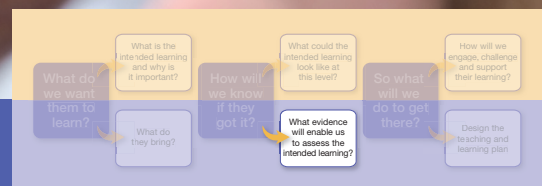


# 4

## What evidence will enable us to assess the intended learning?

There are many ways students can demonstrate their learning, not just the traditional 'test'. Constructive feedback that causes thinking along the way and multiple ways to demonstrate the intended learning are both key.



# What evidence will enable us to assess the intended learning?

| Title   | Description   | Where to find this item   |   |
|---|---|---|---|
| <b>Negotiate assessment</b><br>[Movie]  | A teacher tells how she negotiates with her students about how they will demonstrate their learning.  | DVD/using TfEL through domains/personalise and connect learning/communicate learning in multiple modes/meaning making/M2          |    |
| <b>Journal Writing</b><br>[PDF]   | Different types of journal writing support students to think in different ways, record what and how they are learning, and link to what they already know.  | DVD/using TfEL through domains/develop expert learners/foster deep understanding and skilful action/actions/A6                    |    |
| <b>Questioning as an assessment tool</b><br>[PDF]                             | Developing a classroom environment and questions which foster deep understanding and provide teachers with formative assessment information.  | DVD/using TfEL through domains/learning for effective teaching/design, plan and organise for learning and teaching/actions /A_D15 |    |
| <b>Round Table Assessment</b><br>[PDF]  | One school's approach using round table assessment to provide an authentic opportunity for students to demonstrate and share their learning achievements, knowledge, skills and understandings, through presentations to a panel. | DVD/using TfEL through domains/personalise and connect learning/apply and assess learning in authentic contexts/actions /A1       |    |
| <b>Five key strategies for assessment</b><br>[PDF]                            | Using evidence of learning to adapt instruction in real time to meet students' immediate learning needs.  | DVD/using TfEL through domains/personalise and connect learning/apply and assess learning in authentic contexts/actions /A12      |  |
| <b>Reflection partners</b><br>[PDF]   | Students work with a partner to reflect on their learning.  | SA TfEL Framework guide, page 65  |  |
| <b>Strategies for recording and facilitating ongoing formative assessment</b> |   |   |   |
| <b>Learning Logs</b><br>[PDF]   | Strategies for using learning logs to facilitate ongoing formative assessment.  | DVD/using TfEL through domains/personalise and connect learning/apply and assess learning in authentic contexts/actions /A6       |  |
| <b>Learning conversations</b><br>[PDF]  | Ways to use learning conversations, interviews and conferences to provide teachers with information regarding a student's thoughts, understandings and feelings about his/her learning.   | DVD/using TfEL through domains/personalise and connect learning/apply and assess learning in authentic contexts/actions /A7       |  |
| <b>Online learning communities</b><br>[PDF]                                   | Using online environments for giving students feedback and opportunities for peer assessment.   | SA TfEL Framework guide, page 34  |  |
| <b>Learning shots</b><br>[PDF]  | Using digital photographs to track student thinking at different stages of learning and to facilitate feedback.   | SA TfEL Framework guide, page 73  |  |

# What evidence will enable us to assess the intended learning?

| Title  | Description   | Where to find this item   |   |
|--|---|---|---|
| <b>Questioning techniques</b>                            |   |   |   |
| <b>Questioning for understanding</b><br>[PDF]            | Using questioning techniques to enable students to express their understanding in different ways of knowing.                          | DVD/using TfEL through domains/develop expert learners/foster deep understanding and skilful action/actions/A18                                 |    |
| <b>Quick questions</b><br>[PDF]                          | A questioning strategy that allows teachers to check out students' current thinking and understanding of specific issues or concepts. | DVD/using TfEL through domains/personalise and connect learning/build on learners' understandings/actions/gizmos/quick questions                |    |
| <b>Strategies for facilitating structured dialogue</b>   |   |   |   |
| <b>Scheduled learning conversations</b><br>[PDF]         | A structured opportunity for students to share their learning with others and receive feedback.                                       | SA TfEL Framework guide, page 42  |   |
| <b>Three cards for shared airtime</b><br>[PDF]           | A useful strategy for facilitating learning conversations with groups of students where everyone has an opportunity to be heard.      | SA TfEL Framework guide, page 60  |  |
| <b>Gallery walk</b><br>[PDF]                             | A process where students can share their work and ideas around a particular concept or topic.   | DVD/using TfEL through domains/personalise and connect learning/build on learners' understandings/actions/gizmos/gallery walk                   |  |
| <b>Other assessment strategies</b>                       |   |   |   |
| <b>Preparing a 48–56 grid matrix</b><br>[PDF]            | A strategy for planning for multi-modal assessment using Bloom's Taxonomy.  | DVD/using TfEL through domains/create safe conditions for rigorous learning/support and challenge students to achieve high standards/actions/A2 |  |
| <b>Getting communities online</b><br>[PDF]               | Using online environments for sharing learning and receiving feedback.  | SA TfEL Framework guide, page 74  |  |
| <b>Assessment in a constructivist classroom</b><br>[PDF] | Using assessment to help students make sense of what they are learning.   | DVD/using TfEL through perspectives/assessment/creating safe conditions for rigorous learning/assessment in a constructivist classroom          |  |
| <b>Safe conditions for rigorous assessment</b><br>[PDF]  | Building a classroom climate for effective self assessment.   | DVD/using TfEL through perspectives/assessment/creating safe conditions for rigorous learning/safe conditions for rigorous assessment           |  |
| <b>Managing assessment</b><br>[PDF]                      | A proforma for teachers to use in planning and tracking assessment.   | DVD/using TfEL through perspectives/assessment/learning for effective teaching/managing assessment  |  |