WORKSHOP
Assessment for Learning: Theory and practice to improve learning and teaching.

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41ST AEAA ANNUAL CONFERENCE
Addis Ababa, Ethiopia
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Overview of Presentation

- Critical Challenge facing system
- How AfL impacts learning & teaching
- Evidence & Impact on Teaching
- Next steps: How programme implemented

2

Presentation based on programmes offered to:

Policy makers	Teachers / Subject advisors	School Leaders

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WELCOME

Anil Kanjee
1. Professor: Tshwane University of Technology
2. Head - EQUAL Network

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Expectations

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- Write down ONE expectation YOU have from this workshop.
- Share expectations - Flipchart paper.
- Create graph is possible????

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Disclaimer 1

- Approach - Maximise involvement of ALL
- THEREFORE YOU will function as
  1. Learners/PUPILS - role playing in a lesson
  2. Teachers learning new skills AND
  3. Policy makers/Researchers/Academics
- Means you must be READY and ALERT to participate and engage in ALL session
- Intention to simulate LEARNING experiences

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Disclaimer 2

FOCUS of Presentation

- Theoretical Approach
- Practice implications - SAMPLE - Taste
- EXTREMELY BRIEF INTRODUCTIONS

- INTENDED for DECISION MAKERS
  - Ministry, Research, Academia

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Lis & SCs

Learning Intentions - WALT:	Success Criteria - I can:
1. Understand the Assessment for Learning (AfL) Approach affects teaching and learning.	1. Explain how the meaning of AfL. 2. Distinguish between formative and summative assessment AND formative use of summative assessment
2. How I can apply the AfL approach in my context	1. Explain the scale up model the AfL approach 2. Identify challenge in my context 3. Apply this approach at the systems and school levels
3. Use AI models to improve assessment	1. List the advantages and benefits of AI 2. Apply specific practices to improve my use of AI

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Purpose

The purpose of this workshop to:

- introduce /review the AfL approach;
- explore how this approach can be applied for improving both learning and teaching **for ALL**
- within the different contexts that schools and Initial Teacher Education Programmes function.

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At the end of the workshop, participants will gain a deeper understanding of the:

1. Different interpretations and applications of assessment;
2. The Formative Assessment Approach –
   - Evidence of its application within "developing nations contexts"
   - A TASTE of the specific strategies and techniques
3. ReMAPS professional development model for scaling up similar programmes.

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Workshop Overview

Session 1
Welcome; Introduction and Workshop approach

Session 1
Understanding, interpretations and applications of assessment
Evidence of its application in "developing nations contexts"

Session 2
The FA Approach – Strategies and techniques

Session 3

- ReMAPS professional development model for scaling up
- Resources – Website; LMS, Materials

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CURRENT CHALLENGES & TENSIONS across education systems

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Key trends and Tensions

Prevailing Colonial Sytems	Assessment-focussed Measurement-Driven Policies	Multiple Overlapping Account-ability Systems	**Overemphasis** on Mathematics and Languages	Assessment for Learning Pedagogical Strategy	Roleplayer Challenges Performa-tivity Regimes

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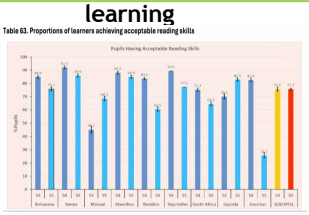
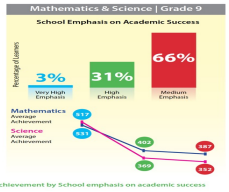
Challenge - Low levels of learning



Teachers and Schools make a HUGE difference



- Limited support
- Inadequate focus on Learning

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Background 1- Performativity Driven Systems

- Dominance of examinations
  - Primary School Exams
  - End of Secondary
  - Continuous Assessment
- Focus on performance vs learning
- Limited emphasis on Equity & social justice
  - To foreground needs of the learners from **POOR & MARGINALISED BACKGROUNDS**

Level	Emerging		Evolving		Enhancing		Expanding	
	Boys %	Girls %	Boys %	Girls %	Boys %	Girls %	Boys %	Girls %
School	23	14	43	28	26	38	8	20
Province	11	5	48	31	23	42	18	22
Country	18	10	39	27	28	44	15	19

Cost of Learning

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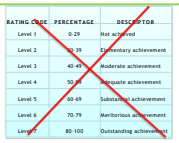
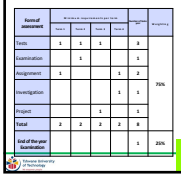
Background 1- Performativity Driven Schools

- Focus on marks / results
- Reporting formats - limited impact on learning interventions
- Conflation - formative vs formal vs continuous assessment





Negative impact on Learning

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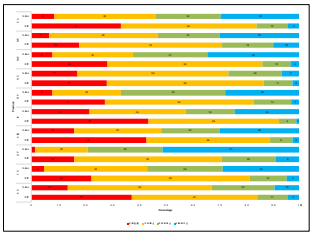
Missing / Neglected Dimension

- Focus on Pedagogy
- Equity - different quintile schools

Province and Home Language being same as LOLT



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What action can WE take?

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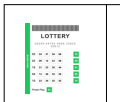
Key principles for ACTION



NO THATA MA CHANCE	WALKING THE SAME ROAD	ASINA DISPRIN	EACH ONE TEACH ONE	JUMP INTO THE POOL	REPORTING as RECIPES
Planning, preparation, Piloting and M&EL	COMMON understanding and Purpose	Evidence-based decision making	New modes of Collaboration and Support	Effective Professional Develop. Model	Reporting to promote actionable next steps

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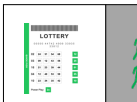
Key principles for ACTION



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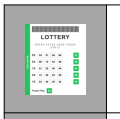
Key principles for ACTION



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Activity 1 - Individual

On ONE a A4 Page - Write down YOUR UNDERSTANDING of: 5 mins

No names or ID required

1. Summative assessment
2. Formative assessment
3. Assessment OF Learning
4. Assessment FOR Learning

After 5 mins hand in A4

Facilitator RANDOMLY:

1. distributes A4 to Group
2. Request participants to read out what is written
3. Writes responses
4. Discussion

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What is this AfL approach and how does it impact on learning?

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Foreground Teaching - Learning

1. IMPROVING TEACHING (Pedagogy)-
   - key to improving learning
2. **Requires 'qualified', motivated TEACHERS**
3. Learning for ALL - EQUITY and QUALITY
4. Classroom assessment – has the greatest impact on: (i) learning and (ii) learner performance
5. Enhance teacher's pedagogical practices

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Overview - AfL approach

- AfL approach empowers teachers to apply specific **strategies and techniques** to address the learning needs of ALL learners
- **Shifting from TEACHING to LEARNING**
  - Learners to take GREATER ownership of learning
  - How ENGAGAE **ALL learners** during lessons
  - Develop high cognitive demand questions
  - Address challenges of large class sizes
  - **Effective feedback** that address learning gaps

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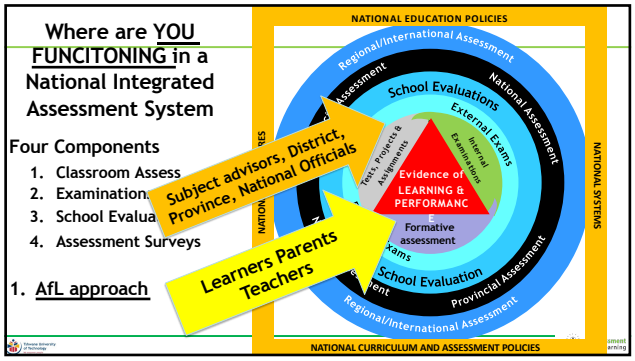
Where are YOU FUNCITONING in a National Integrated Assessment System

Four Components

1. Classroom Assess
2. Examination
3. School Evalua
4. Assessment Surveys

1. AfL approach



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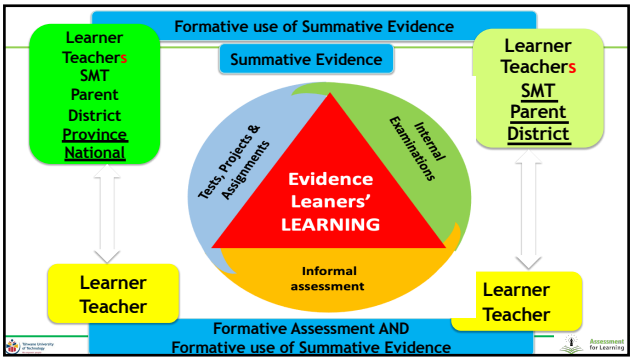

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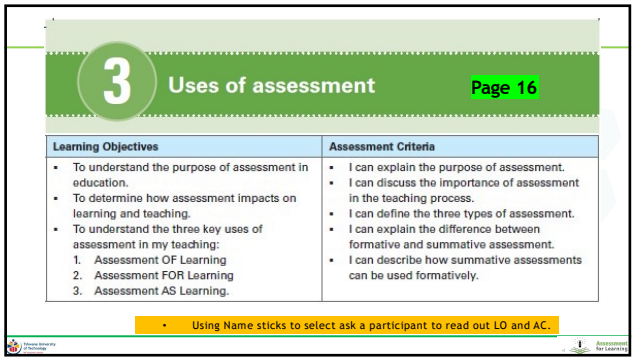

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Purpose of Assessment

"…obtaining information that is used to make educational decisions about students (learners), to give feedback to the students (learners), about his or her progress, strengths and weaknesses, to judge instructional effectiveness and curricular adequacy and to inform policy"
(AFT, NCME, NEA, 1990, p.1)

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Reviewing the Purpose and Use of Assessment

SKIP

The primary purpose of assessment is to obtain **evidence of learning**

- Assessment OF Learning (AoL)
- Assessment FOR Learning (AfL)
- Assessment AS Learning (AaL)

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Assessment FOR Learning

SKIP

Two types of Assessment **FOR** Learning evidence teachers use to improve learners' knowledge, understanding and skills

1. During the lesson
2. After the lesson

Evidence used during the lesson - we call it FORMATIVE Assessment

Evidence used after the lesson - we call it FORMATIVE use of SUMMATIVE ASSESSMENT RESULTS

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Formative vs Summative Assessment

SKIP

Imagine our learners as plants:

- **Summative assessment** means only measuring and monitoring the plants – **it does not affect growth**
- **Formative assessment** means watering and feeding the plants – **it directly affects growth**

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Page 25 Example - FA vs SA vs FUSA

YOU are making vegetable soup for your family.

1. The minute you serve the soup, and family taste it - **SUMMATIVE ASSESSMENT** - family tells you that the salt is not enough, or the carrots are too hard
2. While YOUR are BUSY making the soup and YOU taste it –if salt is enough or vegetables are properly cooked **AND you act on this information BEFORE** you serve the soup – i.e. add more salt or let the vegetables cook for a few more minutes - **FORMATIVE ASSESSMENT**.
   REMEMBER - if you DO NOT USE the new information, it is NOT formative assessment - **AFWT Assessment for Wasting Time**)
3. NOW – after you serve your soup and you get feedback - salt was not enough or the carrots were too hard; the **NEXT time** you make soup **AND** you use this information – i.e. add enough salt or make sure the carrots are cooked – that is **FORMATIVE USE of SUMMATIVE ASSESSMENT RESULTS**

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3 Uses of assessment Page 16

SKIP

Learning Objectives	Assessment Criteria
▪ To understand the purpose of assessment in education. ▪ To determine how assessment impacts on learning and teaching. ▪ To understand the three key uses of assessment in my teaching: 1. Assessment OF Learning 2. Assessment FOR Learning 3. Assessment AS Learning.	▪ I can explain the purpose of assessment. ▪ I can discuss the importance of assessment in the teaching process. ▪ I can define the three types of assessment. ▪ I can explain the difference between formative and summative assessment. ▪ I can describe how summative assessments can be used formatively.

FA Approach - Reminder - what are LEARNING

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Effective use of AfL approach

- AfL approach empowers teachers to apply specific strategies and techniques to add the learning needs of ALL learners DURING the learning process
- Evidence is clear that the effective use of AfL approaches not only can lead to improved learning but that it leads to learning gains for all learners irrespective of home background

Effective use of AFL → Address learning needs of ALL learners → Improved learning and learning outcomes → Improved performance on Summative Assessment

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What type of feedback has the GREATEST impact on learning?

Indicate YOUR response:

Marks only	Marks and Comments	Comments only
1	2	3

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Impact on teacher and learner Motivation

Teaching	Learning
Informs teaching decisions	Promotes a growth mindset
Identifies learning gaps	Provides clear learning goals
Encourages reflective practice	Fosters ownership of learning
Strengthens teacher-learner relationships	Delivers constructive feedback

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Review progress (Page. 26)

SKIP

Have I attained the Assessment Criteria?

Assessment Criteria	Did I achieve this? Yes/No	What do I need help in?
I can explain the purpose of assessment.		
I can explain the four components that make up an assessment system.		
I can discuss the importance of assessment in the teaching process.		
I can define the three types of assessment.		
I can highlight the difference between formative and summative assessment.		
I can describe how summative assessments can be used formatively.		

Each Teacher to complete activity ON THEIR OWN

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Key principles for ACTION

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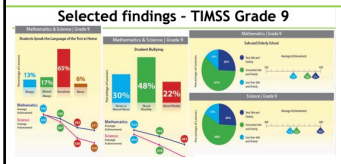
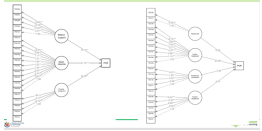
Evidence from local studies

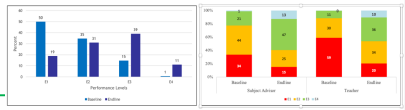
Selected findings - TIMSS Grade 9



Preliminary findings - Factors effecting Grade 3 LP



Results - Subject Advisor Performance Levels



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What does the evidence show regarding use of AfL approach in SA?

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Randomised Control Trial

- Given western roots of the AfL approach, Randomised Control Trial undertaken to determine effectiveness of approach to a developing nation context
- Evidence is clear that the effective use of AfL approaches not only can lead to improved learning but that it leads to learning gains for all learners irrespective of home background
- Approach adapted to address specific local context

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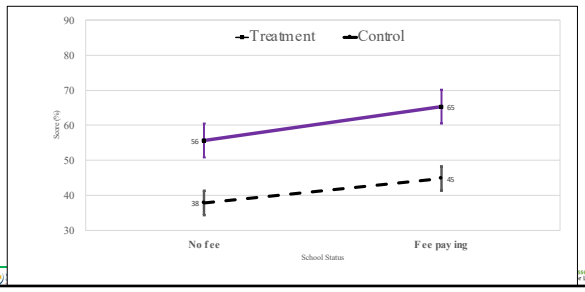
Teacher performance by school fee status and participation in the intervention



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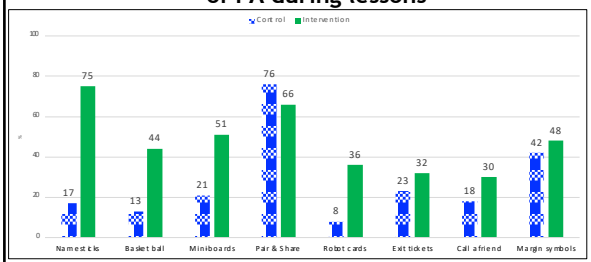
Learner response regarding teacher's use of FA during lessons



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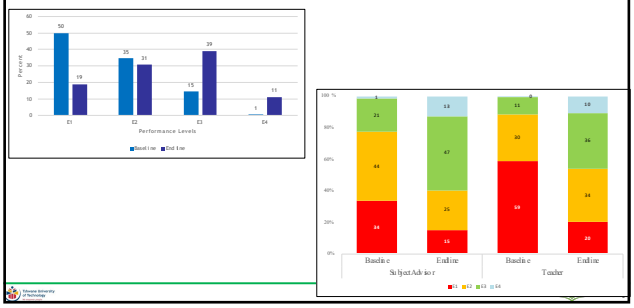

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What does the AfL programme comprise of?

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Professional Development at all levels

Orientation - Policy makers	Teachers / Subject advisors	School Leaders

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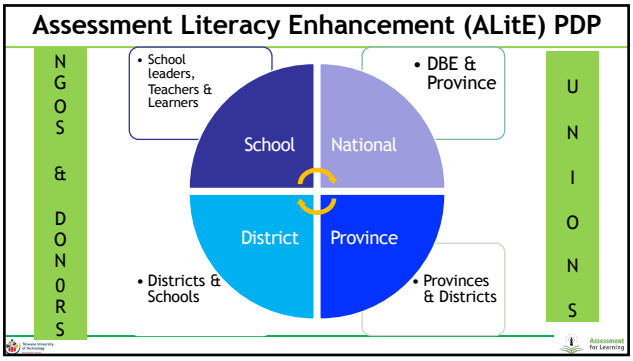

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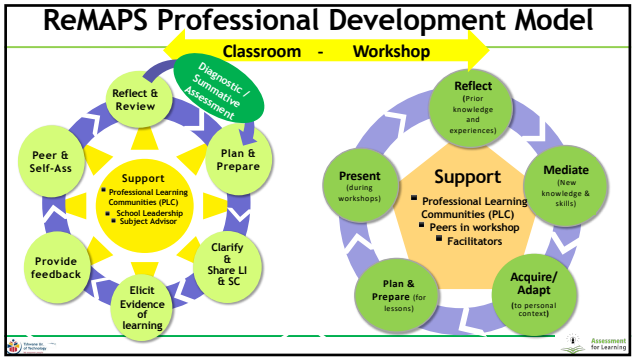

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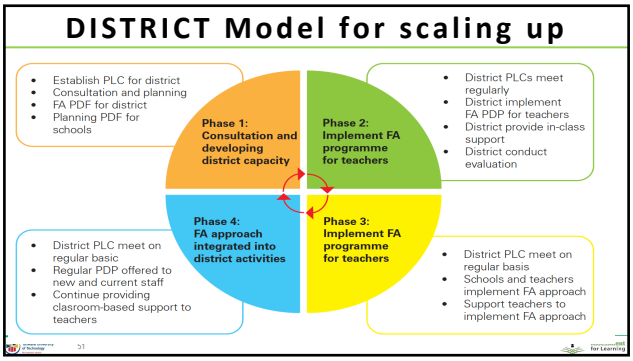

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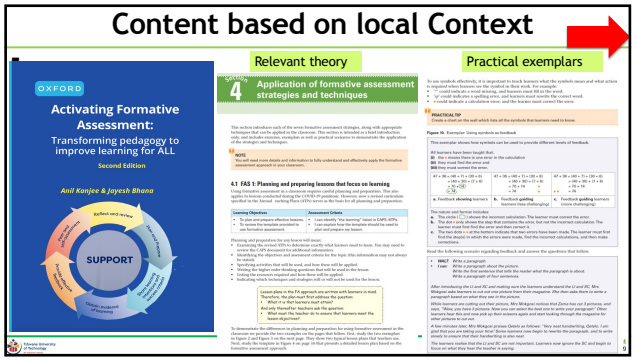

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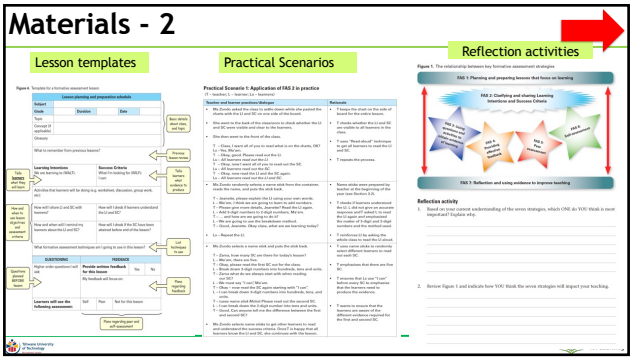

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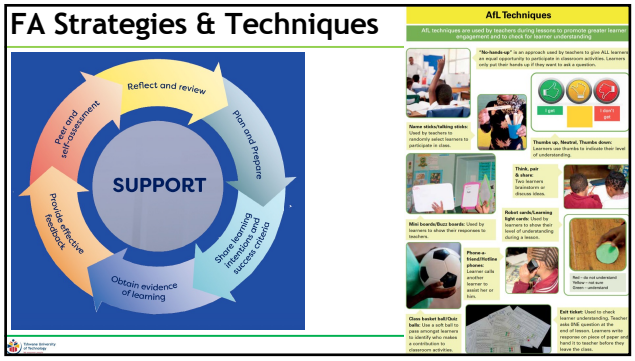

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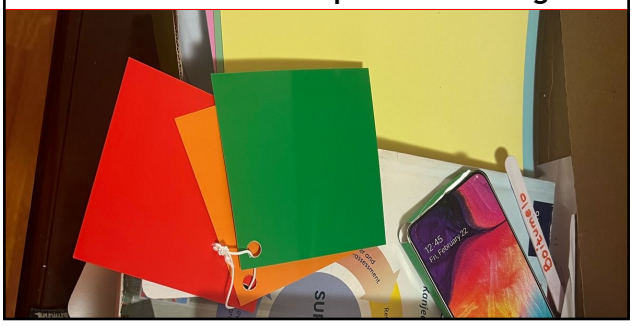
Teacher toolkit to implement strategies



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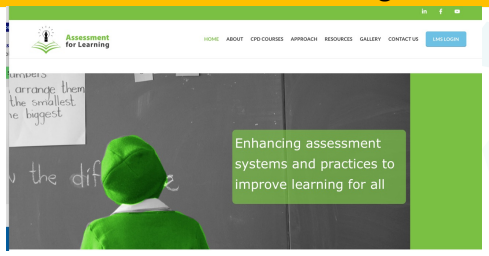

Website for more information

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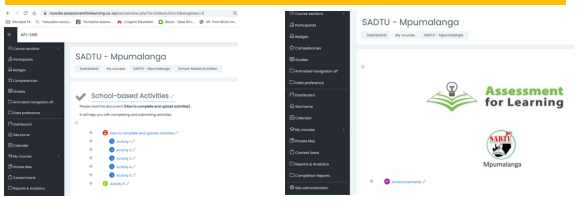
Learning Management System



Resources

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How will this AfL Strategy be implemented at the systems level?

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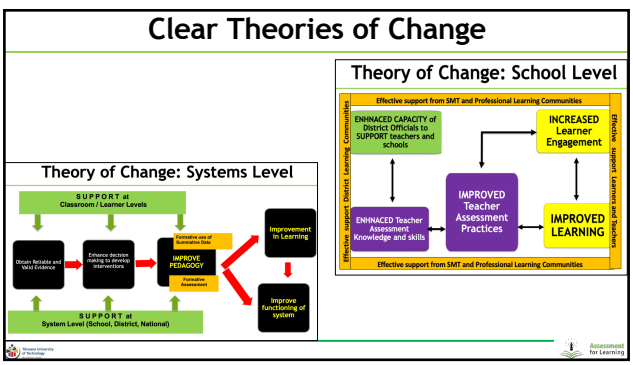
Clear Theories of Change



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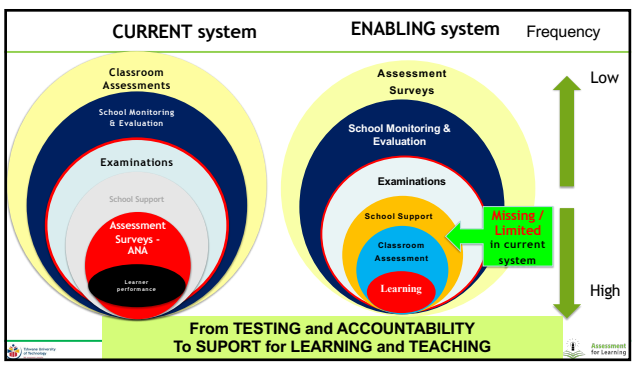

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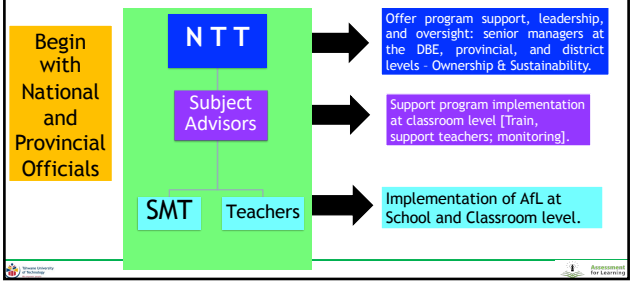
System Wide Interventions



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Current Implementation

- Teacher Union Collaboration
  - All five unions
  - Based on Lead/Master Teacher Mode
  - 3-5 day workshops
- SMT Workshops
  - One day

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Modes of PD implementation

1. Teachers - Improve Pedagogy
   - 6 * 1-day workshops - over 3 months
   - 2 * 3-day or 3 * 2-day sessions
   - 12 afternoon sessions (3 hours)
   - Whole School or Phase or Subject Areas
1. SMT - Focus on supporting teachers who have completed programme
   - 1 * 1 day session

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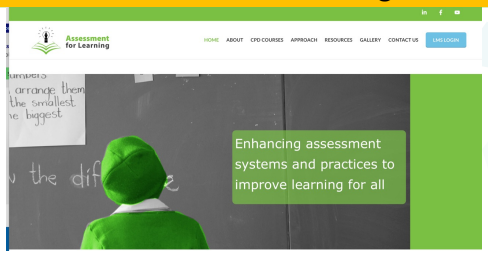

Website for more information

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REPORTING as RECIPES

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Refocusing analysis, reporting, dissemination and capacity development to promote effective interventions

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REPORTING Format Most critical challenge

RATING CODE	PERCENTAGE	DESCRIPTOR
Level 1	0-29	Not achieved
Level 2	30-39	Elementary achievement
Level 3	40-49	Moderate achievement
Level 4	50-59	Adequate achievement
Level 5	60-69	Substantial achievement
Level 6	70-79	Meritorious achievement
Level 7	80-100	Outstanding achievement

What does it mean if a learner is at level 3 or 4?
What is it that this learner knows and can do?

NO information on what learners KNOW and CAN DO

67

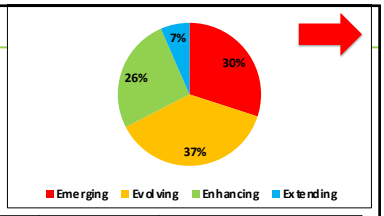
NEW Reporting

- Focus on where learners are in terms of DEVELOPMENT - Non-competitive
- Based on constructing new knowledge and skills
- Action for Teachers
- Action for Learners

Level Name	Level Definition	Implications for supporting learners	Implications for teaching
Emerging	Learners at this level are: • beginning to develop the grade-level foundational knowledge and skills • collaborating with teachers and peers to construct new knowledge and skills	Learners may benefit from: • extensive guidance • extensive support	Activities and tasks should: • focus on building foundational skills • provide scaffolded instruction and detailed feedback • offer ample opportunities to apply knowledge in real-world contexts
Evolving	Learners at this level are: • constructing the required grade-level knowledge and skills • adapting their understanding and application of knowledge and skills through interactions with teachers and peers	Learners may benefit from: • additional guidance • targeted support	Activities and tasks should: • build on existing knowledge and skills • address specific areas of weakness • focus on practical opportunities in applying knowledge to real-world contexts
Enhancing	Learners at this level are: • demonstrating understanding and skills required at the grade-level • applying their knowledge and skills in authentic contexts • moving towards independent learning	Learners may benefit from: • moderate guidance • targeted support	Activities and tasks should: • provide tasks that encourage critical thinking, and problem-solving • support the application of knowledge and skills in real-world contexts
Extending	Learners at this level are: • demonstrating advanced understanding of knowledge and skills • applying skills in innovative and creative ways in increasingly complex contexts • able to learn independently	Learners may benefit from: • limited guidance • limited support	Activities and tasks should: • be more challenging for independent exploration and self-assessment • focus on fostering creativity to apply knowledge and skills novel and challenging contexts

68

Reporting format to facilitate action at classroom, school, system level:



Evolving	• Read single and double sounds learnt so far. • Read a simple text independently. • Read and comment on a simple story and identify key details in a text	Learner's may benefit from: ▪ extensive guidance and ▪ targeted support	Activities and tasks should: ▪ build on existing knowledge and skills; ▪ are targeted to address specific areas of weakness; ▪ provide additional practice opportunities in applying knowledge to real world context

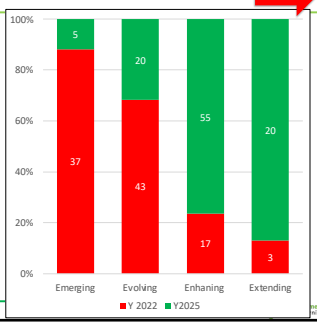
69

Addressing Equity Goals

Focus on improvement

Equity Focus –

- Getting more learners from the Emerging level into the Evolving, Enhancing and Extending levels
- Emphasis on learners who need 'most' assistance

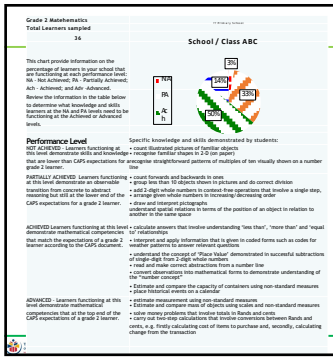


70

National Performance Level Descriptors: Grade 3 Maths

Emerging	Evolving	Enhancing	Extending
Learners at this level are able to:	Learners at this level are able to:	Learners at this level are able to:	Learners at this level are able to:
recognise • numbers in isolation. • single-digit numbers.	recognise • numbers to compare them. • the place value of digits in whole numbers.	represent • numbers to compare them; • the place value of digits in decimal fractions; • equivalent forms of numbers; and • percentages.	describe and compare numbers.
use only numbers that match concrete objects.	use equivalent forms of numbers.	use numbers in various forms , including percentages.	apply equivalent forms of numbers and Interact between percentages, fractions and decimals.

71

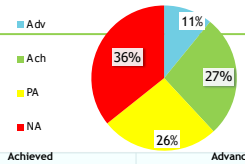


Standards based reporting format

Feedback to identify strengths and weaknesses of learners

72

Reporting format to facilitate teacher action:



Partially Achieved	Achieved	Advance
Student functions largely at 'operational' as opposed to 'conceptual' level & can: • do simple straightforward operations (+, - & x) that involve whole numbers; • identify whole numbers on a number line; • identify regular geometric shapes; • calculate area & perimeter of rectangles using numbers, not symbols; • solve problems of one-variable: time/money.	Student functions largely at 'conceptual' as opposed to 'operational' level & can: • operate equally well with symbols & numbers; • make reasonable estimations of spatial dimensions & have 'good sense' of proportion; • express decimals as comm. fractions & vice versa and do estimations that involve both; • solve complex problems that involve more than one variable, e.g. money & mass; • support their viewpoints with valid reasons.	Student functions predominantly at 'conceptual' level & use operations to support reasoning & can: • Organise & arrange both numbers, variables & functions in logical order to solve problems; • work efficiently with a wide spectrum of real numbers; • 'visualise' & operate complex spatial transformations to solve problems; • support their viewpoints with valid reasons.

73

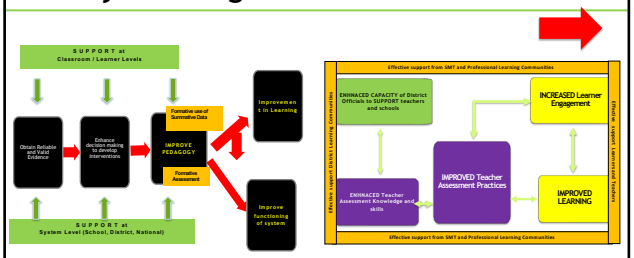
Questions
Comments
Suggestions

74

How will this AfL Strategy be implemented at the CLASSROOM & SCHOOL levels?

75

Theory of Change: National & School Level



76

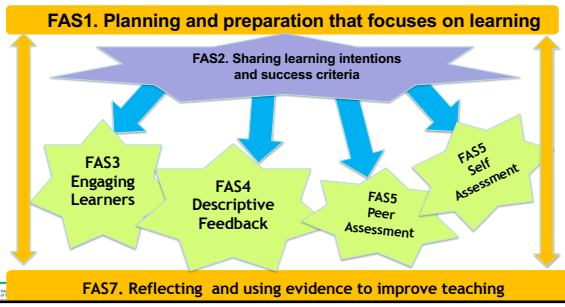
Professional Learning Community

Form a PLC for your Teacher Group

Workshop Activity 1.1 pg. 11

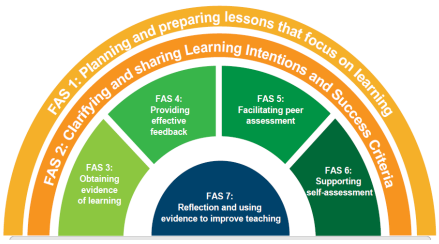
77

Seven strategies



78

Seven strategies



P 21

79

4 Introduction to formative assessment strategies and techniques Page 27

Learning Objectives	Assessment Criteria
• To learn about the different formative assessment strategies. • To understand how formative assessment strategies can be used during lessons.	• I can name the seven formative assessment strategies. • I can explain how the strategies can be used during lessons.

- Use Name stick to identify someone to READ OUT LI & SC
- Use Name stick to identify someone to read EXPLAIN SC

80

Formative Assessment Strategies

The use of formative assessment is based on answering three key questions:

1. Where are learners in their learning? - Teachers get this evidence during lessons.
2. Where are learners going? - Teachers get this information from CAPS/ATPs.
3. What should be done to get learners there? - Teachers facilitate and support learning.

81

Understanding the formative assessment

	Where the learner is going?	Where the learner is?	How to get there?
Teacher	Clarify and share learning intentions	Engineering effective discussions, tasks and activities that elicit evidence of learning	Providing feedback that moves learners forward
Peer	Understand and share learning intentions	Activating students as learning resources for one another	
Learner	Understand learning intentions	Activating students as owners of their own learning	

(Wiliam & Thompson, 2007)

82

Formative Assessment Strategies

FAS 1: Planning and preparing lessons that focus on learning.

FAS 2: Clarifying and sharing learning intentions and success criteria.

FAS 3: Using questions, discussions and activities to obtain evidence of learning.

FAS 4: Providing effective feedback to improve learning.

FAS 5: Guiding learners to support each other's learning (peer assessment).

FAS 6: Guiding learners to improve their own learning (self-assessment).

FAS 7: Using assessment evidence to improve teaching.

- Use Name stick to identify someone to READ OUT the strategies

83

5 FAS 1: Planning and preparing lessons that focus on learning Page 36

Learning Intentions (LI)	Success Criteria (SC)
We are learning to (WALT)	I know I have achieved the learning intention when:
Understand how to use formative assessment strategy 1 (FAS 1) in our lessons, that is, planning and preparing lessons that focus on learning. ▪ To plan and prepare effective lessons. ▪ To review the template provided to use for formative assessment.	▪ I can identify "the learning" listed in CAPS/ ATPs. ▪ I can explain how the template should be used to plan and prepare my lesson.

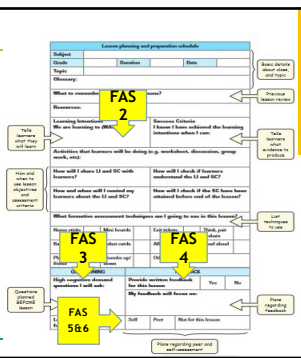
DEMO - Introducing LI & SC

Strategy 1

84

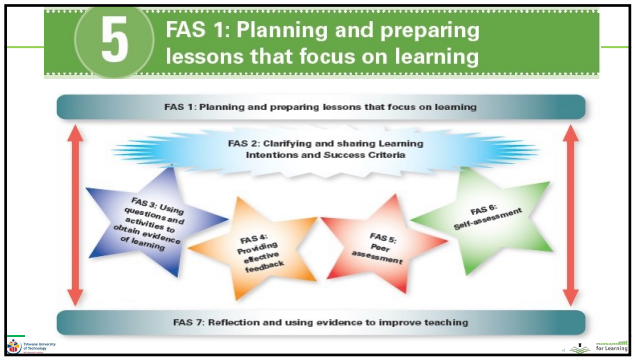
FORMATIVE ASSESSMENT

Lesson Planning and Preparation Template pg. 39



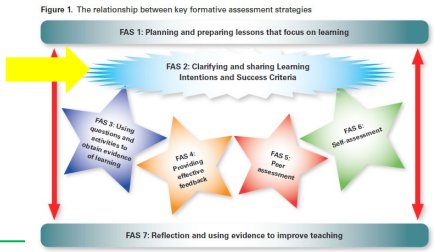
This lesson plan has ALL the AfL strategies in ONE document

85

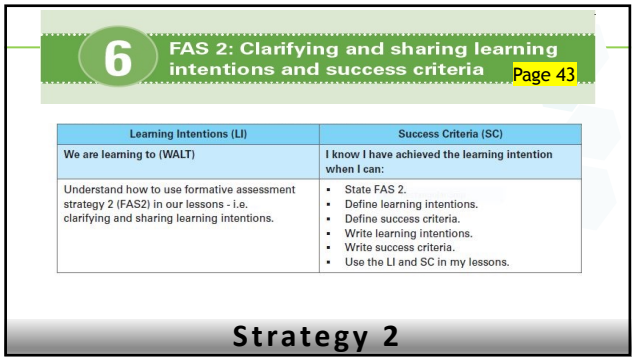


86

FAS 2: Clarifying and sharing learning intentions and success criteria



87



88

LO, AC & LI, SC

NOTE: we are using NEW TERMINOLOGY

Lesson Objectives and Assessment Criteria used in previous sections

- are written with teachers in mind

Learning intentions and Success criteria

- are written with learners in mind

89

Why Learning Intentions are important?

NB

In a lesson you need to distinguish between the LI and the activity. For example, in a lesson about colours where a teacher uses a colourful butterfly to demonstrate different colours, learners can easily think that the lesson is about butterflies. Similarly, learners need to be clear on what counts as success criteria and thus the evidence they need to produce to demonstrate this. For example, *"I can point to the different colours"* or *"I can name the colours in the picture"*.

90

Learning Intentions

SKIP

Learning intentions (LI) describe what learners should know, understand and be able do by the end of a lessc

91

Success criteria

SKIP

Success criteria (SC) indicate the evidence a learner must provide to demonstrate successful achievement of the learning intention (LI)

92

For SP/FET

SKIP

Video on LI & SC

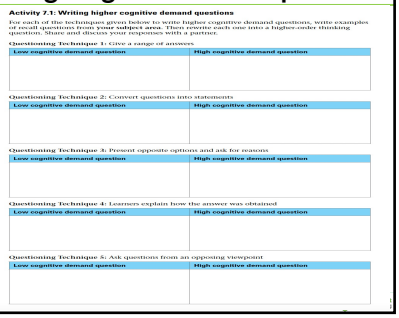
93

Writing high cognitive demand questions

94

Guidelines to WRITE High cognitive demand questions

1. We are now going to complete Activity 7.1 on Page 69
2. Group yourself in Pairs
3. We will complete each Questioning Guideline together



Activity 7.1: Writing higher cognitive demand questions

For each of the techniques given below to write higher cognitive demand questions, write examples of recall questions from your subject area. Then rewrite each one into a higher-order thinking question. Share and discuss your responses with a partner.

Questioning Technique 1: Give a range of answers

Low cognitive demand question	High cognitive demand question

Questioning Technique 2: Convert questions into statements

Low cognitive demand question	High cognitive demand question

Questioning Technique 3: Present opposite options and ask for reasons

Low cognitive demand question	High cognitive demand question

Questioning Technique 4: Learners explain how the answer was obtained

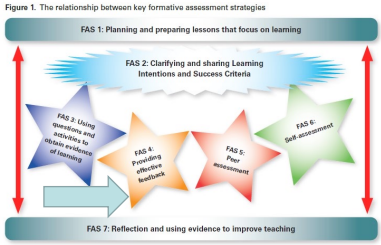
Low cognitive demand question	High cognitive demand question

Questioning Technique 5: Ask questions from an opposing viewpoint

Low cognitive demand question	High cognitive demand question

95

FAS 4:Providing feedback that improves learning



96

8 FAS 4: Providing feedback that improves learning

Page 76

Learning Intentions (LI)	Success Criteria (SC)
We are learning to (WALT)	I know I have achieved the learning intention when I can:
Understand how to use FAS 4: Providing effective feedback that improves learning.	▪ State FAS 4. ▪ Explain how feedback impacts on learners' learning. ▪ Identify what I need to do to improve my own feedback practices.

Strategy 4

97

Feedback is the lifeblood of learning

Smit

Why?

Plenary discussion

98

Impact of feedback

Groups of learners are given:	Will there be an improvement in work? (Yes or No)	Will interest in the subject increase or decrease?
Marks only	None	+ for high attainers – for middle/low
Marks and comments	None	+ for high attainers – for middle/low
Comments only	30%	+ for all groups

Plenary discussion

99

Types of Feedback

SKIP

Oral Feedback

Written Feedback

Focus on task not the person

100

Oral feedback

SKIP

Learning Intentions (LI)	Success Criteria (SC)
We are learning to (WALT)	I know I have achieved the learning intention when I can:
Understand how effective oral feedback assists learners to improve.	▪ Explain the importance of good oral feedback on learning. ▪ Discuss important oral feedback concepts ▪ Discuss a range of approaches to giving effective oral feedback.
Plan for giving effective oral feedback to learners.	▪ Incorporate oral feedback techniques into my lesson plans.

- Everybody reads out LI & SC
- Use Name stick to id someone to explain

Page 88

101

Written feedback

Page 92

Learning Intentions (LI)	Success Criteria (SC)
We are learning to (WALT)	I know I have achieved the learning intention when I can:
Understand how effective written feedback assists learners to improve	▪ Explain the importance of good written feedback on learning. ▪ Discuss important written feedback concepts ▪ Discuss a range of approaches to giving effective written feedback.
Plan for giving effective written feedback to learners	Incorporate written feedback techniques into my lesson plans.

- Use Name stick to identify someone to READ OUT LI & SC
- Use Name stick to identify someone to read EXPLAIN SC

102

Written feedback

Complete activity 8.7 page 93 on your own

No.	Written feedback	A	B	C
1.	You really did well with the first few questions but were challenged by the rest. Try the box method for multiplication.	✓	✓	✓
2.	Your rap song about poverty was profound. What do you think causes poverty?			
3.	3 for effort, 1 for spelling. Neat work and improve your spelling.			
4.	Again, you have not completed your work.			
5.	Good work – 7/10			
6.	Too many errors. Re-do!			
7.	You've identified all the 2D shapes. Excellent.			

Facilitator notes
No discussion among teachers
No plenary report back
Use your robot cards if anyone needs help

103

Types of Feedback

SKIP

	Descriptive-guiding	Descriptive-showing	Evaluative	Procedural
Focus of feedback	The learners' work	The learners' work	On the learner or the learners' work	On the learner or the learners' work
Purpose of feedback	To improve learning by guiding learners to explore or find their own solutions to improve their work.	To improve learning by showing or telling the learner what needs to be improved.	To judge the performance of learners.	To indicate routine aspects of the learners' work.
Nature of feedback	Positive	Positive	Can be positive or negative	Neither positive nor negative
Format of feedback	Text or symbols	Text or symbols	Text or symbols	Text or symbols
Example 1	You used the wrong formula in step 2. Find the right formula and redo the problem.	Divide by the numerator first then multiply	'B' or 80% or 24/30 ☺ ☹	No answer? Incomplete!!! ?????
Example 2	Go over the punctuation rules and then redo the exercise making sure you apply the rules correctly.	Insert full stops at the end of the sentence, and capitalise words at the beginning of a sentence.	Untidy work. Well done. Improved work.	Seen Stop this nonsense! Pull up your socks!

104

Exemplar: Using symbols for feedback

SKIP

All learners have been taught that:
(i) the • means there is one error in the calculation
(ii) they must find the error and
(iii) they must correct the error.

47 + 36 = (40 + 7) + (30 + 6) = (40 + 30) + (7 + 6) = 70 + (14) = 74	47 + 36 = (40 + 7) + (30 + 6) = (40 + 30) + (7 + 6) = 70 + 14 • = 74 •	47 + 36 = (40 + 7) + (30 + 6) = (40 + 30) + (7 + 6) = 70 + 14 •• = 74
a. Feedback **showing** learners	b. Feedback **guiding** learners (less challenging)	c. Feedback **guiding** learners (more challenging)

The nature and format includes:
a. The circle ( ) shows the incorrect calculation. The learner must correct the error.
b. The dot • only shows the step that contains the error, but not the incorrect calculation. The learner must first find the error and then correct it.
c. The two dots •• at the bottom indicate that two errors have been made. The learner must first find the step(s) in which the errors were made, find the incorrect calculations, and then make corrections.

105

Using symbols for feedback

SKIP

Symbol	Meaning
•	There is one error which you need to find and correct.
∧	There is some information missing, which you need to add.
sp	Find and correct the spelling error.
p	Find and correct the punctuation error.
	You need to get support from your partner or parent.
	You may need more time to understand this work.

106

Principles for developing feedback symbols

SKIP

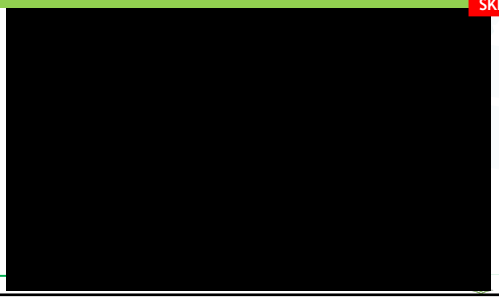
1. Must be learner friendly
   - Learners (and parents) understanding meaning
2. Must provide a RECIPE for action by the learner
3. Must be easy for teacher to write
4. Must be visible to all learners - e.g. put

Facilitator note -
Language symbols are well known and should not be repeated

107

SHOW Video on Feedback

SKIP



108

FAS 4:Providing feedback that improves learning

SKIP

Have I attained the SC? Review the SC at the end of the lesson

Success Criteria: I can	Did I achieve this? Yes/No	What help do I need?
State FAS 4.		
Define oral feedback.		
Define written feedback.		
Use oral feedback to improve learning.		
Use written feedback to improve learning.		

109

Benefits of using PASA

SKIP

1. Helpful – large class sizes
2. Development of metacognitive skills
3. Independent, self-regulating learners
4. Develops critical thinking skills
5. Learners more focused during lessons
6. Improves learner performance

Plenary discussion

110

PASA requirements for learners

SKIP

Learners need to:

1. know what high quality performance looks like - exemplars
2. Understand SC for the lesson
3. Be able to provide feedback on written work

Plenary discussion

111

Implications for teachers

SKIP

Teachers MUST:

1. Guide learners how to conduct PASA
2. Ensure learners understand the LI and SC
3. Guide learners how to identify learning gaps
4. Guide learners how to plan next steps
5. Guide learners how to give feedback
6. Encourage self-reflection

Plenary discussion

112

FAS 5: Guiding learners to support each other's learning (peer assessment)

SKIP

Page 105

Learning Intentions (LI)	Success Criteria (SC)
We are learning to (WALT)	I know I have achieved the learning intention when I can:
Understand how to use formative assessment strategy 5 (FAS 5): Helping learners become sources of support for each other (peer assessment).	▪ State FAS 5. ▪ Explain what peer assessment is. ▪ Describe the purpose of peer assessment. ▪ Explain the steps for using peer assessment in the classroom. ▪ Teach learners to use the SC to review work of partners. ▪ Support learners to provide effective feedback to partners. ▪ Monitor and support learners to use peer assessment effectively.

Use name sticks to select someone to read out LI & SC

113

Code of conduct for peer assessment

SKIP

Before peer assessment can be applied, teachers must familiarise learners with an appropriate code of conduct to be applied. We suggest the following: Page 106

- Respect your partner's work.
- Remember your feedback must be linked to the SC.
- Tell your partner what is good about their work.
- Listen carefully to your partner's explanations and suggestions.
- Look for a way to help your partner improve their work.
- Make your suggestions as clear as possible.
- Be fair to your partner.
- Do not discuss your partner's work with other learners.

BRIEF Plenary discussion

114

Steps for teachers

Page 107

SKIP

Step 1: Select specific lessons that are appropriate for peer assessment. Not all lessons are suitabl for this strategy.
Step 2: Indicate which learners are paired together (pair learners with similar ability).
Step 3: Ensure that ALL learners understand the success criteria. (Provide learners with exemplars of what "good" and "not there yet" quality work looks like.)
Step 4: Remind response partners (peers) to use the SC to review each other's work to identify work (using symbols where necessary) that has been done well and work that can be improved.
Step 5: Demonstrate and monitor how response partners will first explain and discuss aspects of the work that have been done well.
Step 6: Demonstrate and monitor how peers will explain and discuss aspects of the work that can be improved.
Step 7: Demonstrate and monitor how the peers will discuss the goal/s that they need to set to improve the work.
Step 8: Teachers must monitor and support learners as they undertake the process to reinforce what aspects of the peer assessment process learners had done well, and provide guidance on what could be improved.

GO OVER STEPS

115

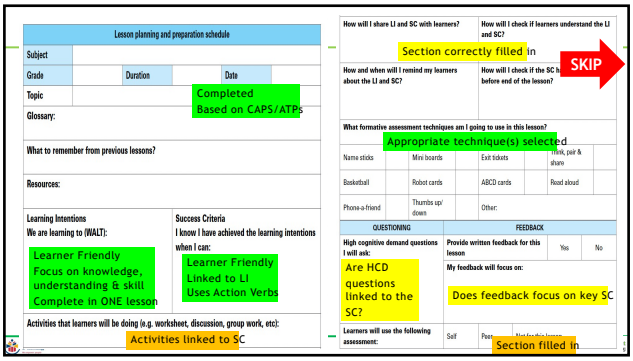
Self Assessment Activity

SKIP

Complete activity 9.2 (page 108) ON YOUR OWN

1. Facilitator allows participants to complete activity
2. Facilitator will monitor while participants are busy with the process
3. Facilitator will walk around and give verbal feedback where appropriate
4. Facilitator will use next slide to guide participants to undertake a Self Assessment exercise in Plenary

116



117

FAS 6: Guiding learners to improve their own learning (self-assessment)

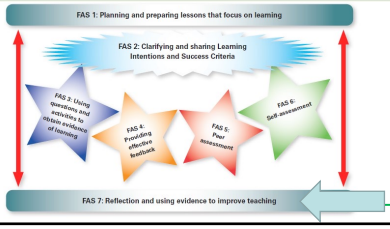
SKIP

Have I attained the SC?

Success Criteria: I can	Did I achieve this? Yes/No	What help do I need?
State FAS 6.		
Explain what self-assessment is.		
Describe the importance of self-assessment.		
Explain the self-assessment strategies that can be used in my classroom.		
Teach learners how to use the SC to review their own work.		
Monitor and support learners to use self-assessment effectively.		

118

10 FAS 7: Using assessment evidence to improve teaching



119

10 FAS 7: Using assessment evidence to improve teaching

Page 128

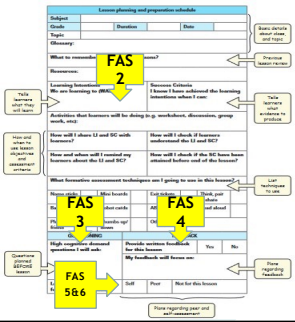
Learning Intentions (LI)	Success Criteria (SC)
We are learning to (WALT)	I know I have achieved the learning intention when I can:
Understand how reflection leads to improved teaching practice.	• Define reflection in teaching using my own words. • List the value of reflection for teachers. • Complete my own reflection template to monitor my learning.

Strategy 7

120

FORMATIVE ASSESSMENT

Lesson Planning and Preparation Template pg. 39



This lesson plan has ALL the AfL strategies in ONE document

121

Ideas for reflecting on your work

SKIP

- Talk to colleagues about teaching experiences
- Record experience formally using for e.g.
  - Evaluation forms
  - Diaries
  - Journals
  - Reflection logs
- Reflect on the following:
  - Lesson planning, preparation and presentation
  - Improving use of FAS & T
  - How learner are learning and feedback they need
  - How to improve learner involvement in lessons

122

Reflecting on a lesson presentation

Complete activity 10.1 Page 129

What did I learn in this workshop session

Example

WHAT… Did I learn during this lesson?	SO, WHAT… Does this teach me?	NOW WHAT… Do I need to do next?
▪ The learners struggled to understand how to use the SC to check their work. ▪ I spent too little time on the LI and SC.	▪ I need to find a way to make it easier for learners to understand how to use the SC.	▪ I will rewrite the SC and ask a colleague to review them. ▪ I will provide learners with an exemplar. ▪ I will spend more time explaining the LI and SC.

123

FAS 7: Using assessment evidence to improve learning

SKIP

Success Criteria: I can	Did I achieve this? Yes/No	What help do I need?
Define reflection in teaching using my own words.		
List the value of reflection for teachers.		
Complete my own reflection template to monitor my teaching.		

124

Lesson observation schedule

Review with Teachers

Critical point

This schedule lists all the skills that a teacher must be able apply to show s/he is able to use the Formative Assessment Approach

Complete activity 9.8 Page 120

School based activity

You can also use this to ask another teacher to review your practice when you teach

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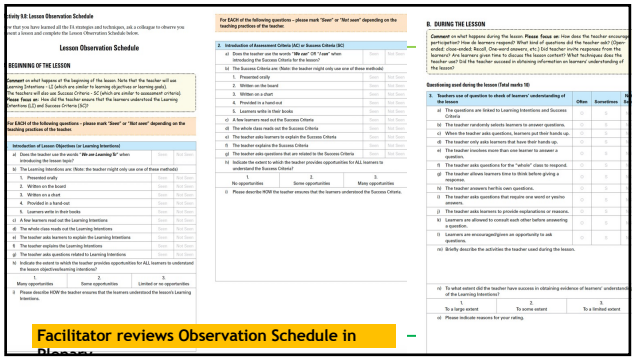

Facilitator reviews Observation Schedule in

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SECTION ON AI AND ASSESSMENT

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Introduction to AI Models: Use in Teaching, Learning and Assessment

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Overview of Presentation

What is AI & How it works?

Advantages & Concerns

Next steps & Uses

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Lis & SCs

Learning Intentions - WALT:	Success Criteria - I can:
1. Understand how AI impacts on teaching and learning.	1. Explain how GenAI models work. 2. List the advantages and benefits of AI
2. Explore options for the ethical use of AI to improve pedagogical practice.	1. List the challenges and concerns regarding the use of AI in the classroom
3. Use AI models to improve assessment	1. Apply specific practices to improve my use of AI

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What is AI?

- **Artificial Intelligence (AI)** refers to the ability of computer systems to perform human-like tasks that typically include reasoning, learning, decision-making, problem-solving, understanding natural language, recognising patterns, and even adapting to new situations.

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How does AI model work?

- AI models work by combining **data**, **algorithms**, and **computing power** to provide a response to instructions or questions, referred to as prompts, given by users.
- To provide responses that are valid, AI models uses mathematical algorithms to **identify patterns and relationships** in the data.
- This means that AI Models:
  - require large amounts of data
  - '*trained*' to provided appropriate responses

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AI & Cognition

- AI models are fundamentally a "calculation engines" that can only recognise binary text (0 or 1)
- Humans derive meaning through rich sensory experiences such as taste, smell, texture, and emotion.
- AI models can work with large sets of data to perform calculations and identify patterns
- Lacks the contextual understanding and meaning-making capacities of the human mind.

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Agentic vs. Non-Agentic

- Non-agentic AI models require users to provide direct instructions for every task, acting as responsive tools.
  - For example, GenAI models function like a creative assistant – it answers questions, provides information, helps you write, summarise, create images or content. It does what you ask, and nothing more.
- Agentic AI models take the initiative by understanding context, making decisions, and acting independently when needed.
  - For example, Agentic AI model like a digital teaching assistant – it notices what's happening during your internation, decides what to do next, and acts—sometimes without being

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Advantages of AI

- Supporting personalised learning
- Increased learner engagement
- Support for diverse learning needs
- Data-driven insights
- Time saving for teachers

- AI models can provide a personalised learning experience for each learner by analysing data on their individual progress, strengths and areas for improvement, adapting lessons based on a learner's responses, offering additional resources or more challenging questions as needed.
- AI models can create interactive and immersive learning experiences that include opportunities for learners to engage with different types of information (text, graphics) and formats of presentations (audio, video, virtual reality (VR) and augmented reality (AR).
- AI technology can support learners with different learning needs by providing tools that are tailored to various learning challenges.
- The use of AI can assist learners and teachers to collect and analyse information for monitoring progress, identification of learning gaps as well as providing suggestions for how to address these gaps. These insights allow for targeted support to address each learners' needs.
- The use of AI can support teachers with different tasks, including producing reports, lesson planning, marking, calculating and uploading marks and providing learner feedback. The goal is to free up time to provide greater support to address learning needs of learners.

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Key ISSUES for YOU to address

Key Question	Reflection Guidance
What is the purpose of education?	Start by thinking about the bigger picture. What do you believe education is for? Is it about preparing learners for jobs, helping them grow into responsible citizens, or enabling them to improve their communities?
What is knowledge, and how is it created? Whose knowledge?	Think about your understanding of knowledge. How is it generated? Whose knowledge is it? Is it created by experts or co-constructed through experience, culture, and discussion?
How do children learn best?	Reflect on how learning occurs. Do you believe children learn by doing? By listening and watching? By talking with others? By making mistakes and trying again? Should learners be involved in the assessment process? Can learners learn on their own?
How do I teach? What approaches do I use in the classroom?	Your approach to teaching matters. Do you mainly use direct teaching, projects, group work, storytelling, or problem-solving? Is assessment integrated into your teaching practices or is it something you do after teaching? Are learners actively involved in your lessons?
What is the difference between learning and performance?	What are your views about performance vs learning? Is there a difference? Does your system focus on performance or on learning? What is your priority: performance or learning?
What is assessment for?	Reflect on your views and use of assessment. Is assessment just testing and giving marks or is it more than that? How do you use assessment evidence: mainly for marks, or mainly for giving feedback to help learners understand their progress?

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UNESCO Principles

Human-Centred Values	AI use in education must respect human dignity, rights, cultural diversity, and promote fairness and inclusiveness. Teachers should ensure AI supports learners' well-being and upholds ethical standards. **Key focus areas:** Human rights and dignity; Cultural diversity and pluralism; Democratic values and well-being.
Inclusion and Equity	AI should reduce inequalities rather than widen them. Teachers must ensure that all learners, regardless of background or ability, benefit from AI-enhanced learning. **Key focus areas:** Gender equality; Bridging digital divides; Accessibility and fairness.
Transparency and Explainability	Teachers should understand and explain how AI tools make decisions, helping learners to question or challenge these outputs. This encourages informed, critical use of AI. **Key focus areas:** Understanding AI processes; Clear communication of AI use; Supporting informed decision-making.
Privacy and Data Governance	Teachers must protect learner data, knowing how AI models collect, use, and store information. They should advocate for transparent data practices. **Key focus areas:** Protection of personal data; Data minimization principles; Learner data rights.
Safety and Security	AI tools used in classrooms must be safe from misuse and cyber threats, and should not cause psychological or physical harm. **Key focus areas:** Cybersecurity; Protection from misuse; Psychological and physical safety.
Accountability and Responsibility	Teachers should use AI responsibly and remain accountable for their pedagogical decisions. This includes evaluating AI outputs critically and explaining how AI tools are applied. **Key focus areas:** Professional responsibility; Transparency in decisions; Oversight and intervention.
Sustainability	Educators should consider the environmental impact of AI and support sustainable digital practices when using AI in teaching. **Key focus areas:** Sustainable technology use; Minimising environmental harm (focus areas list incomplete in your message—please provide if needed).

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Ethical use and Disclosure

Disclosing AI Use in supporting teaching and learning activities:

Level 1: Optional Disclosure: If AI does not significantly contribute to the content used (e.g., language editing, reference list compilation).

Level 2: Disclosure of Use, Not Prompts: If AI contributes significantly to the content used, but not to the underlying idea (e.g., suggest improvement to your ideas, initial drafts).

Level 3: Disclosure of Use and Prompts: If AI generated the idea(s) used and contributes to its use to improve learning and teaching.

Details to Disclose: Name of AI tool, version, creator, URL (if online), purpose of use.

**Adapted from AI use guidelines proposed by the University of Kwazulu-Natal (2025)*

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Practical next steps to start using AI Models

Practical Step	Description
Start Small	Begin with one or two AI tools that are easy to use and directly aligned with existing teaching goals (e.g., automating grading, providing instant feedback, or supporting language learning). Starting small builds confidence and helps teachers gradually integrate AI into their practice without becoming overwhelmed.
Identify Needs and Set Goals	Before adopting AI, identify specific classroom needs—such as improving learner engagement, personalising instruction, assessment support, or saving time on administrative tasks. Clear goals ensure that AI is used intentionally, rather than as a trendy add-on.
Choose the Right Tools	Explore different AI tools that meet your specific needs, are user-friendly, and comply with privacy standards. It's important to pilot tools (e.g., learning platforms, chatbots, or gamified apps) and evaluate them based on relevance, cost, accessibility, and alignment with teaching practices.
Develop AI Literacy and Ethical Awareness	Improve your understanding of how AI works in practice, including its limitations (e.g., cognitive decline, hallucinations) and potential for misuse.
Participate in Professional Development and Collaborate	Attend professional development sessions, join professional learning communities, and collaborate with colleagues to share practices, learn from each other, and keep up with developments. School leaders and district officials should support such opportunities and provide access to resources.
Pilot, Monitor, and Refine	Pilot and practice using new tools in your professional learning communities (PLCs), collect data on their impact (learner progress, engagement, workload), and refine their use based on results.
Empower Learners to Use AI Effectively	Teach learners to interact with AI tools as learning partners. Support self-assessment, prompt generation, and metacognitive skills that help learners deepen understanding and reflect on their learning process. Model ethical use for learners—explaining data privacy, prompt crafting, and responsible use to promote critical thinking and digital responsibility.

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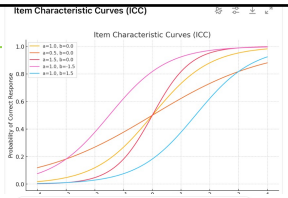
Paid vs Free version

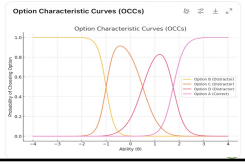
Probability
|
| / (Difficult Item: b = +2)
| /
| /
| /
| ___/
|---|---------- Ability (θ)
-3 0 +3

* The ICC shows how the probability of a correct response increases with ability.
* A steeper curve = higher discrimination (more on this below).

Example Graph (Distractor Analysis for a 4-option Item)

```plaintext
Probability
|
|\      /  Correct Option
| \____/   Distractor A
|  \       Distractor B
|   \___   Distractor C
|---------------------- Ability (θ)
  -3   0   +3
```





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NOTE

- **AI free model provide less information and limited details compared to paid models**

SAYING -

Dazzle them with your Brilliance –

Baffle them with your B???? S

AI Models

Dazzle you with brilliance or Dazzle you with BS

Its up to you to know the different

IF you DON'T – You in real TROUBLE

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Impact of AI on Learning, Teaching and Assessment

- Cognitive Atrophy
- Reducing Diversity
- Digital Poverty

AI Assessment Tool/Strategy	How It Works	Benefits for Learning
Analysis of learner work	Analyses learner work to identify gaps in learning	Provides information on learner needs and how teachers should respond
Instant Feedback on Written Work	AI analyses tests results, and essays for structure, grammar, clarity, and argumentation	Learners receive immediate suggestions to improve work before submission; learn from mistakes in real-time
Adaptive Quiz Generation	Quizzes automatically adjust difficulty based on learner responses	Each learner works at their optimal challenge level
Real-Time Progress Monitoring	AI dashboards track scores, assignments, and progress in real time	Teachers can identify at risk learners and intervene immediately
Personalized Learning Paths	AI analyses performance to create customised learning options for different learners	Learners get targeted support based on their specific needs
Voice-to-Text Assessment Options	Converts spoken responses to text for analysis	Supports learners who struggle with writing
Gamified Formative Assessment	Game-based activities make assessment engaging and fun	Increases learner motivation; reduces assessment anxiety and improve motivation
Self-Assessment Tools	AI-powered rubrics for learners to evaluate their own work	Promotes metacognition; helps learners understand expectations
13. Language Support for Diverse Learners	Translation and simplification tools for assessments	ELL learners assessed on content knowledge, not language barriers

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WAY FORWARD

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Next Steps - Considerations

- **Alignment of policies, plans, etc**
  - National Assessment Framework
- **Effective reporting and dissemination of assessment results**
  - Assessment Literacy Enhancement (ALITE) Programme
  - Review and incorporate the use of AI
  - Masters and Doctoral programmes to build technical expertise in assessment and measurement **(Launched at School of Education, TUT)**
- **Assessment for Learning PDP**
  - Subject Advisors, School Leaders and Teachers

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EXIT TICKET

1. List ONE new thing you learnt in today's workshop.
2. Make ONE suggestion for improving workshop

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Questions ?
Suggestions !
Comments !

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