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| **Appendix 3 : Assessment Techniques** | | | | | | | | |
| *Thumbs up Thumbs down*  Thumbs up = I get it  Thumbs half way = sort of  Thumbs down = I don’t get it | Talking Partners | Show & tell  Use 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 this  Amber = feeling OK about this, have just about got there  Green = Confident I have achieved this | |
| Exit Pass  Pupils 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/no  Lolly 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 eg   1. 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](http://images.google.co.uk/imgres?imgurl=http://www.plu.edu/~kcnstv26/img/smiley-face.jpg&imgrefurl=http://www.plu.edu/~kcnstv26/&usg=__lc8Yumwo486TWTv_06bzwzDohqA=&h=317&w=313&sz=74&hl=en&start=1&um=1&tbnid=bTWYMRfBSE6riM:&tbnh=118&tbnw=117&prev=/images?q%3Dsmiley%2Bface%26hl%3Den%26um%3D1) ready to move on  [http://tbn0.google.com/images?q=tbn:Y51Ew6yX5Cpu4M:http://www.terceraescuadrilla.com/almacen/personal/DSLam/swg/smiley-indifferent.jpg](http://images.google.co.uk/imgres?imgurl=http://www.terceraescuadrilla.com/almacen/personal/DSLam/swg/smiley-indifferent.jpg&imgrefurl=http://www.sodahead.com/question/132245/who-look-the-better/&usg=__vp7XMyI8awVH0w6XEhtLlFexPFE=&h=499&w=499&sz=13&hl=en&start=2&um=1&tbnid=Y51Ew6yX5Cpu4M:&tbnh=130&tbnw=130&prev=/images?q%3Dstraight%2Bsmiley%26hl%3Den%26um%3D1) still not sure about everything  [http://tbn3.google.com/images?q=tbn:HIeXjhQ3CVyXYM:http://static.bigstockphoto.com/thumbs/7/3/3/small/3376000.jpg](http://images.google.co.uk/imgres?imgurl=http://static.bigstockphoto.com/thumbs/7/3/3/small/3376000.jpg&imgrefurl=http://www.bigstockphoto.com/search/smiley/&usg=__bVlpK90RLEO4krH2y2RQGPkhMyM=&h=110&w=110&sz=4&hl=en&start=9&um=1&tbnid=HIeXjhQ3CVyXYM:&tbnh=85&tbnw=85&prev=/images?q%3Dunhappy%2Bsmiley%26hl%3Den%26um%3D1) need to cover it again, not sure | |
| A, B, C, D  Laminate 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/>