



# Overview

This document contains all the activity sheets you will need to deliver the five Assessment for Learning training units.

We recommend that you read the *Assessment for Learning Guidance Booklet*, before attempting to deliver the training units. This will help you to become familiar with the content and ensure a smoother, more informed delivery.

There is a PowerPoint presentation for each unit. Each presentation includes a script (in the Notes Pages) to help you deliver each unit's training. The text in the guidance document is nearly identical to the script in the presentations' Notes Pages. This will help you to embed information and recall it as you deliver the presentations.

You can view the Notes Pages by opening the file, clicking View on the toolbar and selecting Notes Pages. You can print the Notes Pages by opening the file, clicking File on the toolbar, selecting Print and then selecting Notes Pages from the Print What dropdown menu.

Please note that these are only suggested scripts. You should feel free to augment these to suit:

- your understanding of each topic;
- your particular delivery style; and
- your group or school's particular needs.

Overleaf is a summary of each unit's key messages and estimated delivery time.

Unit	Title	Key Messages	Time	Resources
1	Rationale and Overview	<ul style="list-style-type: none"> <li>• Assessment for Learning is a cornerstone of the Revised Curriculum.</li> <li>• There is much successful practice in schools already, it's not all new!</li> <li>• It's as much a change in culture as a change in practice in classrooms.</li> <li>• You can't do it all tomorrow – it takes time!</li> </ul>	1hr	<ul style="list-style-type: none"> <li>• Unit 1 Activity Sheets 1–3 and Handout 1</li> </ul>
2	Learning Intentions & Success Criteria	<ul style="list-style-type: none"> <li>• If learners are to take more responsibility for their own learning, then they need to know: <ul style="list-style-type: none"> <li>- what they are going to learn;</li> <li>- how they will recognise it; and</li> <li>- why they should learn it in the first place.</li> </ul> </li> </ul>	1hr 30 min	<ul style="list-style-type: none"> <li>• Unit 2 Activity Sheets 1–2</li> </ul>
3	Formative Feedback	<ul style="list-style-type: none"> <li>• feedback becomes formative when it: <ul style="list-style-type: none"> <li>- identifies where pupils are in their learning;</li> <li>- defines goals for improvement; and</li> <li>- provides practical strategies to reach the goal.</li> </ul> </li> <li>• Formative feedback improves pupil motivation and encourages pupils to take charge of their own learning.</li> </ul>	1hr 15 min	<ul style="list-style-type: none"> <li>• Unit 3 Activity Sheets 1–4</li> </ul>
4	Effective Questioning	<ul style="list-style-type: none"> <li>• Establishing the right climate is a crucial factor.</li> <li>• The classroom should be seen as a community of enquiry.</li> <li>• The role of questioner does not lie solely with the teacher.</li> <li>• Effective questioning performs three functions: <ul style="list-style-type: none"> <li>- to assess current understanding;</li> <li>- to extend and deepen learning; and</li> <li>- to inform future planning.</li> </ul> </li> <li>• Questioning is integral to AfL and closely linked to cornerstones of the revised curriculum.</li> </ul>	1hr	<ul style="list-style-type: none"> <li>• Blank sheets of paper</li> <li>• Unit 4 Handouts 1–2</li> </ul>
5	Helping Pupils to Reflect on Learning	<ul style="list-style-type: none"> <li>• It's important to involve pupils in their own learning, assessment and evaluation.</li> <li>• There are many ways to encourage peer- and self-assessment and self-evaluation in the classroom.</li> </ul>	1hr	<ul style="list-style-type: none"> <li>• Unit 5 Handout 1</li> </ul>



# Activity Sheet 1: Answering the Big Questions

What is Assessment for Learning (AfL) about?

What is AfL based on?

What are the real outcomes of AfL ... and where's the evidence?

What will I be doing in the classroom that's different?

Where can I find more information about AfL?

## Activity Sheet 2: Key Purposes of Assessment

List what you feel to be the key purposes of assessment in your own context  
– what is assessment meant to do?

Share these purposes with at least one other person. Where are the similarities or differences? Are these due to individual beliefs, or differences in the context of your respective posts or schools?

Now think of the assessment practices carried out in your own context.

To what extent do these practices achieve the desired purposes of assessment outlined above?

Do these practices serve their purpose?

## Activity Sheet 3: Draw the Titanic – Marking Criteria

No.	Description	Marks	Max
1	Give 1 mark for a minimum of 3 portholes, and a further mark for every further 3 portholes, up to a maximum of 9 portholes.		3
2	The prow (front) should be pointed, and the stern (back) rounded. Give 1 mark for each correctly drawn.		2
3	Give 1 mark for each funnel, up to a maximum of 4.		4
4	Give 2 marks for an anchor drawn high on the prow, or an anchor chain descending into the sea from a hole beneath the prow.		2
5	Give 2 marks for an anchor drawn high on the stern, or an anchor chain descending into the sea from a hole beneath the stern.		2
6	Give 3 marks for a guardrail drawn along the side of the ship.		3
7	Give 2 marks for the name Titanic drawn high on the prow or stern.		2
8	Give 1 mark for a flagpole and flag drawn at the prow and a further mark for another drawn at the stern.		2
9	Give 1 mark for every two lifeboats drawn on the ship's upper works, to a maximum of eight lifeboats.		4
10	Give 1 mark for each very tall mast, one drawn near the prow and another near the stern, to a maximum of two masts.		2
<b>Total Marks</b>			<b>26</b>

# Handout 1: A Sample of Assessment for Learning Publications

## **Formative Assessment in Action: Weaving the Elements Together**

(Shirley Clarke, 2005)

Publisher: Hodder Education

ISBN: 0340907827

## **Enriching Feedback in the Primary Classroom**

(Shirley Clarke, 2003)

Publisher: Hodder Education

ISBN: 0340872586

## **Formative Assessment in the Secondary Classroom**

(Shirley Clarke, 2005)

Publisher: Hodder Education

ISBN: 0340887664

## **Inside the Black Box: Raising Standards Through Classroom Assessment: v. 1**

(Dylan Wiliam, Paul Black, 1998. Latest version 2004)

Publisher: GL Assessment

ISBN: 0708713815

## **Working Inside the Black Box: Assessment for Learning in the Classroom**

(Paul Black, Christine Harrison, Clare Lee, Bethan Marshall, Dylan Wiliam, 2004)

Publisher: Letts

ISBN: 0708713793

## **Assessment and Learning in the Secondary School (Successful Teaching)**

(E.C. Wragg, 2001)

Publisher: Routledge Falmer

ISBN: 0415249589

## **Assessment for Learning: Putting It into Practice**

(Paul Black, Chris Harrison, Clare Lee, Bethan Marshall, Dylan Wiliam, 2003)

Publisher: Open University Press

ISBN: 0335212972



# Unit 2

## Learning Intentions and Success Criteria

Activity Sheets 1–2



## Activity Sheet 1: From Doing to Learning

Current learning intentions and outcomes are often based on what pupils are doing, rather than what they are learning. For example, if we tell children: We are learning to write a recount of a visit to W5, they are likely to focus on the event itself rather than on the skill of recount writing. Therefore, when creating learning intentions it is worthwhile focusing on what you would like pupils to have learned by the end of the lesson or activity: the transferable learning that you would like them to retain.

Activity	Learning Intention	Context
Write a recount of a visit to W5	To write a recount	Visit to W5
Paint rainbows	To blend colours	Painting a rainbow
Compose a jingle to advertise a new cereal		
Write a speech for or against smoking		
Work effectively in a group to design a leaflet to promote healthy eating		

Now have a go yourself ...


## Activity Sheet 2: From Learning Intention to Success Criteria

Take the Learning Intentions you have identified in Activity 1 and develop accompanying Success Criteria.

Learning Intention	Context	Success Criteria
To write a recount	Visit to W5	Remember to: <ul style="list-style-type: none"> <li>• tell what happened;</li> <li>• include details of who, where, when and why;</li> <li>• describe the events in the right order;</li> <li>• use the past tense; and</li> <li>• give your own comment or opinion.</li> </ul>
To blend colours	Painting a rainbow	<ul style="list-style-type: none"> <li>•</li> </ul>
		<ul style="list-style-type: none"> <li>•</li> </ul>
		<ul style="list-style-type: none"> <li>•</li> </ul>
		<ul style="list-style-type: none"> <li>•</li> </ul>
		<ul style="list-style-type: none"> <li>•</li> </ul>

# Unit 3

## Formative Feedback

Activity Sheets 1–4



# Activity Sheet 1: Feedback Statements

1: Tell us more. What do they look like? How do they move?	11: How do you think Darryl felt about not being believed? Do you think he might have regretted anything he'd done before?
2: Gold star.	12: You must try harder.
3: Explain why you think this.	13: First place in the class.
4: How do you think he felt? <ul style="list-style-type: none"> <li>• Angry that people did not trust him?</li> <li>• Annoyed with himself for lying in the past?</li> </ul>	14: Try one of these or one of your own instead of bad – ferocious, terrifying, evil.
5: Beautiful, neat work.	15: A lovely story.
6: Well done!	16: You're the best.
7: Say how you think this made him feel.	17: 10/10
8: Develop these ideas further.	18: He showed me he was a good friend when ... (finish this sentence).
9: Describe the expression on his face.	19: Very good start. Count how many times you have used 'said'. What word might you have used instead?
10: Good, but not as good as your brother's.	20: What did you see on your boat trip? Fish? Birds? People?

## Activity Sheet 2: The Sorting Sheet

Yes	No

# Activity Sheet 3: Facilitator's Statement Sheet

## Notes for Activity 2

Cards 2, 5, 6, 13, 15, 16 and 17 are positive and give praise for a pupil's work, but they do not highlight exactly what the pupil did well.

Cards 8 and 12 do not give sufficient direction to the pupil on how to improve their work.

Cards 1, 3, 4, 7, 9, 11, 14, 18, 19 and 20 are quality, formative feedback, as the pupil is receiving guidance on how to improve their work.

Card 10 is very negative and insulting to a pupil.

1: Tell us more. What do they look like? How do they move? <i>scaffold prompt</i>	11: How do you think Darryl felt about not being believed? Do you think he might have regretted anything he'd done before? <i>scaffold prompt</i>
2: Gold star.	12: You must try harder.
3: Explain why you think this. <i>reminder prompt</i>	13: First place in the class.
4: How do you think he felt? • Angry that people did not trust him? • Annoyed with himself for lying in the past? <i>example prompt</i>	14: Try one of these or one of your own instead of bad – ferocious, terrifying, evil. <i>example prompt</i>
5: Beautiful, neat work.	15: A lovely story.
6: Well done!	16: You're the best.
7: Say how you think this made him feel. <i>example prompt</i>	17: 10/10
8: Develop these ideas further.	18: He showed me he was a good friend when ... (finish this sentence). <i>scaffold prompt</i>
9: Describe the expression on his face. <i>scaffold prompt</i>	19: Very good start. Count how many times you have used 'said'. What word might you have used instead? <i>reminder prompt</i>
10: Good, but not as good as your brother's.	20: What did you see on your boat trip? Fish? Birds? People? <i>example prompt</i>

## Activity Sheet 4: Classification Worksheet

Reminder prompt	Scaffold prompt	Example Prompt



# Unit 4

## Effective Questioning

Handouts 1-2

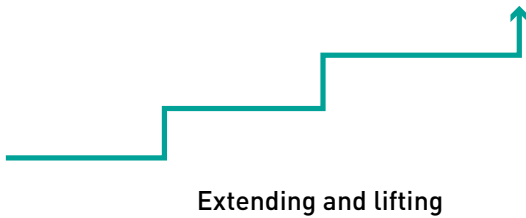


# Handout 1: Bloom's Taxonomy of Questioning

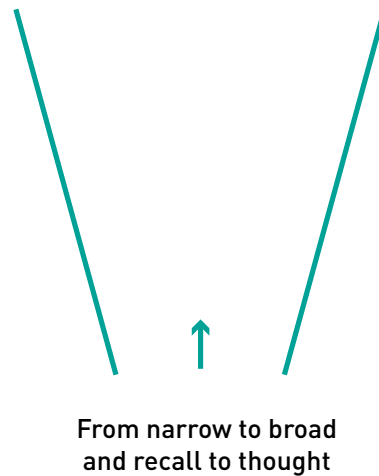
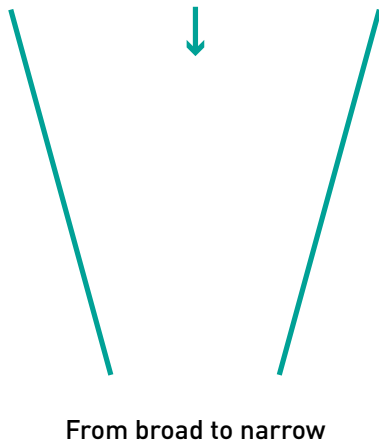
Bloom's Taxonomy			
	Competence and Skills Demonstrated	Question Cues	Examples
Closed	Knowledge. Recalling facts, concepts, principles.	Who, What, Where, When, List, Define, Tell, Describe, Identify, Show, Label, Collect, Examine, Tabulate, Quote, Name.	List the three safety principles. Recite the national anthem.
Closed	Comprehension. Translating, interpreting, summarising, explaining.	Why, What, Explain, Summarise, Describe, Interpret, Contrast, Predict, Associate, Distinguish, Estimate, Differentiate, Discuss, Extend.	Summarise the main events in the story. Explain the difference between 'affect' and 'effect'.
Closed	Application. Applying existing knowledge to new and unfamiliar situations.	Tell how, Select, Identify, Apply, Demonstrate, Calculate, Complete, Illustrate, Show, Solve, Examine, Modify, Relate, Change, Classify, Experiment, Discover.	Convert 3 miles into kilometres.
Closed	Analysis. Examining, subdividing structures, probing motives.	Analyze, Separate, Order, Explain, Connect, Classify, Arrange, Divide, Compare, Select, Explain, Infer.	What evidence can you find? What are the features of ...? What information will you need? What conclusions can you draw?
Closed	Synthesis. Combining ideas to create a new idea, theory, plan.	Combine, Integrate, Modify, Rearrange, Substitute, Plan, Create, Design, Invent, What if?, Compose, Formulate, Prepare, Generalise, Rewrite.	How would we solve ...? What do you think is likely to ...? How would you test ...? Suppose you could ... what would you do?
Open	Evaluation. Assessing, judging, appraising.	Assess, Decide, Rank, Grade, Test, Measure, Recommend, Convince, Select, Judge, Explain, Discriminate, Support, Conclude, Compare, Summarise.	How effective was ...? Can you say which is better and why? How would you prove or disprove ...? What is your opinion of ...?

# Handout 2: Sequencing Questions

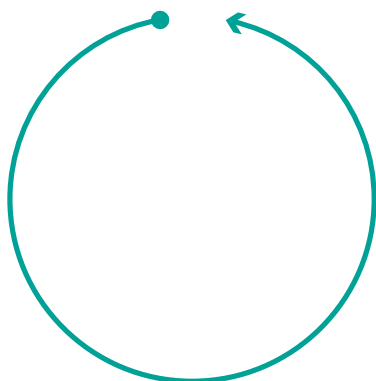
Sequences of questions (based on Brown and Edmondson 1984)



A backbone of questions with relevant digressions



A path of questions all of the same type



The circular path  
- a series of questions which leads back to the initial position



The random walk

# Unit 5

## Helping Pupils to Reflect on Their Learning

### Handout 1



# Handout 1: Sample Learning Log

**Pupil's Name:** \_\_\_\_\_

**Class:** \_\_\_\_\_

**Lesson:** \_\_\_\_\_

Use at least three of the following prompts to share your thoughts and feelings about today's learning:

- The most important thing I learned today was ...
- What I found interesting today was ...
- What surprised me most was ...
- What I enjoyed most about today was ...
- What I want to find out more about is ...
- One thing that still puzzles me is ...
- Right now I feel ...
- This experience might have been more valuable for me if ...

Record your thoughts in this box: