

Workshop assessment practices cluster 1

AMA AMITAI SEP 21, 2022 04:56PM

ANONYMOUS SEP 30, 2022 12:00PM

Social science 10th grade

Role play The Cold War:

For what competences do you want to make assessment practices:

Skills, knowledge, values, and attitudes

Describe the activity

Dialogue game:

The class will be divided in groups of three. One will be from the Soviet Union, one will be from the US and one will be from Norway. They will be presented with ten statements about the situation during The Cold War. Then they have to decide if they agree, partly agree or disagree. They have to explain their thinking by using relevant terms. In the end they will evaluate how they did by peer- or self-evaluation, and then class-evaluation to make sure that the whole group is at the same page and that they share good experiences. We have to make sure that this evaluation has questions that cover both feedback, feedup and feedforward. This type of evaluation is formative. This exercise is a way to prepare them for a role play about The Cold War.

Role play about The Cold War:

The class is divided into different countries. Each country consists of 2-4 students. They will each have an original source (mainly a speech made from one of the leaders of the time). When they interact with the other countries, they will have to use content from the speeches, in addition to other sources as textbooks.

Assessment practices:

Class-assessment: We discuss how the role play worked out, and if the countries did as we would expect (values, Knowledge, skills, attitudes).

Peer-evaluation: Each country evaluate how they operated as a team (values, attitudes)

Self-assessment: Write down the feedback and feedforward you received from your peers. Then evaluate: What could I do better (feed forward)? Feed up – where am I going. The students send us the self-assessment and then they receive a feedback, feed up and feed forward from us.

ANONYMOUS SEP 30, 2022 11:09AM

Social science and language

For what competences do you want to make assessment practices:

Values and attitudes.

Briefly describe the activity and what assessment practices do you want to apply to assess what is learned:

We are going to have an one to one conversation with each student as a way to both assess and giving feedback/feed forward at the end of a major newspaper/critical thinking theme we have worked with for 8 weeks. In order to evaluate values and attitudes we have to prepare certain questions that will allow us to assess what we want. For example, we need to make them assess their own texts and the process of writing them in order to assess their tolerance of ambiguity, their self-efficacy and responsibility. Hence, the conversation is both feedback and feed forward, and the assessment.

ANONYMOUS SEP 30, 2022 10:56AM

Sophie's world

<https://rm.coe.int/prems-008418-gbr-2508-reference-framework-of-competences-vol-2-8573-co/16807bc66d>

1. Dilemma: Surgeon with one heart s/he can transplant, but 4 patients. Who does he choose? 1. A 5-year-old, 2. pregnant woman 3. A scientist with almost a break-through when it comes to a cure for cancer 4. A famous pop-star.

2. Attitudes: Showing openness, listening, responsibility.

3. Peer assessment (inner/outer circle)

REFERENCE FRAMEWORK OF COMPETENCES FOR DEMOCRATIC CULTURE



Volume 2

Descriptors of competences
for democratic culture



16807bc66d

PDF document

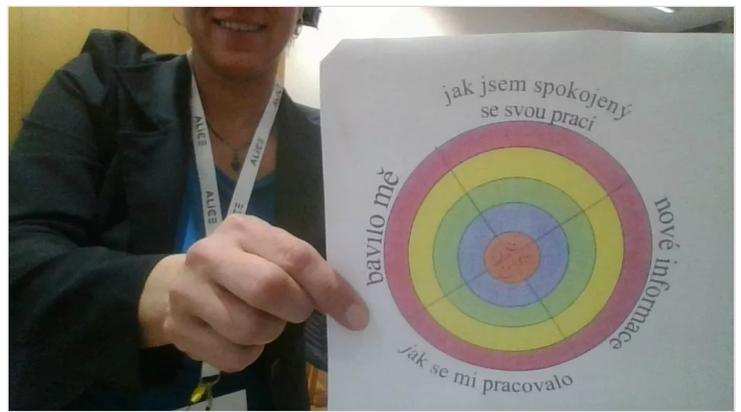
COE

AMA AMITAI SEP 30, 2022 10:48AM

Citizenship education

1. Cooperation, skills of listening and observing, empathy, presentation skills, conflict resolution skills, conversation skills
2. Project to help to understand the topic of fair trade and child labour through practical workshops. The teams afterwards presented their products among themselves and later to the teachers, parents and public. The raised money was then donated to the charity.

3. In advance students will receive criteria of activities
At the end of the activity students receive a target questionnaire, each part assess particular competence: 1. COOPERATION, 2. EMPATHY, 3. HOW to REACH the AIM, 4. WORK with NEW INFORMATION (E-U-R). Additional information - a message for schoolmates, teachers



HANNA BOGAERTS SEP 30, 2022 10:40AM

Social Science:

1. assessment for a debate
2. students learn to listen to each other, speak their own mind, stick to a given role, keep the debate going without extra questions from the teacher
3. rubrics for self evaluation, peer evaluation and teacher evaluation

ANONYMOUS SEP 30, 2022 12:06PM

Science

1- For what competences do you want to make assessment?
Attitudes: Civic mindedness, responsibility;
Skills: linguistic and communicative skills, cooperation skills;
Knowledge and critical understanding: knowledge and critical understanding of the world: environment and sustainability.

2- Briefly describe the learning activity

Name: Keep the river clean

Aim: show the students that they could be protagonist of the change;

Action: students have to write a letter to the town major asking to clean the riverbed of the town river. For that they have to plan the letter (using specific terminology, formal terminology, how to make a request), find the contacts and send the letter correctly.

3- What assessment practices do you want to apply to assess what is learned?

Using rubrics structured by teacher and students after a sharing process. The assessment is thinking as formative because this activity is a part of a bigger project. In this way students become more aware about what the teacher want they to do to obtain success.

Competence	Criteria	Upper level	Intermediate level	Beginner level
Linguistic and communicative skills	Terminology	The use of specific and formal terminology is always adequate		
	Content	The request incorporate the most important topics		
	Form	The writing is fluent and do not have any grammatical or scientific language mistakes		
	Communication	The letter uses different styles of communication		

STEDELIJK ONDERWIJS ANTWERPEN SEP 30, 2022 10:37AM

arts & crafts

We looked at the example of Architecture - to create a meeting place in the school yard.

- We combined it with mantle of the expert: at the end of the project the student have to do a public presentation to different persons who are using the meeting place. They don't know the persons - it's a set up like in real life.

- skills (communicative) / attitudes (responsibility...)

we are missing assessment of values:

competences: valuing cultural diversity (focus on the law of building and construction / when you build something they have to talk to the neighbours of different persons who are using the place)

- listen to what they need
- public presentation to them

Suggestion:

- formative assessment by teacher
- self-assessment and peer assessment
+ formative assessment by a group unknown people (the users of the meeting place)

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Language CZ, SLO and Norway

Formative assessment

Focus: empathy, equality, fairness, listening and critical thinking

1

The Norwegian language teacher reading a short story based on a true story by the author Linn Skåber: «Justice and expensive snowboard equipment»

Teacher always teaches that everybody is equal and has the same rights in society.

Then one day they make plans for skiing-day.

Teacher divides her class into three groups: cross-country, downhill/snowboard and plastic bags.

The main character in the story is poor and has no equipment. She feels very uncomfortable.

Her best friend comes from a wealthy family and has the very best of skiing equipment.

Teacher asks who will slide on plastic bags.

The best friend raises her hand and says: «Me and my friend.»

2

Discussion in class

- o Student interaktion, teacher listening before asking questions (Students show a lagre amount of empathy and anger)
- o Turns out interesting, students compare it with their own situation

3

Possible follow-up writing assignments with feedback (for the next lesson(s))

Students may choose one or two.

- o Answer questions
- o Write a short story
- o Write a poem
- o Write a letter to the teacher(s)/the student council
- o Draw a comics

By three teachers from CZ, SLO and Norway

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Lithuanian, slovenian and english teachers

Empathy, flexibility, adaptability

3 friends rule:

Students get a task to do individually, but if they struggle, they have to follow 3 friends rule: they must ask somebody in the clasroom for help (3 minimum) before they reach to the teacher. It helps them to develop the understanding that they have to help each other and to understand that we learn in different ways.

Forming groups: a lot of group work. Different ways to form groups: teacher does it, students do it themselves (sometimes includes rules like compulsory 1 girl 1 boy), computer randomizes it. It depends on the task. It helps students to have adaptability .

Formative assessment: 5 hotel stars: the group leader assesses teammates and the teammates assess leader.

Different colour cards: red - need help, green-i am excellent at it.

Bingo: classmates follow success criteria during one student presentation and says bingo when he or she does it all great.

ZENZI DEKKER SEP 30, 2022 11:48AM

Maths

1. For what competences do you want to make assessment practices?

- equality and the rule of law, fairness
- responsibility
- autonomous learning skills
- cooperation skills
- conflict- resolution skills
- the three green competences

2. Briefly describe the learning activity.

The students choose a profession. Afterwards, they look for wages and working hours. They get related websites. They will then have to calculate how much they earn and how they will handle it with their budget. They will look for an affordable house and justify how they will approach the payment. They make their calculations in excell. They create a log after each lesson that the teacher has access to.

3. What assessment practices do you want to apply to assess what is learned?

- self-assessment
- rubrics: how to work in groups

ANONYMOUS SEP 30, 2022 10:25AM

Philosophy (2)

1. For what competences do you want to make assessment practices?

Cluster: analytical and critical thinking skills

2. Briefly describe the learning activity.

First part: theoretical understanding of false reasoning with class exercise

Second part: student are paired by two and asked to use a false reasoning in a thesis they explain. By asking critical questions the observer has to find out what form of false reasoning is being used.

3. What assessment practices do you want to apply to assess what is learned?

formative assessment:

A third student is added and receives two rubrics. One rubric for the false reasoner and one rubric for the questioner. During the questioning the student goes ahead and fills in the rubric for the two other students. This way they receive feedback.

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History

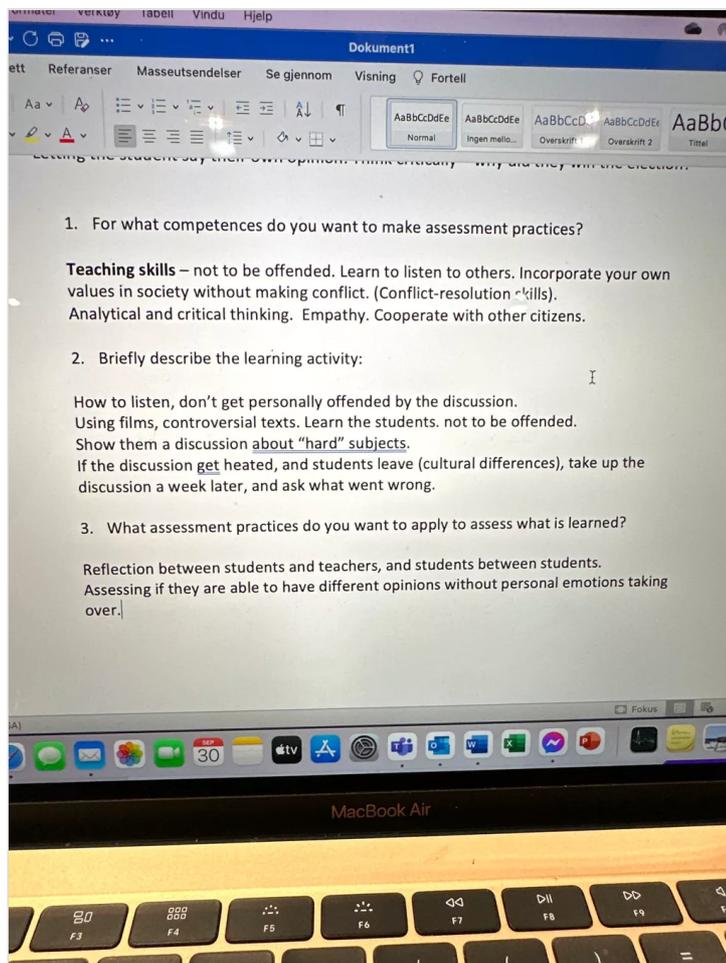
1. Knowledge and critical understanding of language and communication

2. two articles from different time about the same topic to compare. The articles : textbook / internet / use own sources which they find

3. We use rubrics. For example we count how many differences they find, why they choose it, their opinion, how critical thing - the see it whole context

ANONYMOUS SEP 30, 2022 10:31AM

Social sciences / professional subjects



ROMBOUT VANDAELE SEP 30, 2022 11:55AM

School Staff

general thoughts

Self-assessment is crucial for evaluating values and attitudes because an assessment of a value by a teacher is always an interpretation.

The example of mantle of the expert is a hands on tool for teachers to get a quick view of where a group or individual stands.

--> **How we support our teachers to work on citizenship/ how to help them formatively asses de skills/values/knowledge...**

How do we facilitate them?

- facilitate teachers to shadow each other, watch specific assessment activities. Give teachers the time to discuss with each other what they've seen. Inspiration works.
- Staff members can try to write down observations of good examples, filming them, summarize what works and share it within the school.
- online platforms for teachers where teachers can share ideas, examples. --> a filter/quality check is needed. School staff or supportive teachers should filter all the information so sharing of good examples is more specific. (to much information)
- Give teachers that have experience on the subject of assessment the role of supervisor/tutor. it's interesting to combine in a part-time job. In that way you can combine teaching and tutoring.
- doing formative assessment requires skills that are similar to how to become an active citizen (discuss, self-assess...)

* what can be activities to realize a whole school approach?

How to get 'the label' we are a 'citizenship school'.

- combining activities in the classroom, student parlement, activities in public spaces in the school, creating a report to the parents--> the theme (eg. how to use water in a good way) lives within all those activities.
- similar example in the project wit recycled materials (Bulgaria). the student parlement is the 'engine' of the project.
- teachers get to know their learners not only within the taught topic but throughout the whole school.
- the use of a rubric (in self assessment, peer assessment or assessment by the teacher) works. It's important to discuss with the team to create a similar view on the 'scale' or 'steps' in the rubric.
- supportive services/school staff can support teams by providing general rubrics. Schoolteams can make them their own by making them more concrete.
- giving teachers the time/space to create active learning environments (experiencing what an election is by simulating an election, more than learning in what year the parlement was founded and how many politicians there are). Learning by doing.
- after a presentation let students give 3 comments:
 - 1) praise something
 - 2) ask a question
 - 3) make a suggestion
- pay attention to the equality when (peer)feedback is given.
- school staff can make choices with the team about how many times there have to be grades. (not all topics, not 4 times a year).

Round 3:

Final aim (long term) is to improve the student ability to learn on their own and encourage the social and interpersonal relations. (interpersonal communication is very important)

- sharing experiences, discussing in between schools facilitates to motivate the teachers, to provide examples. It's necessary to be provided of different examples (broadens your view).

challenge:

- the more directive the government is on how to evaluatie (give grades, central testing) and what the curriculum should be, the less autonomy for the directors/teachers to develop ways for formative evaluation.

AMA AMITAI SEP 30, 2022 10:43AM

Group 6

1. For what competences do you want to make assessment practices?
2. Briefly describe the learning activity.
3. What assessment practices do you want to apply to assess what is learned?

Kateřina Prchalová - CE – ANONYMOUS

Cooperation, skills of listening and observing, empathy, presentation skills, conflict resolution skills, conversation skills
– ANONYMOUS

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