Formative assessment

Self assessment*

Use this to reflect on your own formative assessment teaching skills and knowledge.
   A. Read the statement and choose a number. Be honest with yourself :)

5 = I implement fully in my classroom
4 = I implement partially in my classroom
3 = I have complete understanding
2 = I have partial understanding
1 = This is a new idea to me

Know how to share different types of learning targets with students so they have a clear vision of the intended learning	
Know how to use strong and weak examples effectively to deepen conceptual understanding and to make standards of quality clear	
Understand the characteristics of effective feedback.	
Know how to select feedback options suited to students' grade level and the kind of learning to be addressed.	
Know how to offer feedback effectively and efficiently.	
Understand the impact of self-assessment and goal setting on student motivation and achievement.	
Know how to teach students to self-assess accurately with a focus on learning targets	
Know how to prepare students to give each other effective feedback	
Understand the importance of the feedback loop to increasing student learning.	
Believe in the necessity of building time for the feedback loop into a teaching cycle.	
Have a repertoire of strategies to diagnose student learning needs.	
Have a repertoire of strategies to use as instruction accompanied by practice and revision before the graded event.	
Have a repertoire of strategies for keeping students in touch with their learning progress.	

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   B. Choose an area you want to develop.
What will you do? When? How will you measure your development?

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A Reflective Teacher…

- Are my children involved in activities and learning optimally? If not, at what level are most of the children?

- Am I able to understand the different needs of children? If yes, what am I doing to cater to those needs?

- Are there any children who are finding it difficult to reach even the first level? What should I do to motivate and encourage each of them individually?

- How can I improve my teaching-learning practices to bring children from one level to the next?

- How can I motivate children towards self-assessment?

- What are the difficulties I face? (Dividing children into groups, finding appropriate activities according to the age and level of the child, insufficient materials for all children etc.)

- What further help do I need? Who can offer this? (Educational functionaries, parents, community, other teachers.)

What effort should I make to arrange better teaching-learning practices?

NCERT CCE English package p.33

References

- Stiggins, R. (2007) **Assessment Through the Student's Eyes,** Educational Leadership 64(8))
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- **Assessment for learning article:** https://www.teachingenglish.org.uk/article/assessment-learning
- **Assessment for learning: a Toolkit for Teacher development (British Council):** https://www.teachingenglish.org.uk/sites/teacheng/files/Assessment%20for%20Learning%20LAL%20TEv8.pdf
- **Should I share my learning outcomes with my students?:** https://www.learningscientists.org/blog/2017/10/4-1
- **Talk partners:** https://www.readwritethink.org/professional-development/strategy-guides/using-partner-talk-strengthen
- **Watch a video about managing writing correction in large classes:** https://www.teachingenglish.org.uk/article/managing-how-manage-correction-writing-large-classes
- **NCERT CCE English package:** https://ncert.nic.in/dee/pdf/CCE_English.pdf (in particular Section II CCE in English language classrooms)

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