Assessment for Learning
AfL Section

Elizabeth Galea
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(Assessment)
Assessment for learning or Assessment of learning?

- Summative Assessment: Assessment of Learning
- Formative Assessment: Assessment for Learning
- Takes place after learning: Assessment of Learning
- Establishes where they are, where they need to go and how to get there: Assessment for Learning
- Takes place during the learning: Assessment for Learning
We are going to learn about the:

Understanding where the learners stand in their learning

First strategy
Success Criteria:

Today we are going to:

1) **Understand** the understanding where the learners stand in their learning,

2) **Explore examples** of understanding where the learners stand in their learning,

3) **Construct** our own strategies for the understanding where the learners stand in their learning.
Before starting to teach a new topic or concept, we need to become aware of what are the pupils’ perceptions on the subject.

Students bring with them a baggage of information which sometimes may be right but other times can be full of misconceptions.
Recommendations

- Allow learners to talk while we listen without commenting. This should only take 2 minutes.
- Listen and observe attentively to what learners have to say. This is the time where we are collecting evidence of what they know about the topic.
- Associate the concept that will be explained during the lesson to a real life situation or one that they have experienced.
Examples
Comprehension - Easter

- Teacher shows Resurrection of Jesus Christ animation – iLumine Bible

Just a short video of 30 seconds which shows the soldiers are in front of the tomb of Jesus and an angel appears.

- After watching this short video, learners in groups write on their erase boards what they think happened after that.
When Jesus came out from his tomb. There was a war and Jesus came to stop it. When Jesus landed on floor the warriors came to him. When Jesus risen.
It was about when Jesus Christ was alive again.

When an angel that was white as snow came down.

It came an earthquake.

The angel was Jesus Christ.
The story is about Juses and then Juses resent from Dad.
Essay Writing - An unusual weekend

Ex: In pairs learners had to discuss what an unusual weekend means.

- Some of them did not know what unusual means.
- While I was going around listening to their ideas I heard one saying that it is something that we do not do everyday like for example going camping on a Wednesday.
Who is she?
With these techniques teaching can be adapted to meet learners’ needs which varies from one pupil to another.

If pupils are not allowed to talk about what they know, teachers will never know exactly what difficulties they have but will only be able to do assumptions which sometimes may not be correct.
a) Check for understanding so as to know exactly where learners stand in their learning.

b) Identify and confront misconceptions that can interfere with learning.

c) Close the gap between what learners already know and what they need to know.
It is therefore logical to start off by using these techniques that elicit this information:

- Brainstorming
- Structured questions
- Discussions
- Mind Web
- Talk Partner
- Debate
- Previous experience
- Evaluate written work done at home or at school

Allow students to talk while you listen.
More Examples:

1,2,3,4,5,

L-għalliem irid isaqsi lill-istudenti jekk jafux x’inhu verb. L-għalliem jikteb din is-sentenza.

Peter ħareġ mid-dar filgħodu kmieni.

Kull student fil-klassi b’subgħajh juri liema hi t-twegiba t-tajba.
Mini whiteboards

The teacher asks a question and **ALL** the students have to answer by writing on a laminated whiteboard.
What do you think of when you hear the word advertisement or advert?

(Create talk partners)
What do my learners know already?

Jekk qed nitkellmu dwar l-oppost tal-aggettiv:

X’qed taraw f’dawn l-istampi? Iddiskutu f’pari

- oħxon – irqiq
- twil – qasir
- imnieħer żgħir – imnieħer kbir
Conjunctions

I put on boots and a hat because it is cold and rainy.
I put on my boots and hat. It is cold and rainy.

Learners talk about these two statements and the differences they notice.

OR

- She did not go to school. She was sick.
- I went to the cinema. My friend came too.
- Paul went to the shop. He didn’t buy anything.

Learners choose the best conjunction.
Teacher writes some simple multiplication sums and asks the learners to work them out on the dry erase boards.

When they show the erase boards the teacher will look out for any wrong answers. Those who get the wrong answers will be re-directed to the group to discuss their process.
Il-Kmand

Immaġinaw li intom xi prinċep jew prinċipessa. Iddiskutu f’pari x’tikkkmandaw lin-nies.

Kliem li jirrima

Liema kliem għandhom l-istess ħoss?

ra ħin pa tin
Task 1
(pg 8)

What do you think are learning intentions?
We are going to learn about the:
Learning Intention

Second strategy
Today we are going to:

1) Understand what learning intentions are,
2) Explore examples of learning intentions,
3) Construct our own learning intentions.

Success Criteria:
Task 2: (pg 8)

Which one is correct?

<table>
<thead>
<tr>
<th>Learning Intention</th>
<th>Tick</th>
<th>Learning Intention</th>
<th>Tick</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) We are going to learn about fractions. (Year 6)</td>
<td></td>
<td>a) We are going to learn about equivalent fractions. (Year 6)</td>
<td></td>
</tr>
<tr>
<td>b) We are learning to ask questions. (Year 5)</td>
<td></td>
<td>b) We are learning the skill of asking questions. (Year 5)</td>
<td></td>
</tr>
<tr>
<td>c) We are learning to answer questions on a picture. (Year 5)</td>
<td></td>
<td>c) We are learning to write answers to literal questions on picture, text...... (Year 5)</td>
<td></td>
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Task 2

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</table>
What is a Learning Intention?

‘A learning intention describes what pupils should know, understand or be able to do by the end of the lesson or series of lessons.’ (Learning Unlimited, 2004)
From Doing to Learning

When creating learning intentions, it is worthwhile to focus on what you would like learners to have learnt by the end of the lesson - the transferable learning that you would like them to retain and take away with them.
Sharing Learning Intentions

1. Identify what pupils will be learning (We are learning to...).
2. Share the learning intention with pupils at the beginning of the lesson or activity.
3. Present these in language that pupils can understand.
4. Revisit the learning intention throughout the activity/lesson.
If students know what they are to learn, you increase the chances that they will learn."

Harry Wong
If learners are to take more responsibility for their own learning, then they need to know what they are going to learn.

Learning Intentions
‘What’ and ‘Why’
How should our Learning Intentions be?

- Clear
- Unambiguous
- Explained to the learners in a way that makes sense to them
- Common for all learners
Two versions of Learning Intentions:

- teacher’s version
- the learners’ version.
Examples

(a) Teacher’s version: Connectives
   Learners’ version: We are learning to join sentences.

(b) Teacher’s version: Cause and Effect
   Learners’ version: We are learning that what happens now is the result of what happened before.
How many Learning Intentions?

During same lesson:
may be more than one Learning Intention.
As lesson progresses the Learning Intention may change to
come more demanding.

Example:

Learners’ version:
We are learning what is \( \frac{1}{4} \)

Later during the lesson this might change to:
We are learning the difference between \( \frac{1}{4} \) and \( \frac{1}{3} \).
Where are we going to write our Learning Intentions?

- On the interactive whiteboard.
- On the whiteboard.

or
WALT
We Are Learning To...
WALT
We are learning to
We Are Learning To...
Illum ser nitghallem....
x’inhuma aggettivi
Illum ser nitghallem.....

x’inhuma aggettivi

lapes twil ➔ lapes qasir
Learning Intention:

We are going to learn about equivalent fractions.
Benefits of Learning Intentions

- Motivate our students
- Students become more task-oriented (they would know how to go about the task)
The activity

The **task** has to MATCH the learning intention.

The **feedback** given has to MATCH the learning intention.
A practical tip:

Remind students continually of the Learning Intention.

Why?
Answer

Focusing

teacher...and...learner
More Examples:
WALT
We are learning to

[Blank space]
W.A.L.T. says
Walt
We Are Learning To
Our Learning Intentions

- We are learning to name solid shapes
- We are learning to find edges, faces, and corners in solid shapes
Write 5
Read a story
At what stage during the lesson is the teacher supposed to share the Learning Intention with the learners?
Always after the first strategy:

- Understanding where the learners stand in their learning
Testimonial – Year 4 teacher

- During one of the curriculum sessions we had during the last scholastic year by one of the HOD’s from the Assessment Unit, *I’ve learnt about the importance of presenting the learners with a Learning Intention in each and every lesson. The first thing learners need to know is what they're supposed to be learning. Since then I have not stopped using this approach.*
No matter what I decide the learners should learn during a lesson, I have discovered that learners will benefit more when they understand what they are supposed to learn during the lesson and set their sights on learning it. Like this I’ve also found that the learners can focus more on what they are learning rather than on what their teacher is saying.
Testimonial – Year 4 teacher

.... I’ve also had the pleasure to see this approach put into practice during one of the school visits I have had in London at Scargill Primary School. Teachers there also believe in providing their learners with clear objectives at the start of each lesson, making it visible and providing constant reminders and feedback to help them achieve their goals.
Have you got the MAGIC habits?

Monday 20th January 2014

W1 = GW + MD
W2 = SL + JSU
W3 = LG + JSL
W4 = AL + AB

W.A.L.T

Steps to Success

identify when rights are being taken away

Mr Lambert

4.6

0.6 4 - 2

0.3

Maddie Illyas
Tuesday 21st January 2014

WALT: Improve our drama techniques with the use of video.

Steps to Success
To stay in character
To use a camera
To work well in a group
To use a variety of drama techniques
Tuesday
21st January 2014

Use bee-bots to explore position, movement and angle.

Stay in for Science

Bobby  Liam  Best
Brian  Lewis
Ruby  Lilly

\[360 \div 3\]
Lesson Examples
5.3.9 With support write an advertisement.
Cats for Sale

Three loveable and playful, white Persian cats for sale. 
Marsa
€100 each
Contact Number: 794867
Learning Intention:
I will learn to make an advert.
4.3.9 With support write short and simple recipes
Nutella popsicle sticks

Step to step Instructions:

Prepare all ingredients and equipment/utensils. Place the milk and nutella in a blender. Blend for 5 mins. Pour mixture into the popsicle shapes. Freeze for 2 hours. Serve as soon as you take out from freezer.
Nutella Popsicle Sticks

Ingredients:
• $\frac{1}{4}$ cup full cream milk
• $\frac{3}{4}$ cup nutella

Equipment/Utensils:
• blender
• 2 cups
• Popsicle shapes

Step to step Instructions:
1. Prepare all ingredients and equipment/utensils.
2. Place the milk and nutella in a blender.
3. Blend for 5 mins.
4. Pour mixture into the popsicle shapes.
5. Freeze for 2 hours.
6. Serve as soon as you take them out from freezer.
Learning Intention:

I will learn to make a recipe.

**Chef Emily's Signature Cookie Bars**

**Ingredients**

- 1 3/4 cups All Purpose Flour
- 1/2 tsp Baking Soda
- 1/2 tsp Baking Powder
- 1/2 tsp Salt
- 2 tsp Instant Coffee
- 1/4 cup Unsalted Butter, room temperature
- 1 1/4 cup Brown Sugar
- 1 ea Egg
- 2 tsp Vanilla Extract
- 1 cup Chocolate Chips

**Instructions**

1. Preheat oven to 325°F.
2. In a small bowl, combine the flour, baking soda, baking powder, salt and instant coffee.
3. In a large bowl, beat the butter and the brown sugar with an electric mixer until light and fluffy. Beat in the egg and vanilla extract. Add the dry ingredients and beat just until combined. Stir in the chocolate chips.
4. Divide the dough into 4 balls and roll each into a log. Place each log into a section of the pan and spread evenly (logs should join at pan bends).
5. Bake for 25-30 minutes or until lightly browned.
2.1.1 Juru li fehmu bi tweġibiet verbali u mhux verbali għall-mistoqsijiet magħmula dwar dak li semgħu.
Il-Pirati
Illum ser nitghallmu:

naraw u nisimgħu

storja b'attenzjoni.
Lesson Planning

• Understanding where the learners stand in their learning
• Clear Learning Intention
Exit Notes

- What did I understand well this morning?
- What is still puzzling me?