|  |
| --- |
| **Appendix 3 : Assessment Techniques**  |
| *Thumbs up Thumbs down* Thumbs up = I get itThumbs half way = sort ofThumbs down = I don’t get it | Talking Partners | Show & tellUse mini-whiteboards so that every pupil can write or draw their answer and show it to teacher (or their peers)  | Oral feedback to individual pupils or groups  |  Traffic lights; red yellow green in boxes pupils fill in then teacher to fills in Red = don’t think I have grasped thisAmber = feeling OK about this, have just about got thereGreen = Confident I have achieved this |
| Exit PassPupils must write down their learning on a post it before leaving a lesson | Whiteboards non-writers | Tapestry app photos on I-pad | Peer assessment discussions or adding to each other’s work | Talking tins to record voices and to remember Learning objective and outcomes | Photos taken at different learning stages to show progress |
| Teacher/TA scribe answers from pupils | Talking Cards Red/green - yes/noLolly sticks red green yellow | Recording what’s said by pupils in lessons on post-its | Self-assessment: have you……… &Eg One good thing about this piece of work is…One way of improving… | Mind maps or spider grams before a topic and after add learning in a different colour  | Through drama, piece of art explained and annotated |
| Peer assessment comments on pieces of work based on a set criteria from the teacher eg1. Kind but honest
2. Helpful so that…
3. Specific and precise
 | Writing questions pupils want answered at beginning of topic | Pupils ask the teacher questions or use of a questions box based on a topic | Smiley faces to indicate readiness to move on: http://tbn0.google.com/images?q=tbn:bTWYMRfBSE6riM:http://www.plu.edu/~kcnstv26/img/smiley-face.jpg ready to move onhttp://tbn0.google.com/images?q=tbn:Y51Ew6yX5Cpu4M:http://www.terceraescuadrilla.com/almacen/personal/DSLam/swg/smiley-indifferent.jpg still not sure about everythinghttp://tbn3.google.com/images?q=tbn:HIeXjhQ3CVyXYM:http://static.bigstockphoto.com/thumbs/7/3/3/small/3376000.jpg need to cover it again, not sure |
| A, B, C, DLaminate a set of cards so every member of the class has four, with A, B, C and D written on them. Ask questions with four answers and pupils can show you their answer. | Pupils work in pairs to develop their own questions connected to a topic they have been studying, as well as a set of model answers. Pairs then team up and test out their questions on each other before discussing their respective answers. | Create a learning journal in which students can reflect on and review their learning. It could include plenary activities, a target setting chart, aims and goals etc. | At the beginning of a topic pupils create a grid with three columns – What They Know;What They Want To Know;(at end of topic)What They Have Learnt |

For further ideas and resources, you may find the following link helpful <http://mikegershon.com/resources/download-info/make-your-own-afl-box/>