

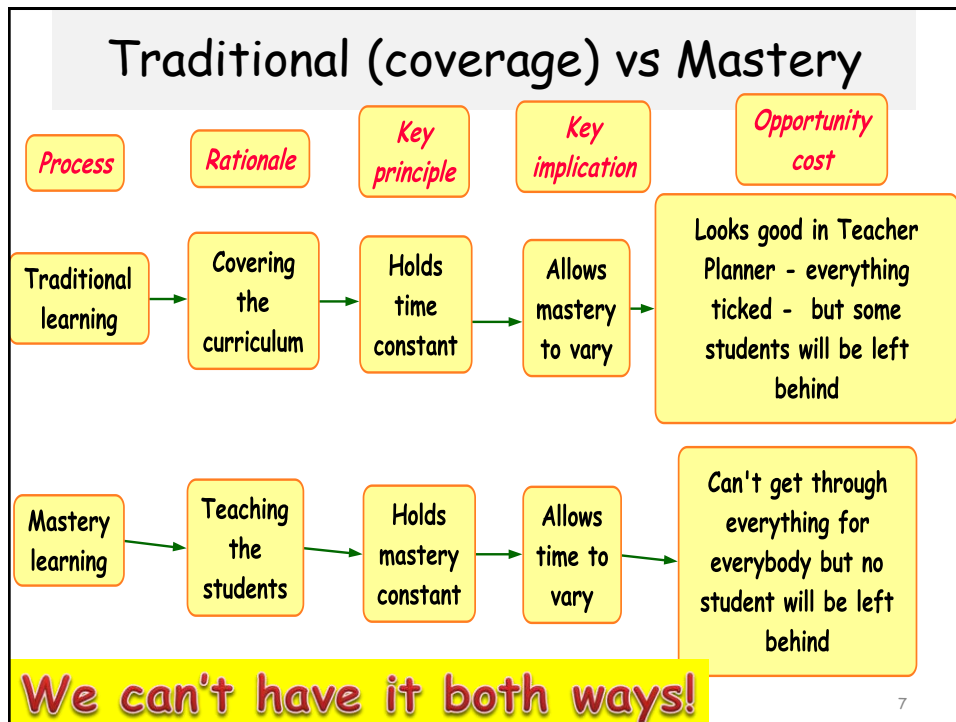
BEWARE!

Clear links between challenging behaviour and:

- » Lack of interest
- » Low motivation
- » Lack of differentiation

And

**Inflexible approaches
to
the curriculum**



Best practice for all:

- High expectation and meaningful praise
- Differentiation
- Pupils assess own work - discuss progress with staff
- Oral instructions reinforced by visible cues
- Realistic timescale for each task
- Effective questioning and time to respond

Hattie and Visible Learning

- After 15 years of research and synthesises over 800 meta-analyses (over 50,000 studies) relating to the influences on achievement in school-aged students, Hattie concludes that the most powerful single influence enhancing achievement is feedback (Hattie J 2009).



Hmmmmmm!

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Supported by the evidence base:

"When implemented well, formative assessment can double the speed of students' learning"

Dylan Williams Educational Leadership December 2-007/January 2008

Based on:

- 5 reviews of research
- 4000 studies
- 40 years of research

Assessment Strategies

[Print Version](#)

"When implemented well, formative assessment can double the speed of students' learning."

(Dylan William, Educational Leadership, December 2007/January 2008).

This conclusion was based on five reviews of research in this area which synthesise more than 4 000 studies done during the past 40 years.

William and his associates state that there are **five key strategies** for assessment which are united by one big idea:

"Using evidence of learning to adapt instruction in real time to meet students immediate learning needs."

(William, et al. Educational Leadership, November 2005).

Key Strategies	Description
<u>Sharing Learning Expectations</u>	Clarifying and sharing learning intentions and criteria for success
<u>Questioning</u>	Engineering effective classroom discussions, questions and learning tasks that elicit evidence of learning
<u>Feedback</u>	Providing feedback that moves learners forward
<u>Self Assessment</u>	Activating students as the owners of their own learning
<u>Peer Assessment</u>	Activating students as instructional resources for one another

Williams and his associates think of these five strategies as non-negotiable **BUT** the way in which teachers might implement these strategies can vary because of the differences in the teachers and the students.

It is important for teachers to look at different techniques that can be used for these five strategies and decide which ones suit them best. This will involve trying out different techniques and adjusting them to meet their needs and those of their students.

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'Might'

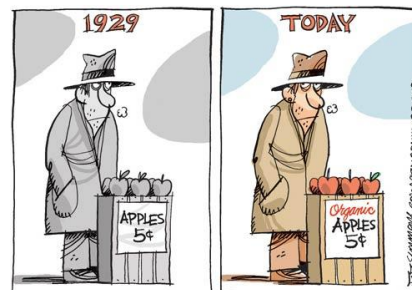
When questioning, insert the word 'might' to give students greater opportunity to think and explore possible answers.

e.g.

What is meaning of democracy?

What might the meaning of democracy be?

The first infers a single answer known by the teacher whereas the second is inherently more open.



What might the Great Depression look like today?

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Students write Questions

For example -

- About what they would like to know on a new topic
- To ask the teacher or other students in order to assess their learning
- To demonstrate their learning/misconceptions/areas they would like to further explore

The classroom could have a question box where students drop questions at the end of a lesson.

Or, a plenary could involve students writing questions that the class then work on together, or forms the basis of the next lesson.



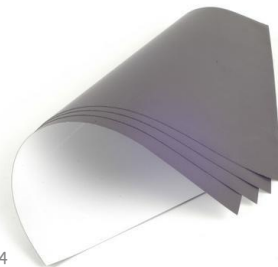
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Minute Paper

Students identify the most significant (useful, meaningful, unlikely) thing they have learnt during the lesson or unit.



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Muddiest Point

Students write down one or two points on which they are least clear. This could be from the previous lesson, the rest of the unit, the preceding activity etc. The teacher and class can then seek to remedy the muddiness.



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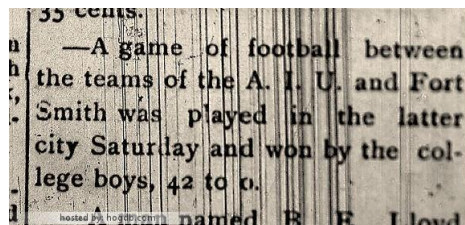
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One-Sentence Summary

Students write a sentence summarising their knowledge of a topic.

The sentence could have to include who, what when, why, how, where etc.

The sentences could then be peer-assessed, re-drafted and so on.



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Peer Marking

Students mark each others' work according to assessment criteria.

Encourages reflection and thought about the learning as well as allowing students to see model work and reason past misconceptions.

Opportunities to do this throughout individual lessons and schemes of work.



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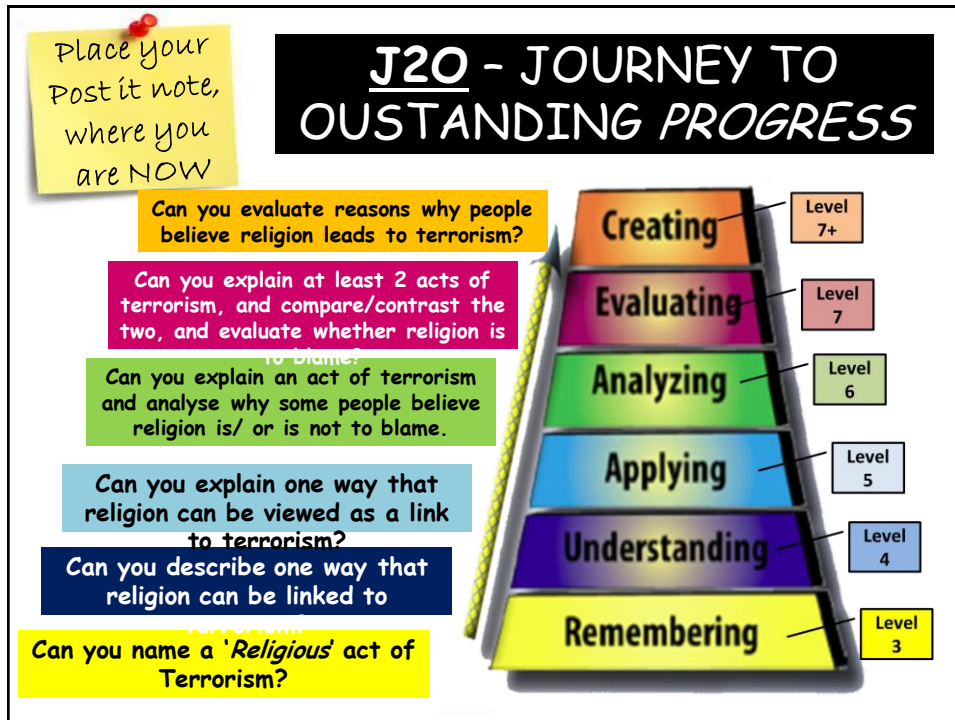
Making Progress examples at Key Stage 4



Contributed by
Business and Enterprise
Specialist subjects
Accounting and Finance, Business Studies, Information Communications Technology (ICT), Economics



Grades A-A*	Evaluate	Justify	Recommend	Judge
Grades B-A	Interpret	Apply ideas & design models	Solve Problems	Synthesis
Grades C-B	Describe processes	Explain - Why & How	Analyse patterns & draw conclusions	Use abstract ideas
Grades E-D	Describe observations	Compare similarities	Compare differences	Classify
Grades F-E	Name	Recall	State	Label



Made by Mike Gershon –
mikegershon@hotmail.com

Assessment For Learning Tools



Contributed by
Mike Gershon

Specialist subjects
 Citizenship, History,
 Personal, Social and
 Health Education,
 Sociology



Statistics
 This user has contributed 22 resources which
 have been viewed 1,632,180 times.

AfL is successful when embedded in
 teaching and learning.

This toolkit aims to help by presenting
 different facets, activities and tools for
 teachers to use in order to achieve this.

I hope you find it useful!

Sources

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 My head
 Other people's heads

We need to remember that, in the current climate.....

**We won't even be
graded "Good"
if progress in relation
to starting points is not
clearly demonstrated
during every lesson**

Studies on Reading Factors

Studies showing good word recognition skills can be developed in the absence of good comprehension:

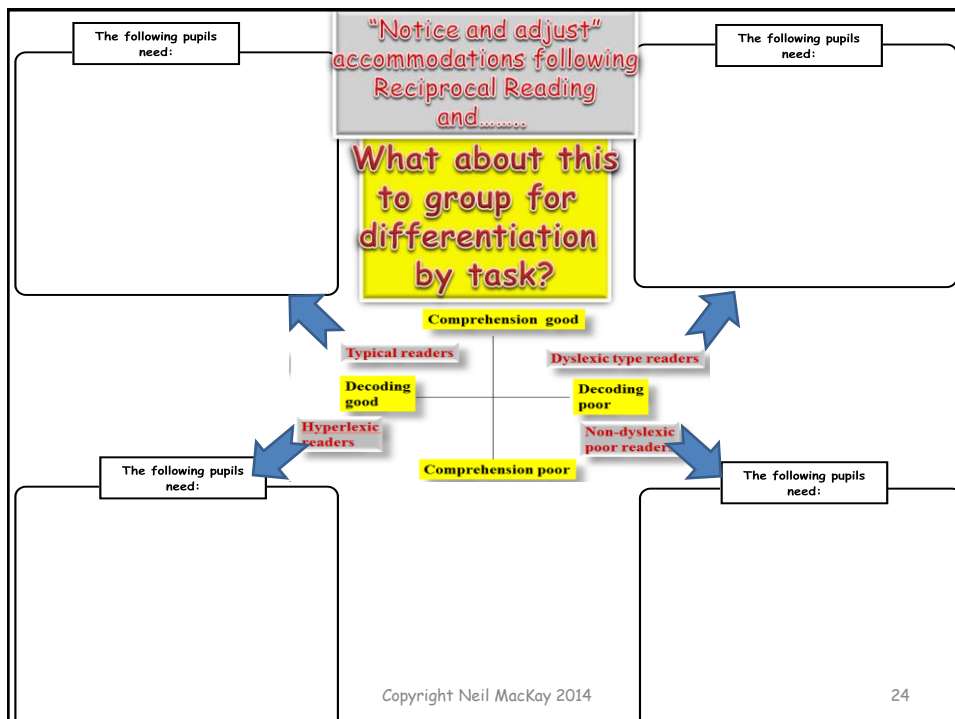
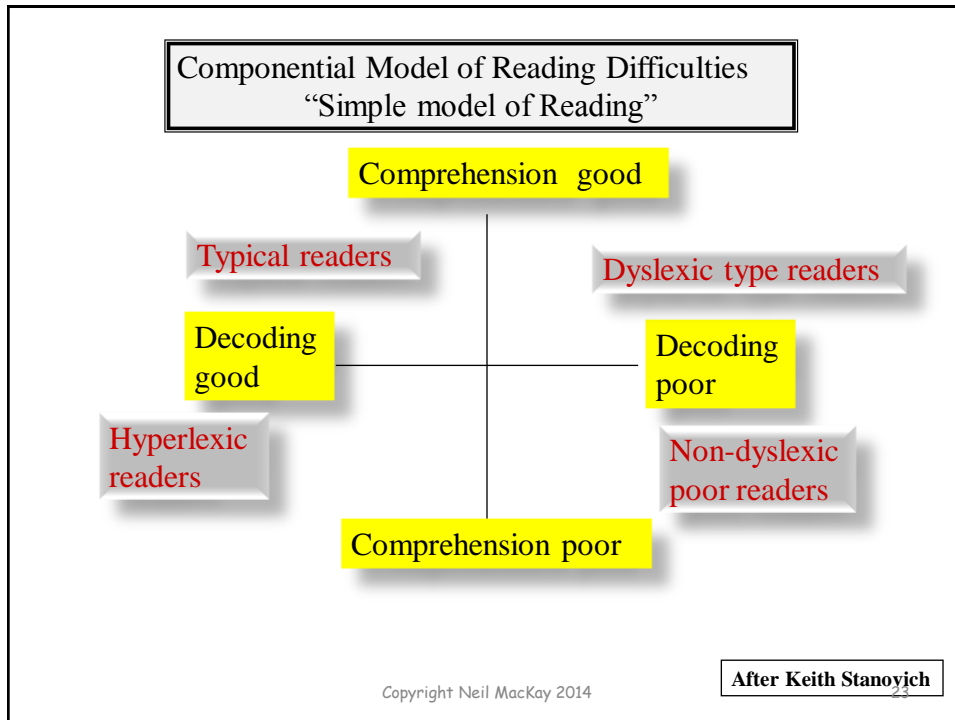
Snowling & Frith 1986

Stothard & Hulme 1992

Studies showing that good comprehension can be developed in the absence of good word recognition skills:

Catts, Adolf & Weismer 2006







Spooner, Baddley & Gathercole 2004



Let's go to Venus to "Differentiate for Dyslexia"

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<h2>REMEMBER</h2> <p>Retrieve relevant knowledge from long-term memory.</p>  <ul style="list-style-type: none"> • Can you recall...? • Where is...? Who is...? • Can you list four...? • How would you describe...? • How could you explain...? • Which of these is true...? false...? <p>Showing Naming Listing Restating Finding Recognizing Choosing Matching Relating</p>	<h2>ANALYZE</h2> <p>Separate a whole into parts and determine their relationships.</p>  <ul style="list-style-type: none"> • Why do you think...? • What is the relationship...? • Can you compare...? contrast...? • What idea is relevant to...? • How would you categorize...? • What can you infer...? <p>Classifying Investigating Observing Experimenting Dividing Discovering Simplifying Differentiating Researching</p>
<h2>UNDERSTAND</h2> <p>Construct meaning from instructional messages.</p>  <ul style="list-style-type: none"> • What is the main idea of...? • Can you find an example of...? • How would you summarize...? • What might happen next...? • How do you explain...? • What ideas or facts show...? <p>Organizing Discussing Interpreting Paraphrasing Extending Outlining Reviewing Inferring Showing</p>	<h2>EVALUATE</h2> <p>Make judgments based on criteria and standards.</p>  <ul style="list-style-type: none"> • Which is more important? • Is there a better solution to...? • Can you defend...? • What are the pros of...? cons...? • Why is... of value? • How would you feel if...? <p>Validating Debating Assessing Justifying Monitoring Prioritizing Critiquing Selecting Rating</p>
<h2>APPLY</h2> <p>Carry out or use a procedure in a given situation.</p>  <ul style="list-style-type: none"> • What would happen if...? • How could you clarify...? • Who do you think...? • Which approach would you...? • How would you use...? • What is a situation like...? <p>Practicing Choosing Planning Implementing Operating Developing Interviewing Solving Generalizing</p>	<h2>CREATE</h2> <p>Combine elements or ideas to form a new whole.</p>  <ul style="list-style-type: none"> • What is an alternative...? • Could you invent...? • Can you compose a...? • What is your theory about...? • How can you imagine...? • What could you design to...? <p>Building Combining Formulating Constructing Devising Improving Changing Adapting Producing</p>

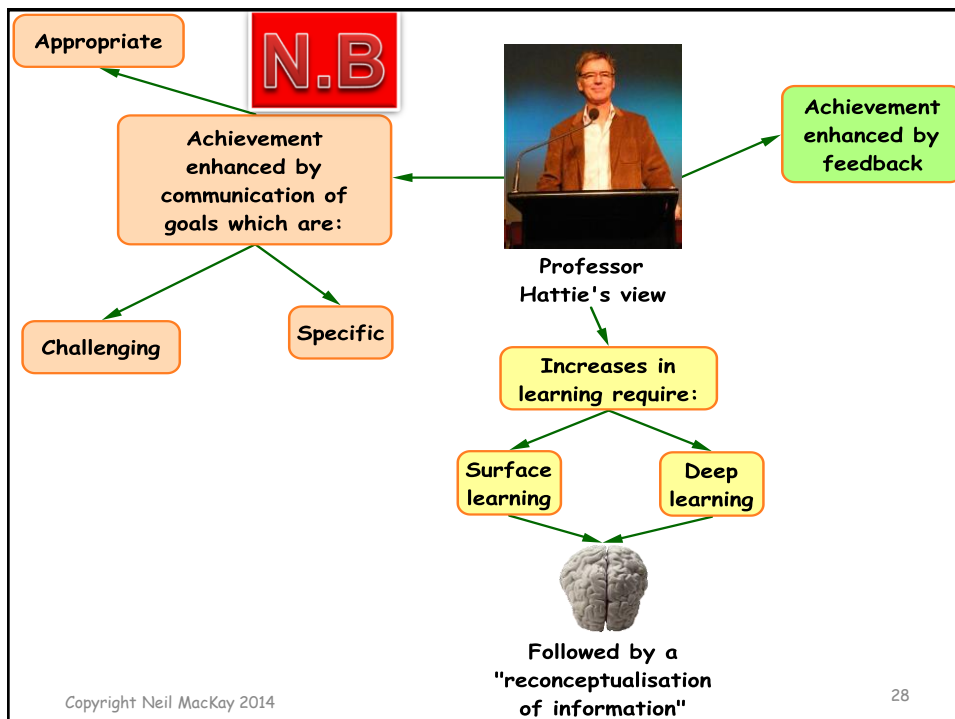
Wake County Public School System Academically Gifted Program From Revised Bloom's Taxonomy Resources

Two tasks - Learning outcome:

- To demonstrate higher order thinking skills (creating, evaluating, analysing) with regard to conditions on Venus using Bloom's Taxonomy
- Group 1 - to address the LO through a series of "Bloom" comprehension questions
- Group 2 - to address the LO drawing and labelling a landing



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Studies on Reading Factors

Studies showing good word recognition skills can be developed in the absence of good comprehension:

Snowling & Frith 1986

Stothard & Hulme 1992

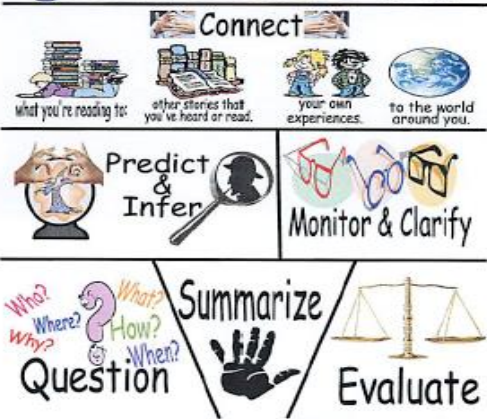
Studies showing that good comprehension can be developed in the absence of good word recognition skills:

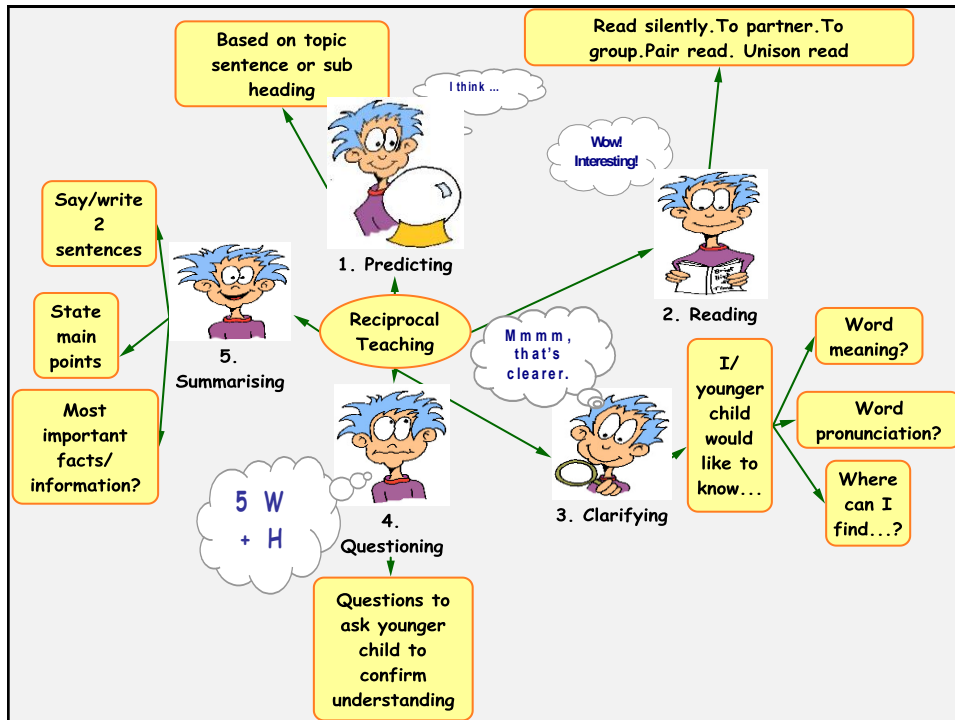
Catts, Adolf & Weismer 2006

Spooner, Baddley & Gathercole 2004

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Super Six Comprehension Strategies While reading, good readers will:





Predicting

Leader: Read the next topic sentence or sub-heading and, based on that, predict what you think the next paragraph will be about.

Group: "My prediction is that the rest of the paragraph will be about ..."

"Based on the topic sentence, I think the paragraph will be about ..."

2. Reading

Leader: "Can you read the next paragraph for us please (name)?"

OR

"(name) can you read up to"

With each new leader, the group alternate between reading...

- silently
- to a partner
- to the group
- in unison

3. Clarifying

Mmmm,
that's
clearer.

Leader: "What aspects of this paragraph do you need to clarify?" (make clear)

Group Members:

"I'd like to know what the word means?"
"Where is located?"
"How is this word pronounced?"



4. Questioning

Leader: "In order to check if someone has fully understood this passage, what questions could you ask them?"

Group Members:

What...? Why...? When...?
Which...? Where...?
Who...? How...?
(Then the whole group answer the questions)

5 W
+ H



33

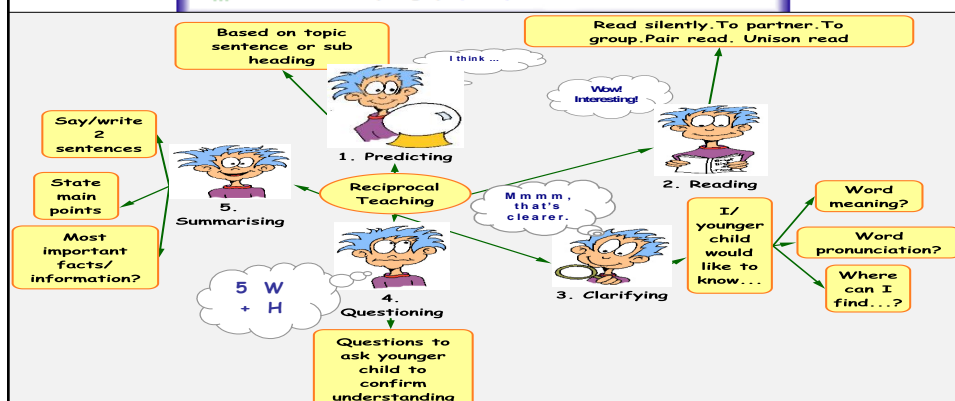
5. Summarising

Leader

"(name) would you please say / write a sentence or two to summarise this passage."

"State the main points of this paragraph please (name)"

"What are the most important facts / pieces of information in this paragraph (name)"



Guided Reading 1

Do the centre activity first, then choose two more activities to make a line as you would in noughts and crosses.

<p>COMIC STRIP Choose the five most important events that happened in your book and turn them into a comic strip.</p>	<p>MISSING POSTER Create a wanted poster for a character from your book. Include a description, what they did and a reward.</p>	<p>BEGINNING, MIDDLE, END Write about what happens in the beginning, middle and end of your story.</p>
<p>MY FAVOURITE PART Write about your favourite part of your book and explain why you like it.</p>	<p>TITLE PAGE Create a title page for your guided reading book. Include a picture, the title, author and illustrator.</p>	<p>NEW PICTURE Find a part of your story that doesn't already have a picture. Draw a new picture to show what happens.</p>
<p>PUPPETS Make puppets (paddle pop stick or paper bag) for characters in your story.</p>	<p>QUIZ Make up at least five questions about your guided reading book. Make sure you know the answers! Test your friend.</p>	<p>ACROSTIC POEM Choose a character in your book and write an acrostic poem about them. Read it to the class or a friend.</p>

Non Fiction Guided Reading Activity

<p>Write a one sentence summary (only one "and" + maximum of two commas)</p>	<p>Copy a sentence from the passage and answer these questions: What tense is it written in? (past/present/future) How do you know? Is it written in 1st or 3rd person or is no-one referred to at all?</p>	<p>Find any 10 words in your passage. Now put them into alphabetical order.</p>
<p>Find 5 - 10 technical words that students might not know-write your own glossary to explain what they mean.</p>	<p>All must - Read through 3 paragraphs and make notes on the most important points. Then do 2 more boxes to make a straight line</p>	<p>Think about 5 questions you would like to find out answers to when reading the passage.</p>
<p>Draw a poster to advertise the passage you have read. Make sure you write on the poster why people should read it.</p>	<p>Make up a word search or crossword based on the passage.</p>	<p>Make a list of as many adjectives and adverbs as you can from the passage. Choose 5 and write their synonyms</p>

Stop Press - OFSTED to create robot Head Teachers

In response to a shortage of applicants for headships, OFSTED, in conjunction with Michael Gove, are inviting bids to create robots which exemplify the view of an ideal Head Teacher as described in current documentation from the Ministry and the Inspectorate (See "Describing Miss.Trunchbull" available from DfE)

Interested parties are invited to bid for the contract to build an unspecified number of Miss. Trunchbots, as soon as possible, ready to take up posts in schools which persist in succeeding despite ignoring guidelines from OFSTED and the Government.



The Brief



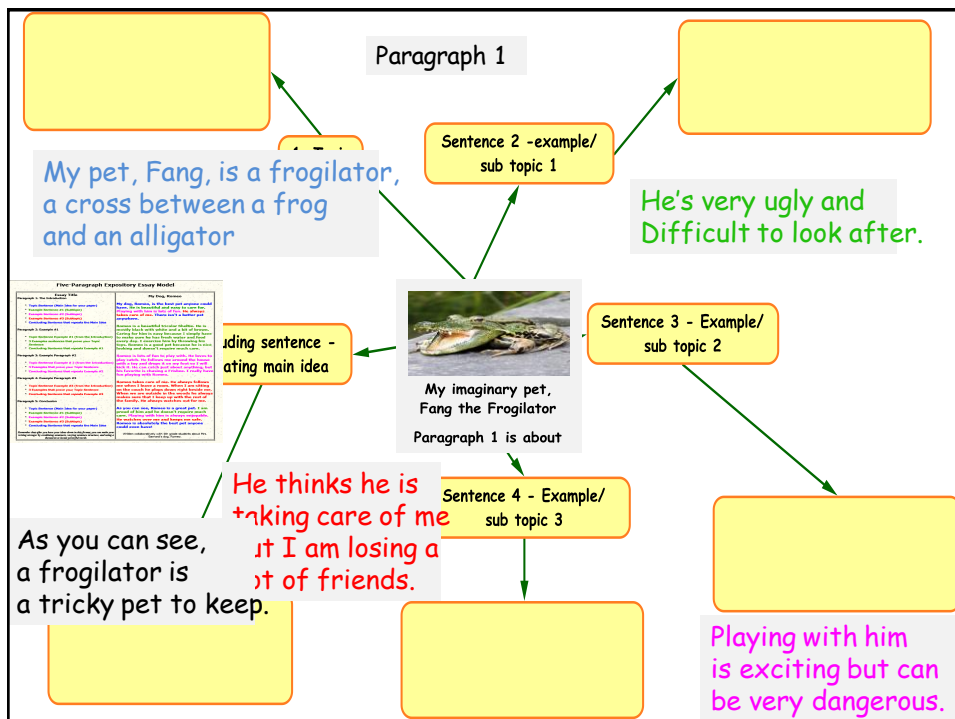
- Successful bids will include a labelled diagram of their "Trunchbot" based on the description provided.
- A rubric must be created which includes all core features from the description
- The rubric must then be transformed into your design for a Trunchbot - all elements from the rubric must be included and labelled.
- Enhanced designs with supplementary features are encouraged
- Features which promote current policy such as AfA (Agony for Achievement) and AfL(Aggression focussed Learning) may prove beneficial.

Expository Writing

"My imaginary pet"

Five-Paragraph Expository Essay Model

Essay Title	My Dog, Romeo
Paragraph 1: The Introduction	My dog, Romeo, is the best pet anyone could have. He is beautiful and easy to care for. Playing with him is lots of fun. He always takes care of me. There isn't a better pet anywhere.
<ul style="list-style-type: none"> Topic Sentence (Main Idea for your paper) Example Sentence #1 (Subtopic) Example Sentence #2 (Subtopic) Example Sentence #3 (Subtopic) Concluding Sentence that repeats the Main Idea 	Romeo is a beautiful tricolor Sheltie. He is mostly black with white and a bit of brown. Caring for him is easy because I simply have to make sure he has fresh water and food every day. I exercise him by throwing his toys. Romeo is a good pet because he is nice looking and doesn't require much care.
Paragraph 2: Example #1	Romeo is lots of fun to play with. He loves to play catch. He follows me around the house with a toy and drops it on my foot so I will kick it. He can catch just about anything, but his favorite is chasing a Frisbee. I really have fun playing with Romeo.
Paragraph 3: Example Paragraph #2	Romeo takes care of me. He always follows me when I leave a room. When I am sitting on the couch he plops down right beside me. When we are outside in the woods he always makes sure that I keep up with the rest of the family. He always watches out for me.
Paragraph 4: Example Paragraph #3	As you can see, Romeo is a great pet. I am proud of him and he doesn't require much care. Playing with him is always enjoyable. He watches over me and keeps me safe. Romeo is absolutely the best pet anyone could even have!
Paragraph 5: Conclusion	
<ul style="list-style-type: none"> Topic Sentence (Main Idea for your paper) Example Sentence #1 (Subtopic) Example Sentence #2 (Subtopic) Example Sentence #3 (Subtopic) Concluding Sentence that repeats the Main Idea 	
Remember that after you have your ideas down in this format, you can make your writing stronger by combining sentences, varying sentence structure, and using a thesaurus to locate powerful words.	
Written collaboratively with 4th grade students about Mrs. Bernard's dog, Romeo.	



Whole School/Cluster Professional Development Opportunities

Stretching and Challenging Joe and Josie Average – responding to failures to make expected progress

This very practical and interactive CPD event looks at ways to deliver "stretch and challenge" for average to above average pupils who appear to be doing well until we put faces to the data and realise that they are actually coasting. The focus will be on stretch and challenge through higher order thinking, using Bloom and Solo Taxonomies* to create opportunities for pupils to show how good they can be in a range of ways, including through alternative evidence of achievement. If appropriate the event can also include strategies to "flip" the classroom and to create self-directed learning environments. All of the above will be firmly in the context of the National Curriculum and OFSTED's 2014 criteria of an outstanding lesson



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Whole school/Cluster Professional Development Opportunities

Raising the Achievement of Low Prior Attainers through Thematic Approaches

This school or cluster based training opportunity (half day or whole day) is driven by 2015 curriculum requirements, particularly the "even greater obligation to plan lessons for low levels of prior attainment" to ensure that that there "are no barriers to every pupil attaining". The focus will be on using Foundation subjects to reinforce and consolidate key literacy skills, especially reading for meaning, getting ideas down on paper and spelling complex words, thus freeing time in English for the new elements. A priority will be modelling ways to challenge and stretch pupils at the "ends of ability" – especially those without labels but who think faster than they deliver. This training event has been welcomed by schools and is already having an impact on raising literacy achievement.



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Whole school/Cluster Professional Development Opportunities

Low Prior Attainers and Working Memory –raising achievement by identifying and responding to “working memory overload”

This CPD focusses on pupils who think faaster that they read, write, spell and get ideas down on paper and who can be easily overloaded due to a vulnerable working memory - something which also affects our EAL/ESL pupils. Few of these pupils are slow learners, but many of them are “quick forgetters” - they tend to start well and then quickly lose the thread due to working memory overload. A “memory lite” approach will be modelled, using non-fiction materials from Foundation subjects to develop the personalised metacognitive skills of learning how to learn. This will be in a context of differentiation for alternative evidence of achievement and also traditional and non-traditional outcomes. There will be a particular emphasis on developing and securing evidence of higher order thinking from pupils with weak basic skills.



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