



A Guide for Teachers

FORMATIVE ASSESSMENT IN ACTION



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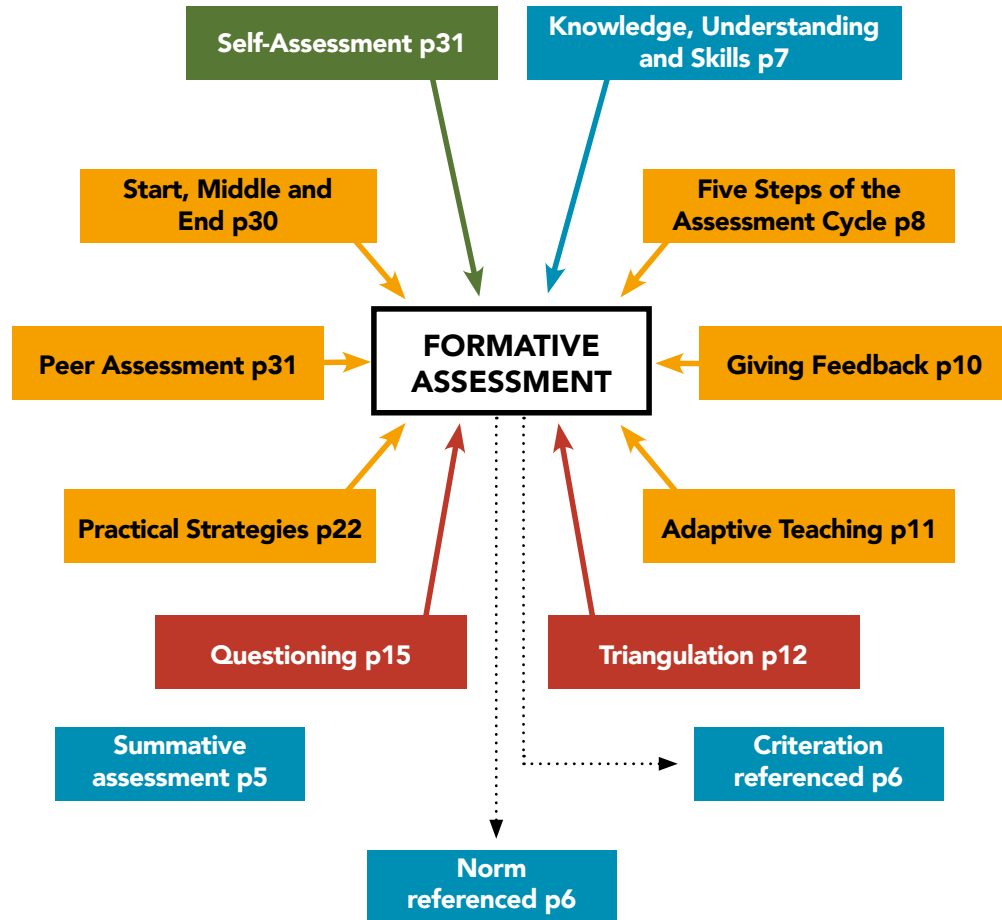
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Summary of contents



Section 1: Introduction to Assessment

1.1 What Is Formative Assessment?

‘When a cook tastes the soup, that’s formative. When a guest tastes the soup, that’s summative.’ – Professor Mark Zelman.

Assessment is the process of finding out what a student has learnt. When we do this at the end of the year or at the end of a chapter or unit of work, it is called ‘**Summative Assessment**’.

But assessment at the end of the year is too late to help learners improve. It is most helpful to the teacher to know how learners are doing regularly as they are learning. That way, the teacher can use assessment to decide what a student should learn next and to adjust their teaching accordingly. This makes teaching more effective. This is called ‘**Formative Assessment**’.

Teachers carry out formative assessments all the time as part of their teaching. They ask questions, mark learners’ work and observe their students in the process of learning. These everyday formative assessments are not always recorded, but they help teachers to understand how well students are learning so they can help where necessary.

Formative Assessment	Summative Assessment
Day-to-day	End of a learning period
Guides learning	Sums up learning
Not usually recorded (externally)	Recorded (externally)
Not formally graded	Formally graded
Used to provide pupil feedback	Used to provide pupil and school accountability
Examples – questioning, quizzes, self-assessment, peer assessment	Examples – end-of-year tests, end-of-term tests, coursework

Two different points of reference for assessment

Norm-referenced assessment: feedback compares students to each other and does not inform teachers how best to move student learning forward. It can be demotivating as students start to believe they will never be top of the class.

Criterion-referenced formative assessment: feedback informs students if they have met the expected learning (the criteria) for the lesson. It is more motivating as the student is measured only against themselves. It provides rich information for the teacher to plan future learning for the student.

The word **'assess'** comes from the Latin *assidere*, which means **'to sit beside'**. Literally, then, to assess means to sit beside the learner. This is an important principle for assessment. It should take place with the learner as much as possible.



1.2 Assessing Knowledge, Understanding and Skills

Knowledge is the easiest to assess because it is straightforward to find out whether or not a student has retained some information: a simple question can usually find this out. We ask them to name something or state something or label a diagram.

For example:

- Name the capital city of South Sudan
- State the elements found in water
- Label the parts of a flower

Assessing deeper **understanding** is much more difficult, so we usually ask learners to outline, explain or compare a process. This will give us some idea of the extent of their understanding.

For example:

- Outline the process of photosynthesis
- Explain what is meant by 'metabolism'
- What is the difference between current and static electricity?

Skills are the ability to perform, so we will always be looking for some action on the part of the student – Are they able to do something? Can they demonstrate practical abilities?

For example:

- Predict the effect of climate change on ecosystems
- Investigate the resistance of different materials in an electric circuit
- Control the variables in a physics experiment

Whether we are assessing knowledge, understanding or skills affects the language we are using, particularly the verbs we choose.

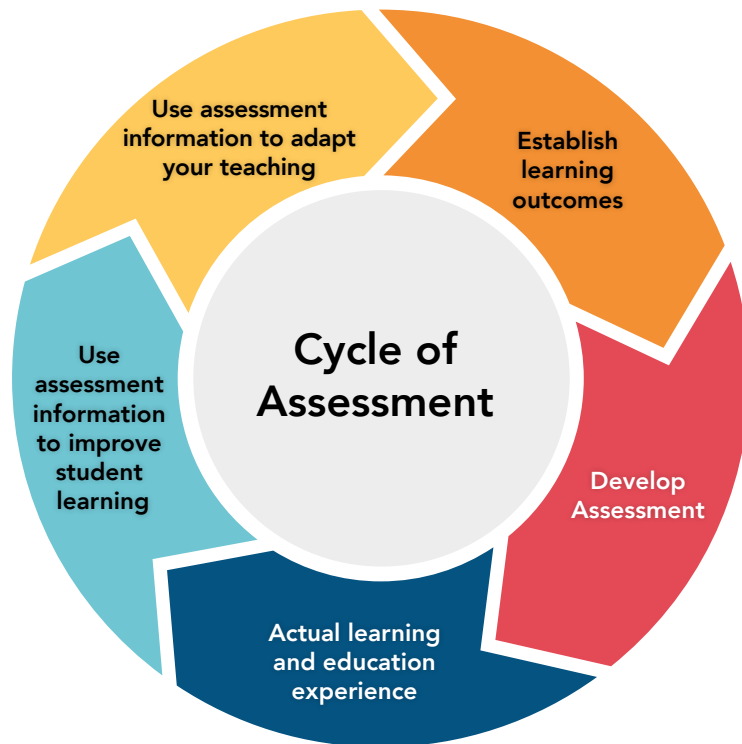
What I am assessing	What verbs I begin my questions with...
Knowledge	State, Name, List, Describe, Label, Write, Recall
Understanding	Explain, Compare, Contrast, Outline
Skills	Construct, Perform, Predict, Investigate, Interpret, Carry out

Section 2: The Assessment Cycle

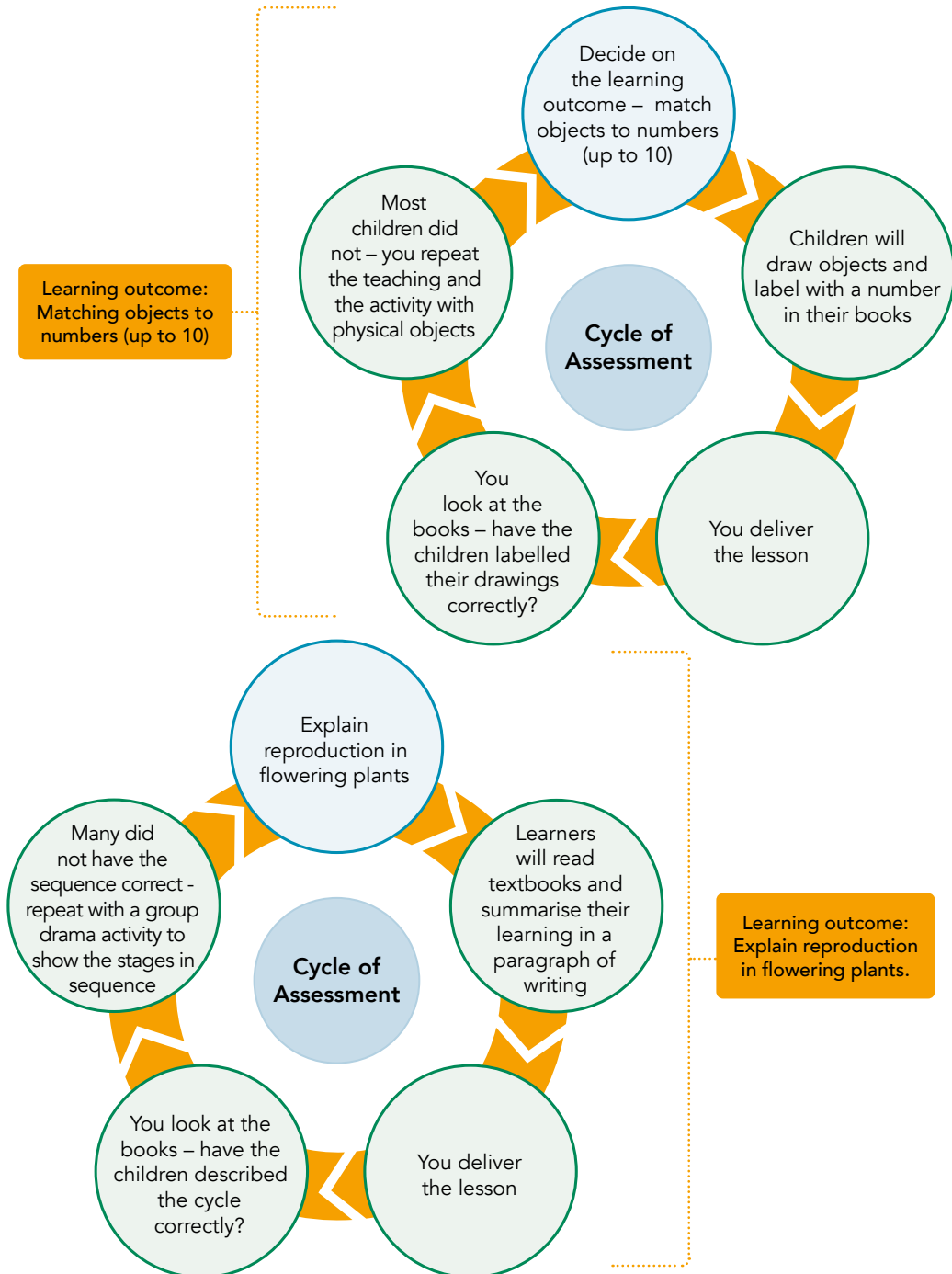
2.1 The Five Steps of the Assessment Cycle

This five-step cycle enables formative assessment to impact on learning.

- The syllabuses and textbooks set out the learning outcomes
- The lessons seek to achieve these outcomes
- Assessment finds out whether or not the outcomes have been achieved
- This information guides the next steps in learning and so sets new learning outcomes
- And so the cycle goes round again.



Examples of the assessment cycle in action



2.2 Giving Formative Feedback

As you progress through the assessment cycle, there will be many opportunities to provide learners with some feedback. Feedback should help learners to avoid developing misconceptions. It should help to build their levels of confidence and motivation so that they are prepared to tackle new learning.

Feedback is aimed at helping learners to:

- Know what they are doing well
- Know that they have understood something correctly
- Know what they need to try again or reconsider
- Build a positive and trusting relationship with their teacher.

Features of formative feedback

<p>Encouraging</p> <p>Feedback should focus first on the positive, on the progress a learner makes towards the expected learning outcome.</p> <p>'You listened well to my instructions in the classroom.'</p>	<p>Specific</p> <p>Writing 'good work' or 'needs redoing' is not enough. What is it about the product that has or has not met the learning outcome and why?</p> <p>'Although you sometimes used full stops, the expected learning outcome was to make sure you used them every time.'</p>
<p>Immediate</p> <p>Learners need to be given feedback as soon as possible whilst the lesson and the activity are still fresh in their mind.</p> <p>'You listened very well in today's lesson. I hope you can listen just as well tomorrow.'</p>	<p>Actionable</p> <p>Feedback must give learners a way to improve their work that is achievable in the time available.</p> <p>'If you want to improve, you must remember to use a full stop to end every sentence.'</p>
<p>Honest</p> <p>Giving failing learners too much confidence will not help them. Neither will being too harsh or only focusing on negative aspects of their work. Honest feedback balances the positive and the negative.</p> <p>'Although you remembered the story we read together, you did not write down any of the characters' names so I do not know who you are talking about.'</p>	

2.3: Adapting Your Teaching in Response to Assessments

Your next lesson or teaching activity might need to change according to what you find out during formative assessments. This is sometimes called **Adaptive Teaching**.

You will need to decide if the adjustments or adaptations you make need to apply to all learners or just some learners. Section 2.2 'Giving Formative Feedback' will also help you to decide.

Do you need to give whole-class feedback to address whole-class errors or misconceptions?

or

Do you need to give feedback to a group of learners or an individual learner?

Here are some examples of ways that you can adapt your teaching in light of what you find from your formative assessments. Each suggestion is aimed at giving learners another chance to think and learn ... and for the teacher to listen and learn also.

<p>Explain it again ... but differently.</p>	<p>Picture it.</p> <p>Draw a model or picture on the board to show learning in a different way.</p>	<p>Break it down.</p> <p>Explain learning in very small steps or pieces.</p>
<p>Repeat.</p> <p>Ask learners to repeat the activity but give them a different context or example.</p>	<p>A listening walk.</p> <p>Ask learners to talk in pairs about the learning activity. As they do, walk around the class to listen to their explanations.</p>	<p>Matching pairs.</p> <p>Write a list of associated words on the board and ask learners to come and join up pairs of words that are similar.</p>
<p>True or false.</p> <p>Make a few statements that are true and false. Ask learners to explain which is which.</p>	<p>Your turn to teach.</p> <p>Ask a learner who has understood well to come and roleplay being the teacher – explaining the learning outcome.</p>	<p>Skip it.</p> <p>If your assessment uncovers that the class or a group have found the activity too easy, skip the repeat activity.</p>

Section 3: Assessment Triangulation

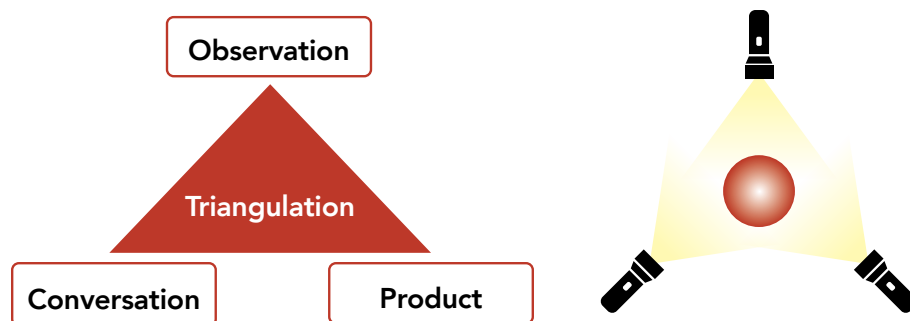
3.1 What Is Triangulation?

Formative assessment is part of normal teaching and learning. It is not something that needs to be added on after learning; it can happen all the time.

Formative assessment can happen in three ways:

- Observation – watching students working (good for assessing skills)
- Conversation – asking questions and talking to students (good for assessing knowledge and understanding)
- Product – marking the student's work (writing, science report, maths calculation, presentation, map, diagram, model, drawing, painting, etc.). In this context, a 'product' is seen as something physical and permanent that the teacher can keep and look at, not something that the student says.

When all three are used, the information can be checked against the other two forms of assessment opportunity. This is often referred to as 'triangulation'.



Assessment through triangulation is rather like shining a light on learning from different angles to see the whole picture.

3.2 Teacher Skills for Assessment Triangulation

As the assessment triangle suggests, teachers need to practise the key skills of observation, conversation and evaluating the products of lessons. However, they also need to practise patience – possibly the most important and difficult of all.

3.2.1 Observation

Observation is not only watching children but doing so whilst keeping in mind the learning outcome. When teachers observe, they must look for clues that might indicate the engagement of the learner (such as body language, where the learner is looking or who they are working with). They must carefully watch actions, looking to see if learners are using specific skills relevant to the expected learning outcome – from reading or writing to drawing, etc.

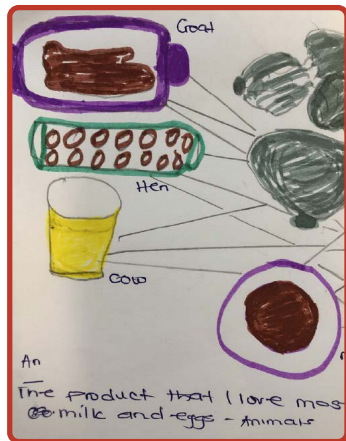
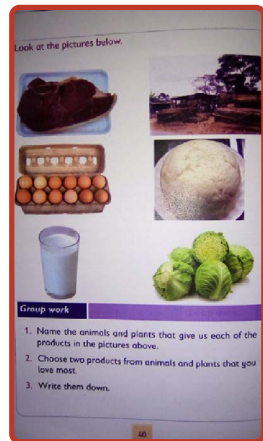


3.2.2 The Product

Teachers need to be able to look at products closely. These examples show how closely teachers need to look at work that learners have produced, considering carefully how well learners have reached the learning outcome.

Examples of exploring products:

Learning Outcome - Skills: Explore how jobs and products vary across the continent of Africa.



- Foods are related to the foods presented in the activity and the learning outcome.
- A sentence is provided to explain what foods the learner loves to eat most.
- Key words correspond accurately to each food.
- Pictures represent a variety of foods from different plants and animals.

Activity 7
Work in groups and present your calculations.

1. David bought the following items: A radio @ 50 000 South Sudanese Pounds, a TV set @ 80 000 South Sudanese Pounds, a fridge @ 120 000 South Sudanese Pounds, a phone @ 30 000 South Sudanese Pounds and a sofa set @ 150 000 South Sudanese Pounds. Prepare a bill for the items.

Item	Cost in South Sudanese Pounds
Radio	50,000
TV	80,000
Fridge	120,000
Phone	30,000
Sofa	150,000
Total	430,000
10% discount =	£43,000
New Total =	£387,000

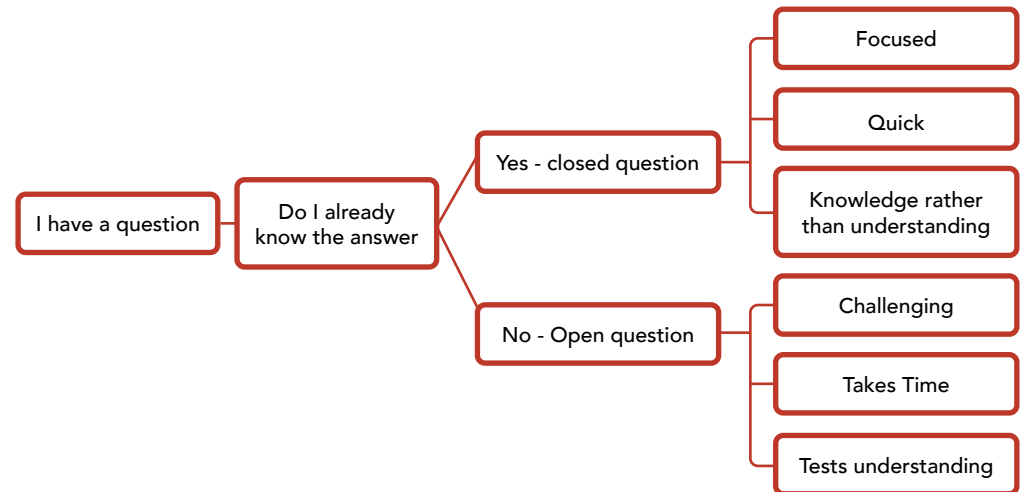
Learning Outcome - Skills: Solve problems about discount, simple interest, commission, hire purchase and writing bills

- A clear and relevant record structure is used to organise the bill.
- Columns are headed appropriately to explain to the reader what the bill is showing.
- Calculation is accurate. The total is correct.
- Individual amounts are presented accurately in relation to the problem presented to learners.
- Place value is maintained accurately in the way that the bill is presented.

3.2.3 Conversations and Questioning

This is the most important skill for a teacher whilst using formative assessment strategies. It needs no equipment, and it is useful in any area of the curriculum.

There are two kinds of questions: closed questions and open questions. The model below shows the difference between the two.



Closed questions

These are questions to which the teacher already knows the answer. They are usually answered by a short response – a yes or a no – or a piece of information. Using closed questions to assess knowledge works very well. They are sometimes good for assessing understanding. But they do not assess skills very easily. Good opening words for closed questions are: What? Where? When? Who? Which?

Examples:

- Q:** 'What are the three states of matter?' **A:** solid, liquid and gas
- Q:** 'Where is the highest mountain in Africa?' **A:** Tanzania
- Q:** 'When does the school day begin?' **A:** At half past eight in the morning
- Q:** 'How many players are in a soccer team?' **A:** 11

Open questions

Open questions are different because a teacher does not know the answer to a question they ask (or not completely). This may be because there are multiple possible correct answers, or it may be because it is a question to which the answer is very personal to the learner. These questions allow teachers to assess understanding at a deeper level than closed questions. They give learners the opportunity to justify their ideas, to explore topics and to relate abstract concepts to their own experiences.

Teachers should be aware that asking open questions can be frightening. Many teachers fear losing control of the lesson or the class when they ask open questions. They are not sure what answers the learners will give, whether they will be appropriate or perhaps whether they are emotionally engaging. However, open questions provide teachers with a really good opportunity to explore learners' ideas. The original answers may be rewarding not only to the teacher but to the whole class. Good opening words for open questions are: Which? How? Why? If?

Examples:

Q: 'Which is the most important state for water to be in and why?

A:?

Q: 'If you had to design a flag for your country, what colours would you use and why?

A:?



Question Matrix

Use this Question Matrix to help you develop questions that explore learning from a range of perspectives. Questions from across the matrix will also encourage learners to think in a variety of ways.

Question Matrix	Is? Does?	Has? Did? Was?	Can?	Should?	Would? Could?	Will?	Might?
	Present	Past	Possibility	Opinion	Probability	Prediction	Imagination
What? Event							
Where? Place							
When? Time							
Which? Choice							
Who? Person							
Why? Reason							
How? Activity							

JOURNEY TO DEEPER THINKING



Section 4: Formative Assessment Opportunities in Textbooks

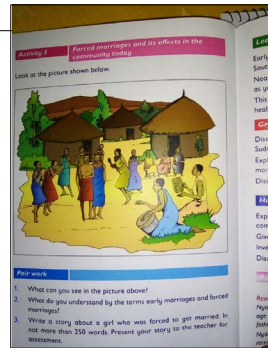
4.1 Examples of Triangulation in Action Using South Sudanese Textbooks

Triangulation Examples

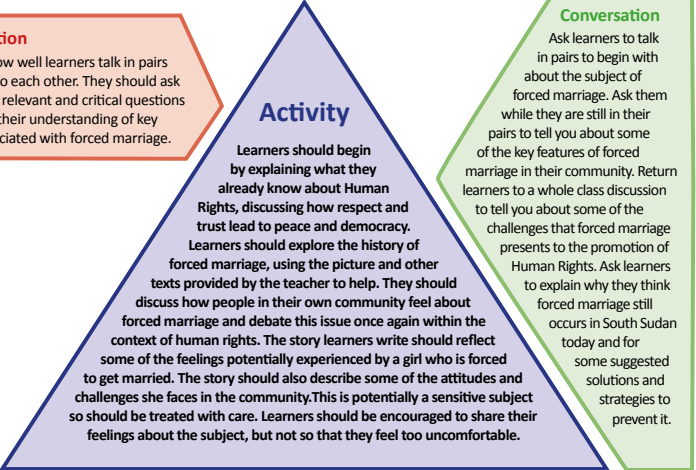
Subject: Social Studies **Year:** P6
Unit: Valuing One Another
Textbook page: 57 **TG page:** 58

Learning Outcome - Knowledge and understanding: Understand where human rights sit within the context of forced marriages.

Textbook activity description: Write a story about a girl who was forced to get married. In not more than 250 words. Present your story to your teacher for assessment.



Observation
 Observe how well learners talk in pairs and listen to each other. They should ask each other relevant and critical questions to expand their understanding of key issues associated with forced marriage.

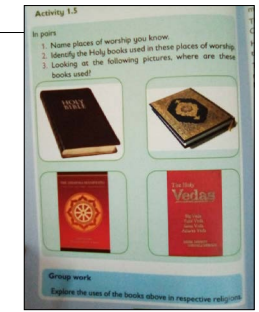


Conversation
 Ask learners to talk in pairs to begin with about the subject of forced marriage. Ask them while they are still in their pairs to tell you about some of the key features of forced marriage in their community. Return learners to a whole class discussion to tell you about some of the challenges that forced marriage presents to the promotion of Human Rights. Ask learners to explain why they think forced marriage still occurs in South Sudan today and for some suggested solutions and strategies to prevent it.

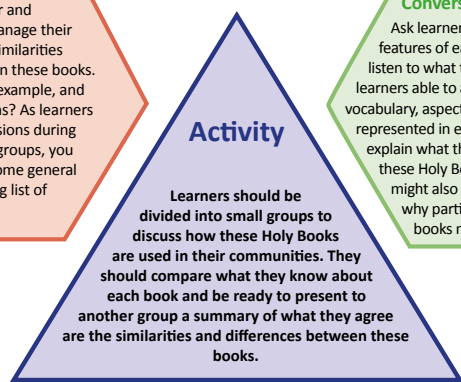
Product
 Learners should produce a piece of writing that is less than 250 words. Their writing should be in story form but should capture some of the key issues of forced marriage, particularly in relation to the obstruction of Human Rights. Their writing should communicate ideas creatively. Grammar and punctuation should be effective and spellings of key words relating to forced marriage should be accurate.

Triangulation Examples

Subject: Religious Education **Year:** P7
Unit: The Origin of the Bible
Textbook page: 17 **TG page:**
Learning Outcome - Skills: Discussion on the similarities and differences of the various Holy Books.
Textbook activity description: Activity 1.1. Group work Explore the use of the books above in respective religions.



Observation
 Observe how well learners interact with each other and how able they are to manage their group work to discuss similarities and differences between these books. Do they take turns, for example, and ask each other questions? As learners summarise their discussions during presentations to other groups, you would expect to hear some general points rather than a long list of specific features



Conversation
 Ask learners to discuss the key features of each of these books and listen to what they are saying. Are learners able to articulate using accurate vocabulary, aspects of how each religion is represented in each book? Ask learners to explain what they know about the way these Holy Books are structured. You might also ask learners to explain why particular similarities between books might exist

Product
 The product in this case will be a short presentation by each group to another group to summarise their discussion. You are looking for the extent to which summaries are focused on the learning objective and how coherently each summary is presented.


4.2 Formative Assessment opportunities within textbooks

Activity 1: Vocabulary on road vehicles


In pairs

Look at the pictures below. Work with your deskmate.


a




b




c




d



e



f



1. Use the words below to name the pictures above.

bus lorry truck van car motorcycle

Here is an opportunity for a formative assessment activity. This could be done as a 'swap partners' activity.

Work in pairs

6. Read and write the place value of each digit in the following numbers.

a) 46231	b) 39654	c) 866	d) 80387
e) 74589	f) 70000	g) 25623	h) 99784

4

This section could be done as work in an exercise book (a product). But it could be a further formative activity such as a 'swap partners' discussion or a 'cross the line' activity.


1.3 How to clean our environment

In groups

In your groups, discuss and name the tools you are going to use in cleaning the environment. What is the work of each tool? Discuss and write down the steps you are going to follow as you do the cleaning. Move to your working area and start the cleaning. When you complete your work, report to your classmates what your group did.

Learning points

To clean different parts of the school, we need different tools and materials.



A clean classroom

In addition, before the activity would be a good opportunity for a 'Think Pair Share' activity to bring the groups together slowly and give all participants more confidence to take part.

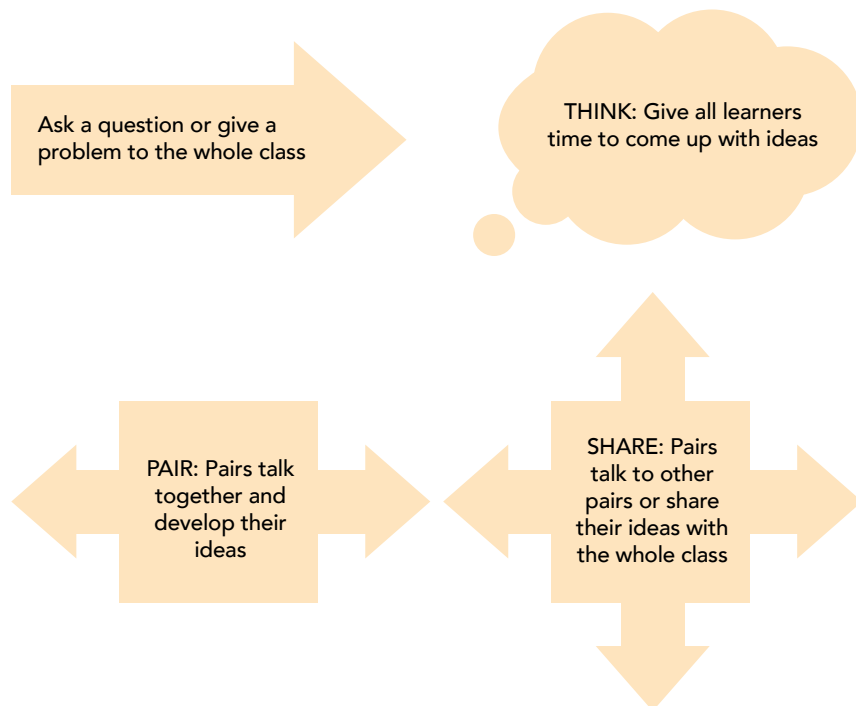
After the activity, participants could exchange their ideas in a rotating discussion where they share their ideas and experiences with a lot of partners.

Section 5 Practical Assessment Strategies beyond the Textbook

There are a number of strategies and activities that teachers can use 'beyond the textbook'. In other words, a teacher might want to explore learning even if it is not described in the textbook.

The use of questioning is of great importance throughout these strategies – refer back to Section 3.2.3 for a reminder of these.

5.1 Think, Pair, Share



This activity has almost infinite uses. There are opportunities for formative assessment at every stage of this activity. Teachers can talk to individuals to explore their thinking processes. They can observe or talk to pairs as they further agree on and develop their ideas. They can observe or talk to groups as they share ideas. Or, if the teacher wishes to talk to the whole class, they can do so by asking questions at the end.

Example 1



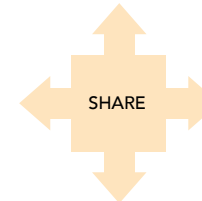
A P4 class is exploring the area of rectangles using cm^2 .



To check understanding, the teacher asks a question for the class to think about individually: **'What rectangles can you see in the classroom? Choose one. Estimate the length of its sides in cm and make an estimate of its area in cm^2 .**' Learners might choose a wall, the top of a desk, a blackboard, etc.



After giving the learners sufficient time to do this as individuals, the teacher asks them to turn to the person next to them to share what rectangle they chose and share their estimate of its area. Their partner shares their own example.



Finally, each pair is asked to talk to another pair nearby. The group should review the estimates and decide if they are reasonable. If available, they should use rulers to check the estimated measurements and work out the area accurately.

Example 2



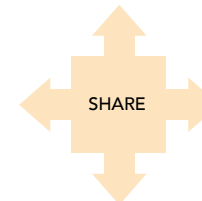
A P2 class has been learning about shadows.



To check understanding, the teacher asks a question for the class to think about individually: **'Why might shadows be important and what can we use to make useful shadows?'** The answer might include the use of trees and roofs.

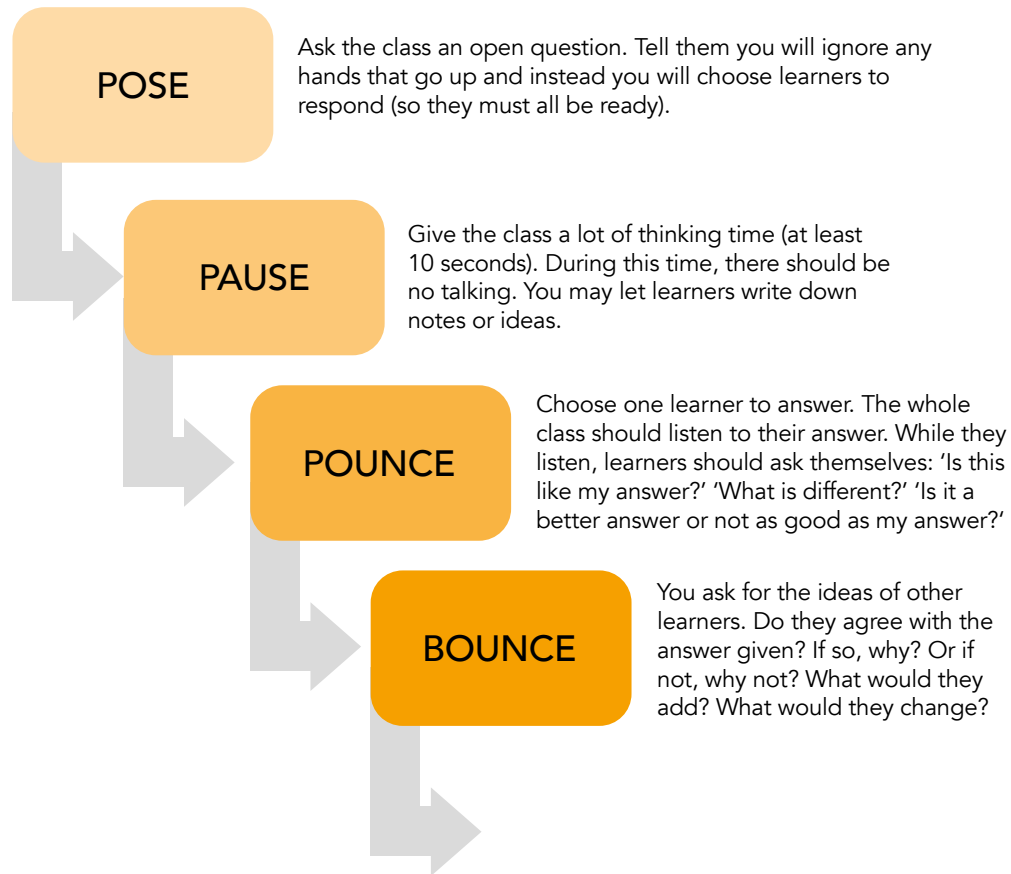


The learners then share their ideas in a pair, making a joint list of useful shadows in their home, school or local area.



Finally, pairs join together to share with each other their ideas, comparing lists to see if they can agree on what are the most important examples and give a reason why.

5.2 Pose, Pause, Pounce, Bounce



This activity is a good way to check both knowledge and understanding. Learners have enough time to think about their answers, justifying them with evidence or ideas. You can model the right way to think about a particular problem in the conversations you lead with the learners you choose. It is also a very inclusive activity as it allows you to select learners who do not normally have their voices heard. This may be some of the girls in the class. It may be learners with disabilities. This activity gives the teacher control of the conversation.

Extend the activity by asking learners to discuss the answers they have heard with a partner and compare these to their own ideas.

Example 1

In P1 Social Studies, the class have been learning about ways of life in the present compared to the past.

The teacher asks, **'What was life like for your parents when they were children?'** (POSE).

All learners think carefully in silence for a short time (PAUSE).

The teacher then asks one child for their answer (POUNCE).

They then ask if other children have a different answer or if they have a comment about the first answer. They ask the children to put their hands up and share their ideas with the class (BOUNCE).

Example 2

In P3 Citizenship, learners in a village have been learning about different localities.

The teacher asks, **'What are the differences between living in a village and living in a town?'** (POSE).

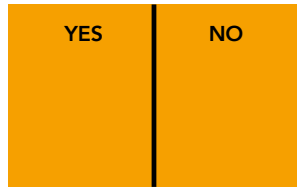
The children think and then draw a picture of themselves living in a town and living in a village (PAUSE).

The teacher then chooses one child to explain their picture, using the conversation to highlight the differences and the similarities between the two localities (POUNCE).

The teacher asks for volunteers from the rest of the class to then share their own pictures and to explain the similarities and differences (BOUNCE).

5.3 Cross the Line

This is a very easy activity. You need flat ground and something to make a mark in it. Or indoors you could use a rope or a collection of sticks lined up end to end. Make a single straight-line mark on the ground. Identify one side as 'Yes' and the other as 'No'. Tell learners they must stand on one side or the other to answer a question you are going to ask. This is a good way to check knowledge ('yes' or 'no' answers are closed questions).



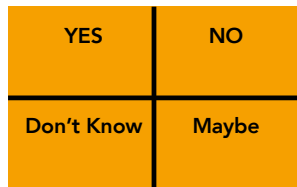
Example 1: P1 Mathematics. 'Is 3 an odd number? Is 8 an odd number?'

Example 2: P8 Science. 'Is it true that plants make their food from the sun?'

Example 3: P7 History. 'Was Egypt part of the Roman Empire?'

The closed question can lead to discussion before choosing (learners talk amongst themselves to discuss the correct answer) or they can be asked to choose without discussion and then they must justify their choice later.

The activity could be made more challenging by providing another line to create quadrants.



Example 1: P6 Science. 'Are vegetables, meat and carbohydrates three food groups in a healthy diet?'

Example 2: P1 History. 'Can you name two kinds of transport which people used long ago and which we still use now?'

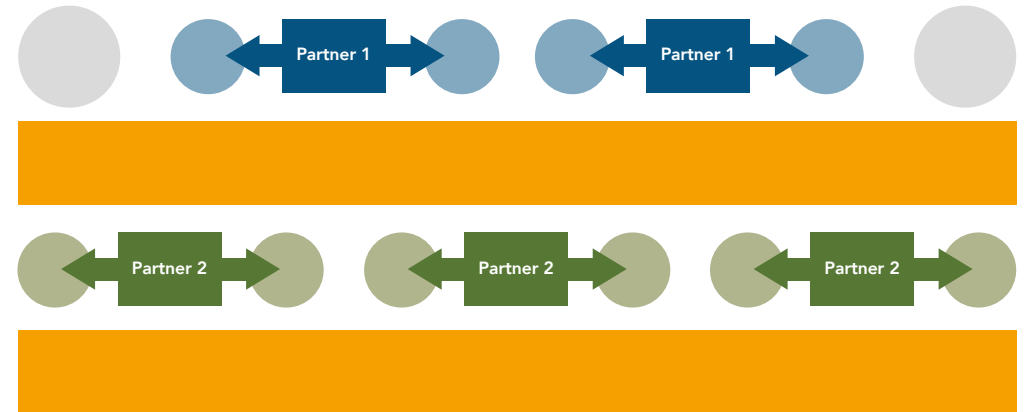
Example 3: P2 Geography. 'Can you name three jobs people do to earn money in this Payam?'

The answers could be anything knowledge-related. This activity can be used to assess what learners remember from a previous lesson.

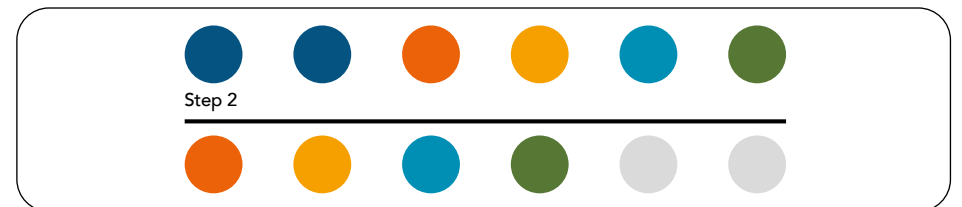
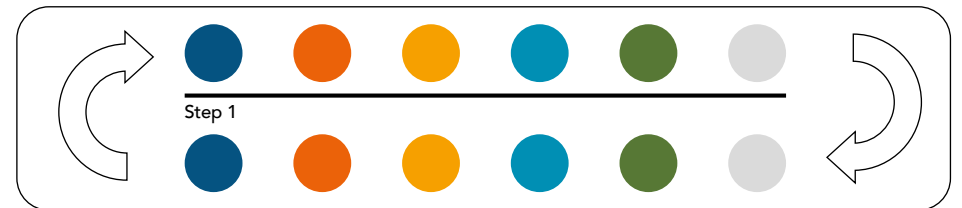
5.4 Swap Partners

This is a very simple activity, similar to 'Think, Pair, Share'. The teacher asks a question and learners discuss their answer with the person next to them. This is a good opportunity to assess understanding through observation and conversation with the learners.

Learners talk to a partner on one side of them. They discuss the question and develop an answer together. After this discussion, they leave their partner, turning to the learner on the other side of them. They share the answer that they developed with the first partner.



If you have more space (such as an outdoor area), you can make this into a rotating discussion. The teacher gives a topic for discussion (usually an open question). Learners form two lines, discuss with a partner for 2 minutes and then change partners by rotating.



5.5 Heads Down, Thumbs Up

This is an easy form of assessment that is useful for younger learners. The great advantage of this activity is that it gives learners an opportunity to tell the teacher anonymously if they are having problems. Some learners feel ashamed if they don't understand and don't want to admit they have a problem. The disadvantage is that this relies on learners' own feelings of how well they are doing. In some cases, learners are overconfident in what they understand. In other cases, they are too self-critical.

In this activity, teachers ask learners to think about their level of understanding or their level of confidence about a topic. It is a very good way to start and end a lesson. Then the teacher says, 'heads down, thumbs up'. Learners put their head on the desk and close their eyes. They then raise their thumb to show their level of understanding.



It is essential that teachers make sure this activity is anonymous and private. It takes practice for learners to feel comfortable to do this activity.

Sometimes it is useful to repeat this activity at the beginning and the end of the lesson to see if there is a change in the direction of the thumbs during the lesson. This might indicate a shift in how learners are feeling about the lesson.

Example 1: P5 English Listening: 'Do you think you understood the passage you just listened to well enough to explain it to someone else?'

Example 2: P4 Religious Education: 'Ramadan is an important time for Muslims. Can you explain why and what Muslims do that is special during this month?'

Example 3: P6 Arts Appreciation: 'Do you think that the next time you perform this scene you will be able to improve?'

Variations

Instead of heads down and thumbs up, you can begin by just asking learners to show you **thumbs up**.

As an alternative to thumbs, learners can also **stand up or sit down** ... but not with their eyes closed!

After a count of three or upon your hand signal, learners **shout out answers**. This is noisy but fun, as long as learners understand that this is a special activity for shouting out which is generally not allowed.

5.6 The Use of Roleplay to Explore Understanding

Asking learners to present what they know in a different format is a useful way of helping learners to explain what they know, understand and can do.

Creating an opportunity for learners to act out what they have learnt provides a creative way for learners to engage with their learning. Physical movement can make learning fun and memorable.

Throughout these roleplays, teachers can observe closely, making notes about key vocabulary for example or the way in which learners have explained how they understand the intended learning outcome.



Examples

Using gestures and narration. In a science lesson about plants, ask learners to use gestures and a narration to show how a seed germinates and then grows shoots, leaves and flowers. In addition, using actions learners can show how the sun and water help the plants to grow.

In conversation. In an English lesson, ask learners to roleplay a conversation that demonstrates their use of persuasive language. They could hold a conversation where they try to persuade their partner to buy a particular fruit or to come on a walk to a new place.

Shape and movement. In a maths lesson about shapes, learners could show shapes using body movements or use their fingers to paint shapes in the air. This could turn into a game where other learners have to guess the properties of different shapes.

Radio show. In a social studies lesson about climate change, learners could present a radio show or interview show about the impact of climate change on communities in South Sudan.

5.7 Great Ways to Start a Lesson, Finish a Lesson and Check Progress in the Middle

Formative assessment is not only a way to find out what learners understand. Formative assessment activities are interesting and engaging learning activities in themselves. Although you can observe learners, talk to them and have them produce a product at any time in a lesson, formative assessment activities are especially important at three points in a lesson:

5.7.1

Starting a lesson – Using evaluation activities such as Pose, Pause, Pounce, Bounce or Cross the Line activates memories of previous lessons on a similar subject. Learners can relate this prior learning to the new experiences they will have in this lesson. Other examples:

- A recap.** Give a quick summary of the previous lesson but make one error and ask learners to identify your mistake!
- Three words.** Write three words on the board about the last lesson and ask learners to place these words in a sentence to either write or say aloud.
- Two questions.** Ask one learner to ask the rest of the class two questions about the previous lesson. Repeat this but ask learners to work in pairs.

Examples of phrases to start a lesson:

We are going to start the lesson with a reminder of the last lesson. Who can tell me three things they learnt in the last lesson?

Tell the person sitting next to you what you want to find out about in this lesson.

Who can start our lesson by asking three questions about the last lesson?

You did some good work in the last lesson. What do you think was the most important thing that we learnt?

We did some challenging work in the last lesson. Can somebody suggest what we should review to make sure we all understand?

Let's play true or false! Who can get us started with a fact about what we learnt in the last lesson?

Write down three words in your exercise book that relate to the last lesson. Then I will choose 5 learners to read them out.

5.7.2

In the middle of the lesson – Once the teacher has finished the main section of instruction, formative assessment activities can be used before learners start individual working tasks. Using evaluative activities such as Heads Down, Thumbs Up can give a teacher some confidence that the learners feel they are ready to work independently or that they are concerned and need more support. Using creative activities such as Think, Pair, Share can help learners share ideas that they can then use in independent working and allow them to check their ideas with their friends. Other examples:

- What's next?** Ask learners to tell each other what the next steps might be.
- Show me.** Ask one or two learners to draw a picture or model on the board of what they have learnt and then ask other learners to offer one idea for improvement.
- True or false.** Provide learners with two statements about what has been learnt so far: one true and one false. Ask learners to identify which is which and then repeat the activity in pairs.

Examples of phrases to use in the middle of the lesson:

Look at your exercise books or textbooks. Place your finger on what has been the most challenging to understand. I will come around and have a quick look at what you are pointing to.

What have we learnt so far in this lesson that was unexpected?

Tell the person sitting next to you about your favourite part of the lesson so far.

Who can tell me what this lesson has helped them to understand that they did not understand before?

Who can predict what we will learn about next in this lesson?

What have we learnt so far in this lesson that relates to learning in another subject?

What part of the lesson so far has been very easy?

5.7.3

Finishing a lesson – Using a formative assessment activity to reflect on the learning outcome for the lesson is a great way to fix it in the minds of learners. Cross the Line is an activity which can quickly check the recall of information of a large class at once. Swap Partners is a good activity for reflective discussion and recapping what was done in the lesson. Other examples:

Quick quiz. Ask five closed questions that learners have to answer in their book and then use whole-class feedback to answer them.

What's the question? Give learners the answer to a question related to the lesson topic and then ask them to suggest questions that might lead to that answer.

Headlines. Ask learners to suggest headlines for what has been learnt this lesson as if it were to be used in a news article on the radio or in a newspaper.

Examples of phrases to finish a lesson:

I am going to give you an answer to a question related to this lesson. Your job is to suggest what the question might have been.

Let's do a quick quiz about this lesson. Who can start us off with the first question?

How could you use what you have learnt in this lesson in your everyday life?

What relevance do you think this lesson has to other subjects that you are studying?

In the next lesson we are going to learn about... See what you can find out about this before the next lesson.

Tell the person next to you about what you have found challenging in this lesson.

I would like one of you to come and be the teacher to summarise what we have learnt in this lesson. Who will volunteer?

Section 6 Peer Assessment and Self-Assessment

An important part of formative assessment is not only assessment by the teacher but also assessment by the learners themselves (self-assessment) and by other learners (peer assessment).

Giving learners the opportunity to reflect on their own work and that of others is a very powerful learning experience which can inspire them to improve and also give reassurance about the progress they are making. Many of the activities in this book are easy to do and focus on peer assessment or self-assessment.

In both cases, it is very important for the teacher to train learners in giving feedback (using the five features discussed in Section 2.2 in the booklet: encouraging, specific, immediate, honest and actionable). At first learners will find this very hard. They may be overly harsh and critical; they may focus on irrelevant aspects of the work. But if teachers persist, they will find that this practice makes learners more attentive to their work and more mindful of the learning outcomes of a lesson when creating a product such as written work.

Peer assessment

Peer assessment requires dialogue between both the learner giving and the learner receiving the feedback. As such, the Think, Pair, Share activity is useful for this or Partner Swap. It is essential that both partners have a chance to give feedback on each other's work for equity.

Self-assessment

Self-assessment requires quiet reflection and honesty on the part of the learner. Often it is more difficult for them to see the positive in their own work rather than the negative. Activities with a period of quiet thought are good – Pose, Pause, Pounce, Bounce, for example, gives the learner time to reflect on their work, and it gives the teacher a model of a process for giving feedback with the five key characteristics discussed in Section 2.2.

Good questions to use during peer assessment or self-assessment

Is this work related to the learning outcome?

What is the best thing about this work?

If I could change one thing about this work what would it be?

Why should anyone be proud of this work?

What more would I like to know now I have looked at this work?

Section 7: Further Reading and Resources about Formative Assessment

The Practice of Formative Assessment in Ethiopian Secondary School Curriculum Implementation: The Case of West Arsi Zone Secondary Schools:
<https://essa-africa.org/node/501?i=d&id=3492>

Teachers perceptions on oral questioning as a method of assessment of holistic development among Kenyan lower primary schools learners:
<https://essa-africa.org/node/501?i=d&id=616>

Effect of teachers guided students peer - Assessment on teaching and learning in a large classes:
<https://essa-africa.org/node/501?i=d&id=1019>

OECD (Organisation for Economic Co-operation and Development)/CERI (Centre for Educational Research and Innovation), Assessment for Learning Formative Assessment:
www.oecd.org/site/educeri21st/40600533.pdf

Professor Dylan Wiliam, Formative Assessment (YouTube): <http://bit.ly/3tT9wJQ>

UK Education Endowment Foundation (EEF), Teacher Feedback to Improve Pupil Learning (resources to help teachers design effective formative feedback):
<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback>

Hundred.org, Spotlight: Formative Assessment: Improving Learning for Every Child:
https://cdn.hundred.org/uploads/report/file/165/hundred_formative_assessment_digital_1_.pdf

UNICEF Education, Education Case Study: Ethiopia (a formative assessment case study from Ethiopian schools):
<https://uni.cf/3TYr4ys>

Section 8: Notes

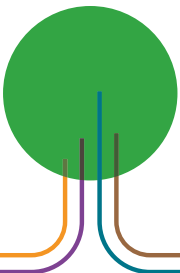
Question Matrix	Is? Does?	Has? Did? Was?	Can?	Should?	Would? Could?	Will?	Might?
	Present	Past	Possibility	Opinion	Probability	Prediction	Imagination
What? Event	1	2	3	4	5	6	7
Where? Place	8	9	10	11	12	13	14
When? Time	15	16	17	18	19	20	11
Which? Choice	22	23	24	25	26	27	28
Who? Person	29	30	31	32	33	34	35
Why? Reason	36	37	38	39	40	41	42
How? Activity	43	44	45	46	47	48	49

Notes



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