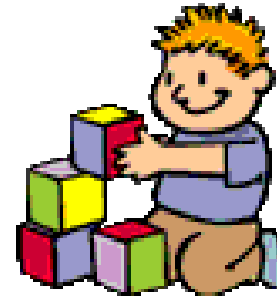




*Long Bay Primary School*  
WHOLE CHILD EDUCATION



# Assessment for Learning

*Formative Assessment at  
Long Bay Primary School*

# What is Formative Assessment?

*If we think of our children as plants.....*



## **Summative Assessment**

*is the process of simply measuring them.*

*It is important to collect, compare and analyse measurements, but in themselves, these do not affect the growth of the plants.*

**Formative Assessment**  
*on the other hand, is the equivalent of feeding and watering the plants – directly affecting their growth*



(TKI website: [www.tki.org.nz](http://www.tki.org.nz))

# Why Use Formative Assessment?

***‘Formative assessment raises standards of achievement and equips children for lifelong learning’*** (Black and William, 1998)

## Formative Assessment Consists Of:

- The active involvement of pupils in their own learning
- Sharing learning goals with pupils
- Involving pupils in self assessment
- Effective questioning
- Providing feedback which leads to pupils recognising their next steps and how to take them
- Adjusting teaching to take account of the results of assessment
- Confidence that every student can improve

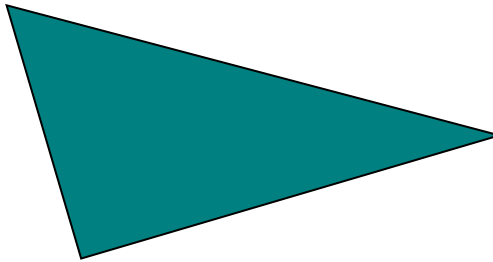


# Using Triangulation To Improve Assessment Quality

*We need to collect evidence from three different sources over time to ensure it is **RELIABLE** and **VALID** Ref: Dr Anne Davies (2005)*

## **Observation of Process:**

*eg: communication  
checklists, anecdotal notes,  
running records*



## **Products**

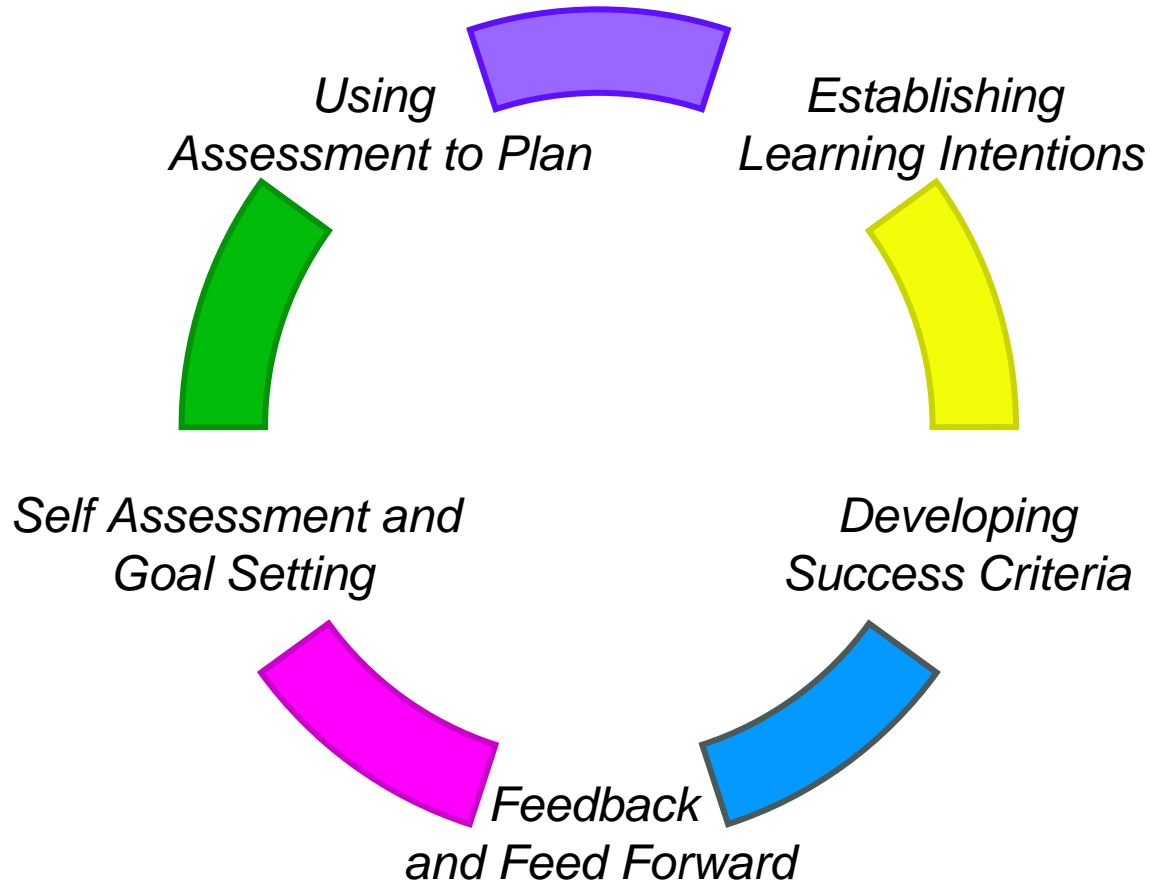
*eg: assignments, tests,  
portfolio samples, peer  
assessments*

## **Conversations (listen/read):**

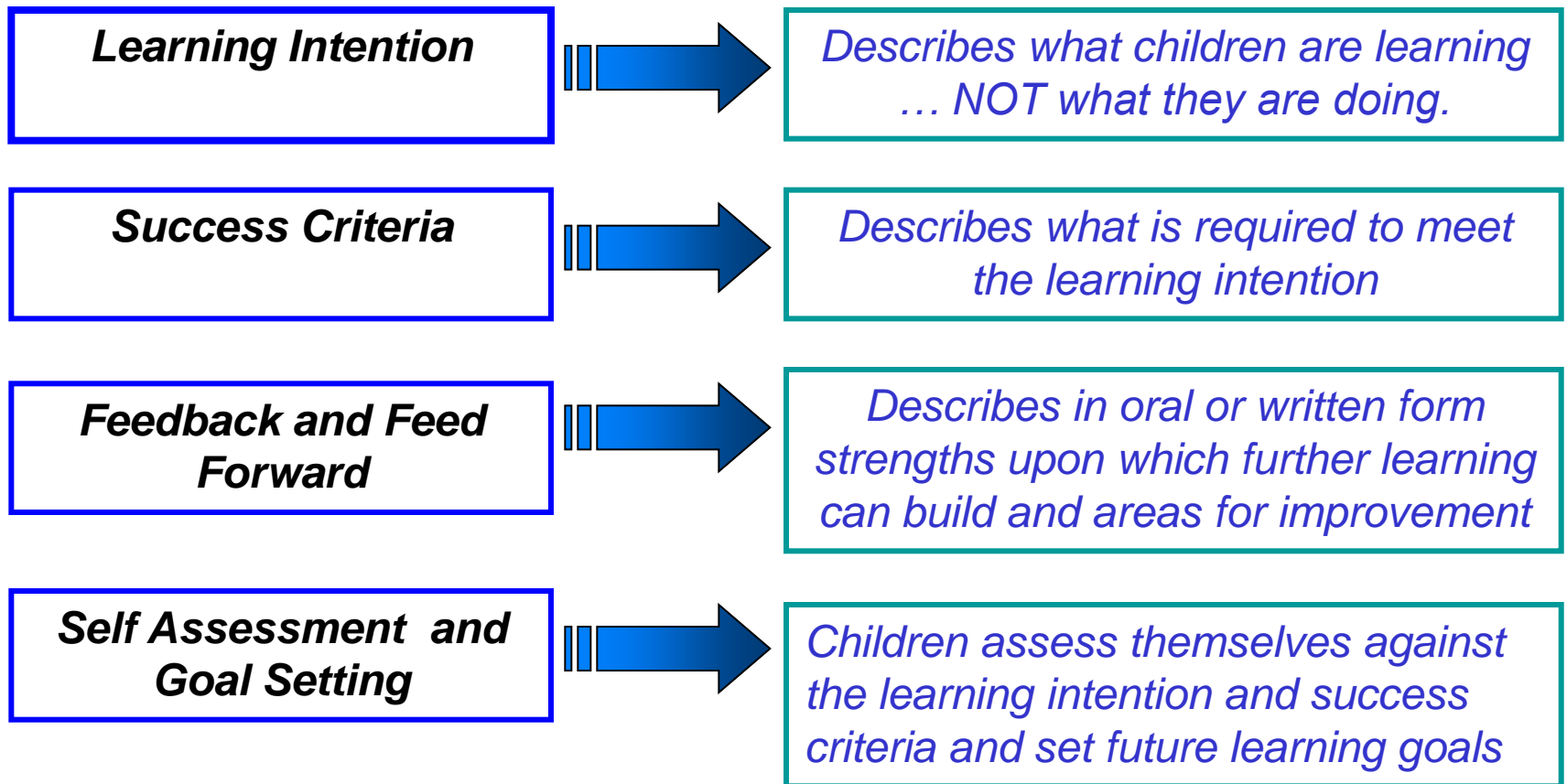
*eg: journals, teacher/student  
conferences, self assessment*

**Formative Assessment is an Integral and Vital Part of this Process**

# What Does Formative Assessment Involve at Long Bay Primary School?



# Understanding The Terminology



**Assessment is done WITH and FOR children .....not to them**

# Establishing Learning Intentions and Success Criteria

- ***Children need to know the difference between what you want them to do and what you want them to learn***



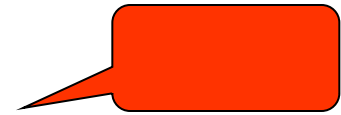
- ***It is important to clearly separate the learning intentions from the context and task instructions***



- ***Setting success criteria with children scaffolds future learning. Knowing what is required to meet the learning intention places the learner in a powerful position of control*** (Clark, 2003)

Learning Intention	Context/Task	Success Criteria
•To be able to write instructions	Making Jelly	•Write everything in the right order •Use bullet points or numbers to show the right order •Use imperatives (bossy verbs)

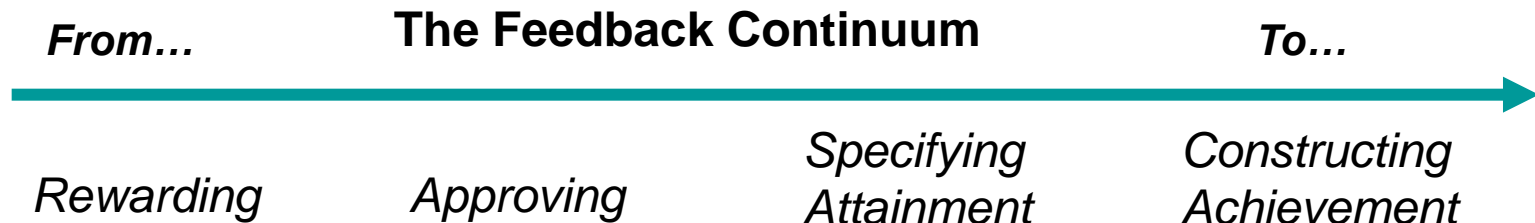
# Feedback and Feed Forward



*The most powerful single moderator that enhances achievement is feedback (John Hattie, 1992)*

**The greatest motivational benefits will come from focusing feedback on:**

- The qualities of the child's work and not on comparison with other children
  - Specific ways in which the child's work could be improved
- Improvements that the child has made compared to his or her earlier work  
*(Terry Crooks, 2001)*



***Oral feedback is potentially the most effective form of feedback*** (Clark, 2003)



# Self Assessment

**..is essential to learning – it is the means by which pupils take responsibility for their own learning**

*(William and Black, 1999)*

*I know why my work is good*

*This is really making me think*

## **Children.....**

- *Are able to recognise next steps in learning*
- *Feel secure about not always being right*
- *Have raised self-esteem and become more positive*
- *Are actively involved in the learning process*
- *Become more independent and motivated*



*I am learning in the best way for me*



*I know what I need to do to improve*



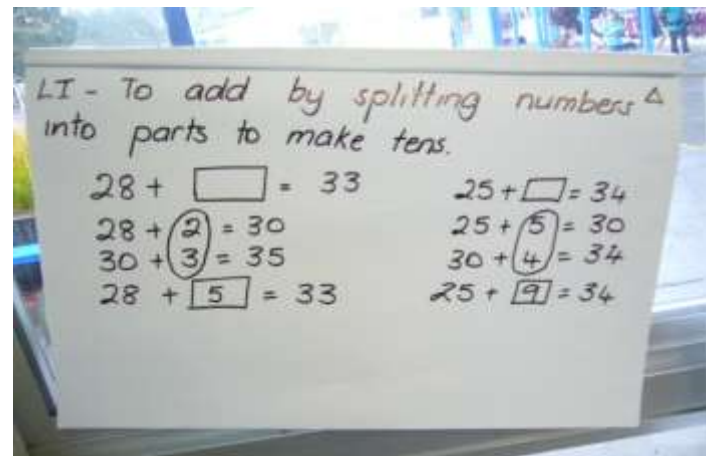
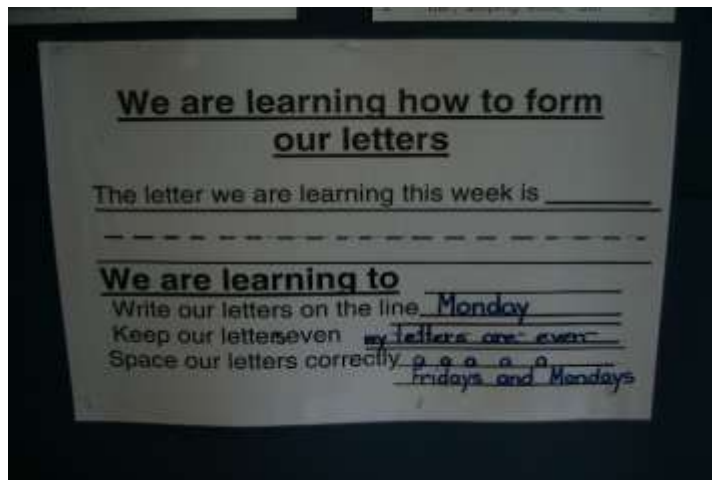
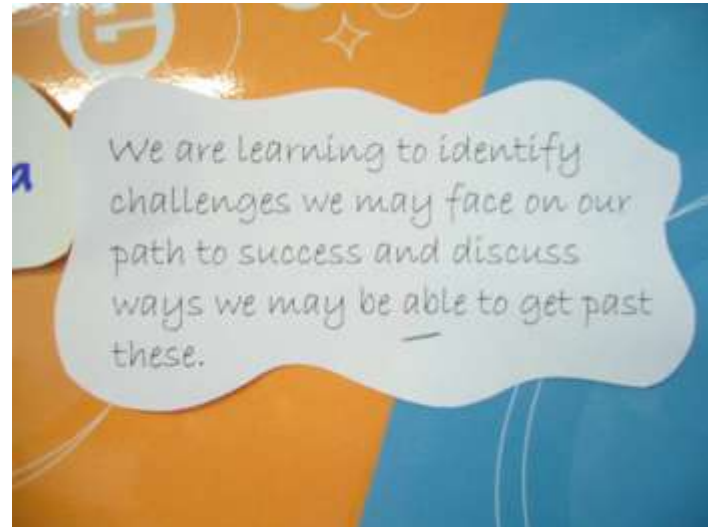
# Examples of Formative Assessment at Long Bay Primary



- Learning Intentions
- *Success Criteria*
- *Feedback and Feed Forward*
- *Self Assessment*
- *Goal Setting*



# Learning Intentions



# Success Criteria

We are learning to write our own version of a fairytale.

We will know we can do this when we have made some changes to a fairytale but we can still tell which fairytale it is.



Finding Nemo

Marlin's Goal: To find his son Nemo and bring him home.

His steps to success:

1. Looking around
2. Asking other fish if they have seen a boat
3. Asking directions
4. NEVER GIVE UP
5. Using clues they find
6. Be determined

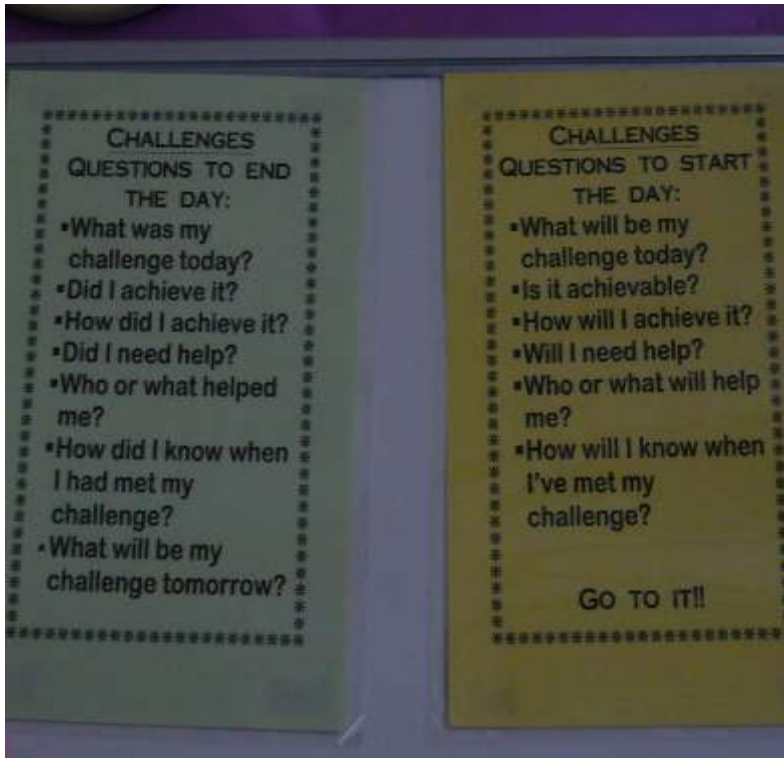
**LOGO DESIGN**

What makes a successful logo?

- clear letters
- no more than 4 colours
- picture is small and simple
- can have company or product name
- may include a short slogan

The poster is surrounded by various brand logos including Kellogg's, Fanta, Continental, LeSnak Original, RYVITA Original, and others.

# Goal Setting





# Self Assessment



### Self Assessment – Commonwealth Games Project

My name is Amber Sands

Self Assessment Table

Section	Tick	Comment
<u>Pyramid on an Athlete</u> I have grouped relevant facts together in my own words.	✓	described my fact, but I could of presented it in a bit more colour. ✓
<u>Comparing Countries</u> I have identified similarities and differences of countries. I have used more than one source of information.	///	I have got the knowledge and I have set it under the right subheading. I also have found a lot of nice facts. It was really colorful. ✓ I agree.
<u>Sports Uniform</u> My sports uniform reflects the culture of a commonwealth country.	✓	We used the right colours and put in symbols that are important, and I have used objects for colouring. ✓
<u>Problem Solving</u> I am learning to give my own opinion and back it with facts.	✓	I have presented it really well and I think I've done a good job. ✓
<u>Presentation</u> I have thought about visual features, colour and layout. I have taken care to present my information neatly.	///	I have presented it well. I have used a lot of colour, and set out really well. ✓

**Comments**  
I think I did well with:  
the presentation on my ball and the presentation

Next time I will work on:  
the presentation on my ball and the presentation

**Teacher's Comments**  
She is one of the best and she has done very well. She is one of the best and she has done very well. She is one of the best and she has done very well.

### Writing

We are learning to write using impact in our personal writing. This gains the reader's interest and hooks them into the story.

Success Criteria  
We know we will have achieved this when


	Not yet	Beginning to	Developing
- I have begun with a powerful opening sentence.			✓
- I have used humour, clues or a question. (circle what you have done)			✓
- I have used language features, adjectives, similes. (Give examples in the box)		✓	
- I have improved my story.			✓
- I have corrected the surface features (spelling, punctuation, grammar).			✓

I need to develop further - 5 more adjectives

Read your story to a partner. Get them to check your self assessment.

# Feedback and Feed Forward

Will have a lot of fun. Thirdly we will  
like a lot of fun. You will agree that  
Schools should be from 8am to 5pm.  
Topic worked well  
Structure ✓ - a good try!  
Expand your reasons with 'and' or 'because'  
because we will have a lot of school time  
3.4.06 On Saturday After The School  
We found a kitten it was STRIPY  
striped and it was bleeding and

in the armoured car. ✓  
✓ You have gathered excellent information about the armoured car. Work on sequencing points for greater effect.   
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