



makesense

Evaluation Toolkit

2.3.3. – assessment methods and tools



BACKGROUND

The project **Make SENSE** intends to provide teachers with the necessary knowledge and tools which will enable them to support their students in discovering, acquiring, and developing their *Social Entrepreneurship skills*.

This toolkit proposes a series of methods and instruments that can be used by teachers of all subjects in order to **identify**, **support**, and **assess** the skills their students demonstrate in the five competence areas proposed by **Make SENSE**.

RATIONALE

Evaluation, or assessment, usually measures someone's level of understanding and their competent use of cognitive skills and/or specialised skills against a standardized set of criteria. In education, it measures how much or how little knowledge the student acquired based on curricular standards and requirements. This is known as "**assessment of learning**". "Assessment of learning" (AoL) is used in most countries to report on student performance or progress in a school subject.

However, the **5 Entrecomp skills** the project **Make SENSE** focuses on are not included in any curriculum as stand-alone competences to be attained, nor are there standardized, fixed success criteria in any of the project partners' countries. Therefore, this document proposes **evaluation tools which can be easily adapted** to various school subjects, to different teaching systems and educational settings while supporting teachers in **identifying and monitoring the achievement levels of the 5 Entrecomp skills** in their students.

Although we acknowledge that teachers are required to report on their students' progress and performance by grading or measuring their work against specific standards, we strongly believe that using these assessment methods and tools will create an environment favourable to learning. Most of the evaluation approaches and instruments we propose can be described as "**assessment for learning**" (AFL).

*"Assessment for Learning is part of everyday practice by students, teachers and peers that seeks, reflects upon and responds to information from dialogue, demonstration and observation in ways that enhance ongoing learning."*¹

AfL recognises that effective and efficient learning depends very much on **feedback**. John F. Fanselow (teacher trainer and professor emeritus at Teachers College, Columbia University) maintains in his innovative books that "*to teach is to provide feedback*"². Like constructive feedback, **AfL** is:

¹ Klenowski, Val. (2009). Assessment for Learning revisited: An Asia-Pacific perspective. Assessment in Education: Principles, Policy & Practice. 16. 10.1080/09695940903319646.

² <https://itprofessionals.com/johnfanselow>

- an ongoing process.
- **formative** in the absolute degree.
- based on **evidence of learning** and not rote memorization.
- focused more on the **process of learning** than on the end result.
- **learner-centred** (places the learner at the centre of the assessment process).
- essential in developing **learner autonomy**.
- a **two-way** system, helping learners and teacher decide what the next step in learning/teaching should be.
- the stepping stone for **lifelong learning** as it helps students build their “learning to learn” skills.³

AfL exists only when its three constituent principles are observed. These are:

- **diagnostics**: identifying what learners can already do AND deciding on how to support them to do it better.
- **learning intentions**: helping students understand what connects ‘today’s class’ to long term goals (students understand *why* they are learning).
- **success criteria**: students understand what their teachers wants them to do, they understand what ‘*successful performance/achievement*’ means when the teacher shares examples of ‘successful work’ (examples provide them with a model and a challenge).

These three constituent principles are continuously supported by formative **feedback**.

AfL encourages students to become *more engaged* and *more reflective*. When used appropriately it increases student *motivation*. Ultimately, **AfL** creates a **growth mindset** in both students and teachers.

Note: the terms “assessment” and “evaluation” are used in this paper as synonyms. Both these terms are used to refer to the evaluation of student learning.

Further Reading On Assessment For Learning

- Guide to Assessment for Learning - <https://elt.oup.com/feature/global/guide-to-assessment-for-learning/?cc=ro&sellLanguage=en>
- Review on evaluation and assessment frameworks - <https://www.oecd.org/education/school/oecdreviewonevaluationandassessmentframeworksforimprovingsooloutcomes.htm>
- Analysis and Review of Innovations in Assessment - <https://www.nuffieldfoundation.org/project/analysis-and-review-of-innovations-in-assessment-aria>
- Black P, Harrison C, Lee C, Marshall B and Wiliam D, (2003) *Assessment For Learning– Putting It Into Practice*, Buckingham, Open University Press.

³ OECD/CERI International Conference, Learning in the 21st Century: Research, Innovation, and Policy, 15-16 May 2008, <https://www.oecd.org/site/educeri21st/40600533.pdf>

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GIVING FEEDBACK. 1-7: DURING CLASS

1. MAKING AIMS CLEAR

Type: written / oral	How it works: At the start of a unit / of the class, write the learning targets on the blackboard (online: write the learning targets using the tools of the collaborative platform you are using). Ask students to find connections between the lesson targets and real life situations. This step is essential because it motivates students, providing them with a reason for their work (if they learn X now, they will be able, later in life, to do Y). For example, the aims of the unit could be: a) to understand how a bank operates, b) (to be able) to define payment instruments c) (to be able) to use vocabulary related to finances Writing the aims of the unit gives students a clear purpose.
Use with: -whole class	
Suggested timing: - 3 minutes	

Evaluation:

For teachers. At the end of the unit / lesson, teachers can ask students **to reflect** on their learning success in relation to the lesson aims (**self-assessment**). Also, teachers can reflect on how successful the class was; it is a known fact that not always what we plan is what happens in class. At the end of the unit / lesson, teachers can identify the targets which need further attention. (*Suggested timing: 5 minutes*)

For students: At the end of the unit / lesson, students should be encouraged to reflect on how much they think they reached the targets. They can do this by writing / drawing in their notebooks (see **“Squares”** / **“Smiley Faces”** page 6) or by indicating their assessment to the teacher (see **“Traffic Lights”** page 6). In this way the teacher can determine what the next step is and what to do in the next class.










Variation:

TO-DO LIST

For younger students, teachers can write on the blackboard the actions students will perform during class (e.g. “complete a text with eight missing words, connect two columns by matching elements between them, write ten definitions in their notebooks, etc”). It is always a good idea to **be very specific** in these instructions. If students know exactly how much work is expected of them, they will be **able to focus more** on the content than on counting how many minutes of the class have passed.

At the end of the class, students are asked to “tick the boxes”, that is to verify that they did everything in the **“to-do list”**. This provides the teacher with the opportunity to remind students the key elements of the class, briefly calling to attention the concepts students used (**feedback**). This can be done by using **can do statements** (e.g. “You can use words related to money, you can give definitions of words such as..., etc).

2. SQUARES / SMILEY FACES

Type: written / oral	How it works:
Use with: -whole class -individual -pair work	At the end of a class where new content has been presented, ask students to draw in their notebooks smiley faces next to the new information, indicating how much they think they understood.
Suggested timing: 5-7 minutes	<p>  - I totally understand and can explain it  - I understand, but I am not sure I can explain it  - I am not sure I understood. </p> <p>Alternatively, they can do the same thing by drawing squares ( green,  yellow,  red).</p> <p>Using such visible feedback helps students evaluate their own performance or level of acquisition. At the same time it provides the teacher with input on how well the class went.</p> <p>If there are more sad faces / red squares, the next class will be dedicated to addressing those concepts in more detail or using a different approach. This activity is a regulating one, enabling teachers to adjust their teaching to the level of ability and understanding of the class.</p> <p>Important note: If you decide to use this activity, make sure you ask students to reflect again the next time you meet them. Ask them if they changed their minds about their self-assessment, since it is well-known that new information tends to fade away if it is not revisited; you can use this to test their understanding of the content presented. Revisiting previously taught material is a good opportunity for students to revise and reinforce their knowledge. It also allows the teacher to decide if they can move forward or not.</p>
Variation:	
TRAFFIC LIGHTS	
<p>This activity can be used during class at any time. The teacher must make sure his students have each three round shapes coloured 'red', 'yellow' and 'green'. While he teaches, his students can raise one of the shapes to indicate their understanding of a particular point:</p> <ul style="list-style-type: none"> -  red circle → 'I did not understand. Please, explain again.' -  yellow circle → 'There is one aspect which is not clear to me.' or 'I need more examples.' -  green circle → 'All is clear. I understood everything.' <p>"Traffic lights" functions as a regulatory activity, providing the teacher with instant feedback on how well his students received the information / content presented. Based on the colours he sees, the teacher can dwell on a particular point or decide to move forward. This is also helpful to less confident students, who may feel too anxious to admit they did not understand a particular point.</p>	

3. KWHL

Type: written / oral	(Think about it as “cool” 😊) How it works:			
Use with: -whole class -individual	At the start of a unit / new lesson, tell students what the new lesson / new unit is about (e.g. “volunteering” or “business transactions” or “jobs”). Draw on the blackboard a table like the one below (in online classes, draw the columns using the tools of the collaborative platform you are using or use the ‘share screen’ feature):			
Suggested timing: 10 minutes – 5 minutes	What I already K now about this	What I W ant to know	H ow will I learn / find out about this?	What I have L earnt
	Ask students to write phrases or full sentences in the first three columns. The last column will be completed at the end of the unit / lesson.			
	Although some students may find it difficult to write anything in the second column, this is a good opportunity for students to reflect on the why they are learning. The teacher can explain the connection between ‘today’s lesson’ and ‘long term goals’ (how students can use the new knowledge later in life).			
	Completing the first column is an opportunity for self-evaluation . It also allows the teacher to adapt their teaching to the level and ability of the class.			
	At the end of the class, students will write in the last column (<i>5 minutes</i>). The teacher can use the information listed by students to evaluate his students’ progress and also to evaluate how much the lesson targets have been reached.			

Variation:

KWHLAQ

What I already K now about this	What I W ant to know	H ow will I learn / find out about this?	What I have L earnt	What A ction will I take now?	What Q uestions do I have now?

The last two columns allow students to **reflect** on their own learning, to explore their **motivation** and to **evaluate** their cognitive abilities. The teacher can use the information presented by students to decide on future content to be delivered.

4. "MIGHT"

Type: oral	How it works:
Use with: -whole class -group work -pair work -individual	When questioning, insert the word " might " to give students more opportunity to think and explore possible answers . e.g. <i>What is volunteering?</i> <i>What might volunteering be?</i>
Suggested timing: <i>variable</i>	The first question infers there is a single answer known by the teacher. The second question is open and allows students to think creatively and to propose multiple answers. This can be used at the start of a lesson / unit, but also during presentation or at the end of the class. At the start of the lesson it helps "set the scene", i.e. prepare the class for new knowledge. During the class, it helps students stay focused on the topic. At the end of the class, it provides feedback to both students and teacher.

Alternatives:

The following **set of question stems** encourages students to **think creatively** and to be more expressive. It also requires that they connect their answers to previously acquired knowledge.

What if ...?

How would you ...?

Could you explain ... differently?

When / Where might ...?

Who / What might ...?

Why might ...?

The last three question stems encourage students **to apply the newly-acquired knowledge** to possible imaginary scenarios. This connects with the **long term goals of learning**.
e.g. *Why might you ask for a letter of recommendation?* or *When might someone volunteer?*

Using these questions stems to obtain answers enables the teacher to **evaluate** how much or how little students master the concepts presented. This also encourages students to develop their **creativity, expressiveness** and **critical thinking**.

Such questions can be directed at **groups** or **pairs** of students. They will have to discuss, **negotiate and decide** on a common answer to be presented to the whole class. With less-confident students, the teacher can decide on asking them to write their answers.

5. WAIT TIME

Type: oral	How it works:
Use with: -whole class -pair work	<p>“Wait time” allows students to think before giving an answer. The teacher instructs students that he/she will ask a question, but students must answer only after he/she lowers their hand (which could be after 5 – 10 seconds). Giving students some time to collect their thoughts will enable them to articulate their answers more expressively.</p>
Suggested timing: <i>variable</i>	<p>As teachers, we know how willing students are to impress by rushing into giving an answer, hopefully the correct one. This simple method of teacher-student interaction allows for reflection. Students can build their thoughts while exploring what has been asked.</p> <p>“Wait time” can also be used after the student has given their answer. The teacher waits 5 – 10 seconds before responding, allowing the student to elaborate or expand their answer.</p> <p>Although in itself this method is not about evaluation, it does allow both students and teacher to assess the quality of the content delivered.</p>
Variation:	
<p>“TELL YOUR NEIGHBOUR”</p>	
<p>Instead of maintaining a period of silence, the teacher can instruct students to give their answers first to their neighbours – in this way they can test whether the answer is correct or well-rounded – then raise their hands and be allowed to give the answer in front of the whole class. This variation functions on the basis of peer-assessment and gives the teacher the opportunity to evaluate how well their class works in groups / pairs.</p>	

6. INCORRECT DISCUSSION

Type: oral	How it works:
Use with: -whole class -pair work -group work	When a student proposes an answer which may be considered incorrect, rather than dismissing it, use it as a discussion point . Discover why the student has an erroneous view on the subject. (e.g. <i>“Why do you think this is the case?”</i> or <i>“How did you come to this idea?”</i> or <i>“What evidence / argument led you to this idea?”</i> or <i>“What made you think so?”</i>). Use the student’s misconception in reasoning to help him understand and to create an atmosphere where it is OK to be wrong .
Suggested timing: <i>variable</i>	<p>You can invite the other students to explain their reasoning process, e.g. <i>“How do you know your answer is correct?”</i> or <i>“What arguments / reasons can you bring in favour of your answer?”</i>.</p> <p>By encouraging students to defend their answers (and reasoning processes), you enable their creativity and expressiveness. At the same time, you become a facilitator and not the ‘go-to’ person for correct answers. Students must learn to think for themselves, and allowing discussions on mistaken or incorrect statements helps them develop learner autonomy. Try to resist the temptation of correcting your students without allowing them to notice when, how and why they made a mistake.</p> <p>Very often students think that there is only one correct answer and it is the teacher who has it. Help them understand that they can reach the most likely correct answer by themselves and that, sometimes, they can come up with better solutions and explanations than the teacher.</p> <p><u>Important:</u> Not all incorrect answers can be used as a starting point for a discussion. Use your judgement to decide when to allow your class to set off on this “learning by enquiry”.</p> <p>Before a unit you can devise questions that</p> <ul style="list-style-type: none">→ challenge common misconceptions→ create situations that require discussion and negotiation→ explore ambiguity and encourage discussion and clarification

7. EXIT TICKET

Type: written	How it works:
Use with: -individual	At the end of the class / unit, students are asked to write in their notebooks the most important takeaway(s) from the lesson. The teacher should walk around the class and notice what is being written as this will provide feedback on the success of the class and on how well their students grasped the content presented to them.
Suggested timing: 2 minutes	<p>The “exit ticket” can also be presented to students as the “minute paper”: students identify the most significant / useful / meaningful / unusual thing they have learnt during the lesson or unit and write about it for a minute. They should write <u>without</u> checking on what they have recorded in their notebooks during class. In this way they will have to activate their retention skills. The teacher must explain that this is not a test paper; it is only useful exercise for them to commit to memory (what they think are) the important aspects of the lesson.</p> <p>The teacher can either collect these “minute papers” and use them as a basis for informal evaluation or simply walk around the class and notice what is being written. Either option provides the teacher with feedback on their students’ knowledge.</p> <p>Because the “minute papers” are created immediately after class, they cannot be used for grading: some students have better memory or can concentrate more than others. However, this method helps students develop their attention and retention skills.</p>

Variation:

QUESTION BOX

The classroom could have a **question box** where students can put any question they may have about the day’s lesson. These questions (in written form) can be used as the basis for the next lesson. At the same time they can be used as a form of **peer-teaching** if the teacher decides to read out the questions and invite students to try and answer them.

An alternative is to use the questions written by students as a **formative test**: students can work in pairs or groups and attempt to give elaborate oral answers, or they can work individually and write their answers. The disadvantage of this alternative would be that it is time-consuming: students need to be given more time to complete this assignment, and this time can only be taken from teaching time. However, at the end of a unit, it can be used for **evaluation**.

The fact that it is the students that have to provide the questions is highly useful, because, when writing the questions, students need **to reflect** on what they have learnt and decide on possible unclear issues. Having them answer their own questions forces students to think creatively, **to make connections** and to better **fix the newly-acquired knowledge**.

GIVING FEEDBACK. EVALUATION.

8. EVALUATION – COMMENT-ONLY MARKING

Type: written	How it works:
Use with: -individual	<p>“Comment-only marking” provides students with a focus on progression instead of a reward or punishment (as a grade does). Comments allow the student to revisit their work and try to improve on it by clarifying or detailing, or by simply checking for spelling mistakes or factual errors.</p>
Suggested timing: <i>variable</i>	<p>When re-submitting their work, the student must make sure it is evident where their interventions / improvements are (either by adding at the end of the written work or by rewriting and presenting both versions – the initial and the improved form).</p> <p>The teacher and students decide on the number of versions to be submitted before the papers can be graded. In this way the evaluation will truly focus on students’ cognitive abilities rather than on their memorization skills. Although this is time-consuming – because the teacher must make sure his comments are lengthy, making it clear how the student can progress, and assist them in their learning – the “comment-only marking” allows students to properly acquire new knowledge. By revising and editing their answers, students practice their competences and engage in self-reflection. This activity relies on conscious revision instead of mindless repetition, and allows students to reach the learning targets.</p> <p>Comment-only marking provides feedback that moves the learners forward. When students receive a test which has been corrected and graded, most of the times they do not even look at corrections. If they do, they are unsure what they can do or should do next. Not awarding points, but giving only comments, forces the students to take charge of their learning.</p>

Useful note:

EXEMPLAR WORK

When setting students a piece of work (essay, paper), show them **examples** that make it clear what they are asked to do, what they need to do in order to meet the **evaluation criteria**.

Students can use the exemplar work by **marking** it using the evaluation criteria. This will help them to consciously internalize the model, to understand the process of creating the model answer and to understand **how marking applies to their learning**.

It is counter-productive to treat assignments or tests as some form of **mystery**. Students need **to understand clearly what is asked of them**. Very often they fail to grasp the meaningfulness of some detail which to us, teachers, appears to be quite evident. By allowing them to use the evaluation criteria on exemplar work, we give them the necessary tools to reach the learning targets.

9. EVALUATION – PEER ASSESSMENT

<p>Type: written / oral</p> <p>Use with: -pair work -group work -individual</p> <p>Suggested timing: 5 - 10 minutes</p>	<p>How it works:</p> <p>Students can evaluate their peers' homework or tests. They can do this either by using an 'official' mark-scheme or by using their own mark-scheme.</p> <p>In the latter case, the teacher will be able to tell what is important from the students' point of view (in terms of grading) and reflect on that. Students' own mark-schemes may reveal that certain aspects are more important to them than the teacher expected, while ignoring others, which the teacher considers essential. In this case, the teacher can ask his students to explain the reasons behind the criteria for evaluation they designed. This provides the teacher with feedback enabling him to adjust and adapt his teaching goals.</p> <p>If the teacher decides to use an 'official' mark-scheme, this needs to be discussed with the class so students can understand what is evaluated and, more importantly, why.</p> <p>By taking part in the evaluation process, students gain a deeper understanding of topics, the process of assessment and the connection between what they are learning and the long-term competences they aim to develop. This also helps them "learn to learn".</p> <p>Peer assessment can be done individually (if some students are shier or less confident) or in pairs or groups (if students demonstrated they can collaborate productively by giving and accepting criticism).</p>
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Alternative:

FEEDBACK ON EVALUATION

When **tests are returned** with 'comments-only' marking (no grades or points awarded), students can work in groups on their own tests and decide on what the correct answer is (or could be). They must agree on the reasoning over the validity of the answer and the number of points to be awarded for each test item; at the same time they must give reasons for dismissing an answer as incorrect or incomplete. As a group, they will choose one of them as a 'spokesperson' to deliver their **grading scheme** and the **success criteria** they agreed on.

This helps the teacher become aware of **learning needs** in a more focused and manageable way; it also saves time because the teacher will not need to repeat **corrections** or other types of **feedback**.

It is important, however, that students are able to work in groups on evaluating their own work.

Suggested timing: 5 minutes for each group.

MEDALS & MISSIONS

When evaluating their peers' homework or tests, ask students to award the work they are assessing with **medals** (i.e. identify the **good / correct** components) and **missions** (i.e. suggest **ways to improve** at least one aspect). It is important that students notice the creative parts of their work and feel good about their efforts, and that is what "medals" can accomplish. "Missions" must include advice on **how to correct**, not corrections. This type of **peer feedback** gives students the chance to notice the successful parts of their endeavours.

"Students benefit from knowing what they have done well and how they can improve. This activity is designed to:

- reward students for what they are doing well in a specific area of their learning
- give them focused feedback on what they can do to improve their performance."⁴

Peer assessment activates students as **learning resources** for one another.

2 STARS & 1 WISH

This activity can also be used in **peer assessment**, but teachers may feel it works better with younger students. **Stars** are given for what students did well while the **wish** is for suggestions for improvement. This activity is also available from the link provided at the bottom of this page.

You can also ask students to **self-assess** their work by drawing stars next to the parts of their work they are happy with and a flower for the part they think they could improve. They can do this **before handing in their work for evaluation**. In this way, you can see at a glance what parts of the students' work they may have needed more time or guidance on. It also offers insight into **what students think the success criteria are**, allowing you to provide clarification on this point as well. For example, one student might think an answer they gave is incomplete (and draw a flower next to it) when, in fact, it is not. Or they may feel happy with how they wrote their answers (form and/or layout) dismissing content analysis.

⁴ OUP, *Effective feedback: The key to successful assessment for learning*, available from https://fdslive.oup.com/www.oup.com/elt/general_content/global/expert/oup-elt-expert-assessment-for-learning-toolkit.pdf?cc=ro&sellanguage=en&mode=hub

10. EVALUATION – STUDENT GENERATED TESTS

Type: written / oral	How it works: At the end of a unit, divide the class into groups and ask each group to come up with a list of open-ended questions (or any type of test item you see fit for the purpose of evaluation). Open-ended questions work better because they require more complex answers, which, in turn, demonstrate better the level of competence reached by the students. They should write the questions in test form . Depending on how many groups there are in the class, at least two student generated tests are now available. Students must also provide a ' mark-scheme ', including suggested answers or success criteria . These tests will be taken by the other groups in the class. This activity helps students to think explicitly about the underlying structures of assessment as well as the material / content they are asked to manipulate. It is very helpful as an exercise when preparing students for more formal, official tests as it makes them focus on how they are going to be tested as well as on what .
Use with: -group work	
Suggested timing: whole class time	

Alternative:

ONE QUESTION

When giving tests, ask students (before handing them the tests) to write on ready made slips of paper one question on the material tested to which **they know the answer**. They **must not write the answer**. Collect the slips of paper and hand students the **teacher generated test PLUS** one slip of paper with a **student generated question**. Tell them that the answer to the student created test item is worth more points (for example, 4 out of a maximum of 9).

By being asked to generate a test question, students learn how to **focus on the content being tested**, on the form **successful answers** should have and on how **assessment measures their competences**. It also encourages them to think creatively and to extend the knowledge tested to other possible long-term acquisitions.

Warning: some classes may decide to come up with very easy questions. To avoid this, you can ask students to use a given question stem, such as "what might the result be if ...?" or "when / where else could the concept ... be applied?"

LEARNER-PREPARED GAP FILL TASKS

For younger students, you can ask them to create test items which their peers need to complete with missing information taken from the lesson / unit. They need to provide their peers with the list of 'missing words' to be used in the student generated fill in the gaps exercise. Furthermore, this activity can be done at the end of a lesson in 10 minutes. The purpose is to encourage students to focus on the content which has been taught.

11. EVALUATION – UPPING THE ANTE

Type: written	How it works:
Use with: -whole class -individual	Advise your students that they will be tested on the content of a unit before test day. For the test day, generate three different types of test: Test A – 0.9 per correct answer (or similar) resulting in a total grade 9 out of 10. Test B – 1.0 per correct answer (or similar) resulting in a total grade 10 out of 10. Test C – 1.1 per correct answer (or similar) resulting in a total grade of 11 out of 10.
Suggested timing: whole class time	<p>Tell students they can decide which test they want to take. Test A is easier to solve and that is why the maximum grade is only 9 out of 10. Test C is more challenging resulting in a grade higher than the maximum possible. The extra point (if earned) can be used by the student later, in a future evaluation.</p> <p>This differentiated evaluation encourages students to take risks based on their own self-assessment. Being challenged (and especially accepting the challenge) increases their motivation for learning. Moreover, differentiated evaluation promotes learner autonomy by enabling students to take responsibility for their (self-)evaluation.</p>

12. EVALUATION – STUDENT PORTFOLIO

Type: written / (oral)	How it works:
Use with: -individual -group work -pair work -whole class	At the beginning of a course or of the school year, it is always a good idea to encourage students to create a portfolio , that is a collection of all the learning material they will develop during the course. The portfolio could be considered a learning diary ; as long as students understand that this file will enclose <u>works in progress not perfect creations</u> , the portfolio will have reached its purpose: to track student progress .
Suggested timing: <i>variable</i>	<p>It is recommendable that the components of the portfolio are described in detail at the beginning of the course so that students may know what they have to do throughout the course in terms of assignments. These components could be :</p> <ul style="list-style-type: none"> → a map of the course (unit titles and targets to be reached), → unit files (unit learning targets and students' self-assessment as 'smiley faces'), → KWHL(AQ) for each unit, → group work evidence, → worksheets students have completed in class or as assignments, → tests taken with 'comment-only marking' and the further work on the same tests, ('Medals & Missions' / '2 Stars & 1 Wish'; <i>pages 12-13</i>), etc. <p>In fact, the portfolio can include almost all the instruments listed in the previous pages because most of them encourage students to reflect on their learning, to evaluate their own progress, to decide on future learning paths. Additionally, students can decide to include separate, individual work which they set for themselves.</p> <p>The portfolio enables teachers to evaluate students' progress and to determine whether they have reached the targeted competences. Because it is a collection of separate assignments, it captures better and clearer students' abilities and competences.</p>

WHY IS IT THE "BEST"?

At the end of the course the teacher can ask students to **pick one example** of work they created and are very proud of. Students will be asked to present the selected work with arguments supporting their choice and justifying their decision that **it is their "best" work**. This type of presentation forces students to **critically assess their entire performance** in and out of class, mainly because they have to provide reasoned arguments supporting their choice.

ANNEXES – PRINTABLE MATERIAL

TRAFFIC LIGHTS / SMILEY FACES

Print the page then fold it vertically and glue. Laminate the page then cut it. Print as many pages as students in your class / group. In this way students will be able to read what is on the back of the laminated card they are holding up.

KWHL (AQ)

Before printing the page you can insert the missing information: date, title of the lesson/unit, or add details which will help students complete the table. You can also print the page as is and ask your students to fill in the missing information. They can add the KWHL charts to their portfolios.

EXIT TICKET

Print out as many copies you need and hand them out at the end of a lesson / unit (15 minutes before the end of class). Decide whether you want to allow students to consult the notes they made in their notebooks or you want them to complete the “exit ticket” relying only on what they remember from the lesson / from the unit. If you choose the former, you can use their “exit tickets” for evaluation purposes, but make sure you let them know that the evaluation is informal (they will not be graded) and is used only to track their progress.

MEDALS & MISSIONS

Print out as many copies you need; there are two worksheets per page. Hand them out when you want your students to engage in peer-assessment. Make sure you walk around the classroom and notice your students’ ideas, especially the “missions” they set out for their peers. You may discover some excellent ideas but also several suggestions which do not relate to content improvement. Supervise the language your students use in writing their assessment, especially at the beginning of the course.

2 STARS & 1 WISH

Same as above. Because this is an activity for younger students, make sure you help them formulate their ideas.

ONE QUESTION

Print out as many copies you need: there are 4 question forms on one page. Cut the questions forms and distribute them to your students just before the test. Explain what they have to do (2 minutes) and give them time to write their questions (5 minutes maximum).

Make sure they do not talk one to the other. They must write their name on the question form so you can evaluate both the formulation of the question and the answer provided.

RADAR – DIGITAL RESOURCE EVALUATION

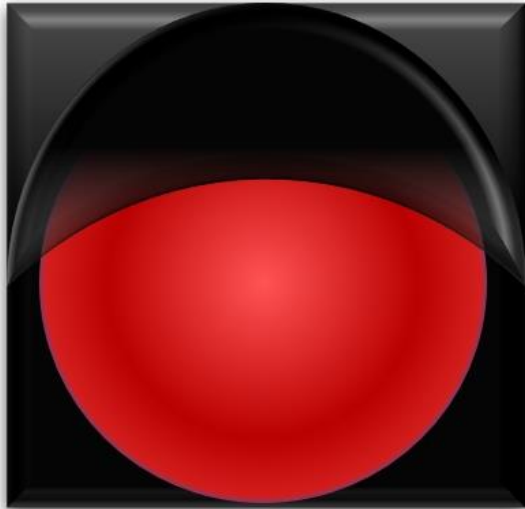
Print out as many copies as students you have in your class. You can also print one copy, laminate it and post it in a visible place in the classroom for constant reference.

GROUP WORK – SELF/PEER-ASSESSMENT

At the end of a longer activity carried out in groups of up to 5 students, ask them to complete as honestly as possible the assessment form. Allow 5 to 10 minutes for them to complete the form. You can explain at the beginning of the group work activity that this assessment will be carried out, detailing on all the aspects of group work which students will have to evaluate *after* they completed the tasks working in groups. Ask students to try and remember these aspects while working together.

PORTFOLIO COMPONENTS

This is a list of suggestions of types of student created materials that can be included in a learner portfolio. However, it is up to the teacher to decide on the elements their students should include in their learning diaries.



I am not ready to move on.

I did not understand.
(there is a word I do not know / the
example is not easy to understand)



Can you repeat ..., please?

I think I understand, but I
need to check with you.



All is clear. We can move on.



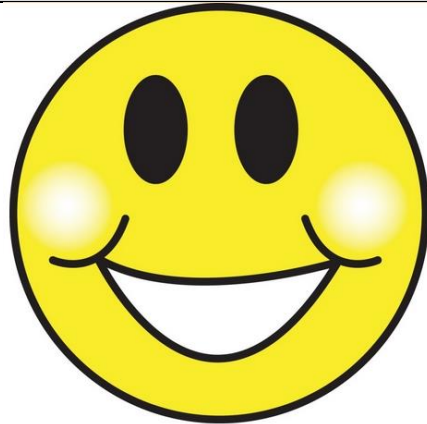
I am not ready to move on.

I did not understand.
(there is a word I do not know / the
example is not easy to understand)



Can you repeat ..., please?

I think I understand, but I
need to check with you.



All is clear. We can move on.

DATE: _____

NAME: _____

LESSON / UNIT: _____

When you begin studying something new (e.g. *volunteering*) there are things you already know **1**. Make brief notes in the first column of everything you know about this lesson/unit (e.g. for *volunteering* you could write 'no pay', 'helping others', 'cleaning nature', etc.). Ask yourself what is it that you would like to find out more about **2** (e.g. for *volunteering* you could write 'what do you get?', 'why do people volunteer?', 'where can you volunteer?', etc.). Besides listening to your teacher or reading in your coursebook, how else do you plan to find answers **3** to your questions? (e.g. 'ask Wikipedia', 'ask mom', 'talk to X who is a volunteer', etc.).

At the end of the lesson / unit, you can summarize the things you found out / learnt about **4**. If you found this topic very interesting, do you plan to do something about it? What? **5** Lastly, what new questions do you have now? **6** Write them down and then **do try** to find an answer for them.

What I already K now about this 1	What I W ant to know 2	H ow I will find out / learn about this 3	What I have L earnt about this 4	What A ction I will take now 5	What Q uestions do I have now? 6

EXIT TICKET	
NAME: _____	DATE: _____
1. The most important fact:	
2. The most unusual fact/detail:	
3. The most interesting opinion:	
4. The most memorable example:	
5. I liked:	
6. I didn't like:	
7. Try to summarize in one sentence today's lesson:	

EXIT TICKET	
NAME: _____	DATE: _____
1. The most important fact:	
2. The most unusual fact/detail:	
3. The most interesting opinion:	
4. The most memorable example:	
5. I liked:	
6. I didn't like:	
7. Try to summarize in one sentence today's lesson:	

MEDALS & MISSIONS

NAME: _____

DATE: _____

TASK:







MISSIONS

EVALUATOR: _____

MEDALS & MISSIONS

NAME: _____

DATE: _____

TASK:







MISSIONS

EVALUATOR: _____

2 STARS & 1 WISH

NAME: _____

DATE: _____

TASK:







EVALUATOR: _____

MEDALS & MISSIONS

NAME: _____

DATE: _____

TASK:







EVALUATOR: _____

Write a **test** question to which you know the answer. **Do NOT** write the answer. Formulate your question clearly. This is part of the test you are going to take today.

Points awarded for a correct, complete answer ____ .

Points awarded for a correct, partially complete answer: ____ .

Name: _____

TEST QUESTION nr. ____:

Write a **test** question to which you know the answer. **Do NOT** write the answer. Formulate your question clearly. This is part of the test you are going to take today.

Points awarded for a correct, complete answer ____ .

Points awarded for a correct, partially complete answer: ____ .

Name: _____

TEST QUESTION nr. ____:

Write a **test** question to which you know the answer. **Do NOT** write the answer. Formulate your question clearly. This is part of the test you are going to take today.

Points awarded for a correct, complete answer ____ .

Points awarded for a correct, partially complete answer: ____ .

Name: _____

TEST QUESTION nr. ____:

Write a **test** question to which you know the answer. **Do NOT** write the answer. Formulate your question clearly. This is part of the test you are going to take today.

Points awarded for a correct, complete answer ____ .





Points awarded for a correct, partially complete answer: ____ .

Name: _____

TEST QUESTION nr. ____:

DIGITAL RESOURCE EVALUATION

When using the internet to find answers to your questions or solutions to your problems, make sure you know **how to recognize useful and helpful resources**. If you use any of the information you find, make sure you give credit to the author appropriately. When you decide to use any of the information you found online, make sure it is relevant, it is a fact not an opinion, it is up to date, and it is important for your arguments. Use your **RADAR**⁵ to demonstrate you can think critically, evaluate and make judgements.

R everance	
Information must be relevant for it to matter to your research. If there is zero relevance, keep looking!	
Useful questions: "Does this information answer my research question?", "Is this information related to my topic?", "What is the intended audience of this information?" ...	
A uthority	
It is important to determine how credible the author is.	
Useful questions: "Who is the author?", "Can I find the name of the author / publisher anywhere on the page I am looking at?", "Is the author a (recognised / famous / well-known) specialist?", "Is the author associated with an institution / a business? Is it a reputable one?", "Is contact information provided?" ...	
D ate	
Some information becomes outdated very quickly, but "old" does not necessarily mean "bad".	
Useful questions: "When was this information created / updated?", "Do I need the most up-to-date information?", "If the information is older, is it still extremely important? Is it a landmark study?" ...	
A ppearance	
How the information is presented can often indicate how reputable or scholarly the source is.	
Useful questions: "Are there a lot of advertisements on the page?", "Is the information presented in an academic manner?", "Are there references to support the article? Is there a bibliography, footnotes, etc?" ...	
R eason	
Understanding why the information is created is critical to evaluating its quality.	
Useful questions: "Why is this information available?", "Was this information created to inform, sell, educate, entertain, or persuade?", "Are the author's intentions for publishing this information clear?", "Is this a research study, a blog, a wiki, or a forum?" ...	

TIP 1: Print this page and keep it close when browsing the internet in search for information. **Every time you open a new tab, look at this page.** Everyone tends to become side-tracked when browsing, so it is important to stay focused and on task to avoid wasting **precious time**.

TIP 2: If you decide to use information from a webpage, **always** copy the web address (the "http...") in a document titled **"Bibliography_(Project Name)"**. You can use it for your project.

⁵ Adapted from Mandalios, Jane. (2013). RADAR: An approach for helping students evaluate Internet sources. *Journal of Information Science*. 39. 470-478. 10.1177/0165551513478889.

GROUP WORK – SLIDEBAR ASSESSMENT

Group work means working together ¹ to fulfil a task/ achieve a goal ². To do this, you discuss ³, you hear what the others have to say ⁴, you agree ⁵ on what each of you has to do, you are willing to ask for help ⁶ when necessary, and you do your part ⁷. All this has to be done politely ⁸, giving help ⁹ when needed, encouragement ¹⁰ when necessary, and alternatives when criticising ¹¹. It is always a good idea to reflect on your own contribution ¹² and decide on at least two things ¹³ you can do better next time.

	Who was in your group	My name	?	?	?	?	
1	Who was in your group						
2	understood task						
3	talk time						
4	listen time						
5	agreed on tasks						
6	asked for help						
7	work time/focus on task						
8	control feelings & emotions						
9	gave help						
10	gave encouragement						
11	constructive criticism						
12	overall performance						
13	Two things you plan to do better next time are:						
							1.
							2.

PORTFOLIO COMPONENTS

<i>cover page</i>		
I. Course Map	Learning Aims	Target Competences
<i>Unit 1:</i> _____	-	-
	-	-
	-	-
<i>Unit 2:</i> _____	-	-
	-	-
	-	-
...

II. Course work (for each unit)			
1) individual assignments	follow-up work		
KWHL			
homework / written work			
Exit ticket			
...			
2) Worksheets / class work	results		
worksheets			
exemplars			
...			
3) Group assignments	target competences demonstrated	results	
project work			
...			
4) Evaluation	learning aims / target competences demonstrated	results	
drafts / final versions			
Medals & Missions			
tests			
...			

III. Reflection	
KWHLAQ	
Question Box	
...	