

Reflection Sheet

I see . . .
Your observations
throughout the day

I think . . .
Things that strike
you or stand out

I wonder . . .
Questions that you have

Changes I might make:

In my
classroom

In our
subject
department

Transcript - *Formative Assessment*

Dylan Wiliam

To me 'formative assessment' describes all those processes by which teachers and learners use information about student achievement to make adjustments to the students learning that improve their achievement. It's about using information to adapt to your teaching and adapt the work of the students to put the learning back on track - if you like, to make sure that the learning is proceeding in the right direction and to support that learning. It's what happens when you don't just lecture students and rattle through the material until you get to the end and ask them if they've understood it okay - it's constantly making those adjustments.

One of the ways I like to talk about it is: just imagine what would happen if a pilot flew like many teachers assess. I flew back from Seattle a few weeks ago - just imagine what the pilot would have done - he would have flown east for 9 hours and then after 9 hours he says 'Time to land'. He will put the plane down and then he will ask 'Is this London?' and of course even if it's not London, he says 'Well everybody has got to get off because I've got to get on to the next journey'. And that's exactly the way we have assessed in the past - we teach students material and at the end of that teaching we find out if they have learned it or not. And if they haven't we say 'Too bad, because we are on to the next unit'.

What formative assessment does is it encourages teachers to take constant readings about where students are just in the same way that pilots takes constant readings about their position. If the learning isn't proceeding as you had planned then you make adjustments - that is the essence to weighing formative assessment. The reason why I think that formative assessment is the right focus is because assessment is the right bridge between teaching and learning. It's only through assessment of some kind that you know whether what has been taught has been learned. That's why I think this focus on this assessment process, minute by minute, and day by day, not at the end of a sequence of learning, minute by minute, and day by day. It allows teachers to reflect on their practice and make small steps in improving that practice in a more powerful way than anything we have seen before.

Transcript - *Feedback*

by Dylan Wiliam

The feedback was why we started really, because a lot of the research on formative assessment was about different kinds of feedback... and what we found was that most of the feedback that's come in schools is the least helpful in terms of what psychologists have found. There's lots of different ways of looking at feedback, but a very important way of looking at feedback is whether its ego involving or task involving.

So if you say to students that they did very well that they did one of the best pieces of work in the class, that's ego involving because it focuses on that person's position in the class. Whereas, if you get feedback that's says things like, well this is what you need to do to improve... then that focuses on the task. And what the research shows very clearly is that ego involving feedback is rarely effective and, in fact, can lower achievement. So when students get grades and they can compare themselves with each other, where they get praise...the effects are usually or often zero and, sometimes, negative. In other words, in many cases rather than giving that kind of praise you would have been better off shutting up and giving no feedback at all! Students given that kind of praise do less well than students given no feedback at all.

But what the research also shows very clearly is the conditions under which feedback is successful. The research shows, for example, that when the feedback focuses on what students need to do to improve, and, in particular, how to go about it... then you get very large impacts on student achievement. So the challenge for teachers is to take these very broad principals that I've outlined and work out what it means to their own classroom.

The way I summarise all of this is to say that I think that good feedback causes thinking. The really important thing is that when a student gets a piece of feedback, the first thing they do is think, not react emotionally, not disengage but think. That's very important because what the research on student motivation shows is that when they're faced with a task or a response to a piece of work, students, basically, make a choice between deciding either to protect their wellbeing or to engage in activities that will actually help them grow as individuals and in their achievement. And if the first reaction of a student is to protect themselves and to restore their sense of well-being, what you will find is that students will focus on the things that will do that for them and they won't focus on the learning.

So what we need to do is to give students feedback that helps them move forward. Give them feedback that makes it clear that ability is incremental rather than fixed, because if we send the message to students that ability is fixed then if you are confident that you can engage in the task you will go for it, for the brownie points. But if you're not confident or think that you might actually fail when other people will succeed, you will disengage and basically, you will decide that you would rather be thought lazy than stupid.

English Class Plan

Class: Ms Krabappel

Class: 10

No of periods: 3

<p>Learning Outcomes:</p> <p><i>Main Learning Outcomes:</i> O12 W3</p> <p><i>Supplementary Learning Outcomes:</i> L O11 R3</p>	<p>Assessment:</p> <p>Teacher Observation Feedback on Tweets from teacher and students Written feedback on writing tasks Sharing of success criteria for writing tasks</p>	<p>Teaching Activities:</p> <p>Explanation of what we are going to do and what the expectations are by the end of the lesson Listen to Doc on One entirely and then with specific focus Clearly outline the task and allow time for students to engage Explicit Instruction of RAFT Peer teaching Extension writing activities</p>	<p>Type of/Name of Text/s & Resources:</p> <p>Explanation of what we are going to do and what the expectations are by the end of the lesson Listen to Doc on One entirely and then with specific focus Clearly outline the task and allow time for students to engage Explicit Instruction of RAFT Peer teaching Extension writing activities</p>
<p>Text(s) / Type of Text(s)</p>			

Register

We are likely to use several different registers each day, one kind of language with friends, another when speaking to strangers, another when writing a formal document. Register can range from informal to formal in both spoken and written language.

Useful Terms

Standard English – considered to be ‘correct’ English
Colloquialism – language as it is informally spoken
Slang – considered ‘not proper’ but is widely used and understood

List the different voices that you hear	Is the register Formal / Informal?		Who are they talking to?	Pick out some words of phrases that makes the language formal/informal

In groups of two choose one of the following tasks:

Role of the writer	Audience
Format	Topic
<p>You are Keith's mother and you have been asked by RTE to address the public about your son's disappearance. At this stage he has been missing for two days.</p> <p>You have a 30 second slot.</p>	

Role of the writer	Audience
Format	Topic
<p>You are the head of security in Air India. You are both embarrassed and annoyed at the bad press Air India has received. You are meeting the flight attendants who let the boys on. What are you going to say?</p>	

Role of the writer	Audience
Format	Topic
<p>For class you have been asked to dramatise the conversation between Keith and his mother after all the cameras are gone and they are in the kitchen alone.</p>	

Role of the writer	Audience
Format	Topic
<p>Create your own</p>	

Keeping in mind: RAFT

In groups of two choose one of the following tasks:

Role of the writer	Audience
Format	Topic
Imagine the story is set in 2013 and Keith is a keen tweeter. In 140 characters at a time, write four tweets he posts during his adventure	

Role of the writer	Audience
Format	Topic
Imagine you are a tabloid journalist. It is your job to tweet updates on the story of the missing boys. In 140 characters, write a tweet on day one, day two and day three	

Role of the writer	Audience
Format	Topic
Write the Garda Síochána Twitter Feed, in 140 characters, with regard to the disappearance of the boys	

Role of the writer	Audience
Format	Topic
Write your own tweet	

Keeping in mind: RAFT

Twitter Templates for Doc On One Writing Exercise



Success Criteria for the Fishbowl	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
Did the people in the inner circle: <ul style="list-style-type: none"> • State and explain their viewpoint? • Support their statements with explanation, reasons, evidence or examples? • Use prior knowledge to inform their discussion? • Use analogies to support their viewpoint? 						
Did the people in the inner circle communicate in a positive manner by: <ul style="list-style-type: none"> • Responding thoughtfully to the statements of others • Challenging the accuracy of others' statements • Inviting contributions from others 						
Did they avoid negative communication such as: <ul style="list-style-type: none"> • Irrelevant, distracting statements • Interrupting • Monopolising • Personal attack 						
Did the people in the outer circle succeed in: <ul style="list-style-type: none"> • Listening actively; taking notes of the content of the discussion? • Giving effective constructive feedback to those in the inner circle? 	(Notes on entire outer circle can be take here.)					

Features of Quality for Fishbowl Discussion (created by students)

For each one of the ten skills give your partner quality feedback by selecting one of the following comments for the second column.

Use the final column to give examples or detail of success or areas for improvement.

Outstanding achievement

Room for improvement

Solid performance

Disappointing effort

Decent attempt

<i>Skill</i>	<i>Comment</i>	<i>Example</i>
Be Confident		
Keep Calm		
Make Eye Contact		
Pronounce Words Well		
Speak Clearly		
Stand Up Straight		
Take Deep Breaths		
Take Your Time		
Think About What You're Saying		
Use Facial Expressions		

Lesson Plan for the Fishbowl Discussions

Learning Outcomes	Assessment	Content
Main: O2 Supplementary: R2	<ul style="list-style-type: none"> • Providing Success Criteria • Peer Assessment • Self Assessment • Teacher Observation 	Hand-out of quotes / research on <i>How we Teach the Novel</i> .

Reading Exercise

Read the research hand-out.

- Highlight anything that fits in with your thinking and your current practice.
- Mark with an asterisk anything which you disagree with or which you find challenging.

Rules for the Inner Circle

- One person speaks at a time. Watch for non-verbal cues to see when you should speak.
- If you wish to contribute you should make a statement and then back it up with an example or evidence.
- If you disagree with somebody you should state your reasons or ask them questions.
- Always be mannerly; don't be aggressive or negative.
- Speak clearly and audibly and be aware of your body language.
- You cannot leave the fishbowl until you have made a meaningful contribution to the discussion. Then you can leave the inner circle by 'tagging' someone in the outer circle to take your place.

Rules for the Outer Circle

- Listen actively.
- Take note of what is said, particularly anything you agree with, disagree with, or anything that raises a question for you.
- When asked to provide feedback, do so in as positive a way as possible. Constructive criticism is to be welcomed.
- If you wish to enter the fishbowl you must 'tag' someone who has already made a meaningful contribution to the discussion.

Assessment

- **Providing success criteria:** Use the table provided
- **Teacher observation:** The teacher, as a guide on the side, will have ample opportunity to take note of the quality of the contribution made by the participants in the inner circle.
- **Peer assessment:** The outer circle will comment on the quality of the discussion: both content and communication skills.
- **Self assessment:** Students will be given time to assess their own performance, either as a listener and note-taker in the outer circle, or as a participant in the inner circle.

Sample Anticipation Guide

Name: _____ **Topic:** Wonder by R.J. Palacio

Before reading: In the *Before* column place ✓ if you agree or think the statement is true and a ✗ if you disagree or think the statement is false.

Think about why you agree or disagree, and be prepared to share. When you finish reading change your position if necessary by writing in the right column ✓ agree or disagree ✗.

Before Reading Agree/Disagree	Statement/Question	After Reading Agree/Disagree
	1 There is no difference between non-fee paying schools, being home-schooled, and going to a private school.	
	2 You can tell how smart a person is just by looking at them.	
	3 If a new student comes to school, it's best to ignore them until they figure out who they want to hang out with.	
	4 It is good to be different and stand out from all the other kids.	
	5 Sometimes change is a good thing, but it is still hard and we may not like it.	
	6 If you make a mistake, it's best to cover it up and hope no one finds out.	
	7 It is always easy to be nice and kind to others.	
	8 Feelings of guilt about something you have thought, or said, or done affect how you behave.	

Comprehension strategy (before reading)

Sample Anticipation Guide

Name: _____ **Topic:** Of Mice and Men

Before reading: In the *Before* column place ✓ if you agree or think the statement is true and a ✗ if you disagree or think the statement is false.

Think about why you agree or disagree, and be prepared to share. When you finish reading change your position if necessary by writing in the right column ✓ agree or disagree ✗.

Before Reading Agree/Disagree	Statement/Question	After Reading Agree/Disagree
	1. Feeling responsible for someone can be a burden.	
	2. Men will not allow their friends to become burdens.	
	3. Women need friends more than men need friends.	
	4. It is more acceptable for women to love their female friends than it is for men to love their male friends.	
	5. If a person has a dream, s/he can survive against the odds.	
	6. Dreamers go nowhere.	
	7. Sometimes euthanasia (mercy killing) can be justified.	

The Process of Writing

RAFT

Explanation

As the specification suggests 'students are not 'born' writers'. They may need scaffolding to support the writing process. RAFT is a writing strategy that helps students understand their role as a writer, the audience they will address, the varied formats for writing, and the topic they'll be writing about (Santa & Havens, 1995):

- **R**ole of the Writer: Who are you as the writer? What is my personality? How will I react to the information or situation? Roles depend on the situation.
- **A**udience: To whom are you writing? Who needs to read this? Whom am I trying to persuade? What is the goal or purpose of writing? What type of emotional reaction do I want from the reader?
- **F**ormat: In what format are you writing?
- **T**opic: What are you writing about? What is the subject I am covering? What information do I have to share? What is the focus of my chosen format?

Benefits

- Promotes critical thinking
- Applicable to all subjects

How to use RAFT in the English classroom

- 1** Explain and display the RAFT Writing Template to your class and model on an overhead/ data projector how you would write in response to the prompt. This modelling stage is vital, it illustrates to students the thinking and writing process. This stage is teacher-led with students observing. The teacher uses 'think aloud' - the process of verbalising the thinking happening in their mind. It's purpose is to make thinking explicit. The stage will need to be prepared by the teacher beforehand as it is meant to demonstrate (or model) good practice.
- 2** Students will help the teacher the second time.
- 3** The third time they will use RAFT in pairs.
- 4** Finally they will use it independently.

In Practice

Sample RAFT prompts

If students are reading *To Kill a Mockingbird*, you may have students respond to the issues in the story as various characters to different audiences in multiple formats.

For example:

R	Scout Finch
A	Community of Maycomb, Alabama
F	Eulogy for Atticus Finch
T	Social Inequality

- It works best if all students follow the same process so the students can learn from the varied responses of their classmates.
- Choose a few students to read their RAFT aloud. Have a class discussion about how each student created their own version of the RAFT while using the same role, audience, format, and topic.

RAFT Writing Template

Role	Audience
Format	Topic
Writing Piece etc.	

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