessments



Assessment packages that focus on reading, numeracy etc. Available from DET and third party providers.

Classroom/School tests and assignments



Teacher authored formal assessment tasks, aligned to the curriculum, usually through a rubric or marking scale.

Low student engagement

Daily assessment processes



Iterative collection of evidence and artefacts of learning upon which the teacher can reflect and make judgements about learning.

High student engagement

How to collect assessment evidence – an example

SMART Goal: Students will order, subtract and add integers in a word problem.

'I can' statements

Student	I can recognise integers from other types of numbers	I can place integers in the correct place on a number line	I can use a number line to order integers	I can order integers without a number line	I can add and subtract integers using a number line	I can add and subtract integers without a number line	I can read a worded problem using integers and highlight the mathematical information in the text	I can construct a number sentence using integers from a word problem	I can solve word problems involving integers that involve multiple steps.
Tim	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓
Thanh	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓	
Jessica	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓		

Evidence key:

Work artefact, Observed in classroom, Group work/discussion, student self-assessment, short assessment, other

Monitoring and Evaluating the SMART Goals

Effective Questioning

Cold calling → Done directly with a student. Students can speculate and you can scaffold how to frame answers.

Question Relays → Coming back to a reluctant student- asking which answer could have been theirs

Think-Pair-Share → Consider- Pair Up and discuss – Share insights with the class

Pre-Cueing → Letting students know that you will call on them, but with a pre-warning

Reflective Statements → Paraphrasing statements back to students

Monitoring and Evaluating the SMART Goals

Sustainable Marking

Establish quality control

Students proofing responses

- Use checklists to get students to check for common mistakes
- Have peers complete a proofing guarantee sheet
- Use of gallery sessions prior to submission- peers offer insight into how quality can be improved

Identify rapid correction strategies

Making best use of teacher time, but giving all students feedback

- Random sample correction- offer insights to all students (low stakes assessment)
- Use of technology- e.g. Plickers cards, short assessments
- Student and peer marking

Offer effective feedback

Good feedback has the following features:

- Selective- one or two areas of improvement only at one time
- Focused on learning, not the task. Needs to transfer to other learning
- Clear, consistent and specific so students understand and action the feedback
- Timely: Students will disengage from feedback if it does not apply to current learning

Monitoring and Evaluating the SMART Goals

Other Ideas..

- Flash cards- A,B,C,D.
- Mini whiteboards.
- True/False questions with time limit for students to response
- Polls/quizzes in software- short assessments
- Fist to five- 1,2,3,4,5 finger responses
- Quality vote- show 2-3 responses and vote on best response. Discuss why?
- Share student work and highlight what makes a good response
- Collect work samples, discuss and moderate with colleagues



Quick quiz: Addition and subtraction

This quiz contains questions about addition and subtraction that you will need to solve.

The questions will help show you and your teacher what strategies you are currently using when solving addition and subtraction problems.

Look at the feedback when you have completed the assessment to see how you went and maybe how you could have answered differently.

This form is automatically collecting email addresses for Department of Education and Training users. [Change settings](#)

Monitoring and Evaluating the SMART Goals

Other Ideas..

Strategic questioning –Used with individuals, small groups or whole class, students answer well-thought-out, higher-order questions such as ‘why’ and ‘how’.

Entry and Exit Slips – Students respond to a question or prompt at the beginning and/or conclusion of learning.

Photo/videos Taking photos/videos of students practicing a skill or displaying understanding of a topic.

Self and peer assessments – Students evaluate their own work and/or a peer’s work against success criteria and/or an assessment rubric. Students write two stars and a wish: two things they or their peer have achieved well and one area to improve or work on next.

Round robin charts – Each group of 4-5 students begin with a chart and some markers. The group records an answer to an open-ended question. Students have a set time to finish the chart then pass on to the next group. Once every group has worked on every chart, responses are discussed.

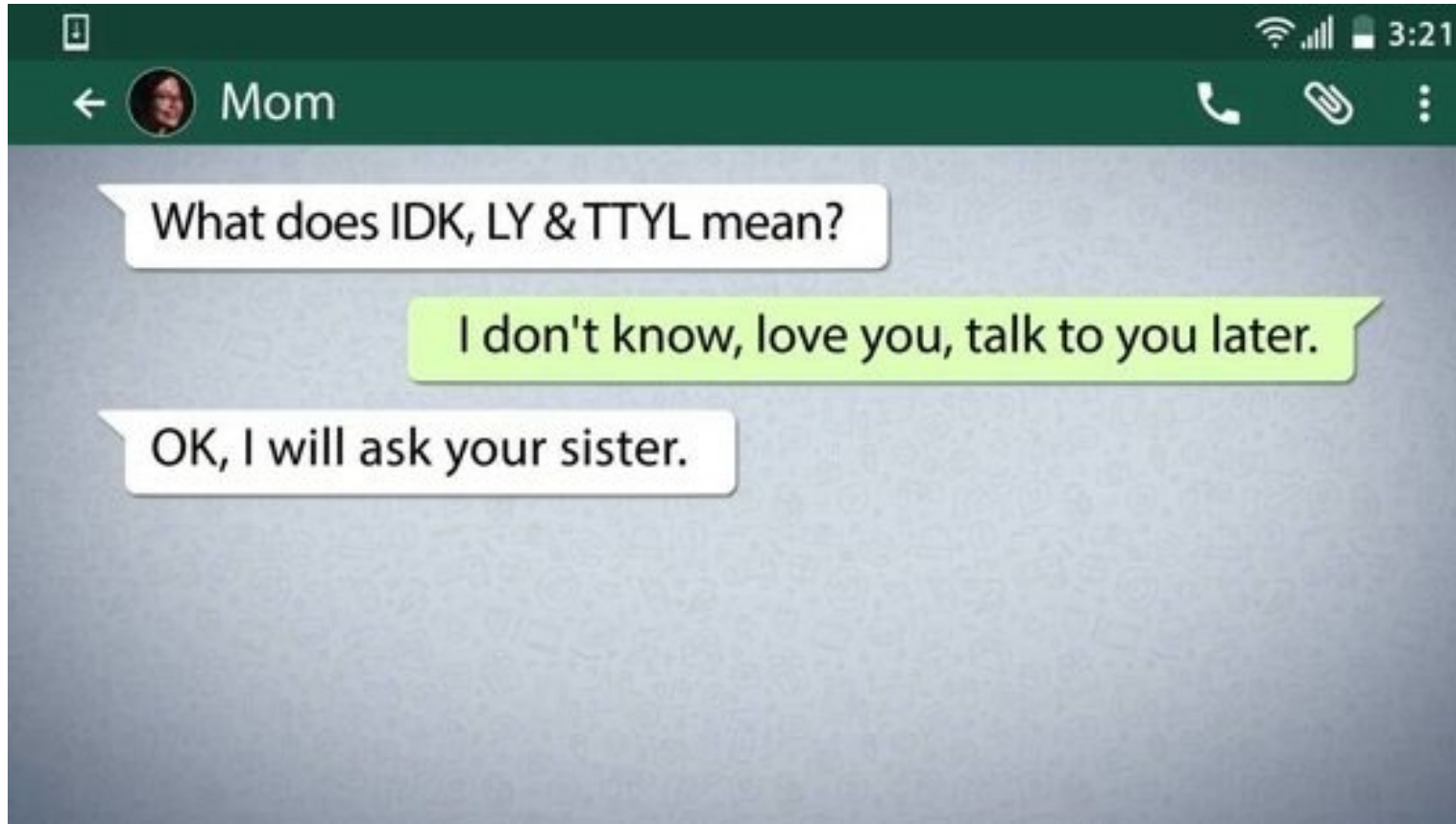
Monitoring and Evaluating the SMART Goals

Other Ideas..

‘Formal’ Assessment Alternatives

- students mark their own tests according to criteria: e.g. “ Give yourself two points if you showed your working in every problem” or “Give your partner two points if he or she has corrected a spelling mistake or added words to his or her draft”
- Confidence quizzes- students are given test questions or tasks, but don’t do them. They indicate their confidence (green, yellow or red) in their ability to answer. Can be used for pre or post tests.
- 70/30 tests: Teacher makes a test, and completes it and gets 30% deliberately wrong. Students need to find where the mistakes are. Can students identify common errors. Opportunity to provide exemplars of good answers too! (Missing points tests are similar)
- provide students with a test that has been made previously and have them write a selection of questions with fully worked answers and success criteria that can be used in a new test. They don’t have to make a whole new test, just some questions. Compile a selection of questions into a new test- have the question authors mark their sections and provide feedback.

Chat Check-in



How to collect assessment evidence – an example

SMART Goal: Students will order, subtract and add integers in a word problem.

'I can' statements

Student	I can recognise integers from other types of numbers	I can place integers in the correct place on a number line	I can use a number line to order integers	I can order integers without a number line	I can add and subtract integers using a number line	I can add and subtract integers without a number line	I can read a worded problem using integers and highlight the mathematical information in the text	I can construct a number sentence using integers from a word problem	I can solve word problems involving integers that involve multiple steps.
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Evidence key:

Work artefact, Observed in classroom, Group work/discussion, student self-assessment, short assessment, other

Teaching Strategies, Adjustments and Supports

Embed personalised teaching strategies and adjustments to support SMART goals

SMART Goal: Tim will justify and use evidence from the text to support his inferences, in small-group learning and one-on-one conferences, regularly using a variety of text clues with 90% accuracy by the end of the cycle.

How will you teach the skill?	How will you know the student is learning?	How will the student demonstrate their learning?	How will you collaborate with the wider learning team?
<ul style="list-style-type: none"> • Provide point-of-need explicit teaching • Use questioning and feedback techniques • Unpack and co-create worked examples • Co-create anchor charts on inferences and use of evidence • Model reading with think-alouds and provide opportunities for independent reading 	<ul style="list-style-type: none"> • knows that an inference requires him to use background knowledge and text clues • knows that characters are revealed through what they say, think and do, and by what others say and think about them • elaborates on his inferences about characters by answering questions such as, "How do you know?" or "What makes you say that?" • cites specific events, vocabulary and/or images in the text to support his thinking 	<ul style="list-style-type: none"> • Track his thinking about characters across a text • Self-assess his responses against criteria • Participate in discussions about characters • Shares his thinking whilst reading • Completes weekly exit slips • Responds to inferential questions both orally and written • Self-reflection on work samples from beginning to end of cycle 	<ul style="list-style-type: none"> • Collaborate on goals and strategies with classroom teacher to reinforce the students' class work • Meet as a TLI team to monitor student progress towards goals during the cycle • Ensure student voice during the goal setting process and throughout the cycle • Communication with families about student goals and progress

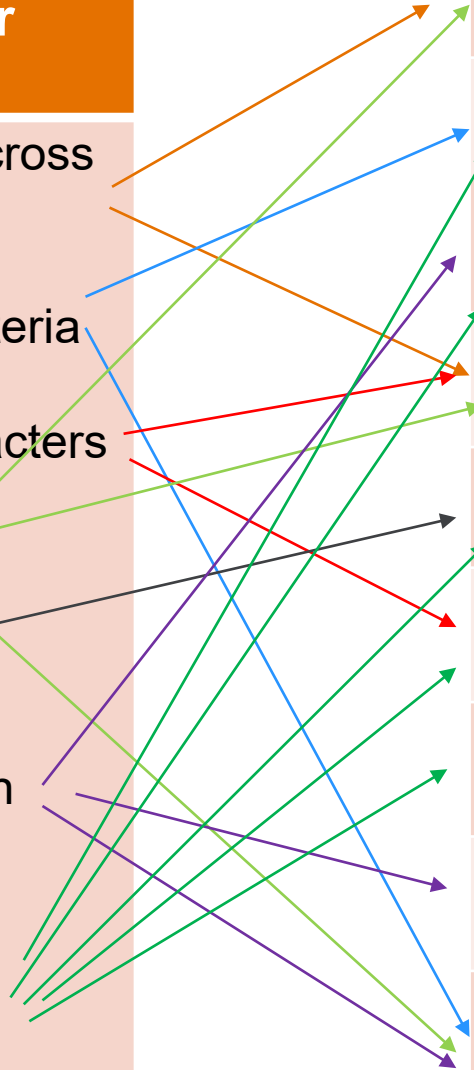
Assessment Plan

How will the student demonstrate their learning?

- Track his thinking about characters across a text
- Self-assess his responses against criteria
- Participate in discussions about characters
- Shares his thinking whilst reading
- Completes weekly exit slips
- Responds to inferential questions both orally and written
- Self-reflection on work samples from beginning to end of cycle

Assessment Tasks

1. Scaffolded reading journal
2. Self-assessment using rubrics/criteria
3. Peer assessment using feedback sheets and two stars and a wish.
4. Group discussion- Think- Pair-Share, Round Robin
5. Exit slips
6. Iterative writing tasks, using peer group feedback to improve response
7. Fist to five reporting of confidence/understanding
8. Peer-generated worksheet questions and marking.
9. Cold calling questions- pre-cued, reflective listening, question relays.



Assessment Plan

How will the student demonstrate their learning?	Task
• Track his thinking about characters across a text	1, 4
• Self-assess his responses against criteria	2, 9
• Participate in discussions about characters	4, 6
• Shares his thinking whilst reading	1, 4, 9
• Completes weekly exit slips	5
• Responds to inferential questions both orally and written	3, 8, 9
• Self-reflection on work samples from beginning to end of cycle	2, 3, 5, 6, 7

Assessment Tasks

1. Scaffolded reading journal
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6. Iterative writing tasks, using peer group feedback to improve response
7. Fist to five reporting of confidence/understanding
8. Peer-generated worksheet questions and marking.
9. Cold calling questions- pre-cued, reflective listening, question relays.

Collecting assessment evidence for Tim

SMART Goal: Tim will justify and use evidence from the text to support his inferences, in small-group learning and one-on-one conferences, regularly using a variety of text clues with 90% accuracy by the end of the cycle.

Student	Tracks his thinking about characters across a text	Self-assesses his responses against criteria	Participates in discussions about characters	Shares his thinking whilst reading	Completes weekly exit slips	Responds to inferential questions both orally and written	Self-reflection on work samples from beginning to end of cycle
Tim	1, 1, 4, 4, 4	2, 9, 9, 9, 9	4, 4, 6	1, 1, 1, 4, 9, 9	5, 5, 5	3, 8, 9, 9, 9	2, 3, 5, 5, 5, 6, 7, 7, 7, 7

Testing

Educational Assessments



Assessment packages that focus on reading, numeracy etc. Available from DET and third party providers.

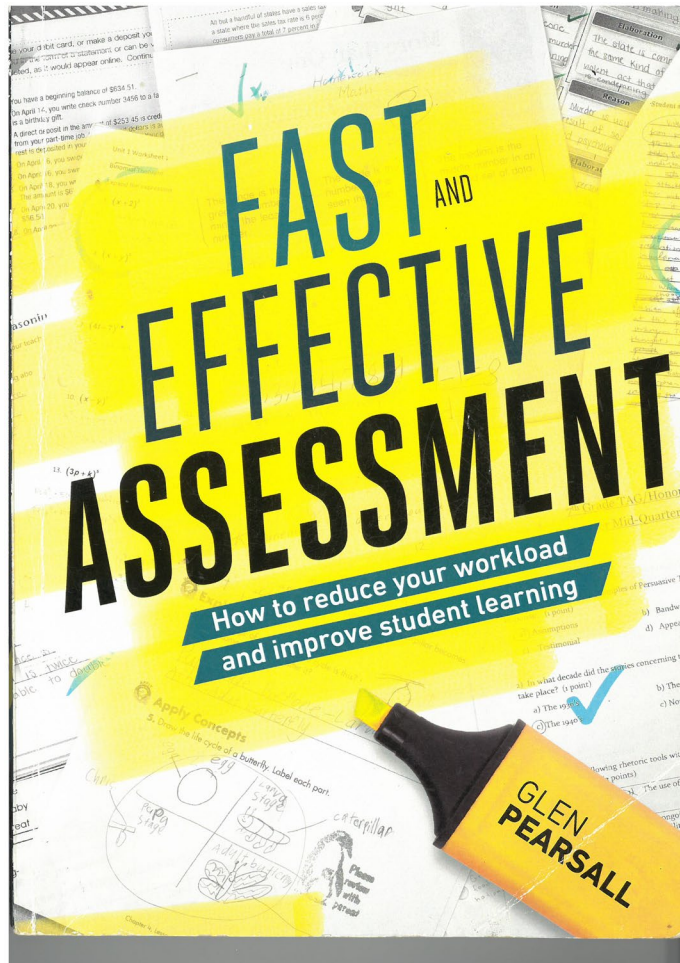
Classroom/School tests and assignments



Teacher authored formal assessment tasks, aligned to the curriculum, usually through a rubric or marking scale.

Low student engagement

Resources



Focuses upon efficient and engaging assessment designed to save teacher time.

Draws upon and aligns with the work of experts such as:

- Carol Dweck
- Patrick Griffin
- John Hattie
- Dylan William

60 ideas...

FORMATIVE ASSESSMENT STRATEGIES FOR TEACHERS

1: ABC Brainstorming - Using the ABC brainstorming strategy with students midway through a unit provides you with information about what students have learned about a particular topic. Working individually, in pairs, in small groups, or as a class, students brainstorm words or phrases that begin with each letter of the alphabet and are related to the current unit of study. Midway through a unit on fire safety, students may write "meeting place" next to the "M" and "stop, drop, and roll" next to the letter "S." A glance through the brainstormed lists helps you determine what information is lacking and provides direction for planning opportunities that focus on these gaps in your students' learning. A graphic organizer that can be used with the ABC brainstorming assessment strategy is available at <https://www.studenthandouts.com/graphic-organizers/>

2: Analogies - Ask students to create an analogy between something they are familiar with and the new information they have learned. When asked to create an analogy for an atom, students may come up with an atom being like a community. The nucleus of the atom is like your immediate family. The electrons that fly around the nucleus are like members of the community that you may or may not interact with on a regular basis. Asking students to explain their analogies will show the depth of their understanding about a topic.

3: Checklists - Class checklists are a great tool for collecting data about students during a unit of study. Before beginning a new unit, make a list of all the skills students will need to demonstrate mastery of the unit's outcome(s). On a chart, list the students' names down the **left hand** side and the skills across the top. Clip the chart to a clipboard and position it in an easily accessible place. As students are participating in various learning opportunities, observe the students and check off the skills you see students demonstrating with proficiency. Individual checklists can also be used to gather data about student learning. Students and/or teachers complete the checklists.

4: Choral Response - If you need a quick assessment of student understanding, ask students to respond to a series of questions "as a class." If you listen carefully to the number and content of responses, you will get a good idea of whether or not the students are clear on what you are presenting. Choral response encourages all students to be actively engaged in the assessment process.

5: Cloze Procedure - The cloze procedure can be used to determine the level of student understanding regarding a particular topic or unit of study. Create or use a passage that relates to the unit. Make sure the passage is at a readability level for your students. Two or three passages at different readability levels may be needed to accommodate all the students in your class. Be sure to leave the first and last sentences intact to assist with student understanding. Two sites available online for creating cloze passages are [Lexical Tutor](#) and [edHelper](#).

6: Concept Maps - Concept maps are a type of web that provides a visual representation of student understanding about a particular topic being studied. Google "concept maps graphic organizers" for a variety of printable concept maps that your students can use. Students print the topic or main idea in the oval

8: Computer Surveys - Computer surveys are a quick way to determine what your students have learned about a topic of study. Create ten short response questions - true/false, multiple choice, or one word completion questions, and use a platform like [Google Forms](#) to create the assessment. Google Forms allows you to see individual responses as well as a class summary.

9: Demonstration Stations - The use of demonstration stations is a great way for students to show what they know and help you determine the direction of future instruction. Midway through a unit on magnets, set up a number of stations and have students demonstrate how magnets attract and repel, where the magnetic field is the strongest, the parts of a magnet, how magnets are attracted to some objects and not others, how a compass works, etc. At each station, the students could also explain their thought processes to you or write their thoughts in a science journal.

10: Discussions - Having a class discussion part way through a unit of study can provide you with valuable information regarding what your students know about the subject. Focus the discussions on higher level thinking skills and give students a few minutes to reflect on their learning before beginning the discussion. Encourage students to share what they have learned and how that knowledge may have an impact on their daily lives. Brainstorm ways that the knowledge could be transferred to other subject areas or situations the students may come across. Listening carefully to the responses given by students will provide useful information for planning future instruction.

11: Double Entry Journals - Journals are a great way to formatively assess students and get a "window" into their thinking. Double entry journals are one form of journaling. A double entry journal has two columns. In the left column, students write key words, ideas, or quotations. They then give their personal responses to these words in the right column. Students may include questions that arise out of their responses. ^{Monitoring and Evaluating the ...} Students' responses, you can assess students' knowledge and understanding of the topic you are studying. For example, when studying flight provide students with the phrases "lift vs. gravity," "Wright brothers," and "laws of flight." Students print these phrases in the **left hand** column of their journal and then respond to them in the right hand column. Reading over the student responses will provide you with information about student understanding. A template for a double entry journal is here: [Double Entry Journal Template](#).

12: Drawings - Some of your students may be able to show you what they know by creating a drawing or a series of drawings to demonstrate their understanding. Encourage students to share their thinking about what they are drawing to gain insight into what they have learned up to a given point in a unit of study. Have students annotate their drawings, to further explain their thinking.

13: Email Questions - Technology is a great resource for teachers and a medium that most students are familiar with and comfortable using. If your school provides all its students with email addresses, send questions to your students. The questions should focus on higher level thinking skills and demonstrate their learning during a current unit of study. Encourage students

Links to Resources

[Policy and Advisory Library: Assessment of Student achievement and Progress Foundation to 10 Short Assessments](#)

[Formative Assessment Rubrics](#)

[Victorian Literacy Portal](#)

[Victorian Numeracy Portal](#)

[Literacy Teaching Toolkit](#)

[Tools to Enhance Assessment Literacy for Teachers of English as an Additional Language](#)

[Literacy Case Studies](#)

[Insight Assessment Platform](#)

[Digital Assessment Library](#)

[Reading and Viewing Work Samples: Victorian Curriculum and Assessment Authority \(VCAA\) Pages](#)

[High Impact Teaching Strategies Catalogue](#)

[Bastow Literacy Masterclass on formative assessment](#)

The TLI Hub: Online Professional Learning Resources and Guidance for tutors

The Tutor Learning Initiative hub



- Online portal for tutors
- Provides resources and guidance
- Supports tutors to build and refresh their small-group teaching skills
- Includes professional reading and videos, webinar recordings and links
- Accessible throughout 2021
- Tutors can complete modules most relevant to them and their students, at their own pace.

TLI Hub content aligned to this webinar includes:

Module 4: Planning for Effective Differentiation

Module 5: Building Effective Teaching Practices

Module 6: Inclusive Practice

Module 7: Planning and Teaching using the FISO Improvement Cycle

Module 8: Literacy and Numeracy



Questions?



Further information on the initiative and its implementation is provided on the Department's Policy Advisory Library.

Further Professional Learning and support:

- Follow the Tutor Learning Channel on Arc for professional learning webinar events and recordings of past events
- Further professional learning and resources for tutors is also through the TLI Hub (access with @education login)
- For additional support, speak to your school leadership team or your local Student Achievement Manager (SAM)
- For technical queries, email tutor@education.vic.gov.au

Feedback: We will circulate a link to a short survey to get your feedback on this event and future PL.