CONTESSA
Contemporary Teaching Skills for South Asia

Co-funded by the Erasmus+ Programme of the European Union

**MODULE 2**
**EXCELLENCE IN TEACHING: PROFESSION-SPECIFIC COMPETENCES OF PRIMARY SCHOOL TEACHERS**

# 2.2 ASSESSING LEARNING RESULTS

Co-funded by the Erasmus+ Programme of the European Union

**Excellence in Teaching: Profession-Specific Competences of Primary School Teachers. Assessing Learning Results.**

This OER was developed by the Contemporary Teaching Skills for South Asia/CONTESSA Consortium co-funded by the Erasmus+ Programme of the European Union under the project number 598756-EPP-1-2018-1-AT-EPPKA2-CBHE-JP–/CONTESSA.

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# Introduction

## What is the CONTESSA course?

The CONTESSA course is one of the results of the "Contemporary Teaching Skills for South Asia" project co-funded by the Erasmus+ Program of the European Union. Its aim is to be a contribution to establishing successful teacher education programs for primary teachers, particularly in Cambodia and Sri Lanka, which will create a long-lasting positive impact on the overall educational systems.

It is increasingly important for successful educators to stay up-to-date with contemporary skills and methods to use inside and outside of the classroom. The CONTESSA course therefore offers five carefully selected modules, each of which contain three focuses aimed at the development of contemporary teaching skills. The modules and their focuses are as follows:

**Module 1.** Building Blocks of Primary Education
1. Twenty-First Century Teaching and Learning
2. Lesson Planning and Methodological Skills: Concepts, Tools and Application
3. Designing Learning Environments

**Module 2.** Excellence in Teaching: Profession-Specific Competences of Primary School Teachers
1. Teaching Comprehension: Roles, Tasks and Functions
2. Assessing Learning Results
3. Pedagogical Professionalization

**Module 3:** Learner-Centered Primary Education: Enhancing Co-Created Learning Processes
1. Individual Development and Problem-Solving Skills
2. Lifeworld-References and Future Prospect
3. Self-Determination, Empowerment and Self-Efficacy

**Module 4:** Embracing the Differences: Pedagogic Approaches to Diversity, Heterogeneity, Special Needs
1. Inclusive Pedagogy: Approaches and Strategies
2. Teaching and Learning in Diversity: Preparation, Realization, Assessment
3. Diversity-Sensitive Classroom Management

**Module 5:** Digital Teaching and Learning
1. E-Pedagogy and Digitally Enhanced Learning Environments
2. Digital Media and Technology: Tools and Formats for Educational Purposes
3. Online-Based Lesson Preparation and Conduction

Upon completion of this course, participants will be able to implement newly acquired contemporary teaching skills, engage all students in classroom activities and learn new ways to help students reach their full potential.

## Who is the CONTESSA course for?

The "Contemporary Teaching Skills for South Asia" project aims at promoting contemporary teaching skills for pre-service and in-service teachers working in primary schools. The following document is specifically adapted for pre-service teachers.

Furthermore, the CONTESSA course is available for anyone interested in staying up-to-date with contemporary teaching skills.

This is the English version of the CONTESSA course. Material is also available in Khmer, Sinhala and Tamil.

## What is the structure of the CONTESSA course?

As mentioned before, the CONTESSA course consists of five modules, each worth the equivalent of 3 ECTS. Ideally, the modules are all used together since individual modules refer to other modules, but they are also designed in a way that each one can be used on its own.

Each module contains three thematic focuses and documents are available for each focus. This makes a total of 15 documents available in the CONTESSA course. Each document contains a theoretical introduction to the focus, followed by practice exercises based on the theory. **STEP 1 – THEORY –** is meant as a revision of what has been read in the theoretical introduction. Practice exercises check the comprehension of the text to make sure that the underlying theory has been understood. **STEP 2 – EXPERIENCE –** offers examples of real teachers and how they practically implement the theory explained in the theoretical introduction. These examples are again connected to practice exercises which are meant to allow for the application of the previously learned theoretical knowledge. **STEP 3 – (SELF-)REFLECTION –** includes reflection questions based on each focus. **STEP 4 – PRACTICE –** is the final STEP where a teaching project is created based on what has been seen before in STEPs 1 and 2.

The practice exercises in STEPs 1 and 2 can be directly completed in this document. STEPs 3 and 4 are part of a separate portfolio document which has to be created by each individual. A template for this portfolio is available as a separate document.

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# 1 THE IMPORTANCE OF ASSESSMENT

Within the field of education, assessment refers to "the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students" (Glossary of Education Reform, 2015, online). Assessments are often associated with exams, but teachers should use a variety of tools to paint a complete picture of their students' progress and achievements over time.

> Information about how the child learns (the learning process) as well as what the child learns (the products of learning) shapes the picture. The teacher uses this information to identify and celebrate the child's current learning, and to provide him/her with appropriate support for future learning. (National Council for Curriculum and Assessment, 2017, p. 20)

A solid understanding of a student's current stage of academic development and progress can help teachers adapt their teaching to the student's needs and create a more ideal learning environment. Therefore, assessment must go beyond simply testing students and should instead consider the daily interactions between teachers and students. A visual representation of assessment as part of everyday classroom practice from the National Council for Curriculum Assessment (2017) can be seen in figure 1.

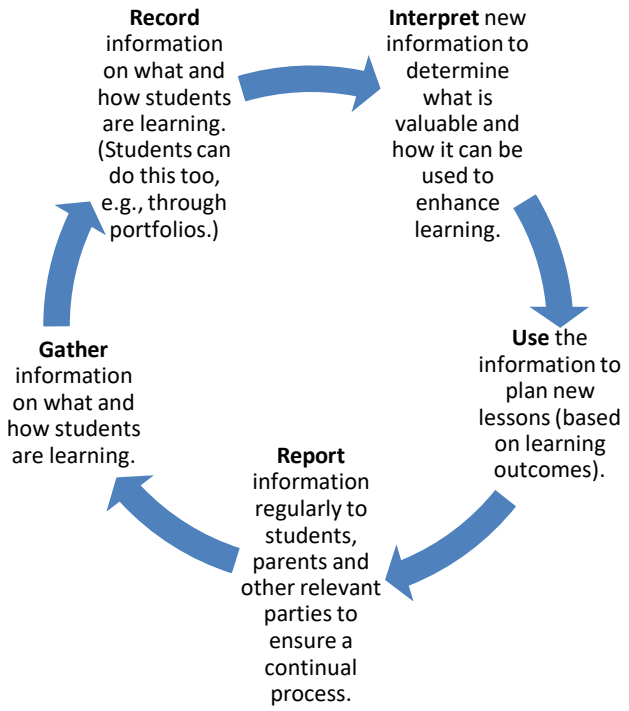


***Figure 1: Assessment as Part of Classroom Practice***[1]

The activities highlighted in figure 1 (gathering, recording, interpreting, using, and reporting information) can overlap or occur simultaneously, but they all work towards enabling teachers to use assessment to develop supportive learning environments for their students.

> The information gathered enriches the teacher's understanding both of what and how the child learns. The teacher uses that information to plan learning experiences based on appropriate objectives from the curriculum, and on the child's previous learning: Through assessment the teacher constructs a comprehensive picture of the short-term and long-term needs of the child and plans future work accordingly. Using assessment information in these ways, the teacher supports and extends the child's learning. (National Council for Curriculum and Assessment, 2017, p. 21)

[1] Adapted from National Council for Curriculum and Assessment (2017, p. 21).

In this way, assessment becomes part of what the teacher does on a daily basis in the classroom. As explained by Wiggins (1998), the aim of assessment should be to improve and educate oneself on student performance, not merely to audit it.

# 2 DEVELOPING LEARNING OUTCOMES TO GUIDE ASSESSMENT

In order to properly carry out assessment in the classroom, teachers should first define clear learning outcomes. Learning outcomes are statements of what a student is expected to know, understand and/or be able to demonstrate after the completion of learning activities, e.g., during a lesson, throughout the school year, or at the completion of a unit. These should be learner-centered and defined in a concise and achievable format (Johnson et al., 2016).

Learning activities and assessments improve when the teacher identifies specific learning outcomes. When planning a new learning activity, begin by identifying the learning outcomes. You may wish to answer the following three questions when planning your activity.

- What skills will be used or developed by the children?
- What information will be learned?
- What behaviours will be practiced?

The answers to these questions can be phrased as learning outcomes. For example, if you create a unit in which fifth-graders learn about time-distance equations in mathematics, you might develop the following outcomes.

- The learner working independently will *be able to* use multiplication and division to solve time-and-distance equations as a homework assignment.

- The learner working in a learning pair will *be able to* write his or her own mathematics story problems that express time-and-distance equations in space-travel scenarios.

(UNESCO, 2015, p. 259f.)

**Bloom's Taxonomy** (illustrated in figure 2) is a useful tool for helping teachers define learning outcomes.

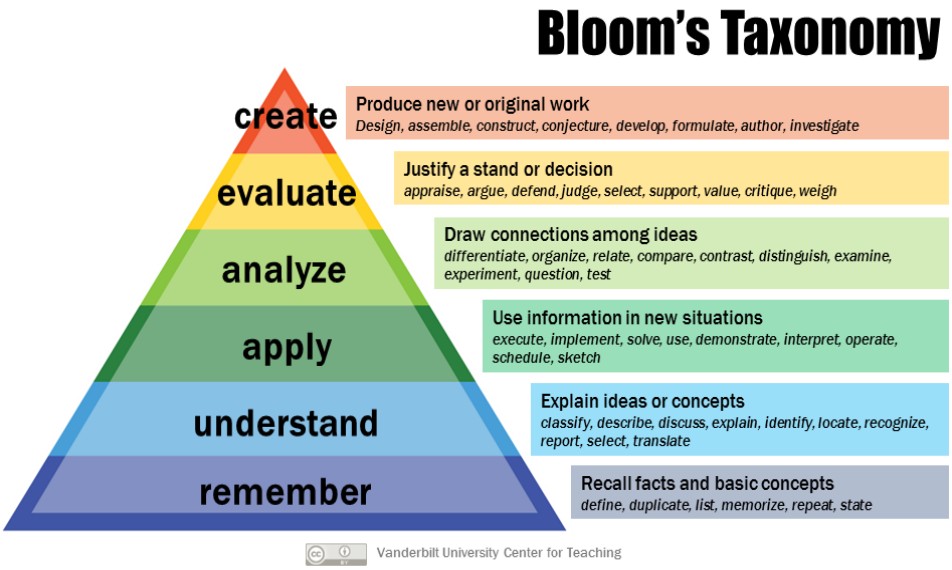


***Figure 2: Bloom's Taxonomy***[2]

The original taxonomy was organized into three domains: **cognitive**, **affective**, and **psychomotor**, but educators have primarily focused on the cognitive model in which teachers can develop specific learning outcomes for students that bring them from lower levels of cognitive processing (remembering, understanding and applying) to higher levels (analyzing, evaluating and creating).

As stated previously, learning outcomes should be specific and measurable. Guidelines for developing learning outcomes are listed below:

**Bloom's taxonomy** categorizes skills that students are expected to attain as learning progresses. Originally published in 1956, the tool is now a classic arrangement of intellectual skills. The taxonomy and its revisions can be used to develop effective learning outcomes. The original taxonomy consisted of three domains (cognitive, psychomotor and affective); the cognitive domain is the most widely utilized, describing six levels that capture lower to higher-order thinking. (Yale Poorvu Center for Teaching and Learning, 2017, online)

The **cognitive domain** encompasses intellectual capacity. The remembering level is considered to be

[2] Taken from Center for Teaching Vanderbilt University (2016, online). CC BY 4.0.

- Begin each learning outcome with a different action verb. In figure 2, examples of action verbs are associated with each step in the pyramid.
- Avoid vague verbs such as know, understand, learn, be familiar with, believe and appreciate. Be as concise as possible.
- Avoid long wordy sentences. If necessary, use more than one sentence to clarify the outcomes.
- Ensure that the learning outcomes of the lesson support the learning outcomes of the unit, which should be aligned with the overall outcomes of the curriculum and school.
- Each learning outcome should be observable, measurable, realistic and capable of being assessed.
- Continually review and rewrite the learning outcomes to keep them up to date and relevant.

(Johnson et al., 2016)

Figure 3 illustrates how Bloom's Taxonomy can be applied in the primary school through the use of the children's story, *Goldilocks and the 3 Bears.*

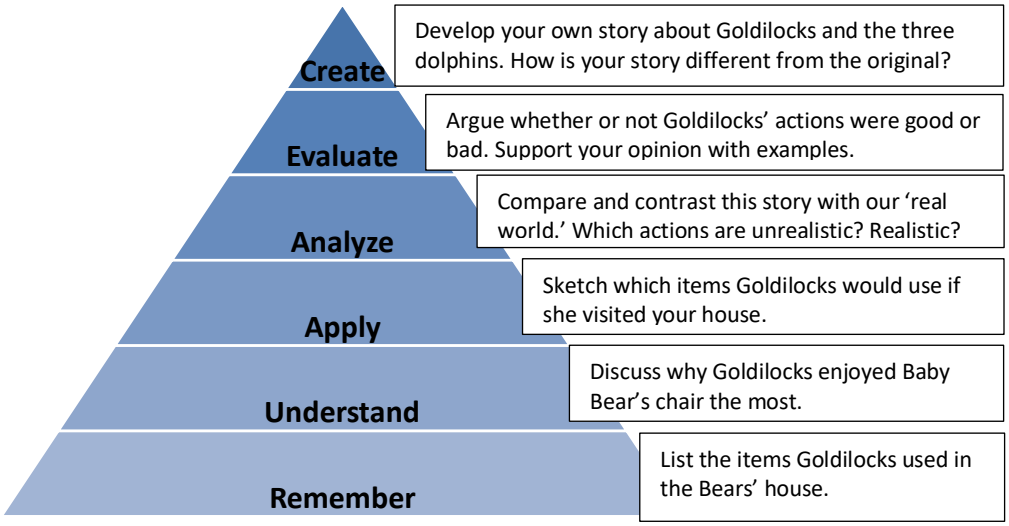


***Figure 3: Bloom's Taxonomy Goldilocks and the Three Bears***[3]

the lowest taxonomic category in this domain, since information can be recalled with a minimum of understanding. The highest level, creating, represents the cumulative contributions of the remembering level plus four others arranged in order of cognitive complexity: understanding, applying, analyzing, and evaluating. The **affective domain** encompasses emotional capacity, feelings, values, and attitudes and consists of five levels: receiving, responding, valuing, organizing, and characterizing. The **psychomotor domain** includes movement, spatial relationships, and use of motor skills. (American Psychological Association, 2020, online)

[3] Adapated from Hoffman & McGuire (2010).

The example in figure 3 utilizes a story well-known to primary school students and applies Bloom's Taxonomy to establish specific and measurable learning outcomes. By stating the learning outcomes, the teacher can ensure that students are going beyond just reading the story, and that they are indeed moving from low to high levels of cognitive processing as they ascend the pyramid. Stating specific and measurable learning outcomes such as the ones in figure 3, will then help teachers assess their students' progress more successfully.

# 3 TYPES OF ASSESSMENT

Once teachers have established their learning outcomes for students, various types of assessment can be applied to provide a complete and reliable picture of students' progress. Classroom assessment is generally broken down into the five categories below:

Diagnostic assessment is used to assess a student's needs prior to instruction. This type of assessment evaluates the student to determine learning gaps so that teachers can then develop planning and teaching strategies to bridge those gaps (Johnson et al., 2016). For example, at the beginning of a school year, teachers can survey students through a short questionnaire asking them questions about what they already know (anonymous feedback may encourage more honesty). Using the feedback, teachers can then move forward with planning.

Formative assessment, also known as **assessment for learning (AfL)**, highlights the students' active roles in their own learning. In this type of assessment, teachers provide students with feedback on their strengths, as well as on areas for improvement, in order for them to take practical steps to advance their learning. Formative assessment is successful only if teachers provide continual feedback throughout their lessons (rather than at the

**Assessment for learning (AfL)** is when teachers use evidence on an ongoing basis to inform teaching and learning. (National Council for Curriculum and Assessment, 2017)

beginning or end) and opportunities for them to put that feedback into action (Johnson et al., 2016). The timing plays an essential role as the feedback needs to be provided as soon as possible in order to be as useful as possible. The more time passes before the student receives the feedback, the more they might struggle with comprehending and incorporating it into their work or benefit from it. This is why the feedback should be the teacher's main message of the assessment and not the assessment or grade itself. (Stronge, 2018) The wording of the feedback can also influence its usefulness. For example, effective teachers make sure to avoid negative expressions in their feedback and adapt their wording to make their feedback useful and constructive. Not only should the feedback be expressed in a positive and supportive manner, but it should generally focus on the development of the students' skills. Part of providing feedback effectively is teaching students to assess their own work as well expressing constructive feedback to others. Ideal feedback consists not only of the correct answer but also of an explanation of said answer. Provided in a meaningful manner, feedback can be a very effective tool to improve the academic performance of students. (Stronge, 2018)

Involving students in this AfL feedback process can "heighten children's awareness of themselves as learners and encourage them to take more personal responsibility for, and pride in, their learning" (National Council for Curriculum and Assessment, 2017, p. 22). **Rubrics** and color-coded or rainbow charts are useful tools for teachers employing formative assessment and can help them provide fair and comprehensive feedback. A rubric is a tool which allows teachers to clearly state the criteria necessary to successfully complete an assignment, whether it is an exam, a presentation or another form of in-class performance (Ambrose, Bridges, DiPietro, Lovett, & Norman, 2010). The criteria laid out in the rubric are directly connected to the learning outcomes decided upon at the beginning of the lesson planning phase. Teachers can lay out the criteria once and then refer

A **rubric** is an evaluation tool or set of guidelines used to promote the consistent application of learning expectations, learning objectives, or learning standards in the classroom, or to measure their attainment

students to the rubric to see why they received the grade they did, which "helps ensure that the […] [teacher's] grading standards remain consistent across a given assignment" (Ambrose et al., 2010, p. 231). Additionally, a rubric allows students as well as teachers to see strengths and weaknesses in the students' learning process and thus enables them to identify areas in which they might need further support and other areas where they can be a support to their peers.

against a consistent set of criteria. (The Glossary of Education Reform, 2013, online)

A rubric consists of three elements:

- criteria for assessing the achievement of the defined goals;
- different levels which students can achieve;
- a description for each level, on the basis of which the student's performance can be assessed.

(Ambrose et al., 2010)

The color-coded and the rainbow chart focus on the students and at which level they are in their learning progress. Competences are fanned out into different levels in the color-coded chart (figure 4), with each level given a different color. In the rainbow chart (figure 5) "each child has a 'happy face' marker with her or his name on it. As they progressively improve their […] skills as indicated in the color-coded chart, their marker is moved to the color that matches her or his skill level. If a teacher observes that some children have stayed in a level too long, he/she can try to find ways to help the children learn what is required to move to the next level." (UNESCO, 2015, p. 75)

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| Level | (8 out of 10 correct to proceed to next level) |
|---|---|
| RED | • Values of currency (up to 1. 00)<br>• Writing numbers<br>• Subtraction - single digits; addition - single and double digit numbers |
| Orange | • Mental arithmetic (addition, subtraction)<br>• Division - single digit numbers<br>• Reading math problems |
| Yellow | • Multiplication<br>• Subtraction and addition of double digit numbers<br>• Measurement (distance, volume) |
| Green | • Identifying numbers up to 700<br>• Subtraction and addition by regrouping<br>• Subtracting a triple and a double digit number<br>• Identifying triple digit numbers |
| Blue | • Multiplication - double and single digit numbers<br>• Division - double and single digit numbers<br>• Reading word problems |
| Purple | • Multiplication - triple and single digit numbers<br>• Measurement (distance, liquids)<br>• Reading word problems |

*Figure 4: Color-Coded Chart*[4]

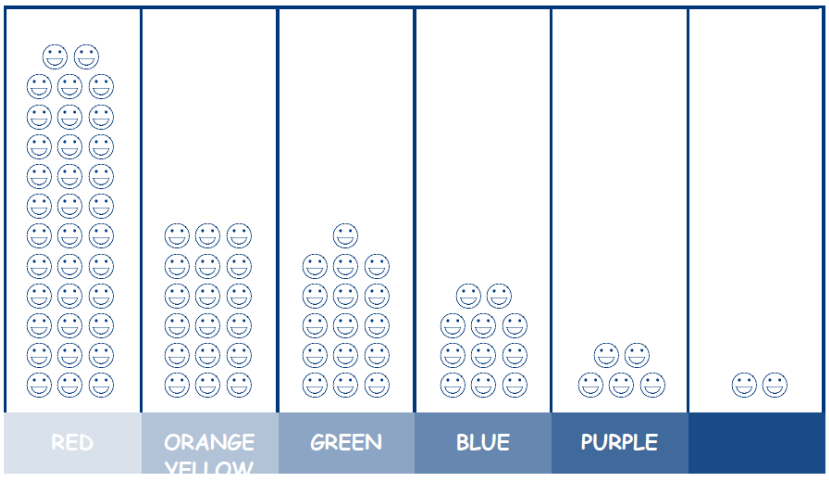


*Figure 5: Rainbow Chart*[5]

[4] Taken from UNESCO (2015, p. 74). CC BY-SA 3.0.

[5] Taken from UNESCO (2015, p. 75). CC BY-SA 3.0.

Summative assessment, also known as **assessment of learning (AoL)**, measures a student's achievements at the end of instruction, e.g., at the end of a unit, term or year. AoL measures a student's cumulative progress in achieving the curriculum objectives and is provided in the form of a grade or score, often on a report card. Therefore, this type of assessment is less valuable to the students (the lack of constructive feedback does not help them develop or improve) and more valuable to the teachers, parents and schools (National Council for Curriculum and Assessment, 2017).

Criterion-referenced assessment evaluates the performance of students against set standards or specific learning goals, without reference to the achievements of others. This type of assessment can help students determine what is valued and expected in a transparent way that allows them to measure their own progress based on the standards set (Johnson et al., 2016).

In contrast, norm-referenced assessment compares a student's performance against other students in the same subject, class or age group. Teachers must be weary of this type of assessment because too much attention to comparison shifts the focus from learning outcomes and can encourage teachers to compare students in their class rather than celebrate their individual progress (OECD, 2013).

Achieving a balance between the various types of assessments and understanding which types align best with a teacher's previously stated learning outcomes is important in evaluating both teaching and learning. To ensure that assessments are designed to fit learning outcomes, the following principles should also be addressed:

- Validity**:** A valid assessment ensures that the assessment instrument is measuring what it intended to measure. For example, if a teacher is measuring reading comprehension among students, mathematical skills should not be required in order to understand the story and answer the reading comprehension questions (OECD, 2013).

**Assessment of learning (AoL)** is when the teacher periodically records children's progress and achievements (usually at the conclusion of an instructional period) for the purpose of reporting to parents (caregivers), teachers and other relevant persons. (National Council for Curriculum and Assessment, 2017)

- Reliability**:** Reliability is the extent to which the assessment is consistent and accurate. A reliable assessment should produce consistent results even if it is administered by different teachers, at different times, in different contexts to the same candidate. Teachers can enhance reliability by defining specific and measurable assessment criteria, providing a clear allocation of marks for responses (e.g., This question is worth 4 points.) and by giving precise instructions to students on how to complete the assessment (Johnson et al., 2016).
- Fairness**:** A fair assessment is one that considers the students' needs and does not give any one student an advantage or disadvantage. Fairness in assessment can be enhanced by informing students about the assessment process (also called **transparency**), clearly stating the assessment criteria, providing a system for review and appeal of the assessment decisions and by covering the names of students while marking to avoid any personal biases (Johnson et al., 2016).

**Transparency** relates to the degree to which information is available regarding expected learning outcomes, the criteria that will be used in judging student learning and the rules being applied when judgements are made about learning. (OECD, 2013)

# 4 ASSESSMENT METHODS

There are a variety of assessment methods to help teachers gather information on their students' progress in the classroom. However, there is no one method that can provide sufficient information on all students throughout the school year. Teachers should instead use a diverse array of methods to gather information on students' progress and achievements over time. The assessment data is not only used to grade a one-time exam but also to continuously monitor students' progress, their strengths and their weaknesses. An effective teacher knows how to use this data to predict upcoming difficulties in certain topics for certain students. This data can also be a point of reference for the teacher, to see which student may need further support or what kind of support they may need. It has to be noted that an

effective teacher does not merely assess exams or tests, but generally the student's achievement. This way assessment as tool for the teacher can be exploited to its fullest potential and help improve the general student performance (Stronge, 2018).

Furthermore, just as with the type of assessment (e.g., formative, summative, and so on) the methods should be clearly aligned with the learning outcomes. Table 1 aligns a variety of assessment methods with the levels of Bloom's Taxonomy discussed in part 2.

***Table 1: Assessment Methods and Bloom's Taxonomy***

| **LOWER LEVEL COGNITIVE SKILLS** → | | | **HIGHER LEVEL COGNITIVE SKILLS** → | | |
|---|---|---|---|---|---|
| **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** |
| Recall facts and basic concepts | Explain ideas or concepts | Use info in new situations | Draw connections among ideas | Justify a stand or decision | Produce new or original work |
| **Potential Assessment Methods** | | | | | |
| Multiple choice questions<br><br>Short answer test | Essay<br><br>Presentation<br><br>Poster | Group project<br><br>Perform. test | Written report<br><br>Case study | Mock debate<br><br>Experiment | Blog<br><br>Reflective journal<br><br>Portfolio |
| **Example Assessment Questions** | | | | | |
| Can you list three ...?<br><br>Can you recall ...?<br><br>Can you state ...?<br><br>Define ...<br><br>What is ...? | Can you explain…?<br><br>How would you classify...?<br><br>Discuss…<br><br>What can you say about ...? | How would you use...?<br><br>What examples can you find to ...?<br><br>How would you solve … using what | Compare and contrast ...<br><br>How is …related to ...?<br><br>What is the theme ...?<br><br>What conclusions | Do you agree with the outcome...?<br><br>What is your opinion of...?<br><br>How would you prove/ disprove...? | How would you improve ...?<br><br>What would happen if...?<br><br>Can you propose an alternative ...? |

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| | | | | | |
|---|---|---|---|---|---|
| Where is…?<br><br>Which one...?<br><br>Who was ...?<br><br>Why did ...? | What is the main idea of ...?<br><br>Can you select ...?<br><br>Describe in your own words ...? | you have learned?<br><br>How would you organize … to show ...?<br><br>What approach would you use to…? | can you draw ...?<br><br>What is the relationship between ...? | Would it be better if...?<br><br>Why did they (the character) choose...?<br><br>What choice would you have made...? | What way would you design...?<br><br>How would you test...? |

Various assessment methods can also be viewed in terms of whether they are more student-led or teacher-led. In figure 6 below, assessments on the top of the spectrum are those in which the students play a large role in assessing their own work, while assessments on the bottom are those in which teachers play a larger role. The methods on the top are more inclined to be assessment for learning focused whereas the ones on the bottom are assessment of learning focused.

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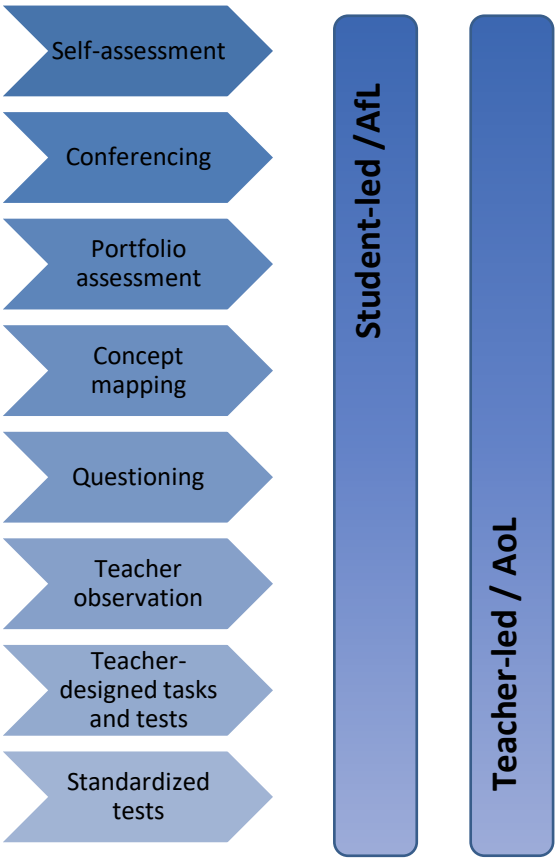


***Figure 6: Assessment Method Spectrum*** [6]

On the top of the spectrum is the **self-assessment** method, which allows students to view their work in a reflective way by establishing what work they have done well and which aspects could be improved. According to UNESCO's *Embracing Diversity Toolkit* (2015):

> Children need to reflect on their own work, be supported to admit problems without risk to self-esteem and be given time to work problems out. Self-assessment takes place whenever the learner is to describe his or her own abilities, knowledge, or progress. Self-assessment builds knowledge and the love of learning. (p. 51)

Children are involved in **self-assessment** when they look at their own work in a reflective way, identify aspects of it that are good and that could be improved, and then set personal learning targets for themselves. […] Self-assessment skills include effective questioning, reflection, problem-solving, comparative

[6] Adapted from National Council for Curriculum and Assessment (2017, p. 26).

Students can use self-assessment in a variety of different ways. For example, teachers can encourage students to edit their own writing samples, choose their best pieces of work for their portfolio or critique their own work and that of other students. The depth in which this process takes place depends on each individual student and their ambition as well as motivation to achieve specific goals, and it also depends on how effective the teaching style seems to them. This is heavily impacted by the frequency of feedback from the teacher. (Panadero, Alonso-Tapia, & Huertas, 2012)

In order to help students to self-assess, a teacher could ask e.g., "Am I clear about what should be included in the conceptual map?- Based on the previous questions, have I identified sufficient concepts to collect all the ideas from the original text?- Have I ordered the concepts hierarchically, with the most global ones at the beginning of the list?" (Stronge, 2018, p. 151)

Whichever self-assessment method is used, teachers should remember it is a long-term process that students develop over time.

> The skills of self-assessment need to be learned over time. This involves a long-term, continuing process that is planned at class and school level. The skills the child needs can be taught or modelled by the teacher and practised by the child until he/she feels comfortable using them independently. The teacher can encourage the child to think about his/her own work using guiding questions, tools or aids. […] The teacher can incorporate learning targets and success criteria into classroom discussions. The child can then learn to assess his/her work against these targets or criteria. By giving positive, informative feedback to the child the teacher can support him/her in recognising and taking the next appropriate steps in learning. (National Council for Curriculum and Assessment, 2017, p. 27)

The next assessment method on the spectrum is conferencing, which is an opportunity for those in the student's life to "share their knowledge and

analysis, and the ability to share thoughts in a variety of ways. (National Council for Curriculum and Assessment, 2017, p. 14)

understanding of the child's work, its processes and outcomes during a planned or intuitive meeting" (National Council for Curriculum and Assessment, 2017, p. 36). Meetings can be between the teacher and the child, guardian, another teacher or all parties combined. In an interview with UNESCO (2015), a primary school teacher from the Philippines highlighted the importance of conferencing to get a complete picture of the student's capabilities:

> For me, the evaluation process is not complete without bringing in the input of my students. At the end of each quarter, I give out self evaluation questionnaires for them to answer as well as hold individual conferences to evaluate a quarter's work together, revisit goals and set new ones for the subsequent quarter. This part of the evaluation process is important to me because it provides me with an opportunity to help my students learn about themselves and their capabilities. This becomes part of the basis for setting new goals for the subsequent quarter. During conferences, I ask a student to bring out his task folder, notebook, writing portfolio or writer's workshop folder and other projects he had worked on during the quarter.
>
> Over the years, I have come to learn that every bit of information that a teacher can gain about a child at different periods within the year—whether through informal or formal means—must be carefully validated and revalidated before one makes important curriculum decisions. (p. 267)

**Portfolio** assessment is the next method on the student-led end of the spectrum. A portfolio is a place where students can collect their work to demonstrate their progress and development over time. Portfolios can be either hard copies or be created digitally and can include items such as written work, project work, artwork, photographs, completed worksheets, videos and recordings. Entries should be organized by date and teachers should provide the context of the assignment, e.g., 'This assignment was to draw an example of photosynthesis after reading unit one. Twenty minutes

The **portfolio** itself is a container of some sort, for example, a folder, crate, file, or virtual space for online portfolios. The selected contents should demonstrate student

were given for the task.' Collecting their work in a portfolio enables students to bring their work with them from semester to semester and from school to school. Portfolios also provide a great basis for student-teacher discussions about a student's work and can also be helpful in conferences (UNESCO, 2015).

> Using portfolios to assess children provides teachers with a built in system for planning parent-teacher meetings. With the portfolio as the basis for discussion, the teacher and parent can review concrete examples of the child's work, rather than trying to discuss the child's progress in the abstract. (UNESCO, 2015, p. 264)

**Concept mapping** is an assessment method that is both student and teacher-led, and it is used to help students illustrate what they think of and how they feel about an idea.

> Children constantly take in information about the world around them. They use this information to construct theories about why things are the way they are and why things happen as they do. These theories can change over time as a result of children's experiences and interactions with their environment and with other people. Concept mapping helps the teacher to see inside the children's thoughts. This information can give rich insights into what and how children are learning—the connections they are making between ideas. Concept mapping is also very beneficial to the children themselves. The process engages children in more meaningful learning by helping them to integrate new information into prior knowledge and provide evidence of this understanding. Children can also use concept maps as study guides. (National Council for Curriculum and Assessment, 2017, p. 44)

An example of a simple concept map is below.

accomplishments over time. All selections and parts are authentic in that the included pieces provide evidence that the goals and objectives of the curriculum have been met, with added student reflections that review the process and /or products of learning. (Fernsten, n.d., online*)*

**Concept mapping** is a process used to make spatial representations of ideas and the relationships between these ideas. The concept maps are similar to graphs containing ideas and labelled lines which describe the relationships between them. (National Council for Curriculum and Assessment, 2017, p. 36)

Co-funded by the Erasmus+ Programme of the European Union

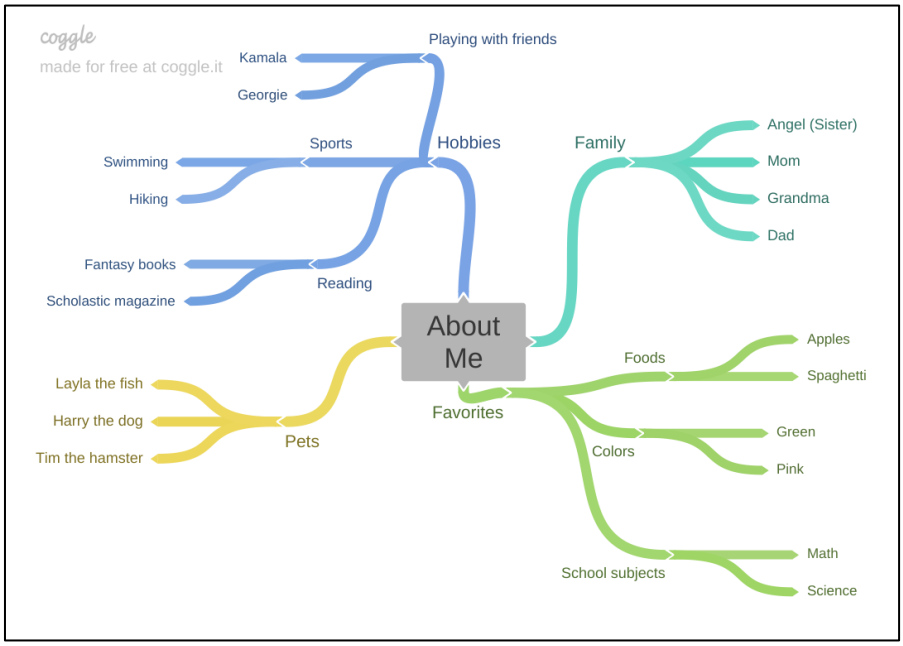


***Figure 7: Concept Map***

Questioning and teacher observation are two assessment methods which are more teacher-led. Questioning, discussed in depth in Module 1.2, should be regularly employed by teachers (and students) to guide students in their learning and to establish the depth of their knowledge. Teachers can use probing questions, which usually ask students 'how' or 'why,' or they can use prompts, which ask students to consider a different way of approaching a problem or task, e.g., "Do all animals have this characteristic?" or "Would this work with all prime numbers?" (National Council for Curriculum and Assessment, 2017). Much like questioning, **teacher observation** should be employed regularly when students are "working alone, in pairs, in small groups, at various times of the day, and in various contexts" (UNESCO, 2015, p. 261). When done consistently, well-recorded observations can help teachers reflect on a student's learning success, challenges and behaviors.

The last two methods on the spectrum are tasks and tests that are teacher-led. Teacher-designed tasks and tests and **standardized tests** are generally oral or written assessments of a more formal nature, the latter created not by the teacher but by the school board in a specific geographical area (e.g., district,

**Teacher observation** can happen any time a teacher and child interact. Observations made by the teacher in the classroom provide some of the most immediate and accurate information (and records) about a child's learning. These records can make the planning of further work for an individual, group or whole class more focused and systematic. (National Council for Curriculum and Assessment, 2017, p. 46)

A **standardized test** is any form of test that (1)

county or country). Tests can be used both to measure a student's achievements or as a form of screening to identify the skills and strengths students already possess so that teachers can plan appropriate learning experiences accordingly. While both of these methods can provide great insight into a student's level, they should always be used in combination with the other assessment methods mentioned in order to ensure students are not only being judged based on the results of one test or based on how they compare to other students.

> Children in the same year group (class or grade) may have at least three years difference in general ability between them, and in mathematics there may be as much as seven years difference. This means that comparing children using one standardized test is unfair to many children. A teacher, parent, or caregiver should not view this end-of-year test as the most important assessment as far as the child is concerned. One of the greatest sources of low self-esteem in children is the use of comparisons, particularly in school. The end-of-year test should just be one component of an all-round, comprehensive assessment of children's progress. (UNESCO, 2015, p. 271f.)

The methods mentioned in this section are just some of the assessment tools available to teachers. Teachers should carry out assessments regularly and in many different formats to get a complete picture of their students' progress. Conducting assessments helps teachers, students and guardians understand the student's abilities and enables them to develop strategies for further progress. Teachers should celebrate their students' achievements and develop a plan to help them improve their deficiencies and weaknesses.

requires all test takers to answer the same questions, or a selection of questions from common bank of questions, in the same way, and that (2) is scored in a "standard" or consistent manner, which makes it possible to compare the relative performance of individual students or groups of students. (The Glossary of Education Reform, 2015, online)

# 5 ASSESSMENT AND COMPETENCIES APPLIED IN THE SRI LANKAN PRIMARY SCHOOL SYSTEM

There are two main types of competencies found in the primary education system in Sri Lanka: entry competencies and essential learning competencies.

## 5.1 Entry Competencies

The new education reforms were introduced to the primary education system of Sri Lanka in 1999. According to these reforms, a new item called *Identify the Child* was implemented in the schools for children entering first grade in order for teachers to check whether the students achieved a list of entry competencies.

Based on this plan, the students must complete 16 activities two weeks before being officially admitted to first grade. Activities include, for example, playing house, singing, dancing, drawing, coloring within the lines and counting. To ensure successful completion of the activities, teachers check off a list of criteria to identify if their students have fulfilled all of the entry competencies (Mukunthan, n.d.).

An example of the *Playing House* activity is described in detail below:
Objective: Students should develop the attitude that school is the place to play with friends happily.
Resources: (1). A vessel of water, tin, plastic cup, plastic bottle, spoon and empty yoghurt cup. (2). Small dolls, old cloths, empty tins, bag, coconut shells, sand, toys, cot (made by cloths). (3). Clay, timber wood, polythene, flour balls, ekle. (4). Wooden block, wooden wheel, plastic balls, bottle tops, tooth paste tops, deens` blocks. (5). Soil, coconut shells, flowers, jack leaves, tins contain soil.

Preparation: Make playhouses (enough for all the students). Put the sets of play items in different playhouses.

Methods:

- Go with the students to observe the playhouses.
- Give the students a chance to play as independently as they like.
- Observe when the students play and identify the skills.

Skills to identify:

- Speak with friends
- Use the objects
- Develop social relationship with friends

List of entry competencies for teachers to check at end the of each activity:

- Talks in a friendly way
- Handles the given articles correctly
- Develops friendly relationships with friends
- Cooperates in group activities
- Makes respectful and friendly transactions
- Shows interest in completing work
- Listens carefully
- Walks in different poses
- Keeps body balance
- Participates in activities in group
- Compares and selects colors
- Participates in dance and music with interest
- Cares about self-safety
- Reproduces the sounds
- Acts in different characters
- Works with confidence
- Participates in activities happily
- Follows instructions given

- Involved in activities in kinetics
- Expresses opinions
- Paints within a boundary
- Shows interest in helping others
- Happily comes forward to participate in activities
- Pronounces words correctly
- Listens carefully
- Observes carefully
- Handles equipment correctly
- Counts up to 5 correctly

## 5.2 Essential Learning Competencies

This system of learning competencies in Sri Lanka was established to prevent students from moving through the school system without having reached the learning objectives from the lower grades. Since 1998, Sri Lanka has been using a set of learning competencies to assess children by dividing the five-year primary school system into three key stages. Grades one and two are included in key stage one, grades three and four in key stage two and grade five in key stage three. The main objective is to ensure that there is basic and essential education for all students irrespective of their learning disparities. A list of competencies can be found in the additional materials.

These sets of competencies, however, are not inclusive of subject-matter. Those are included under the basic competencies and comprise:

- Communication (Literacy, Numeracy, Graphics)
- Environment (Social, Biological, Physical)
- Ethics and Religion (Values and attitudes, Appreciation of cultures and religions, Conflict resolution)

- Play and the use of leisure (Sports and athletics, Indoor games, Aesthetics, Creative activities, Constructional activities, Process skill)
- Learn to learn (Sustained attention and perseverance, Updating learning, Attention to detail, Initiative, Resourcefulness, Problem-solving ability)

The framework of both entry and essential learning competencies for Sri Lankan primary schools is illustrated in figure 8 below.

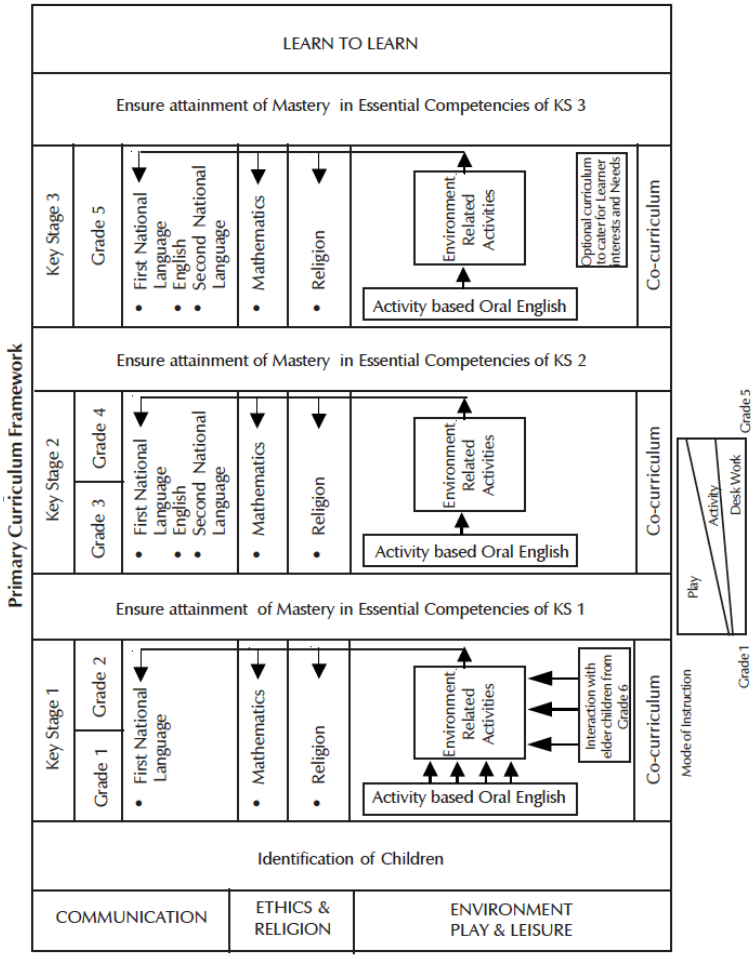


***Figure 8: Primary Curriculum Framework in Sri Lanka*** [7]

[7] Taken from Little (2000, p. 46).

# 6 KEY POINTS

- ✓ Teachers should use a variety of tools to paint a complete picture of their students' progress and achievements over time.
- ✓ Assessment must go beyond simply testing students and should instead consider the daily interactions between teachers and students.
- ✓ To properly carry out assessment, teachers should first define clear learning outcomes: statements of what a student is expected to know, understand and/or be able to demonstrate after the completion of learning activities.
- ✓ Learning outcomes should be learner-centered and defined in a concise and achievable format.
- ✓ Bloom's Taxonomy is a useful tool for helping teachers define specific and measurable learning outcomes that ensure that students are moving from low to high levels of cognitive processing.
- ✓ Diagnostic assessment is used to assess a student's needs prior to instruction.
- ✓ Formative assessment is also known as assessment for learning (AfL). In this type of assessment, teachers provide students with feedback on their strengths, as well as on areas for improvement in order for them to take practical steps to advance their learning.
- ✓ Summative assessment, also known as assessment of learning (AoL), measures a student's achievements at the end of instruction and is provided in the form of a grade or score. This type of assessment is less valuable to the students and more valuable to the teachers, parents and schools.

- ✓ Criterion-referenced assessment evaluates the performance of students against set standards or specific learning goals, without reference to the achievements of others.
- ✓ Norm-referenced assessment compares a student's performance against other students in the same subject, class or age group.
- ✓ To ensure that assessments are designed to fit learning outcomes, teachers should address the validity (the assessment instrument is measuring what it intended to measure), reliability (the extent to which the assessment is consistent and accurate) and fairness (it does not give any one student an advantage or disadvantage).
- ✓ Assessment methods can range from teacher-led (AoL) to student-led (AfL) and should be used regularly and in varied formats as there is no one method that can provide sufficient information on all students throughout the school year.

# 7 ADDITIONAL MATERIALS

## 7.1 The Story of Goldilocks and the Three Bears

*This story was originally published in the collection English Fairytales, retold by Flora Annie Steel (1922) and has been summarized here by* [https://www.dltk-teach.com/](https://www.dltk-teach.com/)

Once upon a time, there was a little girl named Goldilocks. She went for a walk in the forest. Pretty soon, she came upon a house. She knocked and, when no one answered, she walked right in.

At the table in the kitchen, there were three bowls of porridge. Goldilocks was hungry. She tasted the porridge from the first bowl.

"This porridge is too hot!" she exclaimed.

So, she tasted the porridge from the second bowl.

"This porridge is too cold," she said.

So, she tasted the last bowl of porridge.

"Ahhh, this porridge is just right," she said happily and she ate it all up.

After she'd eaten the three bears' breakfasts, she decided she was feeling a little tired. So, she walked into the living room where she saw three chairs. Goldilocks sat in the first chair to rest.

"This chair is too big!" she exclaimed.

So she sat in the second chair.

"This chair is too big, too!" she whined.

So she tried the last and smallest chair.

"Ahhh, this chair is just right," she sighed. But just as she settled down into the chair to rest, it broke into pieces! Goldilocks was very tired by this time, she went upstairs to the bedroom. She lay down in the first bed, but it was too hard. Then she lay in the second bed, but it was too soft. Then she lay down in the third bed and it was just right. Goldilocks fell asleep.

As she was sleeping, the three bears came home.

"Someone's been eating my porridge," growled the Papa bear.

"Someone's been eating my porridge," said the Mama bear.

"Someone's been eating my porridge and they ate it all up!" cried the Baby bear.

"Someone's been sitting in my chair," growled the Papa bear.

"Someone's been sitting in my chair," said the Mama bear.

"Someone's been sitting in my chair and they've broken it to pieces," cried the Baby bear.

They decided to look around some more and when they got upstairs to the bedroom, Papa bear growled,

"Someone's been sleeping in my bed."

"Someone's been sleeping in my bed, too" said the Mama bear.

"Someone's been sleeping in my bed and she's still there!" exclaimed the Baby bear.

Just then, Goldilocks woke up. She saw the three bears. She screamed, "Help!" And she jumped up and ran out of the room. Goldilocks ran down the stairs, opened the door, and ran away into the forest. She never returned to the home of the three bears.

## 7.2 List of Essential Learning Competencies in Key Stage 1

- Compares two pictures that are almost identical and identifies five differences
- Compares three different concentrations of the same liquid and puts them in order
- Compares four photos of important happenings of an event and puts them in order
- Identifies at least five different known sounds
- Identifies at least three things from their smell
- Differentiates sweet, sooty and salty by tasting
- Touches and identifies 3 different levels of smoothness of surfaces
- Joins a group of people singing with dancing or with THALA
- Draws a picture s/he likes independently and explains it
- Uses articles creatively
- Asks questions to know more
- Walks on a wooden plank kept one foot above ground level with balance
- Talks using simple and small English sentences
- Talks with teachers or other students for his/her daily needs without reservation
- Reflects to the instructions with two activities, given by teacher
- Explains an incident s/he saw in such a way that others understand
- Writes his/her name
- Looks at a simple sentence and copies clearly and without any mistakes
- Listens to simple words and writes without mistake
- Writes a simple sentence about a picture

- Pronounces given words correctly and reads aloud
- Answers two questions asked after reading a simple sentence
- Counts the items in a heap (which is less than 20) and writes the number
- Writes numbers legibly
- Reads any number that is between 1 and 5
- Categorizes by different characteristics and explains a heap of things which are of two different colors, two different sizes and two different shapes
- Draws the shape of a shape series
- Identifies and names 25cents, 50cents, 1 rupee, 2 rupees and 5 rupees
- Identifies and names the geometrical shapes such as circle, square, triangle and rectangle
- Shows any value between 1 and 50 in terms of tens and ones
- Measures given length using an arbitrary unit of measurement and says approximate value in the particular arbitrary unit
- Measures given weight using an arbitrary unit of measurement and says approximate value in the particular arbitrary unit
- Counts from 10 to 100 by tens from memory
- Writes the sum of two single digit numbers
- Writes the balance of 9 when subtracted with a number less than it
- Washes hands before dining
- Keeps things used in their proper places
- Maintains the correct pose when they stand and sit
- Participates in religious celebrations and prayers held in school with respect
- Cooperates in group activities

## 7.3 List of Essential Learning Competencies in Key Stage 2

- Sings a song individually with rhythm

- Listens to an announcement, explains the important things
- Explains an experience in an order and in such a way that the listener understands
- Fills out a sample application form correctly with personal details
- Writes a simple sentence with proper subject and predicate
- Relates a story that s/he heard to classmates in proper order
- Reads out a selected section in course material clearly and with proper punctuations
- Answers questions after reading a simple poem
- Writes words with accompanying propositions
- Measures a length in standard unit and relates correctly
- Tells the balance s/he should get after paying for a thing (within 100 rupees)
- Identifies and reads a number with three digits
- Subtracts a number from a three digit number (with just carrying back at one place)
- Names the faces of solid objects by their shapes
- Measures a thing given in the requested unit
- Finds and writes the next number in a number series (the common difference is 3)
- Labels the things on his/her right and left side
- Writes words using prepositions correctly
- Looks at a 12-hour clock, tells the time to 5 min
- Multiplies a two-digit number with two and three
- Divides a number that is not more than 3 digits in length by 2
- Sums up two numbers that are three digits in length
- Draws a rectangle and a triangle using a foot ruler
- Understands and solves a problem involving mathematical calculations only

- Pays attention to cleanliness within surroundings
- Tells what s/he can do to stop mosquito proliferation
- Shows where Sri Lanka is on a world map
- Relates the importance of a historically important place near him/her
- Making use of his/her regional resources, makes simple creations
- Handles the resources in his/her class
- Stands at correct pose and sings the national anthem
- Sews the pieces of two cloths using needle and thread
- Separates pictures by cutting through lines using a pair of scissors
- Takes up the character given and acts accordingly
- Relates the results of a simple experiment
- Grades the answer s/he gave in writing
- Throws ball to a specified boundary; catches ball thrown at him/her
- Keeps the body in balance while walking
- Writes his/her name and address in English
- Makes simple requests in English for daily needs
- Counts up to 20 in English
- Responds to simple English commands
- Tells his/her friends' names in English
- Uses simple Tamil/Sinhala language words that cultivate friendship
- Responds to simple Tamil/Sinhala language commands
- Sings a simple Tamil/Sinhala language song to rhythm
- Copies a work memo forwarded
- Reads an invitation and points out the important information
- Draws an experience in a picture and explains
- Participates in common tasks carried out in school with intimacy and friendliness
- Carries out religious prayers correctly without any prior preparation
- Relates the good characters to be followed in his/her religion

- Walks on right side of the road

## 7.4 List of Essential Learning Competencies in Key Stage 3

- Listens to an announcement and jots down important information
- Sings a song or a poem with expressions
- Relates an experience or a happening witnessed in the order of happening
- Reads a text portion with proper punctuations such as full stop, comma, question mark and exclamation mark
- Behaves and talks according to the situation with respect
- Expresses his/her opinions by writing creatively
- Follows simple grammatical rules such as subject, predicate relation, while writing a sentence
- Writes a few creative sentences according to a topic
- Fills out a sample form correctly
- Identifies and tells a passage or poem
- Writes down a news story heard correctly
- Using a proper unit, measures and reports a length, weight or volume
- Guesses the bigger one among two surfaces, and proves it by measuring in a random unit
- Carries out some major work according to a timetable, daily
- Solves problems involving length, weight and volume that are faced in day-to-day life
- Uses five-digit numbers in day-to-day life
- Solves problems faced in day-to-day life using mathematics
- Calculates the balance to be received when paying 500 rupees for two items
- Reads and understands a bar chart
- Constructs the next step by observing a shape
- Identifies the angles, vertexes and edges of a caliber

- Identifies four major directions and reflects on them for day-to-day life
- Draws a rough plan of the class
- Helps keep the environment clean
- Helps keep the environment clean by preserving plants and water
- Follows good habits in order to defend oneself from diseases
- Relates the historical information related to a town or village near his/her region
- Handles equipment used every day and keeps it carefully and safely
- Reports the information found by observation and experimenting
- Explains the information in a table, verbally
- Gets interested in making the soil fertile, using degradable things
- Gets satisfied by doing something completely, in group with the resources available in near surroundings
- Uses a needle and thread, fixes a button on a dress
- Makes a meal/drink in group
- Uses a favorite medium, draws something independently and explains the outcome
- Puts forward many solutions to problems faced
- Shows the correct poses for stand, sit and walk
- Gives respect with expression to national and school flags
- Respects others
- Observes and explains the mechanism of a simple machine
- Handles simple tools used in daily life properly
- Puts forward news received through a communication medium
- Participates in a group performance by singing, acting or by playing an instrument
- Writes his/her name in Sinhala/Tamil
- Sings a simple Sinhala/Tamil song
- Reads some English sentences aloud

- Makes English requests and replies needed for daily life
- Says a few sentences about himself/herself in English
- Carries out a leadership responsibility given appropriately
- Asks questions politely to clear the doubt and to know the unknown
- Reports and shows the character differences s/he underwent by learning his/her religion
- Explains the important celebrations and major values in his/her religion
- Follows prayers according to his/her religion
- Comes forward to explore new ways to learn
- Develops and shows a skill according to his/her wish

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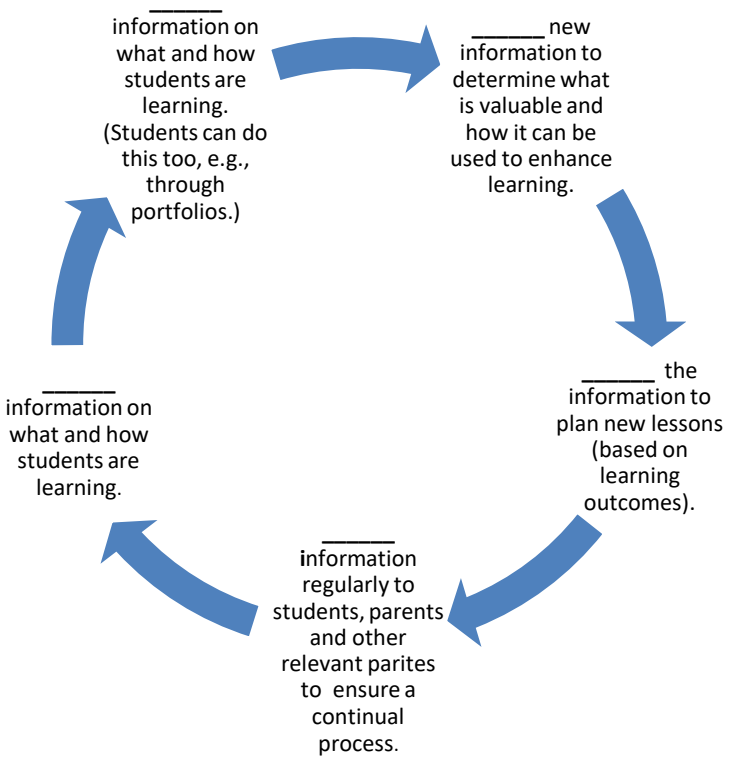
# STEP 1 PRACTICE EXERCISES

**A Label the below visual representation of assessment as part of the everyday classroom process that enables teachers to use assessment to develop supportive learning environments for their students:**




**B Learning outcomes are statements of what a student is expected to know, understand and/or be able to demonstrate after the completion of learning activities. These should be learner-centered and defined in a concise and achievable format using action verbs. Check the learning outcomes below that match the above criteria:**

- ☐ Understand addition and subtraction.
- ☐ List the main character's five personality traits mentioned in the story.
- ☐ Compare and contrast the two texts using the template provided.
- ☐ Be familiar with various paragraph styles.

- ☐ Differentiate between the four major recyclable groups: Paper, plastic, metal and glass
- ☐ Appreciate how to apply the scientific method.
- ☐ Write in cursive using transition words (e.g., so, but, yet, while) and display the correct use of punctuation, vocabulary and the organization of ideas.
- ☐ Assemble an accurately ordered model of the solar system using items found in and around your home.
- ☐ Know how to use number lines.

**C Write in the correct assessment method to match the definition and state which level of Bloom's Taxonomy it coincides with. Use table 1 for help:**

| | Definition | Method | Bloom's Levels: Lower (remember, understand, apply) or Higher (analyze, evaluate, create)? |
|---|---|---|---|
| 1 | This assessment method asks students questions and provides them with three to four answer options, asking them to select the correct choice. | | |
| 2 | The works assessed in this method are written by students over a period of time, such as a semester, to evaluate and look back on their learning experiences. Students can use this method to express their feelings, thoughts and beliefs about the content and process of learning and themselves as learners using an informal writing style and structure. | | |
| 3 | This assessment involves either a hands-on scientific activity to test a hypothesis or support/refute a theory. | | |
| 4 | This assessment involves presenting information or ideas on a large sheet of paper that is usually posted in a public place. | | |
| 5 | This assessment is an in-depth examination of a real-life situation including authentic details which gives | | |

| | | | |
|---|---|---|---|
| | students the opportunity to explore and apply skills and theories that they have learned in a related field of study. | | |
| 6 | This assessment method requires a brief answer consisting of a phrase, sentence or short paragraph. For example, "Define adaptation." | | |
| 7 | This assessment method requires students to purposefully compile their own work showing their efforts, progress and achievements over a long period of time. | | |
| 8 | This assessment requires students to take different sides of a given topic to examine various perspectives. | | |

**D For each example below, state which type of assessment is being used:**

Diagnostic assessment – Formative assessment – Summative assessment – Criterion-referenced assessment – Norm-referenced assessment

1. Attached to each of the marked essays Ms. L hands back, her students can find a rubric which helps them understand their strengths and weaknesses in completing the task. ASSESSEMENT:
2. At the end of the term, Ms. L sends report cards to her students' homes with cumulative grades for each subject. This report card is more valuable to parents than students. ASSESSMENT:
3. On the first day of 5$^{th}$ grade, Ms. L distributes a short survey asking students questions about topics they should have learned in 4$^{th}$ grade. She asks them to fill it out anonymously. ASSESSEMENT:
4. In preparing her students for a nationwide test, Ms. L has access to a bell curve showing the performance of students throughout the country and how many perform poorly, average or well. Ms. L does not like to share this with her students as she feels it does not help her students celebrate their individual progress. ASSESSEMENT:

5. At the end of the math unit covering decimals, Ms. L creates a test to ensure students can read, write and compare decimals to the thousands and add, subtract, multiply and divide decimals to the hundredths. ASSESSEMENT:

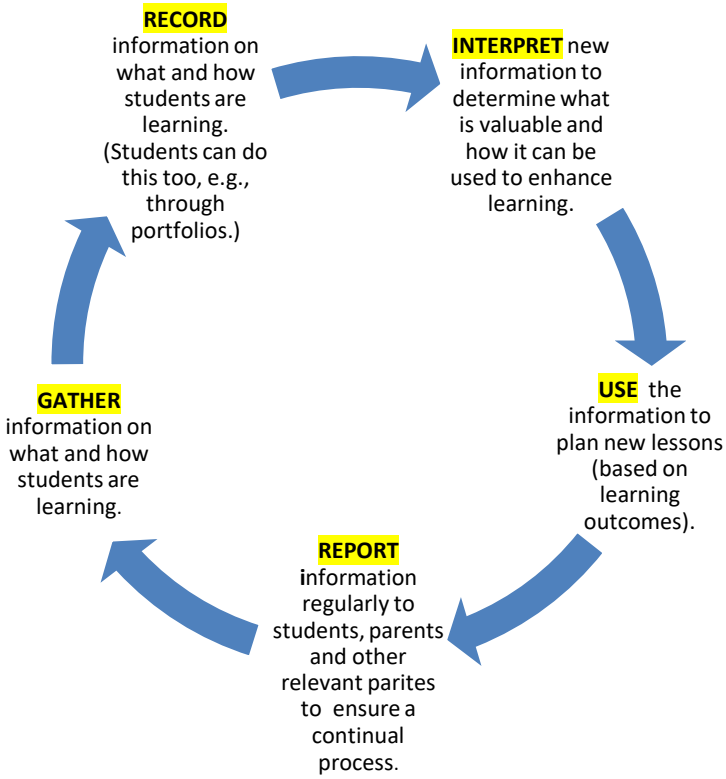
**E Organize the following assessment methods in terms of whether they are more student-led (AfL) or teacher-led (AoL):**

concept mapping[1] – standardized tests[2] – questioning[3] – portfolio[4] – teacher-designed tasks and tests[5] – self-assessment[6] – teacher observation[7] – conferencing[8]

| Skews towards Student-led (AfL) | Skews towards Teacher-led (AoL) |
|---|---|
| | |
| | |
| | |
| | |

# STEP 1 PRACTICE EXERCISES - SOLUTIONS

**A Label the below visual representation of assessment as part of the everyday classroom process that enables teachers to use assessment to develop supportive learning environments for their students:**




**B Learning outcomes are statements of what a student is expected to know, understand and/or be able to demonstrate after the completion of learning activities. These should be learner-centered and defined in a concise and achievable format using action verbs. Check the learning outcomes below that match the above criteria:**

- ☐ Understand addition and subtraction.
- ☐ List the main character's five personality traits mentioned in the story.
- ☐ Compare and contrast the two texts using the template provided.
- ☐ Be familiar with various paragraph styles.

- ☐ Differentiate between the four major recyclable groups: Paper, plastic, metal and glass
- ☐ Appreciate how to apply the scientific method.
- ☐ Write in cursive using transition words (e.g., so, but, yet, while) and display the correct use of punctuation, vocabulary and the organization of ideas.
- ☐ Assemble an accurately ordered model of the solar system using items found in and around your home.
- ☐ Know how to use number lines.

**C Write in the correct assessment method to match the definition and state which level of Bloom's Taxonomy it coincides with. Use table 1 for help:**

| | Definition | Method | Bloom's Levels: Lower (remember, understand, apply) or Higher (analyze, evaluate, create)? |
|---|---|---|---|
| 1 | This assessment method asks students questions and provides them with three to four answer options, asking them to select the correct choice. | **Multiple choice test** | **Lower** |
| 2 | The works assessed in this method are written by students over a period of time, such as a semester, to evaluate and look back on their learning experiences. Students can use this method to express their feelings, thoughts and beliefs about the content and process of learning and themselves as learners using an informal writing style and structure. | **Reflective journal** | **Higher** |
| 3 | This assessment involves either a hands-on scientific activity to test a hypothesis or support/refute a theory | **Experiment** | **Higher** |
| 4 | This assessment involves presenting information or ideas on a large sheet of paper that is usually posted in a public place. | **Poster** | **Lower** |

| | | | |
|---|---|---|---|
| 5 | This assessment is an in-depth examination of a real-life situation including authentic details which gives students the opportunity to explore and apply skills and theories that they have learned in a related field of study. | **Case study** | **Higher** |
| 6 | This assessment method requires a brief answer consisting of a phrase, sentence or short paragraph. For example, "Define adaptation." | **Short answer test** | **Lower** |
| 7 | This assessment method requires students to purposefully compile their own work showing their efforts, progress and achievements over a long period of time. | **Portfolio** | **Higher** |
| 8 | This assessment requires students to take different sides of a given topic to examine various perspectives. | **Mock debate** | **Higher** |

**D For each example below, state which type of assessment is being used:**

Diagnostic assessment – Formative assessment – Summative assessment – Criterion-referenced assessment – Norm-referenced assessment

1. Attached to each of the marked essays Ms. L hands back, her students can find a rubric which helps them understand their strengths and weaknesses in completing the task. ASSESSEMENT: Formative assessment
2. At the end of the term, Ms. L sends report cards to her students' homes with cumulative grades for each subject. This report card is more valuable to parents than students. ASSESSMENT: Summative assessment
3. On the first day of 5$^{th}$ grade, Ms. L distributes a short survey asking students questions about topics they should have learned in 4$^{th}$ grade. She asks them to fill it out anonymously. ASSESSEMENT: Diagnostic assessment
4. In preparing her students for a nationwide test, Ms. L has access to a bell curve showing the performance of students throughout the country and how many perform poorly, average or well.

Ms. L doesn't like to share this with her students as she feels it doesn't help her students celebrate their individual progress. ASSESSEMENT: Norm-referenced assessment

5. At the end of the math unit covering decimals, Ms. L creates a test to ensure students can read, write and compare decimals to the thousands and add, subtract, multiply and divide decimals to the hundredths. ASSESSEMENT: Criterion-referenced assessment

**E Organize the following assessment methods in terms of whether they are more student-led (AfL) or teacher-led (AoL):**

concept mapping[1] – standardized tests[2] – questioning[3] – portfolio[4] – teacher-designed tasks and tests[5] – self-assessment[6] – teacher observation[7] – conferencing[8]

| Skews towards Student-led (AfL) | Skews towards Teacher-led (AoL) |
|---|---|
| **1** | **2** |
| **4** | **3** |
| **6** | **5** |
| **8** | **7** |

# STEP 2 PRACTICE EXERCISES

**A Listen to these two teachers talk about assessment. (Audio File 2.2.1 – Teacher A + 2.2.2 – Teacher B; audio transcriptions can be found in the appendix of this document). Answer the following multiple-choice questions. There can only be ONE correct answer:**

1. What forms of assessment does teacher A utilize in her classroom?
   a) Rubric
   b) Concept mapping
   c) Portfolio
   d) Observation
   e) Conferencing
   f) Questioning

2. Does teacher A give grades to the students?
   a) Yes
   b) No

3. How does teacher A communicate the students' progress to them?
   a) She uses progress reports.
   b) In teacher-parent meetings.
   c) She uses symbols, such as dots, to indicate which skills have already been mastered by the student or where they need further support.
   d) She does not communicate the progress.

4. What forms of assessment does teacher B utilize in her classroom?
   a) Rubric
   b) Concept mapping
   c) Portfolio
   d) Observation
   e) Conferencing
   f) Questioning

5. Does teacher B give grades to the students?
   a) Yes
   b) No

6. How does teacher B communicate the students' progress to them?
   a) She uses progress reports.
   b) In teacher-parent meetings.
   c) She uses symbols, such as dots, to indicate which skills have already been mastered by the student or where they need further support.
   d) She does not communicate the progress.

**B Mr. T's class is learning how to write a short story. Below are examples of different assessment methods Mr. T is using to make sure they have understood the lessons. Drag and drop the correct method next to the device it best fits:**

Rubric – Concept Mapping – Portfolio – Observation – Conferencing – Questioning

1. Mr. T uses the device below to assess whether or not his students have written stories using the tools and methods they have discussed in class. As he comments on the stories, he consults the below device.

**This is an example of a_____ _____**

| Feature | Great effort | Good effort | Poor effort |
|---|---|---|---|
| **Plot and structure** | The plot is well developed and has a beginning, middle and end. | The story has a plot, but some of its structure is not clear. | The story has no clear structure and it is hard to distinguish the beginning, middle and end. |
| **Setting** | The *when* and the *where* are stated using the "setting words and terms" learned in class. | The *when* is more developed than the *where* (or vice-versa) and there are few "setting words and terms" learned in class. | Neither the *when* nor *where* are mentioned. |
| **Interest factor** | The student included various elements (e.g., | The student included few elements (e.g., | The student included no elements (e.g., plot |

| | | | |
|---|---|---|---|
| | plot twists, cliff hangers) to keep the reader interested. | plot twists, cliff hangers) to keep the reader interested. | twists, cliff hangers) to keep the reader interested. |
| **Grammar** | Grammar structures are correctly formed. | There are a few grammar mistakes. | There are several grammar mistakes. |
| **Descriptive adjectives** | Many descriptive adjectives are used. | Some descriptive adjectives are used. | Few descriptive adjectives are used. |

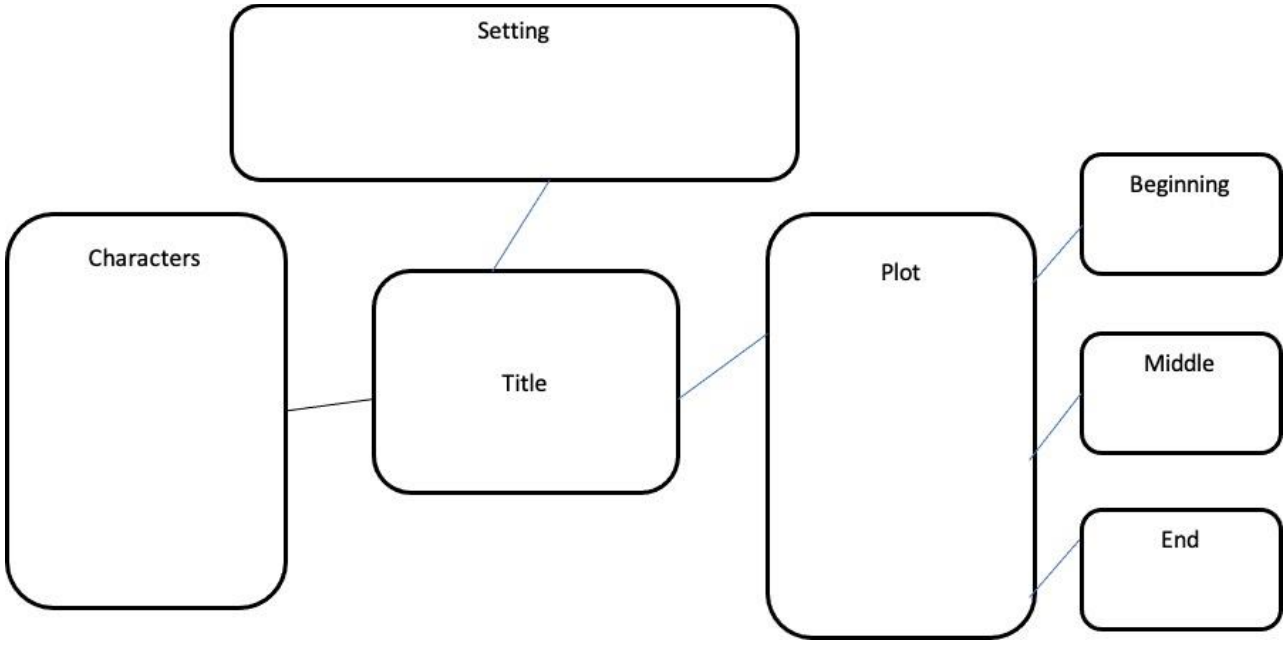
2. Mr. T asks each student to speak with him for a couple minutes before recess all throughout the week to discuss their short story. Below is a conversation he had with Lily.

**This is an example of_____ _____**

**Mr. T:** *Do you feel the story you wrote fulfills all the requirements we talked about in class? (He shows her the rubric to remind her of the requirements.)*
**Lily:** *I am not sure. I had fun writing it, but I had a hard time deciding how it should end.*
**Mr. T:** *Yeah, I loved reading it. I was interested the whole time. What were your different ideas for the ending?*
**Lily:** *Well, I thought the little girl could either become a teacher or a scientist or an astronaut after eating the magic bean. But I couldn't decide, so I just said she lived "happily ever after," cause I see that a lot in stories.*
**Mr. T:** *Yeah, I see that a lot too, but your ideas sound much more interesting and I really want to know who the little girl becomes. Why don't you write one more paragraph to finish the story and tell us who the girl becomes? Maybe you could even draw a picture to go with it.*
**Lily:** *Ok, I think I have already decided!*

3. Before writing their stories, Mr. T asks students to outline their ideas using the template below. Mr. T reviews the maps at the end of class to make sure the students have understood the assignment.

**This is an example of_____ _____**




4. Mr. T's class has just learned important vocabulary words from their storytelling unit. He wants to ensure that his students have a strong grasp of the vocabulary.

**This is an example of_____ _____**

**Mr. T:** *By a show of thumbs up, how many of you know the story of Snow White and the Seven Dwarfs?* (All students give a thumbs up.) *Ok, and where is the story* ***set****?*
**Cassidy:** *In the woods. In a cottage in the woods. That is where Snow White lives.*
**Mr. T:** *That's right. She must be quite lonely in that house. I wonder, are there any other* ***characters*** *around to keep her company in the story?*
**Corbin:** *The Seven Dwarfs! Sleepy, Happy, Grumpy, Bashful…*
**Julian:** *Sneezy, Dopey and Doc!*
**Mr. T:** *Wow, OK. We have a lot of information about the characters and the setting. Now who can tell me about* ***the plot****?*
*…*

5. Mr. T has put the students into groups to do a storytelling activity together. He wants to see how well they work together on collaborative tasks while observing their individual learning styles as well. He walks around the class, taking time to listen to each group. He notices that Ruby emerges as a leader in her group and is interested in organizing the task. He sees that Silas keeps suggesting

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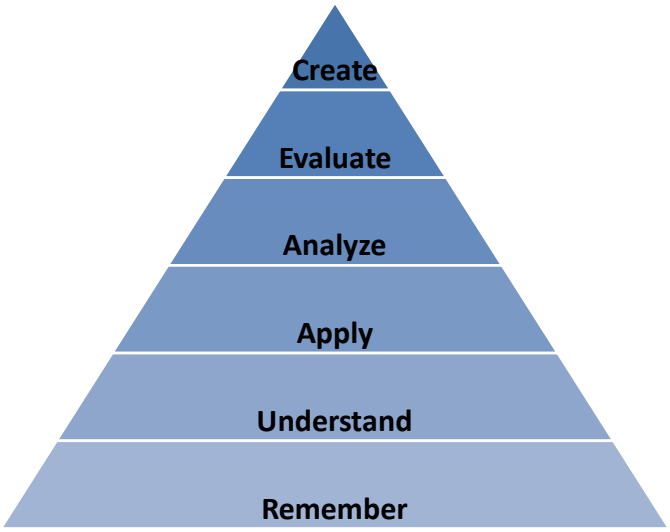
ideas that utilize his cell phone, like taking pictures or videos to tell their story. Mr. T also sees that Andrew has little interest in speaking, but once he gets a task from Ruby, he moves away from the group to start working on it. Mr. T opens his notebook to record each student's contribution and how it reflects their abilities and interests.

**This is an example of_____**

6. The students in Mr. T's class have written several stories, drawn storybook illustrations and created concept-maps. Each time a student has completed a tangible assignment, they put it in their personalized folder with the date and a short description of the assignment. When the year ends, the students will be able to take their completed folders home with them.[8]

**This is an example of a_____ _____**

**C Using Bloom's Taxonomy, match the questions to the correct level of the pyramid:**




- How many planets are there in the solar system?
- Examine how your life would be different without gravity.
- Write a brief outline of the story in your own words.
- Compare the habitats of a giraffe and a tree frog.
- What event occurred at the end of the story?
- Weigh the pros and cons of eating cookies for lunch.
- If you lived in a polar bear's habitat, examine what traits you would need to survive.
- Explain what an animal life cycle is.
- Solve the same equation using x in place of y.
- Explain why the solution to the word problem is 3.
- Distinguish between the events in the fictional book and the real-life story.
- Was the character happy in the end? Support your opinion with evidence.
- Design a house that would fit your survival needs in each of the 5 habitats.

[8] Adapted from National Council for Curriculum and Assessment (2017).

**D Watch this teacher talk about assessment. (Video File 2.2.1; audio transcriptions can be found in the appendix of this document). Answer the following multiple-choice questions. There can only be ONE correct answer:**

1. What forms of assessment does teacher C utilize in her classroom?
   a) Portfolio
   b) Assessment tests
   c) Observation

2. How often does she assess her students with this form of assessment?
   a) Every week
   b) Every month
   c) Once every three months

3. Why does she choose this form of assessment?
   a) To communicate students' progress to parents
   b) To communicate students' progress to the school's principal
   c) To communicate students' progress to the school district

4. What are the consequence of the assessment?
   a) The teacher can give feedback to the parents so that they can support their children at home.
   b) The teacher's class can be evaluated by the school's principal.
   c) The teacher's class can be evaluated by the school district.

**References**

National Council for Curriculum and Assessment. (2017). *Assessment in the Primary School Curriculum: Guidelines for Schools*. National Council for Curriculum and Assessment.

# STEP 2 PRACTICE EXERCISES - SOLUTIONS

**A Listen to these two teachers talk about assessment. (Audio File 2.2.1 – Teacher A + 2.2.2 – Teacher B; audio transcriptions can be found in the appendix of this document). Answer the following multiple-choice questions. There can only be ONE correct answer:**

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   a) Rubric
   b) Concept mapping
   c) Portfolio
   d) Observation
   e) Conferencing
   f) Questioning

2. Does teacher A give grades to the students?
   a) Yes
   b) No

3. How does teacher A communicate the students' progress to them?
   a) She uses progress reports.
   b) In teacher-parent meetings.
   c) She uses symbols, such as dots, to indicate which skills have already been mastered by the student or where they need further support.
   d) She does not communicate the progress.

4. What forms of assessment does teacher B utilize in her classroom?
   a) Rubric
   b) Concept mapping
   c) Portfolio
   d) Observation
   e) Conferencing

f) Questioning

5. Does teacher B give grades to the students?
   a) Yes
   b) No

6. How does teacher B communicate the students' progress to them?
   a) She uses progress reports.
   b) In teacher-parent meetings.
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|---|---|---|---|
| **Plot and structure** | The plot is well developed and has a beginning, middle and end. | The story has a plot, but some of its structure is not clear. | The story has no clear structure and it is hard to distinguish the beginning, middle and end. |
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| | | | |
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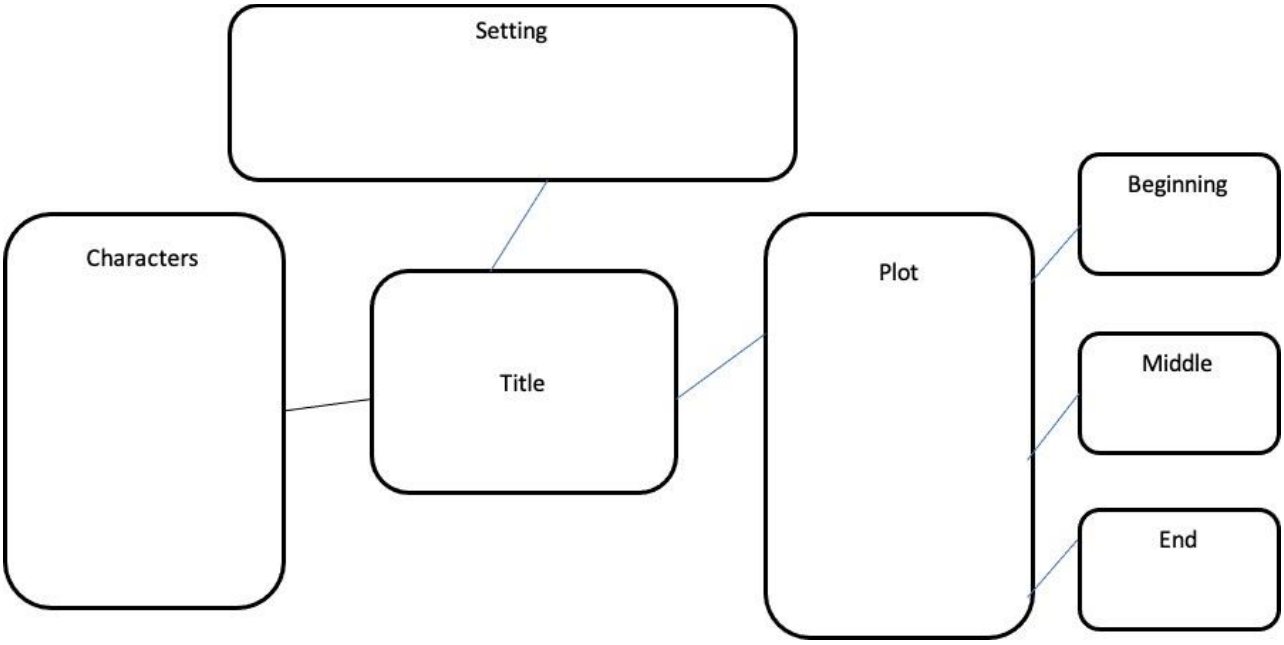


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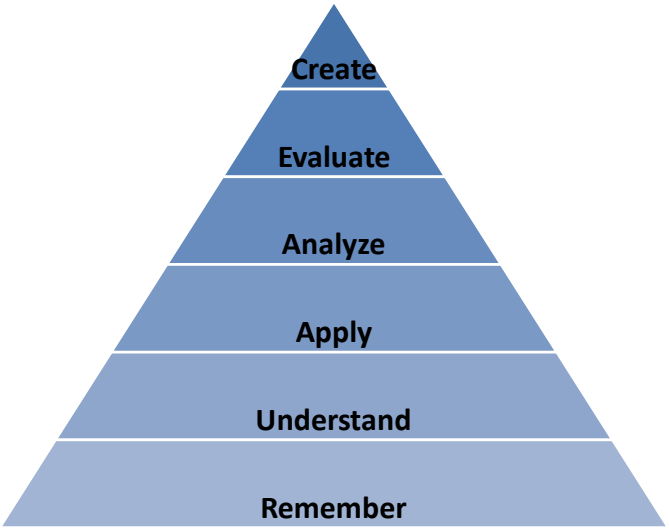


- How many planets are there in the solar system? (Remember)
- Examine how your life would be different without gravity. (Analyze)
- Write a brief outline of the story in your own words. (Create)
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- What event occurred at the end of the story? (Remember)
- Weigh the pros and cons of eating cookies for lunch. (Analyze)
- If you lived in a polar bear's habitat, examine what traits you would need to survive. (Analyze)
- Explain what an animal life cycle is. (Understand)
- Solve the same equation using x in place of y. (Apply)
- Explain why the solution to the word problem is 3. (Understand)
- Distinguish between the events in the fictional book and the real-life story. (Analyze)
- Was the character happy in the end? Support your opinion with evidence. (Evaluate)
- Design a house that would fit your survival needs in each of the 5 habitats. (Create)

**D Watch this teacher talk about assessment. (Video File 2.2.1; audio transcriptions can be found in the appendix of this document). Answer the following multiple-choice questions. There can only be ONE correct answer:**

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## STEP 3 PORTFOLIO TASK – SELF-REFLECTION QUESTIONS

**Write essay answers to each of the following self-reflection questions. Each essay answer should be approximately 300-500 words long and answered in a coherent text with full sentences. THESE ESSAY ANSWERS GO INTO YOUR PERSONAL PORTFOLIO!**

1. What is your experience with different assessment methods? What did you experience during your years as a student? Was it helpful, or what else would you have needed to have felt maximally supported in your learning process?

2. What importance do you personally ascribe to assessment in the teaching/learning process?

## STEP 4 PORTFOLIO TASK – TEACHING PROJECT

**Create your own personal teaching project. Define learning outcomes for your lesson and design your own assessment schema. This portfolio task should be approximately 800-1000 words long. THE TEACHING PROJECT GOES INTO YOUR PERSONAL PORTFOLIO!**

How do you evaluate the learning progress of your students? Based on the defined learning outcomes in 1.2, design your own assessment schema.

# APPENDIX

## Transcript: Audio File 2.2.1 – Teacher A

Interviewer: How do you assess learning process and learning results?

Teacher A: Actually, with the small children with individual activities and group activities, we can assess their progress. Small children we don't have much, so with the behaviors and how they are doing, so like this. From them we assess with the activities, only from the activities actually we are doing. Small children still don't have one and two.

Interviewer: What kind of grading system do you use? Grading system means you are not assessing some technique, you don't use some assessment techniques. However some teachers they give grading system. Do you use that grading system in your classroom?

Teacher A: Actually we have for every subject there are some categories we have to assess their progress. In Sinhala, for example, we have to grade we have to put a rig if they have a progress we have to put a or else we have to put a dot we have to do more and more to get that child to that level.

Interviewer: Criteria, no? You're not giving grades like that?

Teacher A: No, madame, grades we are not giving. In this stage we are not giving grades.

## Transcript: Audio File 2.2.2 – Teacher B

Interviewer: How do you assess learning process and learning results?

Teacher B: I use formative and summative assessment methods and keeping the records in various ways, such as subject assessment sheets, criteria references and the other one is, I make reports and the other one is portfolio.

Interviewer: What kind of grading system do you use?

Teacher B: We don't use a grading system, but I keep individual progress reports.

## Transcript: Video File 2.2.1

Interviewer: Thank you sister. Can you describe what teachers have to prepare for a class and what they do during and at the end of a class?

Teacher C: A teacher has a lot of different duties. First, I prepare the classroom structure. I prepare the tables and chairs. In addition, I need to check the classroom environment, methods, students' activities. I prepare the students attendance list, score list, student assessment books. I always communicate the students' progress with the parents by doing assessment tests every month. Moreover, I give the parents feedback so that they can support their children at home.

Successful educators not only need to be knowledgeable on the subject matter, but they must also continually develop their teaching skills. In this module, you will explore the various pedagogical roles, tasks and functions of a teacher. One central task is assessing learning results which will be treated analytically and reflexively. Additionally, there will be a focus on the teacher's pedagogical professionalization and the value of not only knowing a subject but also understanding how the information needs to be delivered so that students learn effectively.

Enjoy!