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Better
Learning

Using formative assessment to celebrate success and promote learning

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[cambridge.org/ownit](https://www.cambridge.org/ownit)





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Key questions for today

1. Why is formative assessment important in learning and teaching?
2. What formative assessment tools and strategies can I use to monitor learning and give developmental feedback in daily lessons?
3. What formative assessment strategies and tools can I use during and after project work?





Why is formative assessment important in learning and teaching?





Formative assessment (assessment for learning)...

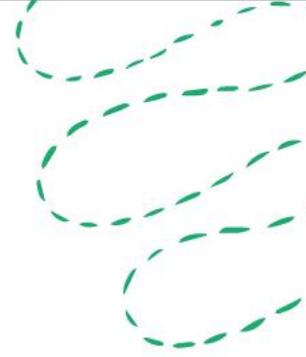
1. ...helps learners to notice and reflect on learning.
2. ...is done at the end of the year in a formal exam.
3. ...happens before, during and after teaching.
4. ...helps teachers decide what to do next e.g. move on, or repeat something.

Which one is false? Type in the chat





Formative assessment



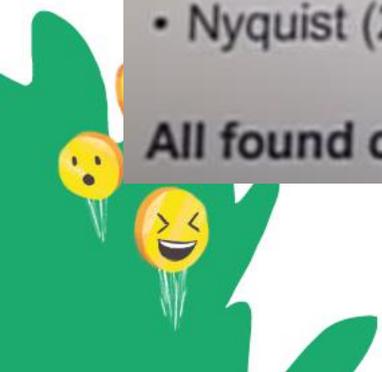
Dylan William, UCL

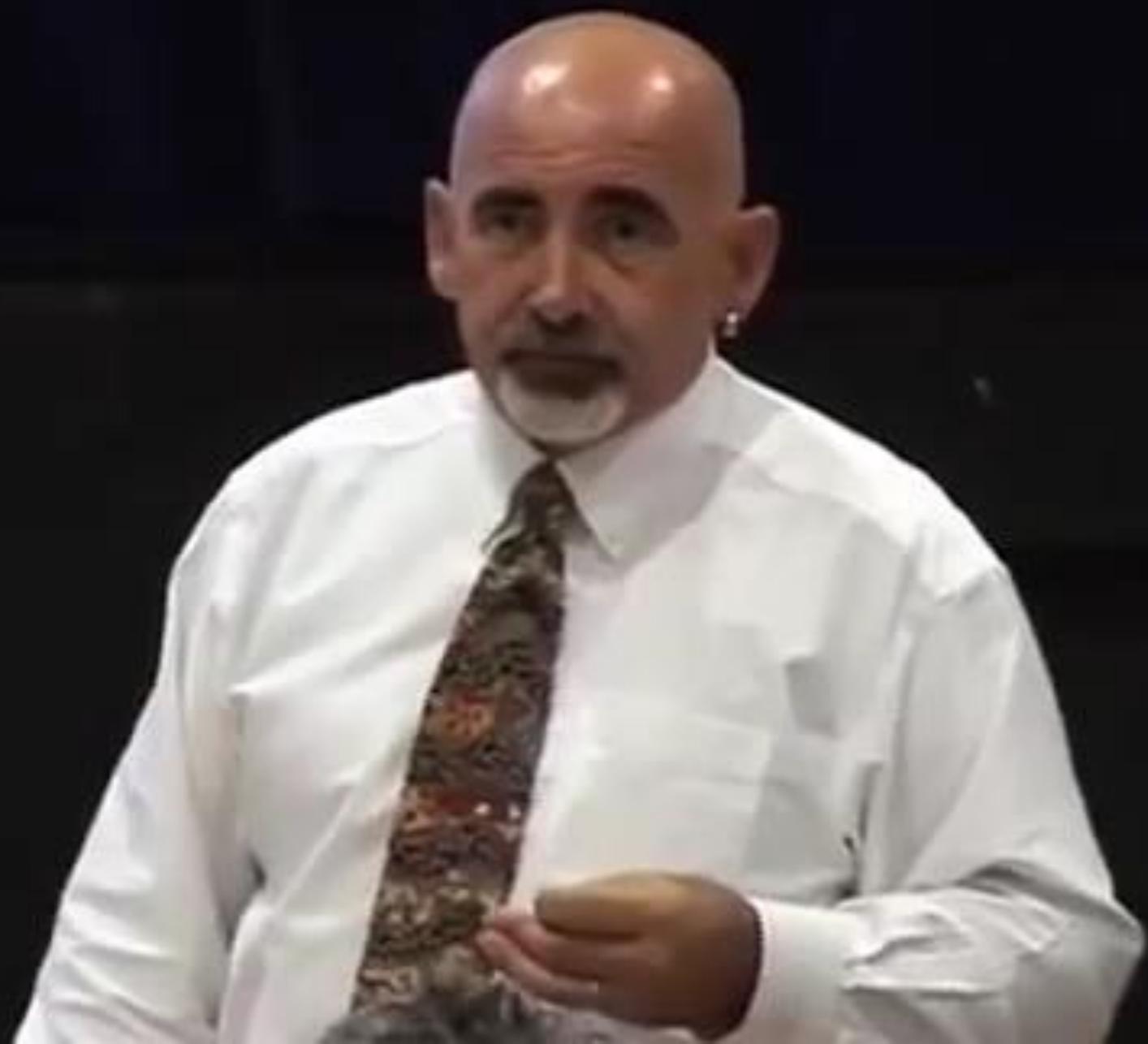
The research evidence

Several major reviews of the research

- Natriello (1987)
- Crooks (1988)
- Kluger & DeNisi (1996)
- Black & William (1998)
- Nyquist (2003)

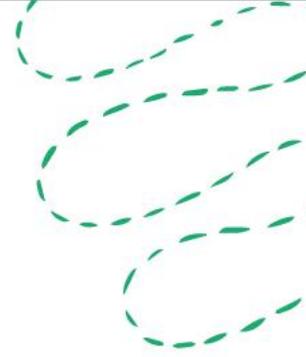
All found consistent, substantial effects





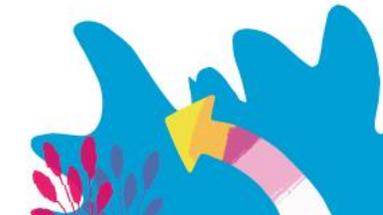
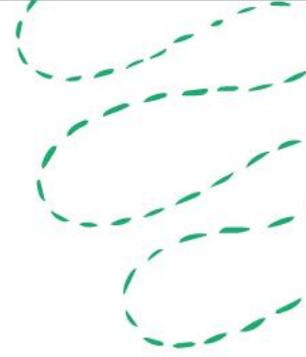
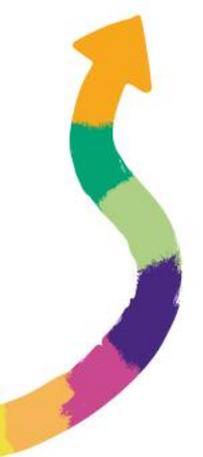


Dylan William – Formative assessment



Where the learner is going	Where the learner is now	How to get there
Awareness of learning: Clarifying and sharing aims	Collecting evidence of learning	Providing feedback that moves students forward







How to do formative assessment in daily classes





i) Clarifying and sharing learning aims



Clarifying and sharing learning aims

5

DREAM HOUSES

How do you use these learning outcomes?

LEARNING OUTCOMES

I can ...

- understand texts about different homes and doing household chores
- describe a photograph
- write a description of a house
- understand how to use *(not) as + adjective + as, (not) + adjective + enough* and *have to/don't have to*
- talk about furniture and household chores
- make spidergrams to record vocabulary, use techniques to answer multiple-choice questions and use word families.



Clarifying and sharing learning aims

5

DREAM HOUSES

LEARNING OUTCOMES

I can ...

- understand texts about different homes and doing household chores
- describe a photograph
- write a description of a house
- understand how to use *(not) as + adjective + as*, *(not) + adjective + enough* and *have to/don't have to*
- talk about furniture and household chores
- make spidergrams to record vocabulary, use techniques to answer multiple-choice questions and use word families.

Lesson aim: I can talk about furniture.

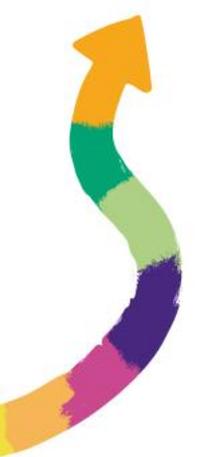
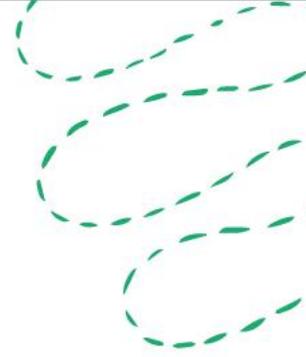
Lesson aim: I can understand a magazine article about homes.

Lesson aim: I can talk about household chores.

Lesson aim: I can use *have to* and *don't have to*.



Clarifying and sharing learning aims



- a) Write your lesson aim on the board at the start of the lesson
- b) Explain the aim in a way your students can understand
- c) Return to the aim at the end of the lesson



Which of these things do you do?



Clarifying and sharing learning aims

- “Show what excellence looks like”
- An example of the conversation that you want students to have with each other

SPEAKING

Telling an anecdote

1 Listen to the conversation. Who is the story about and what was the person doing?

DAVID ¹ Guess what happened yesterday?

LAURA No idea.

DAVID Well, it didn't happen to me, ² _____

Adrian.

LAURA Go on.

DAVID He was at the new shopping centre.

LAURA You're kidding! ³ _____ a shopping centre? He hates shopping.

DAVID He was looking for new trainers.

LAURA ⁴ _____

DAVID Yes, really. Now please stop interrupting. While he was looking at the trainers, someone bumped into him.

LAURA Who was it?

DAVID It was Neymar!

LAURA No way! ⁵ _____

DAVID I know.

LAURA Did he take a photo?

DAVID No, he didn't. He was too embarrassed. Can you believe it?

LAURA What a great story!



DAVID

LAURA



2 Complete the conversation with the phrases from the Useful language box. Then listen and check.

Useful language

- Guess what happened (yesterday)?
- It happened to ...
- Really?
- That's amazing/Incredible!
- What was (he) doing (in) ... ?

3 Look at the Everyday English box. Find and underline the phrases in the conversation.



Watch video 3.4
Everyday English

Go on. No idea. What a great story! You're kidding!

4 Which Everyday English phrases do you use when you ...

- 1 don't know? _____
- 2 hear something surprising? _____
- 3 want someone to continue? _____
- 4 liked a story that someone told you? _____

PLAN

5 Write about something funny or unusual that happened. Use the Ideas below.
Who did it happen to? _____
What was the person doing when it happened?

What happened? _____

SPEAK

6 Practise the conversation with your partner. Remember to use the past simple and past continuous, the vocabulary from this unit, and phrases from the Useful language and Everyday English boxes.

CHECK

7 Work with another pair. Listen to their conversation and complete the notes.
Who the story happened to: _____
What the person was doing when it happened:

What happened: _____

Clarifying and sharing learning aims

- “Show what excellence looks like”
- An example of the text that you expect students to write

WRITING A review



- Have you seen STOMP yet? You haven't? Then what are you waiting for? STOMP is perfect for adults and kids – it's the best show I've ever seen.
- STOMP isn't a musical or a dance show. It's a performance with a difference. The performers create powerful rhythms with objects like brushes and newspapers. There are no lines, singing or story, but the sounds and movements are amazing.
- What I liked about it was that the performers were so talented. I've never seen anything like it before. It was a bit loud sometimes, but great fun really.
- STOMP is on at a theatre near Broadway and tickets are a really good price. I recommend it because it's so creative and original.

- Look at the photo and answer the questions.
 - What type of show is it?
 - Have you ever seen a similar performance?
- Read Camila's review of the show. Did she enjoy it?

- Match information a–d with paragraphs 1–4.
 - a description of the event
 - what she liked / didn't like about it
 - where you can see it
 - who it is for
- Complete the phrases in the Useful language box. Then check in the review.

Useful language

I¹ _____ it because ...
 It's the best show I² _____ seen.
 I've never³ _____ anything like it before.
 (STOMP) is⁴ _____ at ...
⁵ _____ I liked / didn't like about it was ...

School of Rock, the musical! Great family entertainment!

Dewey Finn fails as a rock star! But can he become a good teacher and turn his students into an amazing rock group? Winner Garden Theatre, Broadway, New York.

Write your own review of a performance

PLAN

- Look at the School of Rock poster or think of a performance you have been to. Make notes.

Where did you see it? _____

 Who was the performance for? _____

 What was it like? _____

 What did you like / not like about it? _____

- Decide what information to include in each paragraph. Use the information in Exercise 3 to help you.

WRITE

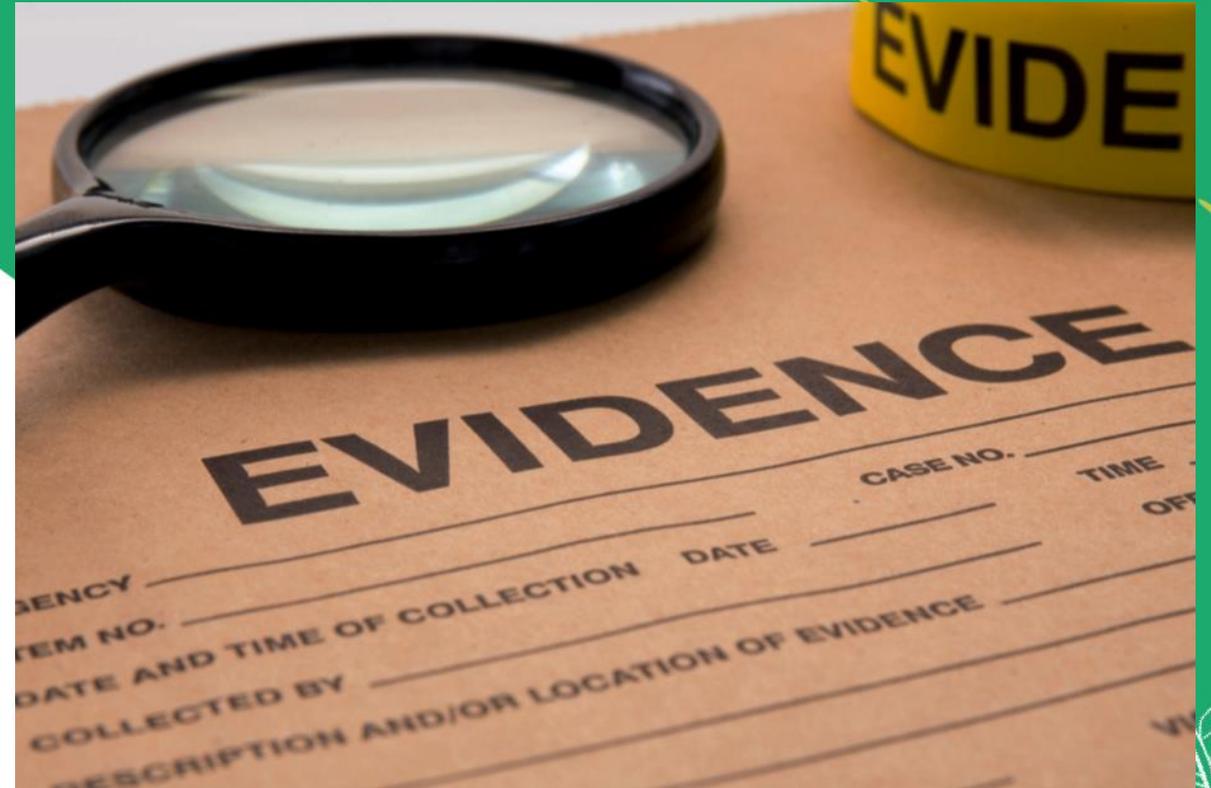
- Write your review. Remember to include four paragraphs, the present perfect and phrases from the Useful language box.

CHECK

- Do you ...
 - describe the event?
 - say who it is for?
 - say what you liked / didn't like about it?



ii) Collecting evidence of learning





Collecting evidence of learning

Use questions to find out how much students understand:

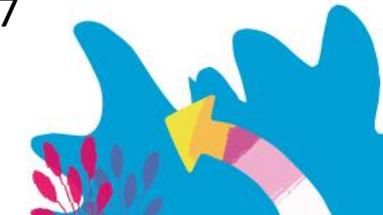
- Nominate
- Ask students to justify correct answers

Create classroom situations that allow you to see how much students understand (tasks)



2 Circle the correct options.

- 1 Most people ... Swahili but they know the Swahili word *safari*. It means 'journey'.
a can't speak b could speak
c will be able to speak
- 2 Don't speak too quietly during the presentation tomorrow. People ... hear you.
a will be able to b won't be able
c won't be able to
- 3 Many Ancient Romans ... speak both Latin and Greek.
a could b can't c can





Collecting evidence of learning

Mini whiteboards (poll)

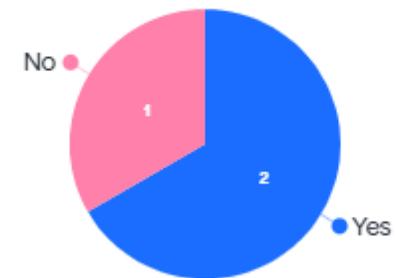
- Every student writes draws their answer. They hold up their whiteboard to show you.
- Very good for ‘instant’ assessment and feedback for you (Do they understand?)
- Works well in mixed ability class

What could you use instead of mini whiteboards?



Go to www.menti.com and use the code 5296 3931

Do you use polls in your teaching?





Collecting evidence of learning

What could the colours mean?



Traffic lights

Each colour represents a certain understanding and action

Red

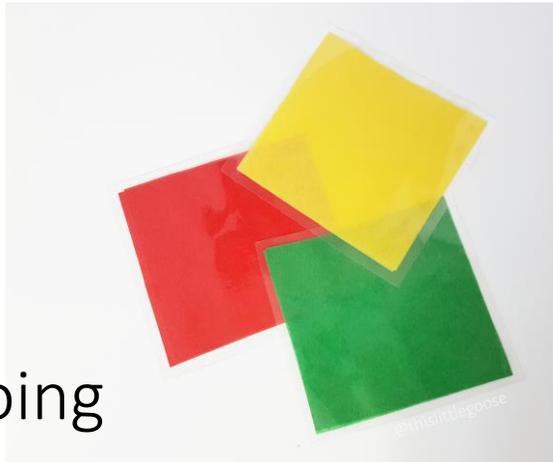
- I need help to get started

Yellow

- I think I know what I'm doing

Green

- I know what I'm doing.





Collecting evidence of learning

Talk partners

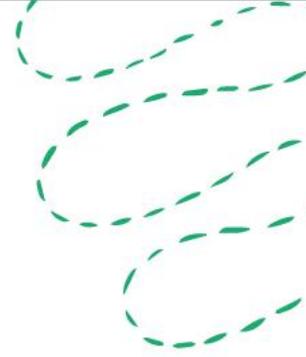
At the beginning of a lesson students review the previous lesson with a partner

- Something new they learnt
- What they found easy
- What they found difficult
- Something they would like to learn next





Collecting evidence of learning

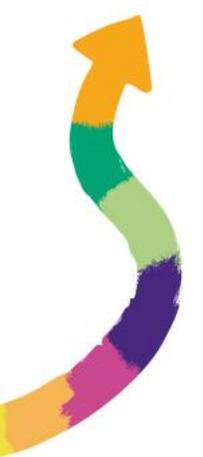


321 Challenge!

“Think of 3 adjectives for describing food or drink”

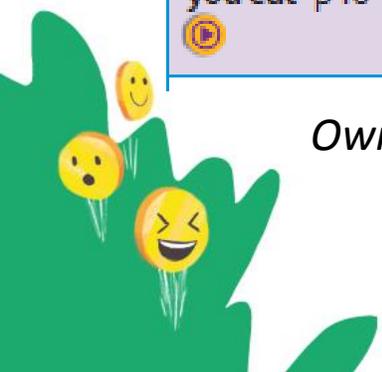
“Think of 2 uncountable food nouns”

“Think of 1 thing you remember about the article you read”



Unit 4 You are what you eat p46 	Food and drink Adjectives p47 p50	 Countable and uncountable nouns p49 <i>a/an, some/any</i> p49  <i>there is/isn't, there are/aren't</i> p51 <i>much/many, a lot of</i> p51	An article: Time for a snack p48  Foodscapes p138
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Own It! Student's Book Level 1, Contents





Collecting evidence of learning

How do you use this?
When do you use it?

- At the end of the unit
- After you cover each point
- Quick quiz at the end / beginning of lesson



Self-assessment

I can name eleven places in a town in English.



I can name twelve



Self-assessment
Allow students a few minutes to look back at the page and the whole unit. On the board, write *I need more practice in ...* and encourage students to tell you what they need. Give them additional homework from the Workbook, as necessary.

Own It! Student's Book Level 1, p.104

Own It! Teacher's Book Level 1, p.110

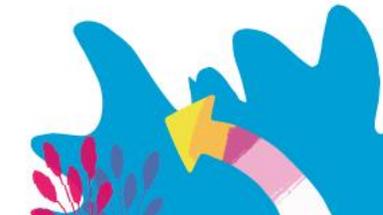
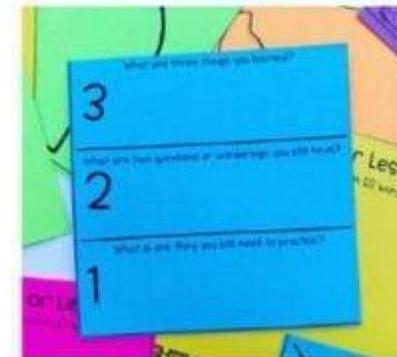
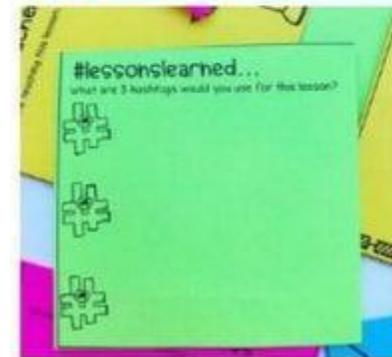
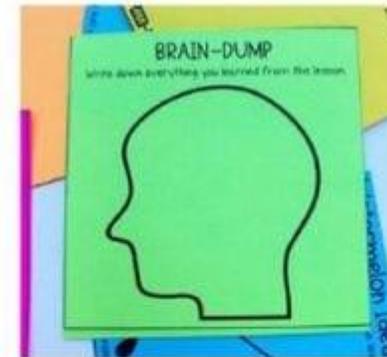
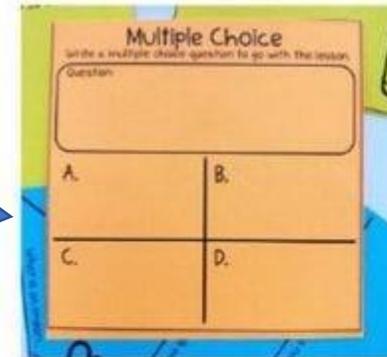


Collecting evidence of learning

Have you used these before?

Exit slips

- At the end of a lesson students write one or two of the ideas below on a note and hand it in
 - What have I learnt?
 - What have I found easy?
 - What have I found difficult?
 - What do I want to know now?



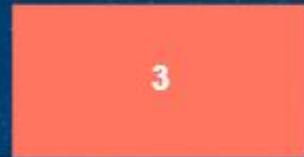


Collecting evidence of learning

How confident do you feel about...?



2



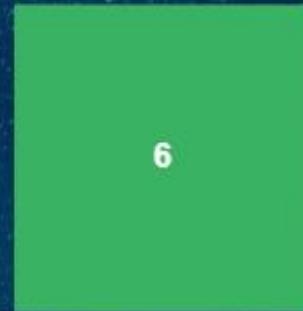
3



2



8

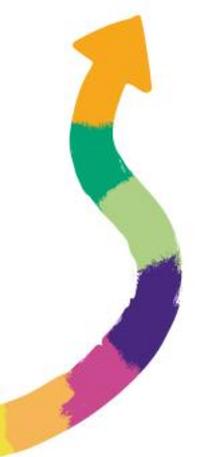
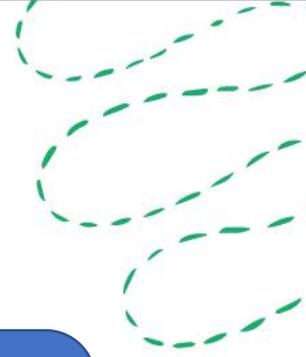


6





Collecting evidence of learning



Checking homework

Can you do this in 5 minutes at the beginning of the lesson?

Share the 'right' answers for learners to self / peer correct (on the board / handouts)

Answer questions / clear up misunderstandings

Go back / Move on



When do you do it?
How do you do it?

9 REVIEW

VOCABULARY

1 Look at the photos and complete the descriptions below with words for musical instruments and genres.



2 Find ten dance styles in the wordsnake.



LANGUAGE IN ACTION

3 Complete the email with the correct form of *going to* or *will* and the verbs in the box.

- be bring cost finish go
- have meet not rain



iii) Giving
feedback to move
students forward

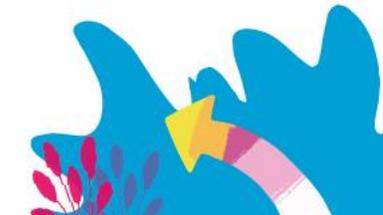
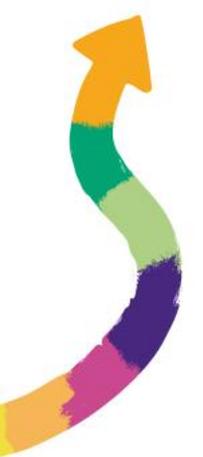




Giving feedback to move students forward

What do you give students feedback on?

1. Language use (e.g. is it used/spelt/spoken correctly/appropriate to the task?)
2. Task completion
3. Language skills (reading, listening, writing, speaking)
4. Life skills e.g. collaboration, critical thinking, creativity
5. Progress and achievement
6. How to improve
7. Where to find more information





Giving feedback to move students forward

WRITING An informal letter

Dear Mrs Weston,

- 1 My name is Gloria Rodriguez **and** I'm 13. I'm from Ottawa in Canada. I'm Canadian.
- 2 I'm a student at the International School. It's my first day in this school. I'm happy! I'm in class 7A. That's your class!
- 3 The students here are from all over the world. My best friends are Marco **and** Leona. They're in my class. They aren't Canadian like me. Marco is Italian **and** Leona is German.
- 4 My favourite colour is pink **and** my favourite place is my English classroom. My dream is to be a teacher - just like you!

Best wishes,
Gloria

Teacher:

“Needs improvement”

“A+!”

“Much better!”

“Disappointing”

“See me”

What's the problem with this kind of feedback?
How might a student react?



Giving feedback to move students forward



Avoid saying only:

“Needs improvement”

“A+!”

“Much better!”

“Disappointing”

“See me”

Students will think:

“What does?”

“I’m perfect!”

“Than what?”

“Why?”

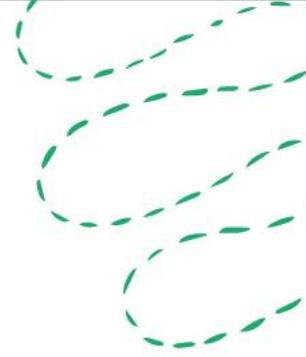
“Oh dear!”

Feedback should be: specific, easy to understand, relevant, and actionable i.e. something they *can* change





Giving feedback to move students forward



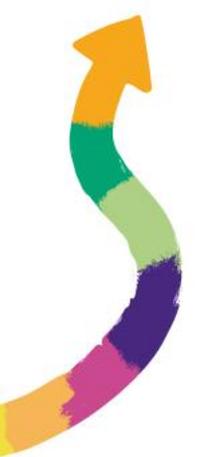
How to improve – easy to understand, relevant, specific, actionable

“After you finish writing, read your work and check for mistakes with full stops/capital letters.”

“Slow down a little and raise your voice so we can hear you more clearly.”

Where to find more information

“Look at the language reference on p.16 in your Workbook and read the examples. Ask me if you have any questions.”



LANGUAGE REFERENCE

Present perfect: affirmative and negative

will/won't, may and might

Affirmative	Negative
I / You / We / They have ('ve) finished.	I / You / We / They have not (haven't) finished.
He / She / It has ('s) finished.	He / She / It has not (hasn't) finished.

<i>will/won't</i>	
Affirmative	Negative
I / You / He / She / It / We / They will ('ll) survive.	I / You / He / She / It / We / They will not (won't) survive.

- We use the present perfect to talk about actions with a present result and actions within an unfinished time period.

I've found my favourite hat!

- We use **will** and **won't** to make certain predictions about the future.

Computers will control our lives in the future.

The laptop will help me with my homework.



Giving feedback to move students forward

How do these activities help students to give peer feedback?

LEARN TO LEARN

LEARN TO ... IMPROVE YOUR WRITING
When you write something, ask your partner to check it. This improves your writing and your partner's writing.

1 Read the writing task and Oleg's story. Correct Oleg's mistakes to help him improve.

WRITING TASK
Write a story about a fun day you had in your town.

- Write between 50 and 70 words.
- Use words for places in town and personal possessions.
- Use the past simple.
- Describe people, places and things to make it interesting.
- Give your story a title.

Don't forget to use punctuation and check your spelling!

A nice day I had in town by Oleg.
Last Saturday it was my birthday. My parent gave me a skateboard. In the morning I went to the state park to try it. In the afternoon, I met my friend Rita. We love fish, so we visited the aquarium and saw lots of fish. I didn't take my phone because I forgot my phone at home, but Rita took lots. In the evening I have dinner with my family in a restaurant.

2 Circle the emojis in the checklist about Oleg's writing.

Checklist for story writing task	Oleg	My partner
Did he/she ...		
1 write about the topic?	☹️ 😐 😊	☹️ 😐 😊
2 write between 50 and 70 words?	☹️ 😐 😊	☹️ 😐 😊
3 use words for places in town?	☹️ 😐 😊	☹️ 😐 😊
4 use words for possessions?	☹️ 😐 😊	☹️ 😐 😊
5 use the past simple?	☹️ 😐 😊	☹️ 😐 😊
6 make it interesting?	☹️ 😐 😊	☹️ 😐 😊
7 add a title?	☹️ 😐 😊	☹️ 😐 😊
8 use punctuation?	☹️ 😐 😊	☹️ 😐 😊
9 use correct spelling?	☹️ 😐 😊	☹️ 😐 😊

3 Work in pairs. Imagine your partner is Oleg. Use your answers in the checklist in Exercise 2 to tell him what you like and what he can improve.

You used words for places in a town. That was good! **Thank!**

You can improve your past simple. You made some mistakes. **OK. Thank you for your help.**

OWN IT!

4 Write your own story for the task in Exercise 1.

5 Give your partner your story. Circle the emojis in the checklist in Exercise 2 about your partner's story.

6 Use your answers in the checklist to tell your partner what you like and what they can improve.

Checklist for story writing task

	Oleg	My partner
Did he/she ...		
1 write about the topic?	☹️ 😐 😊	☹️ 😐 😊
2 write between 50 and 70 words?	☹️ 😐 😊	☹️ 😐 😊
3 use words for places in town?	☹️ 😐 😊	☹️ 😐 😊

OWN IT!

4 Write your own story for the task in Exercise 1.

5 Give your partner your story. Circle the emojis in the checklist in Exercise 2 about your partner's story.

6 Use your answers in the checklist to tell your partner what you like and what they can improve.

PLAN

- 6 Make notes about your bad day. Think about the answers to these questions.
- When did the bad day start?
 - What problems did you have?
 - When did each problem happen?
 - What did you do?
 - How did you feel?
- Decide what information to include in each paragraph. Use the information in Exercise 3 to help you.

WRITE

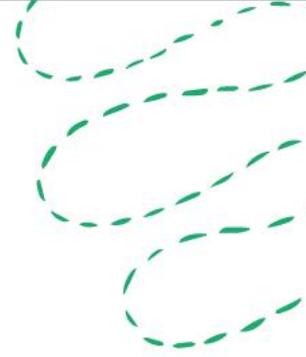
- 7 Write your blog post. Remember to include five paragraphs, the past simple for the questions at the end and the expression from the *Useful language* box.

CHECK

- 8 Do you ...
- use a title for your blog post?
 - use *so* to join ideas and explain the results?
 - say how you felt on your bad day?



Giving feedback to move students forward



Supporting your mixed ability class

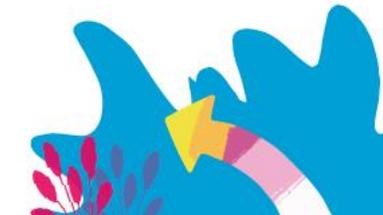
Whole class feedback:

Highlight strengths and common areas for development on the board

Class language focus on a common area of need – or assign further practice as homework

Individual feedback:

Give students a chance to do the task again to improve / a similar task but different topic i.e. the opportunity to act on your feedback





Giving feedback to move students forward

A student makes a language error in response to a question you ask. What do you do?

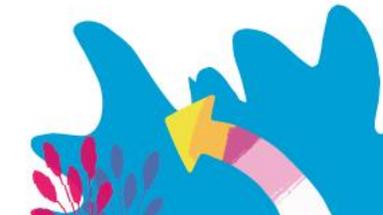




Giving feedback to move students forward

A student makes a language error in response to a question you ask. What do you do?

1. Correct the error
2. Prompt the student to self-correct
3. Ask someone else to correct
4. Ignore the error
5. Explain why it's wrong
6. Ask someone else why it's wrong
7. Think about why they made that error





Project work and formative assessment





Projects

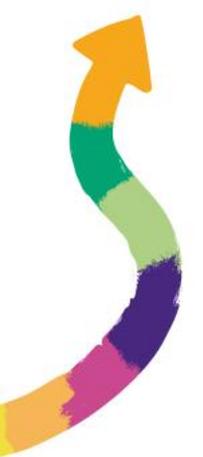
i) Clarifying and sharing learning aims





Projects: assessment criteria and expectations

What's this?
Where is it?
How do you use it?



	4	3	2	1
Learning outcomes	Completes all stages to successfully achieve the overall learning outcomes.	Completes most stages effectively. Largely achieves overall learning outcomes.	Has missed some stages. Partially completes overall learning outcomes.	Hasn't successfully completed any of the stages. Overall learning outcomes unachieved.
Planning and organisation	Product is well organised, interesting and easy to follow. It follows the model for the project and no details are missing.	Product is well organised and easy to follow. Some details are incorrect or missing.	Product is similar to the model for the project, but is missing important information. It follows the model with difficulty.	Product does not look or sound anything like the one specified in the task. There is little or no sequence to ideas.
Use of information and resources	Uses a wide range of resources to get information about the product.	Uses different resources to get information, with some gaps.	Most information is relevant and useful, but only comes from one or two resources.	There is little evidence of research and hasn't used appropriate resources.
Collaboration (Teamwork)	Collaborated in all stages and understood roles and responsibilities.	Collaborated in all stages and understood responsibilities. There was minor confusion about roles and responsibilities.	Collaborated in most stages but there was some confusion about roles and responsibilities.	There was little or no collaboration throughout all stages. Didn't recognise roles and responsibilities.
Time management	Completed everything on time. Revised and corrected project.	Completed everything on time, with one or two steps at the last minute. Revised and corrected project.	Completed all steps, but at the last minute. There was little time for revision or correction.	Did not finish project. Missed steps in the process.
Creativity	Product is very original and interesting. All ideas are well developed.	Product is interesting and very creative. Most ideas are well developed.	There is some evidence of creativity which could have been developed. Product is a mixture of original and copied ideas.	Little creativity. Most ideas copied and pasted from other sources.
Problem-solving skills	All group members participate and listen actively to solve problems at all times.	Most group members are actively involved to solve most problems.	Some evidence of problem-solving but not by all group members.	Little or no evidence of problem-solving, either individually or in groups.
Language use	Excellent use of language. Project is clear and understandable with only a few mistakes.	Good use of language. Project is clear and understandable with some mistakes.	Adequate use of language. Project is understandable, but some sections need further explanation.	Random words are used in a confusing way. Project is almost impossible to understand.
Presentation skills	All group members participate. Presentation is well put-together and is clear and interesting throughout.	All group members participate. Presentation is mostly clear and interesting.	All group members participate, but the method of presentation is sometimes inappropriate or not engaging.	None of the group members fully participate. Inappropriate and uninteresting method of presentation.
Final product	Extremely good.	Very good.	Good.	Needs improvement.





Projects: assessment criteria and expectations

Project-specific rubrics in Project Book

Reminder of what to look for as you monitor individual and group work

Highlight success criteria – students know what to aim for

A way to prompt learners to improve

Project evaluation rubric: a poster

Use these project-specific descriptors and your own choice of descriptors from the [Evaluation rubric p21](#) to check students individually or in groups. [Make your own evaluation form.](#) [Teacher's evaluation form p70](#)

	4	3	2	1
Creativity	Product is well organised with creative and interesting ideas. It has a short and interesting title and important information. It includes interesting borders, photos, maps and drawings.	Product is organised with interesting ideas. It has a short and interesting title and most of the important information. It includes borders, photos, maps and drawings.	Product has interesting ideas but lacks organisation. It has a title and some important information. It includes photos, maps and drawings, but the borders and design are not attractive.	Product lacks interesting ideas and organisation. It is missing a title and/or important information. It doesn't include any design features and the visuals are not related to the topic.
Language use	Shows excellent use of grammar, punctuation and spelling. Project is understandable with only a few mistakes.	Product shows good use of grammar, punctuation and spelling. Project is understandable with some mistakes.	Product shows adequate use of grammar, punctuation and spelling. Project is understandable, but some sections need further explanation.	Product shows poor use of grammar, punctuation and spelling. Project is confusing and almost impossible to understand.



Projects: assessment criteria and expectations

Project evaluation rubric: a haiku

Use these project-specific descriptors and your own choice of descriptors from the [Evaluation rubric p21](#) to check students individually or in groups. **Make your own evaluation form.** [Teacher's evaluation form p70](#)

	4	3	2	1
Creativity	Product is very well written with a clear topic and related vocabulary. It follows the haiku structure and is easy to understand. It uses language in an imaginative way.	Product is well written with a fairly clear topic and related vocabulary. It is one or two syllables away from the haiku structure, but is easy to understand. It uses language in a fairly imaginative way.	Product is adequately written with appropriate vocabulary, but the topic is not very clear. One or two of its lines follow the haiku structure and it is fairly understandable. It uses appropriate language, but not in an imaginative way.	Product is poorly written with an unclear topic and unrelated vocabulary. It doesn't follow the haiku structure and it is difficult to understand. It doesn't use language in an imaginative way.
Presentation skills	Speaks slowly, clearly and confidently. Looks at the audience and smiles. Keeps very good time.	Speaks slowly, clearly and confidently most of the time. Looks at the audience smiles most of the time. Keeps good time.	Speaks slowly, clearly and	Doesn't speak clearly or

Haiku project

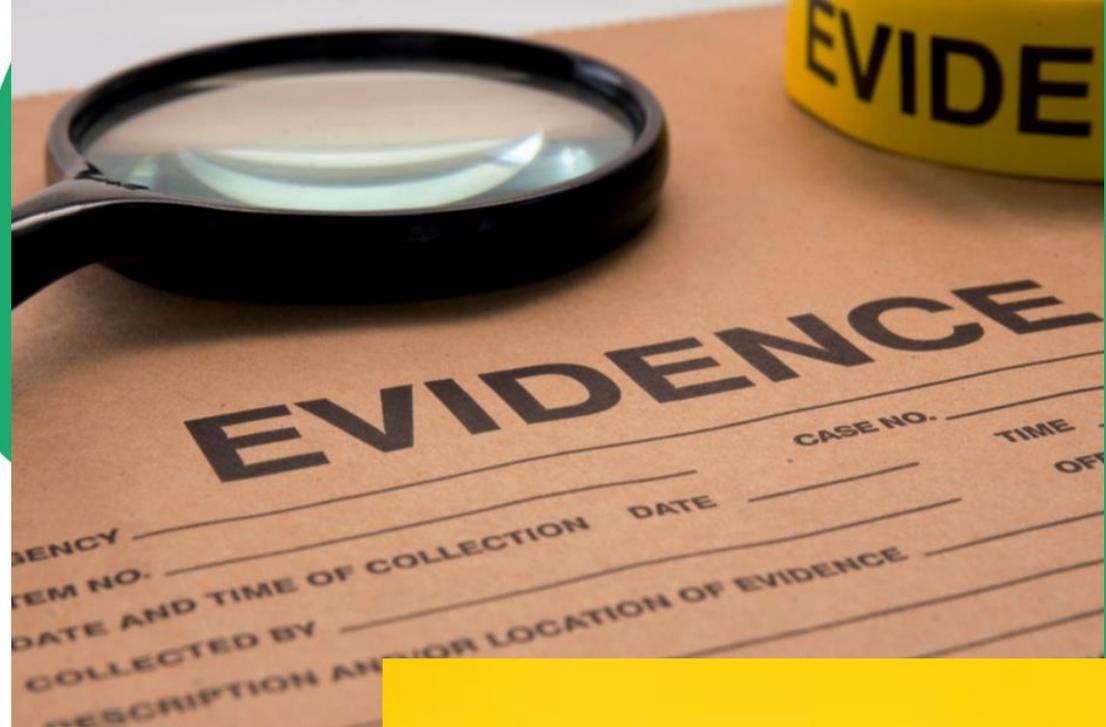
Feedback for:	Well done! Keep doing this...	Ways to improve next time
Creativity		
Presentation skills		



Projects

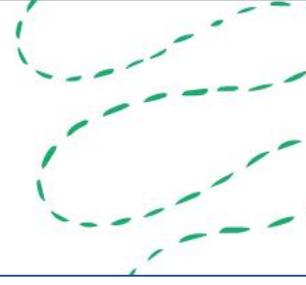
ii) Collecting evidence of learning

iii) Giving feedback to move students forward

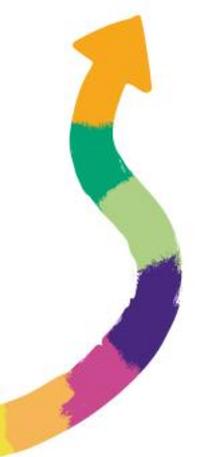




Projects: collecting evidence and giving feedback



How do you use this?



Ask students to complete at different stages of the project

Collect and comment on ideas – ask questions, opportunity for feedback



Own It! Project Book Level 1, 2&3, p.68

MY LEARNING DIARY

1 PREPARATION

- What am I learning?
- What can I use? (for example, the internet, the library, magazines ...)
- Who is in my project group?
- What is my role in the group?

2 DEVELOPMENT

- What is difficult about this project?
- Who or what can help me?
- What do I like / don't I like?
- How can we make our work better?

3 PRODUCTION

- Is it a good presentation? Why / Why not?
- In the presentation, what is my role?
- How do I feel when I give a presentation?



Projects: collecting evidence and giving feedback

How do you use this?

Ask students to complete at different stages of the project
Can be done individually, or in pairs/groups

Compare with the teacher assessment and feedback

Collect and comment on their ideas – ask questions

PEER-EVALUATION FORM

1 In your group, evaluate your performance. Mark (✓) the columns.

1 PREPARATION	😊	😐	😞
We listen to the instructions.			
We understand the project.			

2 DEVELOPMENT	😊	😐	😞
We do our best in the project.			
We work well as a group.			

3 PRODUCTION	😊	😐	😞
We answer questions about our work.			
We ask questions about others' work.			

2 Write one good thing about this project.

3 How can your group work better in the next project? Write one idea.



Projects: collecting evidence and giving feedback

Feedback for group:	
Good work on...	
You can improve...	

Did I ...
help my group?
share information?
do the tasks for my role?

Was I motivated?

Did we ...
trust each other in my group?
share opinions in my group?
share materials in my group?

What can I do to be a better group member?

Do you use any of these tools / strategies?

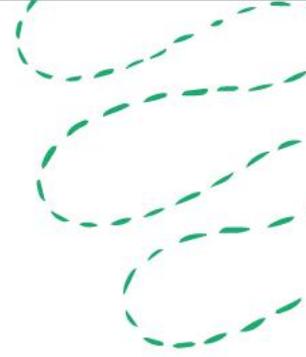
Reflection (you and students)

- 1 Have *student-to-student*, *student-to-teacher* and *teacher-to-student* discussions on evaluation grades.
- 2 Identify areas for improvement in future projects using the Evaluation tools.

> Evaluation p20



Projects: collecting evidence and giving feedback



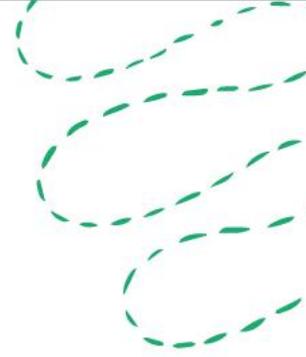
Feedback for: Maria	Well done! Keep doing this...	Ways to improve next time
Creativity	A really imaginative haiku! Some lovely adjectives. Your haiku really made me think of sunny summer days!	Don't forget to check your spelling and ask me if you're not sure how to say something.
Presentation skills	You made good eye contact and spoke clearly	Take a deep breath and smile 😊

Feedback for group:	
Good work on...	Making notes about your plan – this will help you to remember what you agreed. Trying to use English!
You can improve...	Really listening to each other. Make sure everyone is involved in discussions – it's <i>everyone's</i> responsibility 😊

Is this individual or group feedback?
 Is it during or at the end of a project?
 Is it similar or different to the feedback you give?
 How would your students react to this feedback?



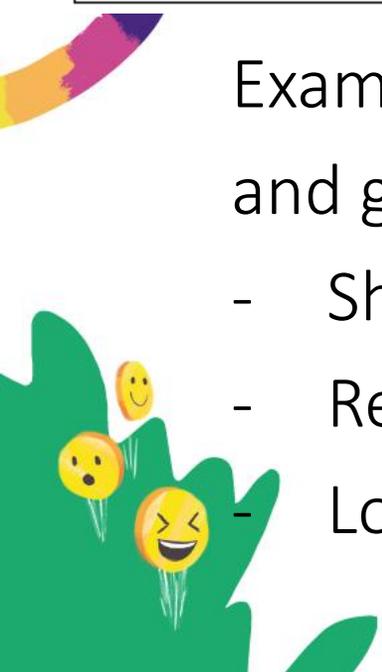
Projects: collecting evidence and giving feedback



Feedback for: Maria	Well done! Keep doing this...	Ways to improve next time
Creativity	A really imaginative haiku! Some lovely adjectives. Your haiku really made me think of sunny summer days!	Don't forget to check your spelling and ask me if you're not sure how to say something.
Presentation skills	You made good eye contact and spoke clearly	Take a deep breath and smile 😊

Examples of individual (end of project) and group (during project) feedback

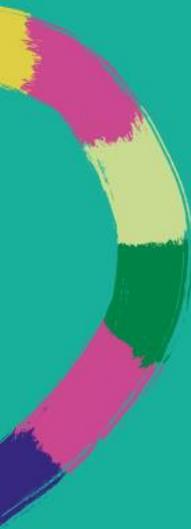
- Short, specific
- Related to assessment criteria
- Looking forward – how to improve



Feedback for group:	
Good work on...	Making notes about your plan – this will help you to remember what you agreed. Trying to use English!
You can improve...	Really listening to each other. Make sure everyone is involved in discussions – it's <i>everyone's</i> responsibility 😊



Summary





Key questions for today

1. Why is formative assessment important in learning and teaching?
2. What formative assessment tools and strategies can I use to monitor learning and give developmental feedback in daily lessons?
3. What formative assessment strategies and tools can I use during and after project work?





Summary

Formative assessment

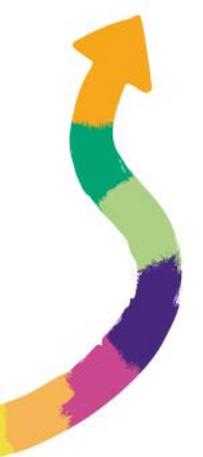
- helps teachers to reflect on and evaluate student learning and our own teaching
- helps learners to see their strengths and to improve

You can conduct formative assessment in every lesson

Communicate and share lesson aims

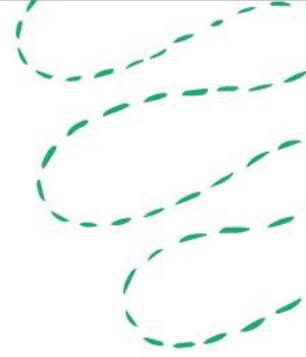
Show what excellent learning looks like

Collect evidence of learning





Summary



Feedback should be:

sp [redacted]

ea [redacted] to understand,

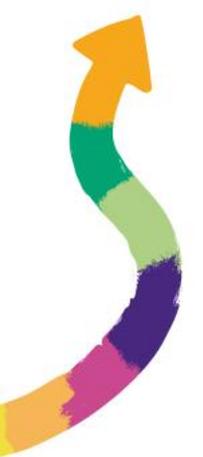
re [redacted]

ac [redacted] i.e. something your students *can* change

Use assessment criteria in Project Book

Take notes about individual/group work to help you to give useful feedback about projects

Create a simple system that works for you



Something that
interested you

Something you're
going to try

Something you've
learnt today





Any questions?

