

IDENTIFYING, IMPROVING AND ASSESSING LEARNING



Family coffee morning

KNOWLEDGE HARVEST - HOW DO WE KNOW THEY'RE LEARNING?

What do you already know about assessment at iCAN? Jot it!!

LET'S START FROM THE BEGINNING...

What types of learning do we plan, teach, and assess?

Knowledge - I know...

Skills - I can or I am able to...

Understanding - I am developing my understanding of...

What's the difference? And why does it matter?

LEARNT, TAUGHT AND ASSESSED DIFFERENTLY!

IPC Assessment for Learning			
	Learning	Teaching	Assessing
Knowledge	remembering	telling	testing
Skills	practising	coaching	observing
Understanding	reflecting	facilitating	evaluating

www.internationalprimarycurriculum.com

SE Asia Summer School
March 2014

From Fieldwork Education, part of the WCL Group

ASSESSING KNOWLEDGE

Knowledge is relatively easy to assess!

End of unit assessments

spelling tests

pop quiz

times tables challenges

knowledge harvests

quiz quiz trade (and other structures)

questioning

EVALUATING UNDERSTANDING

Understanding is very hard to evaluate!

Understanding is a very personal and individual journey.

When you make links between what you know and your experiences

Everyone understands things differently!

Impossible to assess - can't grade understanding

Journaling/ reflection/ questioning

ASSESSING SKILLS

Skills learning moves through a process...

Beginning

Developing

Mastering

ASSESSING SKILLS

Geography Skill 2.7



BE ABLE TO MAKE SIMPLE MAPS AND PLANS OF FAMILIAR LOCATIONS

Draw a map of where you live for a friend visiting from abroad.

THE RUBRICS!

How did you do?!

Self assess

Peer assess

LF assessment...

Geography 2.7

I can make simple maps and plans of familiar locations.

I'm getting used to it	I'm getting better	I'm really getting it
<p>I can make a map using pictures to show different places and objects.</p> <p>I need some help from my teacher to help put them in the right places on the map.</p>	<p>I can work on my own to draw a map.</p> <p>I use pictures and some symbols to show the different places and features.</p> <p>I know that I usually draw some of them in the correct place.</p>	<p>I can make a map by myself.</p> <p>I use symbols to show where different places are and a key to show what the symbols mean.</p> <p>I usually draw most of them in the correct place.</p>

- ★ Tracked over the year
- ★ Passed on to next teacher
- ★ Reported on
- ★ Inform planning

Be able to make simple maps and plans of familiar locations

Beginning	Developing	Mastering
The child can make a simple map or plan with some identifiable features in pictorial form. The features are not in their correct relative positions.	The child independently produces a map with three or more identifiable features in correct relative positions. Features may be shown as pictures or symbols.	The child independently produces a map with most features in the correct position relative to one another. They use symbols rather than pictures to identify features and may include a simple key.

I'm getting used to it	I'm getting better	I'm really getting it
I can make a map using pictures to show different places and objects.	I can work on my own to draw a map.	I can make a map by myself.
I need some help from my teacher to put them in the right places on the map.	I use pictures and some symbols to show the different places and features.	I use symbols to show where different places are and a key to show what the symbols mean.
	I know that I usually draw some of them in the correct place.	I usually draw most of them in the correct place.

How To Progress From Beginning To Developing

Suggest the following to the children:

- Look at objects on a table. Try to draw where they are in relation to one another
- The next time you draw a map only draw objects on your map that don't move – don't include cars or animals, etc.
- Instead of drawing a picture of a place in detail, try to draw one object to represent a place. For example, a book could represent a library or a swing might show where the park is
- Close your eyes and imagine you are standing at a place in the middle of your map. What can you remember about the area in front, to the sides and behind you? Draw these places on your map

How To Progress From Developing To Mastering

Suggest the following to the children:

- Take an imaginary walk around your map. Close your eyes and imagine you are walking from one place to the next. Have you included all the features? Repeat with a new starting place
- Use signs and symbols to represent all the places you have shown. Make a list of the different signs and explain what they represent. This is called a key
- Make maps of the school or local area from memory. Then use the map to check you have features in the correct place. Did you miss anything out? Draw a new map from memory of the same place
- Compare your map with that of a friend — discuss the features shown on each of your maps and change or correct your information

Class:	Teacher:	Date:
IPC Unit:	Task:	

Be able to make simple maps and plans of familiar locations

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[illegible]

MATHS...

InCAS

Expected outcomes

Progress tracked and assessed by teacher at different points in the year (usually at end of LB)

Formative assessment within lessons

Don't forget: We don't stream... our assessment informs next steps for individuals and areas of development for whole class/year groups

LITERACY...

Writing Journeys

Big spelling

PM Testing

InCAS

Expected outcomes (new!)

Ongoing formative assessment (through
marking/feedback/discussions/observations)

ASSESSMENT IN THE EARLY YEARS

Development Matters and ELG's 2015									
ICAN PLAY : LB 1/2, LB 3/4, LB 5/6 Nursery : LB 1/2, LB 3/4, LB 5/6 Reception : LB 1/2, LB 3/4, LB 5/6									
Specific Areas	Literacy		Mathematics		Understanding of the World			Expressive Arts and Design	
	Reading	Writing	Number	Shape, Space and Measure	People and Communities	The World	Technology	Exploring and using media and materials	Being imaginative
16 – 26 months (1.3 - 2.2 years)	<ul style="list-style-type: none"> Interested in books and rhymes and may have favourites. 	<i>Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols which can communicate meaning.</i>	<ul style="list-style-type: none"> Knows that things exist, even when out of sight. Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles. Says some counting words randomly. 	<ul style="list-style-type: none"> Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. Uses blocks to create their own simple structures and arrangements. Enjoys filling and emptying containers. Associates a sequence of actions with daily routines. Beginning to understand that things might happen 'now'. 	<ul style="list-style-type: none"> Is curious about people and shows interest in stories about themselves and their family. Enjoys pictures and stories about themselves, their families and other people. 	<ul style="list-style-type: none"> Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. Remembers where objects belong. Matches parts of objects that fit together, e.g. puts lid on teapot. 	<ul style="list-style-type: none"> Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times. Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them. 	<ul style="list-style-type: none"> Explores and experiments with a range of media through sensory exploration, and using whole body. Move their whole bodies to sounds they enjoy, such as music or a regular beat. Imitates and improvises actions they have observed, e.g. clapping or waving. Begins to move to music, listen to or join in rhymes or songs. Notices and is interested in the effects of making movements 	<ul style="list-style-type: none"> Expresses self through physical action and sound. Pretends that one object represents another, especially when objects have characteristics in common.

ASSESSMENT IN MIDDLE YEARS - MATHS

Diagnostic testing at start of each year - where are they?

Ongoing formative - comprehensive AfL feedback

Knowledge reviews at the end of each unit

Opportunities to assess application of knowledge in real life situations

Progress mapped across each skill within each topic

ASSESSMENT IN MIDDLE YEARS – LANGUAGE ARTS

skills based rubrics

PM testing for those not yet free readers

formative assessment informing planning (eg. identifying a need for explicit grammar teaching)

wide range of assessed pieces
(Reading, Writing, Speaking)

Reading journals and tasks to review understanding every 2 weeks

Beginning	Developing	Mastering
The student is able to express himself/herself using less formal language in many situations, especially with peer groups. There is often a breakdown in comprehension where, despite the student's efforts, their meaning cannot be deduced.	The student is able to express himself/herself using less formal language in a growing range of situations, though still mainly with peer groups and in familiar settings. There is often a breakdown in comprehension where, despite the student's efforts, meaning cannot be deduced.	The student is able to communicate using less formal language in a growing range of situations and for a range of purposes beyond the most familiar. Despite the student's efforts, meaning is still difficult to deduce at times.
S/he is able to select more appropriate spoken language for other situations or purposes but still requires significant support.	S/he is able to select more appropriate spoken language for less familiar situations or purposes with some support.	S/he is able to select more formal spoken language that is appropriate for more complex situations or purposes with some support.
S/he is able to select and use relatively simple vocabulary in a limited range of situations and purposes.	S/he is able to draw on a growing bank of vocabulary.	S/he is able to draw on a growing bank of vocabulary and select appropriate words for new situations.

UNDERSTANDING REPORTS!

A chance for you to see
where your child is at,
and more importantly,
where they are heading -
the next steps.

Reporting on...

social, personal, academic,
international

		N	B	D	M
International Mindedness					
I can identify activities and cultures which are different from but equal to my own 2.3		●	□	□	□
Design Technology					
I can design and make products to meet specific needs 2.2		□	□	□	□
I can make usable plans 2.3		□	□	□	□
I can use simple tools and equipment with some accuracy 2.5		□	□	□	□
I can identify and implement improvements to my designs and products 2.6		□	□	□	□
Geography					
I can make simple maps and plans of familiar locations 2.7		□	□	□	□
I can use maps at a variety of scales to locate the position and geographical features of particular localities 2.8		□	□	□	□
I can use secondary sources to obtain geographical information 2.9		□	□	□	□
I can communicate geographical knowledge and understanding to ask and answer questions about geographical and environmental features 2.11		□	□	□	□
History					
I can order events and people in chronological order 2.0		□	□	□	□

QUESTIONS? WANT TO KNOW MORE?

Come and speak to me or a MP Leader

Email

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