

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 are short self-evaluation tasks 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 re-read the lesson objective introduced by a team character at the top of the Student Book page and then write it on the record sheet in the second column of the table.

In the third column, students consider their effort during the lesson and draw a sad, neutral or smiley face accordingly. (At a later point in the year, you may wish to encourage students to start writing a word or short phrase here instead of drawing a face.)

In the final column, the students are encouraged to think about how they could improve their progress by choosing and completing a practice task. Three tasks are provided for each lesson. Allow time for students to read all the tasks and choose the one that they want to do. The strategy of choosing a practice task that could improve progress is a

useful tool for life-long learning, and early scaffolding of this strategy now will develop a positive habit.

All the tasks are short and discrete, and it is important to ensure that time is provided for the students to complete them. For any tasks involving pairwork, ask students to put up their hands if they chose this task. Make sure that each student is sitting next to someone who also chose this activity. Move students if necessary. Walk around the class as they work and help where necessary.

The tasks provide the students with an opportunity to reflect on their learning and give 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 board game) 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.

See the notes in the Teacher and peer-assessment section below for activities 2 and 3 on the Project record sheets.

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 and peer-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 allows an opportunity to give specific and constructive feedback on the students' performance and progress via both teacher and peer-assessment.

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 reinforce the students' belief in their own successes, and also helps them to realize that their teacher is actively monitoring and encouraging their progress. The

student then asks a friend to write two aspects that they feel he/she has done successfully. By assessing their peers, students are also developing their own self-assessment skills as they learn to consider different aspects of learning and achievement by a classmate. This helps deepen their understanding of what successful performance looks like.

Both the teacher and the student's friend then write a sentence in the bottom row. This is the 'wish' and it is a statement about how the student can move their learning forward in the next unit.

In activity 2, students are asked to read the completed statements from the *Two stars and a wish* section. Students can talk about these learning goals with you and/or their friend and discuss ways in which they can achieve these objectives. 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.

Finally, in activity 3, students have an opportunity to reflect and gather their thoughts about their project work as a whole. Students first write a sentence about why they enjoyed working on the project. They then write a second sentence about the skills they want to work on in future project work.

Take the opportunity to review the wishes and the students' sentences in activity 3 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 these sections together. Discuss whether the students have managed to act upon their feedback and work on their goals, and to what degree.