

Dear teachers welcome



**Seminar on Differentiation and
Alternative Assessment**

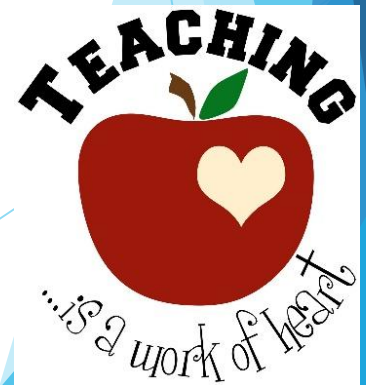
TOPICS TO BE DISCUSSED

- ❖ What it takes to be an outstanding teacher
- ❖ Differentiation
- ❖ Alternative Assessment



HOW TO BE AN Outstanding teacher...

- ▶ Planning
- ▶ Personalized Learning
- ▶ Differentiation
- ▶ Questioning Strategies
- ▶ Alternative Assessment



When planning.....

- ▶ By this time tomorrow
- ▶ By this time next month.....
- ▶ By this time next term.....

- ▶ Scheme of work - Moec website



Planning basics



FIRST

- ❖ What do you want the outcome of your lesson to be?
- ❖ What do you want the students in your class to have learned by the end of the lesson?

Teachers fall into the trap of using an objective that describes the activity the students are doing, and not what they want them to actually learn.

EXAMPLE

Write a narrative story

You want the students to write a narrative story.

Are you expecting them to do that effectively after a lesson, or a week of lessons or even a fortnight of lessons?



To write an effective story....



Children need to be able to:

- Use basic (and more complex) punctuation
- Be able to use a range of sentence starters
- Have a clear structure (e.g. beginning, middle, end)
- Be able to develop characters and setting
- Use a range of connectives
- Use a range of interesting and challenging vocabulary....

The list goes on

Do you expect children to master all these in a short space of time?

▶ No!

However, you focus on, for example, being able to use speech marks correctly. (This is your **learning objective**)

- How do I accomplish this?
- How do I practise this?

▶ By /Through writing sentences, paragraphs, stories

End/Product of lesson:

What you want your students to learn. Not the activity they are doing to accomplish this.

Another brick in the wall to achieveoutstanding

Differentiation

- **Moving** the emphasis from **quality teaching** (which is still important) to **quality learning** for each individual child;

A shift away from curriculum-led content at the centre, towards a more child-centred approach, producing a confident, competent learner.



Techniques for differentiation

Different needs can be met in a range of ways, such as:

- ▶ Same task that pupils do with varying degrees of success
- ▶ Same task but with different expectations for different pupils
- ▶ Same task but with different time allocations
- ▶ Same task with an extension activity for the more able ones
- ▶ Same task with adult support to enable low attainers to succeed
- ▶ Same task with different resources to help or make the task harder
- ▶ Working in pairs or groups
- ▶ Different tasks, but same objective

Differentiation by questioning

Hierarchy	What students need to do
Knowledge	Recall, define, label, identify, match, name, describe, state
Comprehension	Translate, predict, summarize, compare, describe, explain, classify
Application	Solve, use, relate, demonstrate, interpret, apply, show
Analysis	Analyse, infer, prioritize, reason, conclude, explain
Synthesis	Design, create, reorganize, compose, reflect, hypothesize, summarize
Evaluation	Evaluate, compare, contrast, judge, assess

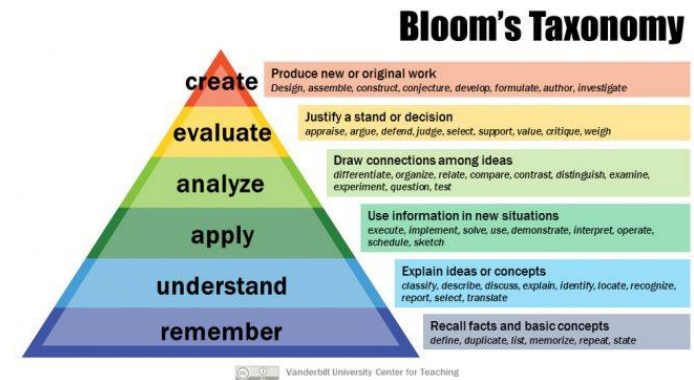
Examples of questions - Bloom's taxonomy

Knowledge

- What is it called?
- Where does she come from?
- When did it happen? Who?

Comprehension

- Why do they...?
- Explain what is happening in.....
- So what is Matilda feeling at this point?

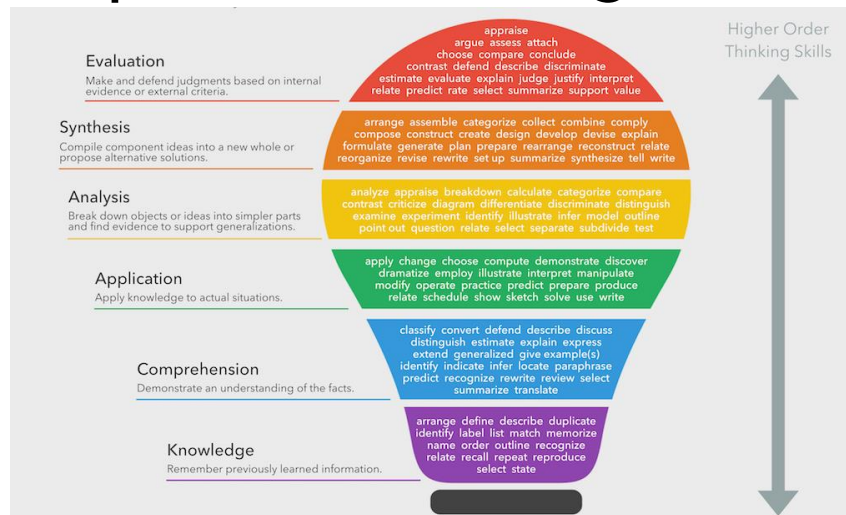


Application

- What do you think will happen next?
- Why?
- Put the information into a graph.

Analysis

- What patterns can you see in the way these verbs change?
- What assumptions are being made?



Synthesis

- What is the writer's main point?
- What conclusions can you draw?

Evaluation

- Which slogan is likely to have the greatest impact?
- Which was the better strategy to use?



Example:

You can think of different questions that would get a group of students aged from 5-15 working in their zone of proximal development with the story of The Three Little Pigs:

- ▶ *What would you have done? (Application)*
- ▶ *Can you think of a different ending? (Synthesis)*
- ▶ *What happened in the story? (Knowledge)*
- ▶ *What would you have built your home from? (Application)*
- ▶ *How did the third pig show his cunning? (Analysis)*
- ▶ *How did the wolf blow down the two homes? (Comprehension)*
- ▶ *Why did the three little pigs have to leave home? (Knowledge)*
- ▶ *How would you defend the wolf's action? (Evaluation)*
- ▶ *Which part of the story did you like best? (Analysis)*

Increasing Sophistication: Critical Questioning

Factual

Verifiable, found on the page, tests foundational knowledge in the content, one right answer.

Convergent

Verifiable, found within the text, tests comprehension/interpretation/inference/evaluation of material, often close-ended.

Four types of Questions

Divergent

Validity is based on probability or possibility, found through the text, knowledgeable/logical projections, intuition, creation or imagination (synthesis), open-ended.

Analytical

Connects the texts to other content areas, takes learner beyond the text, use sophisticated levels of thinking, may involve multiple logical or affective thinking processes, open-ended, answers require perspective for interpretation.

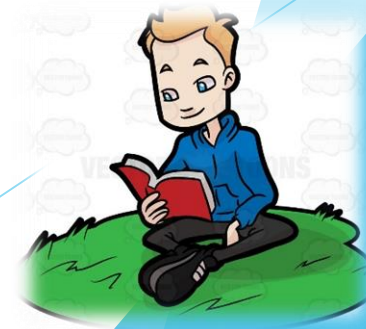
Factual

Verifiable, found on the page, tests foundational knowledge in the content, one right answer.

▶ Who is the main character?



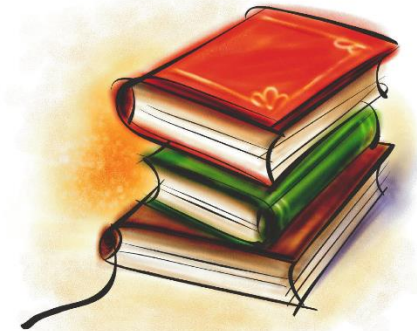
▶ What is the product of 12×14 ?



Convergent

Verifiable, found within the text, tests comprehension/interpretation/inference/evaluation of material, often close-ended.

▶ What are the main character's fatal flaws?



▶ What process can be used to find the product of 12×14 ?

Divergent

Validity is based on probability or possibility, found through the text, knowledgeable/logical projections, intuition, creation or imagination (synthesis), open-ended.

- ▶ If the main character were female, how would that change the story?
- ▶ In designing a unique way to find the product of 12×14 what should be considered?



Analytical

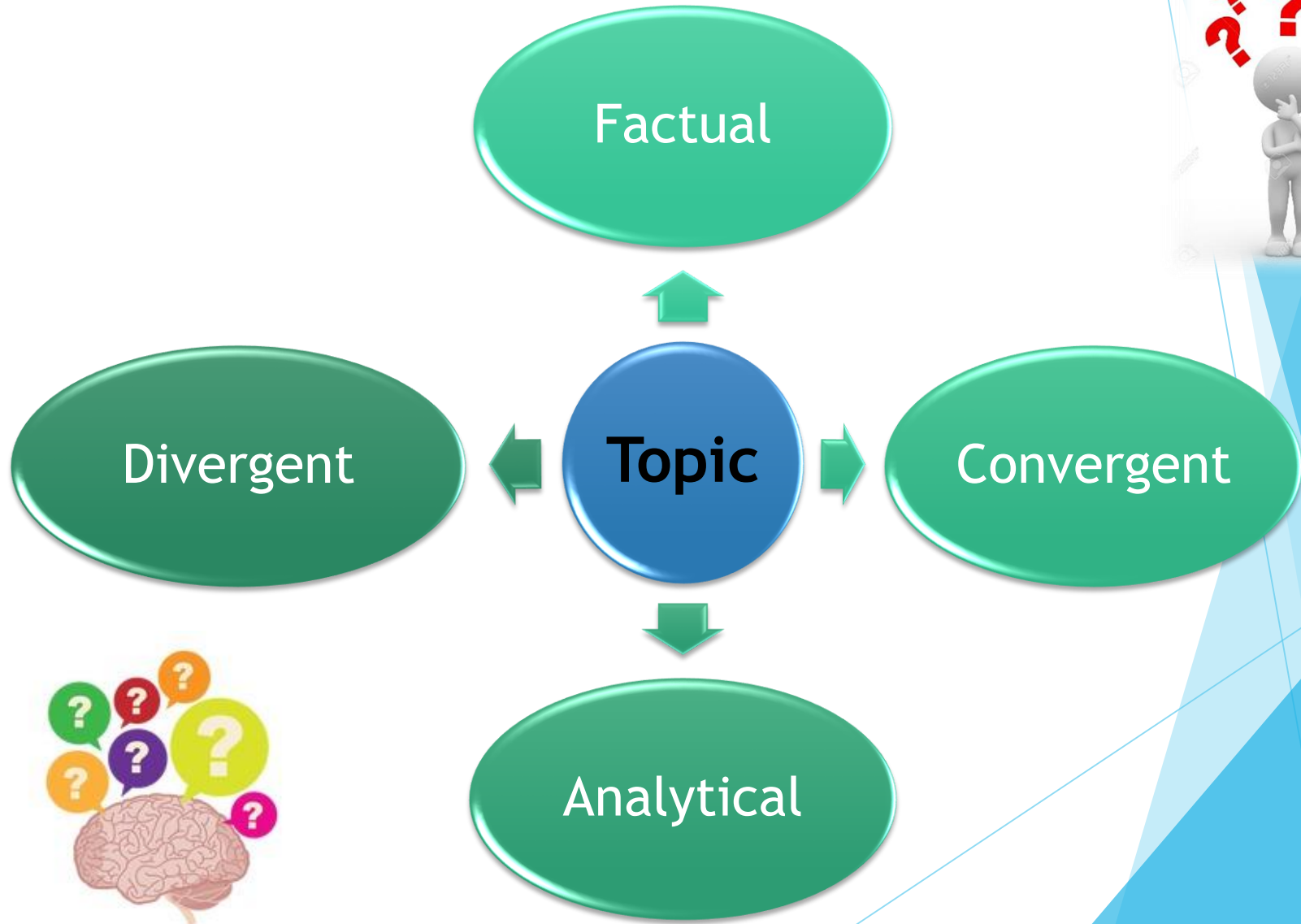
Connects the texts to other content areas, takes learner beyond the text, use sophisticated levels of thinking, may involve multiple logical or affective thinking processes, open-ended, answers require perspective for interpretation.

▶ What attributes of the main character are most impactful and why?



▶ Which process of multiplication is most effective/efficient, and why?

Method to expand thinking



Factual:

What are the four principles of Darwin's Theory of Evolution by Natural Selection?

Convergent:

In what ways is evidence used to determine evolution?

*Darwin's Theory
of Evolution by
Natural Selection*

Divergent:

How can the Theory of Evolution by Natural Selection help in understanding evolution in fields outside of biology

Analytical:

What are the arguments for/against the Theory of Evolution?





Factual:

What did Frog and Toad do to make the kite fly?

Convergent:

How did Frog and Toad's friendship change in the story?

*Frog & Toad
(Friendship)*

Divergent:

How can you use the story of Frog and Toad to be a better friend?

Analytical:

Why is it important to have friends and be a good friend?





Factual:

Who were the main characters in the *Diary of Anne Frank*?

Convergent:

In what ways did Anne's identity change over time?

*The Diary of
Anne Frank
(Identity)*

Divergent:

Anne dealt with several issues of identity. How do you deal with various identity issues in your life?

Analytical:

Which is more important, internal or external identity, and why?



Examples of questions:

1. Giving a range of answers

When giving the question, give a range of answers, too. However, **you are not just looking for the correct answer.** Using this strategy means that children have to decide which answers are correct, which are close answers (and why), which answers can't be right but there is a reason as to how they could have been arrived at, or which answers can't be right and, again, why.



Example 1:

Question: What makes a good friend?

Range of answers given: Kindness, always honest, shares their sweets, a bully, someone good looking, someone loyal.

The answer consists of:

- two that are *definitely* right
- two that are *clearly wrong*
- two that promote discussion - *sort of depends* answers

The way of framing questions leads to much discussion



ASSESSMENT

- ❖ **inFORMs** you on a day-to-day basis

The advice gained from this ongoing assessment will help learners know how to improve (and you know how you can help them do it) through the small steps needed to make progress

- ❖ **SUMmarizing** of a student's achievement at the end of a term or a year.

FOCUS ON

These types of assessments focus on **what students can do without emphasizing their weaknesses**, especially in test-taking skills.

Alternative assessments are not graded like standardized tests are. Rather than counting the number of right and wrong responses, **these assessments give a holistic picture of a student's abilities and highlight where further improvement is needed.**

Effective alternative assessment relies on **observations** that are recorded using *checklists and rubrics*.

Formative vs Summative Assessment

FORMative Assessment

The goal of formative assessment is to gather feedback that can be used by the instructor and the students to guide improvements in the **ongoing teaching and learning context**. These are low stakes assessments for students and instructors.

SUMmative Assessment

The goal of summative assessment is to measure the level of success or proficiency that has been obtained **at the end of an instructional unit, by comparing it against some standard or benchmark**.



ASSESSMENT

TRADITIONAL

Conventional methods of testing (quiz, exam, gap fill, matching, true-false, standardized test etc)

- *performance oriented
- *measures not only the correctness of the respond but also the thought process involved in arriving at the response (portfolios, interviews, checklists etc)

ASSESSMENT FOR LEARNING IS....

- ❖ Knowing what the children in your class know.....
- ❖ What they don't know
- ❖ How you can make up the difference



Assessment for learning should.....

1. be part of **effective planning** of teaching and learning
2. focus on **how pupils learn**
3. be **recognised as central to classroom practice**
4. be regarded as a **key professional skill** for teachers
5. be **sensitive and constructive** because any assessment has an emotional impact



6. take account of the importance of **learners' motivation**
7. promote **commitment to learning goals** and a **shared understanding of the criteria** by which they are assessed
8. provide learners with **constructive guidance** about **how to improve**
9. develop learners' **capacity for self assessment** so that they can become reflective and self- managing
10. recognize the **full range of achievement** of all learners

Alternative assessment:



- ✓ Assumes knowledge has multiple meanings
- ✓ Treats learning as an active process
- ✓ Emphasizes process and product
- ✓ Focuses on inquiry
- ✓ Assumes the purpose of assessment is to facilitate learning
- ✓ Views assessment as subjective and value laden
- ✓ Embraces a shared model of power and control
- ✓ Perceives learning as a collaborative process



▶ Types of alternative assessment:

- ▶ Self assessment (checklists, exit cards, etc)
- ▶ Peer assessment
- ▶ Group assessment
- ▶ Observations/ Interviews
- ▶ Role play
- ▶ Story and text retelling
- ▶ Presentations
- ▶ Portfolios



Example of self assessment

► Learning objective (Δείκτης Επιτυχίας)

To be able to write a persuasive argument.

And some success criteria (Δείκτες Επάρκειας):

‘Have I included a paragraph explaining my viewpoint?’

‘Have I given reasons for this, with evidence?’

‘Have I included some alternative views?’

‘Have I given an alternative course of action?’

‘Have I written a conclusion?’

(Great way of personalizing learning)



Opening the door to real progress.....



You have to **WANT** to **MAKE CHANGE HAPPEN** before it will.

***‘IF YOU ALWAYS DO WHAT YOU’VE ALWAYS DONE,
THEN YOU WILL ALWAYS GET WHAT YOU HAVE
ALWAYS GOT’***



Sources:

<https://drive.google.com/file/d/0BzSi5IB73GN-YUhnVWRjUUpGaXc/view?usp=sharing>

<https://drive.google.com/file/d/0BzSi5IB73GN-aVBDdHFBS1VLdjA/view?usp=sharing>

<https://drive.google.com/open?id=0BzSi5IB73GN-UVpuNE1BWXBWQm8>

<https://drive.google.com/open?id=0BzSi5IB73GN-Q1hZejRpREc0dW8>

<http://www.teachers-media.com/> - Useful website with training/teaching videos - examples of feedback given etc.

<http://www.naldic.org.uk/> - the national UK association for English as an Additional Language

ADVANCING DIFFERENTIATION: THINKING AND LEARNING FOR 21ST CENTURY LEARNERS Richard M. Cash, Ed.D. www.nrich.consulting nRich Educational Consulting, Inc. @RichardCa



Thank You!

