

Overview of roundtable process

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Karcultaby Area School

Roundtable assessments were initiated in 2004 for the presentation of a large cross curriculum unit of work in English and Society & Environment about 'Studies of Asia'.

The unit included students studying a 'BIG' question and completing a range of tasks incorporating the Multiple Intelligences. The idea of using the roundtable process for presentation was to provide '*authentic assessment*'.

Both **inquiry questions** and **authentic assessment = automatic learning** came as inspirational new learning from the Middle School conference by Julia Atkin, Yoram Harpaz & Adam Lefstein.

It was a great way for students to showcase a complex in-depth learning experience with their parents and have to specifically articulate their learning.

After the success of the roundtable presentations within curriculum areas, we decided it would be great if students could articulate their learning in all curriculum areas to a 'panel'. Roundtable Presentations occurred in 2005 and 2006 (*they are not assessment.*).

The aim of the presentations are:

- For you to realise and remember your learning experiences over the year
- For you to be able to explain your learning to your parents/caregivers
- To show actual tasks and activities that you completed during the year
- For your parents/caregivers to learn more about what you do at school
- To show and explain your transition portfolio
- To draw conclusions from what you are learning at school to a bigger picture and put it into a discussion topic (year 8 and 9 only).

Requirements

Students show and discuss their learning in all curriculum areas, explain SACSA outcomes, Essential Learnings, show their Transition Folder, evaluate the current year and explain goals for the next year, have a display of their work and involve their panel somehow.

The panel comprises their parents and whomever else they wish to invite, homegroup staff, principal and this year we had the local Youth Worker as a community representative.

Year 8/9 students had an extra requirement this year of linking a big statement to their presentation. This was added to challenge their thinking further after already completing the process the previous year.

The statements they had to choose from were:

- Learning is a lifelong process and we are at an important stage of it
- To learn is to be an active and involved member of our world, which is crucial to the world's future
- What we learn and do at school is important for ours and others' futures.

After listening to Stephanie Pace Marshall on a *Learning to Learn* T&D day, it reinforced the importance and relevance of the roundtable process.

I believe students have grown in confidence, been proud of their achievements and have reflected on their learning and feelings about it. It is always stressed during Pastoral Care lessons, when the planning happens, that is not a recount of the topics you have done, but what it is that you have actually 'learnt'. Prove it!

Letter to parents re roundtable assessment

Karcultaby Area School

Parents/Caregivers

This letter is to inform you about the concept of Roundtable Assessment, which I would like to continue for Term 3, to link with the schools' Learning to Learn' project.

Why Roundtable Assessment?

The aim of Roundtable Assessment is to provide an authentic opportunity for students to demonstrate and share their learning achievements, knowledge, skills and understandings, through presentations to a panel. It aims to highlight the significant benefits of students in their upper primary years at Karcultaby, having an opportunity to demonstrate the ways in which they are developing as young adolescents. This supports our desire to develop self awareness in our primary students and an understanding and valuing of who they are, giving each student a strong sense of self worth and identity in a school setting.

We believe through the use of Roundtable we are able to:

- Build a culture that values students' sense of achievement and life experiences
- Make explicit student essential learnings of thinking, identity, communication, futures, interdependence
- Support the school's commitment to improving students' literacy skills as a priority
- Encourage and empower students to take responsibility for their own learning
- Begin preparing students for the world of work
- Provide an additional assessment and reporting strategy that is unique to primary students and actively involves parents/caregivers, teachers, students and community members.

Involving the wider community is a strategy to form real connections and partnerships for students between school and the local community. This is an exciting opportunity for citizens in the private sector to see the knowledge, skills and competencies Karcultaby is developing in its primary students and how we are preparing and skilling them for their future participation in the world of work.

What is Roundtable Assessment?

Roundtable Assessment has two main literacy components:

- A letter of introduction written by a student to a panel
- An oral presentation by the student to a panel.

This involves students individually writing a letter to a panel (comprising their teacher, one other staff or community member and an invited family member/s) introducing themselves using the following structure:

- Heart. Something they are passionate about, eg a hobby or sport
- Hand. Something they can do with their hands, eg drawing, cooking, constructing
- Mind. Something they have learnt through using thinking skills, and to demonstrate new learning.

The student hands in their letter to the panel at their presentation. I will have spent time in class explicitly teaching and modelling how to structure the letter.

I will support students in preparing for their presentations to the panel, which will be linked to the content of their letter. Each student drives the topic of the presentation and the format. Students will have up to 15 minutes to present to the panel and may use video, white board, CD player, computer, overheads and/or any other negotiated equipment.

The presentation and letter will be assessed against set criteria which the students will have negotiated during the preparation phase. Students will receive their assessment feedback on the next school day and will be expected to self assess their own presentation. Assessment feedback will focus on strengths demonstrated and areas for further development. Students will have an opportunity to present in front of their peers first, to become comfortable with the concept of their presentation.

Students will begin the process at the start of Term 3, with the assessment and presentations to end in Week 10.

Family members are invited to attend their child's presentation. To make this possible, times will be available outside of normal hours on the scheduled presentation day to provide the maximum opportunity for each student to have a family member present for their presentation.

I realise it may be difficult for family members who work, however I feel that the learning outcomes and the opportunity for families to actively participate as partners in their child's learning will make the inconvenience worthwhile.

The students and I are currently planning and working out the process for preparation to Term 3. If you have any questions or need clarification on any aspect, please contact me. There will be further information later in the term.

Regards

Michelle McEvoy

Roundtable assessment

Salisbury East High School – Middle School

Why Roundtable assessment?

Participating in Roundtable assessment has many benefits for you as a student. It allows for you to participate in your assessment by evaluating and assessing your own work. You become an active learner.

You can demonstrate your achievement to the panels. You can reflect on what tasks/assessment that you value, work that has personal relevance to you as a learner.

With your presentation you can deliver it in a context that is meaningful for you and your experiences.

A Roundtable presentation develops the following skills:

- Data collection
- Analysis and interpretation of information
- Problem solving
- Planning and evaluation
- Oral presentation skills
- Literacy skills
- Foster creativity, confidence and independence
- Interview skills/techniques

It also gives you the chance to demonstrate and further develop a variety of important skills including personal evaluation and reflection on your learning.

Who am I presenting my information to?

Your presentation will be done in a classroom at school in front of 3-4 panellists. The panel will consist of:

- Your Home Group Teacher
- A second teacher from SEHS
- Your parents/caregiver or family member
- A peer or friend
- Possibly a member of our local community

What do I need to do for my presentation? How do I prepare?

You will be allocated approximately 15 minutes for your presentation. It is expected that you will talk for 10mins. The remaining 5mins will be spent answering questions and completion of assessment by panellists.

There are several things you will have to do in order to be fully prepared for your presentation. The first is to think about your learning in all of your subject areas so far this year. You will be selecting 2 assessment tasks from your subject areas.

You will also need to focus on the 4 things that make you an effective learner. (Your Home Group came up with these at the start of the year and you have been filling in your run charts according to criteria). You will discuss these using

the data you have collected in your run chart. You will also need to talk about your S.W.O.T. analysis – your strengths and weaknesses as a learner.

Letter of introduction

Upon arriving at your presentation, the first thing you will do is hand the panellists your letter of introduction. What is the purpose of this letter? It will give the panel a chance to find out more about you as a person, it will provide them with a resource to make a judgment about your literacy skills and it will be a chance for you to get organised and relax, whilst they read your letter. You will need to bring 3 copies of your letter (your Home Group Teacher can arrange photocopying), one for each of the panellists.

You will then have two pieces of work that you need to present to the panel. One piece of work requires you to take the panel through the process of your assignment.

Assessment 1 –student as an active learner

You might think of it as a step-by-step journey of your learning. You will need to explain:

- Why did you do the assignment? What topic does it relate to? What background knowledge did you have? Was it an assignment that brought all of your learning together?
- What were the criteria for success? What were you trying to achieve? You might ask your teacher to help you with this.
- Explain your thinking process. Where did you start? Where did you get information? How did you organise your information? How did you decide what was appropriate or inappropriate for your assignment?
- What learning style did you use – practical, audible, visual? Was this suitable for your learning?
- Display your final product. Explain how successful you were. Why were you successful or unsuccessful? What could you have done better? If you could repeat the assignment what would you change?
- What did you like/dislike about the assignment? What could the teacher change to make the assignment better, more interesting or more challenging?

Assessment 2 – student as a reflective learner

The second piece of work requires you to reflect on a piece of work that you personally identify with and was very meaningful to you. What connections could you see between your own life experiences and what you are learning. You will need to talk about:

- Reasons for selecting this piece of work. Why did you find it interesting or appealing? What did you enjoy most about it? How did you identify with it?
- What steps did you take to complete the assignment?
- How did you feel before you began the assessment and after you finished it?
- How did this assignment affect your learning? Do you think you learnt more because the assignment appealed to you on a personal level?
- Was this assignment enjoyable because it required you to use your preferred learning style? How did it do this?
- What could you have done better? What would you change if you had the chance to repeat the assignment?
- What did you dislike about the assignment? How could the assignment be changed to make it better?

Roundtable assessment presentation

Time	Task	Points to remember
2 mins	Letter of Introduction	Introduce yourself Hand out your letter
3 mins	Data Collection Me as a learner	Discuss your criteria for an effective learner Explain your run chart and how effective you have been as a S.W.O.T. Analysis
3 mins	One Student as an active learner	What topic does it relate to? What background knowledge did you have? What were the criteria for success in this assignment? Explain your thinking process What learning style did you use – practical, audible, visual? Display your final product. What did you like/dislike about the assignment?
2 mins	Two Student as a reflective learner	Reasons for selecting this piece of work. Why did you find it relevant and meaningful? How did it connect with your own life experiences? What steps did you take to complete the assignment? How did this assignment affect your learning? What could you have done better? Display your final product.
5 mins	Panel Assessment	