

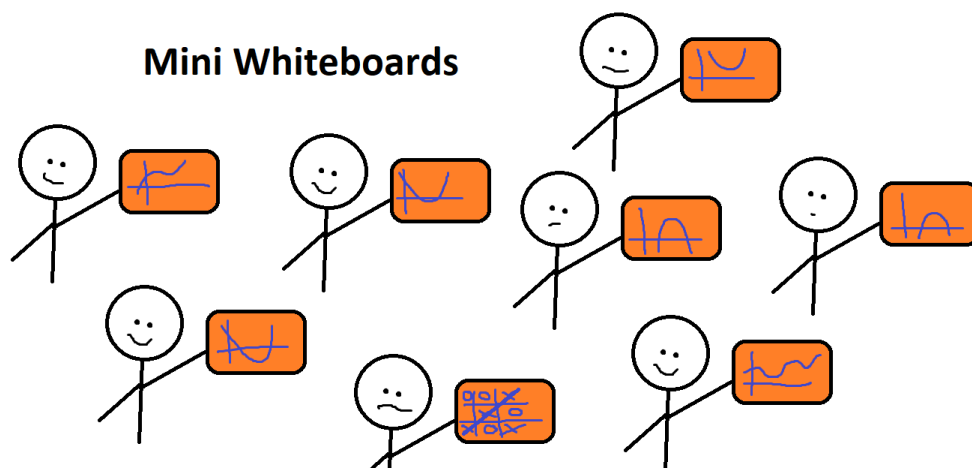


# Practical Assessment for Learning Techniques

## Mini Whiteboards

Students use mini whiteboards to answer questions at the beginning or end of the lesson. Everyone gets a chance to answer and the teacher gets instant feedback. Students also get to learn from each other as they compare their answers from others around the room.

It is useful to countdown from 3 and ask students to hold up their answers at the same. This prevents boards popping up at random times.





## Snowball

At the end of the lesson, give each student a piece of A4 paper and ask them to create a question relating to the lesson. Students then scrunch up the paper into a ball and get ready to throw their snowball up at a designated point on the ceiling. When everyone is ready, countdown from 3 and shout “Snowball!”. Students have to then find a snowball, unfold it and answer the question. They can then think up a new question and the process is repeated a few times.

This has potential to be chaotic but the students get to reflect on their learning and throw stuff about which is a win-win situation. Reading the paper afterwards is always very informative for the teacher.

## No hands up

In order for the teacher to direct specific questions to learners, a ‘no hands up’ approach can be helpful. This enables the teacher to differentiate questions effectively and it can increase engagement. If the teacher wants to add additional challenge, aim to ask a learner two questions in succession. The second question should probe and encourage extended responses.

## Pose, pause, pounce, bounce

- Pose - the teacher poses a challenging question. Open questions work most effectively in this context.
- Pause - the teacher waits and gives learners thinking time. In order to give sufficient time, discipline is needed. Aim to give at least 7 seconds.
- Pounce - the teacher insists on no hands up and 'pounces on' / picks a learner to provide an answer.
- Bounce - the teacher bounces responses around the class giving learners the opportunity to develop the response. This could include adding ideas, challenging them, illustrating them, or taking them in a new direction.

# Minimal encouragers

Minimal encouragers can support learners in developing extended responses and promote deeper thinking and learning. Useful minimal encouragers include:

- Oh?...
- And...
- But...
- Right...
- So...
- For instance...
- Really?
- Possibly...

# KWL grid

A KWL is an effective way to identify to draw on prior learning and fill in learning gaps.

- K = what do you KNOW?
- W = what do you WANT to know?
- L = what have you LEARNED?

## KWL grid: *(title here)*

Things I THINK I ALREADY KNOW	
Things I WANT TO KNOW	What I HAVE LEARNED

# Airport checklist

Get learners to think about and write down all of the things that they need to pack in their learning suitcase order to be successful in the lesson or to complete a particular task.

At the end of the lesson, ask learners to reflect on their packing. Reflective questions could include:

- What were the most useful things that they packed?
- Was there anything that they forgot to pack?
- Did they borrow anything from a friend?
- Did they pack any unnecessary items?

# Exit activity

Ask students to do something on exit from the classroom which keeps them thinking right to the end, such as:

- Students write one thing they have learnt and one question they want to discuss on a 'post-it' note, and stick them to the wall as they leave. Teachers can look at the answers to assess what the students have learnt. They can use this in their planning for their next lesson, changing their plans if needed. This activity also encourages students to think about what they have learnt right up until the end of the session.
- Teachers ask an 'exit question' or give an 'exit fact'. The question or fact should be as thought-provoking as possible. So, for instance, it could be a fact which would challenge some of the key ideas discussed during the lesson. This might link to the theme of the next lesson. The idea is to ask or say something which will provoke discussion as the students leave the room. It should keep them talking as they go down the corridor to their next lesson.

# Instant Feedback

## Thumbs up, thumbs down

Check understanding of key points or ideas:

- Thumbs up = I understand
- Thumbs half way = I'm not sure
- Thumbs down = I don't understand

## Stand up, sit down

Check understanding of key points or ideas:

- Stand up = I get it
- Sit down = I need some help

## Traffic lights

Traffic light colours can be used by learners to self-assess:

- Red = I don't understand
- Amber = I'm not sure
- Green = I understand

Learners who are 'green' can support students who are 'amber'. This enables the teacher to support learners who are 'red' and do not understand.

