STM 11 - Assessing for Learning

Duration: 2 Days

v2.5.19

Objectives:

• The participants will learn the importance of assessment in the process of learning and how to guide their students during assessments.

• The participants will learn to use the benchmarks to identify the gaps in learning.

• The participants will practice conducting assessment, sharing feedback and helping students prepare a good action plan.

Material Required:

• Stationery items
• Chart-Papers
• Copies of Book 1 benchmarks,
• FHB 1 and SWB 1

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Day 1

Time & Objectives	Activity
One: Introducing and setting expectations (9 to 11 am)	Welcome the participants, talk about your feelings, share how excited you are about the workshop and ask the question of the day - Which musical instrument would they like to learn to play and why? Collect a few responses, talk about achieving excellence and establish how learning is a life long journey. Transition to how challenges are an essential part of this journey. Talk how FEA introduced pre-evaluation lessons to assess the progress of students so that we could help/support them better. Discuss what challenges they face when conducting the pre-evaluation lessons. List them down on the whiteboard. Probe to get specific responses; as many as time permits. Introduce the objectives of the workshop and assure them that by the end of the workshop we would have found ways to tackle almost all the challenges. Introduce the 3-day lesson – Assessing for Learning as a solution to the challenges we are facing. Form 4-5 groups and distribute copies of the lesson. Allow them 10 minutes to go through each lesson and discuss with their peers. They will be presenting the lesson the next day.
Two: Understanding Benchmarks (11:15 am to 1pm)	**Discuss the stages of assessment** 1. Planning and preparation 2. Assessment 3. Feedback and Support (through action plans) 4. Reflecting and refining Establish the importance of understanding the benchmarks before starting assessments. This is the first thing they need to prepare. Divide the class into four groups and give each team a scenario based on the language benchmarks. Give them 5-10 minutes to discuss and then discuss it with the entire group.

	teer the group towards making connections between the given scenarios and skills students learn in Book 1. If helpful, let them use the Student Workbook 1 as they are making connections. ***Scenario 1:*** *A student bought a new washing machine and doesn't know how to operate it. How can he/she apply the learnings from FEA to operate it independently?* ***Scenario 2:*** *A student is lost at a metro crossing. How can he/she find his/her way out independently?* ***Scenario 3:*** *A student meets a foreigner at a historical monument in Delhi. How will the interaction look, sound and feel like?* ***Scenario 4:*** *A student has to register himself/herself for an outstation picnic organized by his/her school. How can he/she apply the learnings of FEA to accomplish the task?*
Three: Identifying gaps in learning (1:45 to 4 pm)	Establish the importance of being specific when identifying the gaps in learning. **Discuss the available tools** 1. Viva-voce 2. Error trackers 3. Workbook exercises 4. Mock test *Viva-voce: What kind of questions to ask to assess accurately?* *Error trackers: How to maintain it?* *SWBs: How to check SWBs and provide regular feedback?* *Mock test: How to help students do a self-assessment and plan ahead*
Four: Closure (4:15 to 6 pm)	Discuss how to make an effective action plan. What are the attributes of an effective action plan? Compare and contrast a good action plan from a poor one. Discuss the roles and responsibilities of all the stakeholders in this entire process – Facilitators, DBMs, BMS, ATMs, TMs, Trainers, etc. Recap the learnings of the day and collect feedback for yourself.

Day 2

Five: Recap and Introduction to the resources (9 to 11 am)	Spend 10-15 minutes in recapping the learning of the previous day, identify gaps in understanding if any and make a plan to fill them during the day. Introduce the audio/video which explains understand how an online MCQ test is taken. Make sure that you collect feedback on it. If there are any suggestions worth considering, please communicate it to the curriculum manager. Introduce the video of Do's and Don'ts. Discuss why following rules is important. It's all about building a culture of integrity. Before the presentations start discuss how it's important to conduct these lessons in an appropriate frame of mind. Any negative emotions can be read by the students and can influence their performance.
Six: Practice and Feedback – 1 (11:15 am to 1 pm)	Ask the groups formed on the previous day to show how 3 days of assessing for learning is to be conducted. While one group is presenting, others take notes. After the demo is over, conduct a feedback session.
Seven: Practice and Feedback – 2 (1:45 to 4 pm)	Ask the groups formed on the previous day to show how 3 days of assessing for learning is to be conducted. While one group is presenting, others take notes. After the demo is over, conduct a feedback session. Those who struggle must be given another chance to present.
Eight: Closure (4:15 to 6 pm)	Give 20 min to all the participants to make an action plan on how they are going to apply the learnings of the workshop at their branch. They must use the format provided by the trainer to prepare a rough draft. Allow 10 minutes of peer review. Take a round in the class and intervene wherever required. After the peer review give them 10-15 minutes to make a final action plan on the prescribed format. Recap and conclude the workshop. Thank everyone and collect feedback for yourself.