



## ACTIVITY 2.4

### Assessment for Learning Self-Evaluation

#### PURPOSE

To offer teachers an opportunity to think about where they are now with respect to key assessment *for* learning practices.

#### TIME

25–30 minutes

#### MATERIALS NEEDED

- A copy of the handout “Assessment *for* Learning Self-Evaluation” for each participant, shown in Figure 2.16
- The numbers 1 to 5 each written on a separate 8-1/2 × 11-inch piece of paper (for posting on the wall)
- The graphing chart reproduced as a large poster
- A fat-tip marker (1/2 to 3/4 inch)

#### SUGGESTED ROOM SETUP

- Tables for participants’ independent work (Directions Item 1)
- Open wall space with the numbers 1 to 5 posted about six feet high and three to five feet apart so that people will be able to see them when lined up (Directions Items 2 and 3)

#### DIRECTIONS

1. Ask participants to number from 1 to 6 on a separate piece of paper. Tell them not to put their names on it—this activity will be anonymous. Then have them evaluate their own classroom practice for each of the six statements on the survey “Assessment *for* Learning Self-Evaluation” (see Figure 2.16) using the scale of 1 to 5 as described on the survey. This usually takes about 5 minutes.

**Figure 2.16** Assessment *for* Learning Self-Evaluation

On a separate piece of paper, number from 1 to 6.

Rate your current classroom practice for each of the six statements by using the following scale:

1 = I don’t do this, or this doesn’t happen in my classroom.

2 = I do this infrequently, or this happens infrequently in my classroom.

3 = I do this sometimes, or this sometimes happens in my classroom.

4 = I do this frequently, or this happens frequently in my classroom.

5 = I do this on an ongoing basis, or this happens all the time in my classroom.

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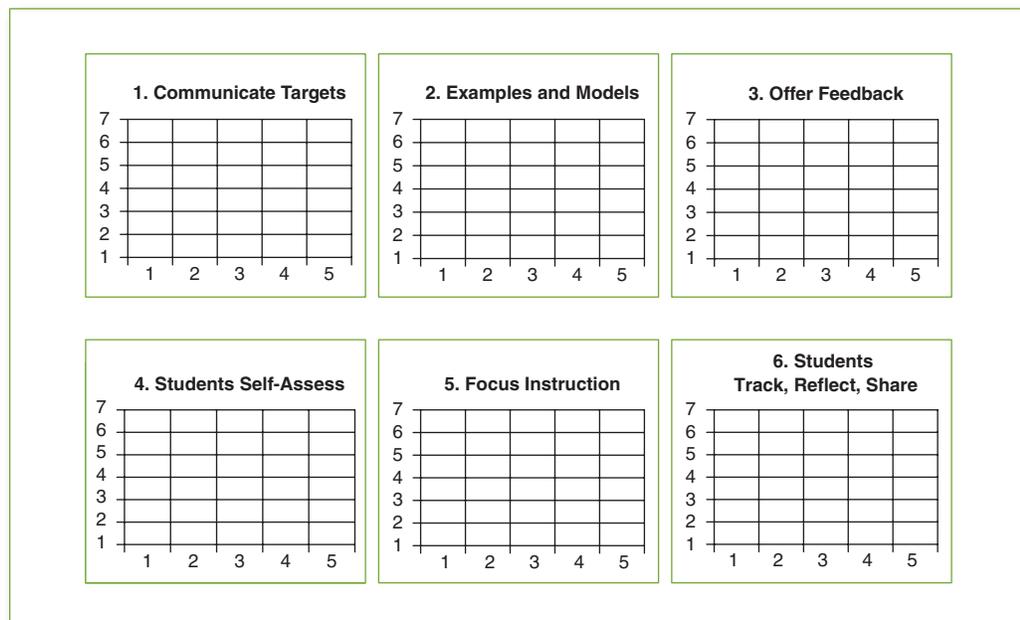
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### Survey Statements

1. I communicate learning targets to students in language they can understand, as a regular part of instruction.
2. I use examples and models to help students understand key elements of a quality response, product, or performance.
3. I offer feedback that links directly to the intended learning, pointing out strengths and offering information to guide improvement. Students receive this feedback during the learning process, with opportunities to improve on each learning target before the graded event.
4. I design assignments and assessments so that students can self-assess, by identifying their own strengths and areas for further study regarding intended learning. The results of assignments and assessments function as effective feedback to students.
5. I use assessment information to focus instruction day to day in the classroom.
6. I give students regular opportunities to track, reflect on, and share their achievement status and improvement.

2. After everyone has finished, have participants wad their papers into snowballs, move to the open area, and form a circle. Ask them to throw their snowballs at each other, picking one up and throwing it to someone else two or three times. This usually takes about 5 minutes.
3. Ask everyone to find a snowball, open the paper up and “be” that person. They should find the rating next to Statement 1 (it will be a number from 1 to 5), and line up in front of the appropriate number you have posted on the wall. Ask the person at the head of each line to count the people. Graph the number of people standing in each line on the chart, using a blown-up version of Figure 2.17 and a big marking

**Figure 2.17** Assessment *for* Learning Self-Evaluation Results Graph



pen. Then read the statement aloud. Do the same for each of the remaining statements. This usually takes about 10 minutes.

4. Debrief by asking participants to find a partner and comment on the results they see charted and implications for further learning. Then conduct a large-group discussion of observations. This usually takes 5 to 10 minutes.