

## Introduction

### What is assessment for learning?

Assessment for learning is an approach that builds formal and informal assessment practices into everyday classroom activities to directly encourage learning. It is recognized by educators around the world as a way of improving students' performance and motivation, and promoting high-quality teaching.

Assessment for learning relies on a constant flow of information between you and your students. Students demonstrate their knowledge, understanding, and skills as they learn. Meanwhile, they receive specific and constructive feedback on their performance and progress, which helps them to move forward in their learning. This creates an ongoing cycle of gathering information, identifying next steps and supporting learners to achieve the set objectives.

## Assessment for learning worksheets teaching notes

### Self-assessment

#### Unit record sheets

The Unit record sheets give the students an opportunity to quickly and easily assess their own learning and record their progress for each unit. In each of the Unit record sheets, there is one short self-evaluation activity for every lesson (1–5), which should each take students no longer than 5–10 minutes to complete.

At the start of the year, you might like to provide a folder for each student to keep their record sheets in, as well as any extra worksheets or handouts. When starting a new unit, give each student the relevant Unit record sheet and ask them to write their name at the top of the sheet.

At the end of each lesson, ask the students to complete the record sheet to assess their learning. They read the learning objective on the sheet (which matches the objective introduced by a team character at the top of the Student Book page) and then they complete the activity. Walk around the class as they work and help where necessary.

The activity provides the students with an opportunity to reflect on their learning and gives a quick insight into their progress with reference to the learning objective.

#### Project record sheets

After completing their project work in the Student Book, students can self-assess their performance using the Project record sheet.

Hand out the relevant Project record sheet and ask students to read the *I can ...* statements in activity 1. Each of these statements is mapped to a specific global skill, which the students will have been encouraged to activate during the

course of their project work. Developing these skills prepares students to become successful, fulfilled and responsible participants in 21st century society.

Seven different global skills are indicated on the Project record sheet with the following symbols:



Communication



Collaboration



Creativity



Critical thinking



Emotional self-regulation and well-being



Digital literacies



Intercultural competence and citizenship

After students have read each of the *I can ...* statements, remind them that although their final project work (for example, a block chart) is an important result of the lesson, there were also several steps they completed along the way that are an important part of their learning. Ask students to assess whether they have successfully accomplished the points listed and to tick those they feel they have achieved.

In activity 2, students then evaluate how much they enjoyed the project task by circling the sad, neutral or smiley face accordingly.

**Note:** Although the activities in the Unit record and Project record sheets are designed to be completed by students at the end of each lesson in *Beehive*, they offer flexibility for different classroom situations, so they can also be carried out all together at the end of the unit if time is short.

### Teacher assessment

#### Unit record sheets

The short self-evaluation activities in the Unit record sheets provide different opportunities for you to assess your students.

Firstly, the record sheets can be used as a diagnostic tool, allowing you to quickly see where students are successfully completing tasks or where extra support is needed. These insights will allow you to decide what to prioritize in your teaching and to plan reinforcement activities, as necessary, to enable all students to succeed.

Secondly, the record sheets can also be used as an opportunity to talk to individual students about their own feelings regarding the learning objective and their progress. Encourage students to say what they are doing well, what they enjoy and where they might need some extra help. Use this opportunity to encourage learner autonomy through self-assessment, and help your students to vocalize their successes and future learning goals.

## Project record sheets

The *Two stars and a wish* section on the Project record sheet provides an opportunity for you to give specific and constructive feedback on the students' performance and progress.

In the first two rows of this section on the worksheet, write two sentences (one next to each star) about any aspect of the students' work that you feel was successful over the past unit. This helps to reinforce the students' belief in their own successes, and also helps them to realize that their teacher is actively monitoring and encouraging their progress.

In the bottom row (a wish), write a sentence about how students can move their learning forward in the next unit.

Talk to your students about this learning goal and discuss ways in which they can achieve this. Importantly, ensure that the opportunity to practise this aspect of their learning is provided over the course of the next unit. Allowing students the time and opportunity to act upon feedback is an essential part of enabling them to move their learning forward.

Also take the opportunity to review these wishes with your students. Look back at the Project record sheet from the previous unit (or further back to earlier units, if there's time) and re-read the wishes together. Discuss whether the students have managed to act upon this feedback and to what degree.