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Session 2

Formative Assessment for LCCS

Session Schedule

Section 1	Significance of Assessment
Section 2	Formative Assessment including Effective Feedback
Section 3	Formative Assessment using Digital Portfolios (FADP) initiative
Section 4	Digital Tools for Assessment in LCCS

By the end of this session participants will have:



been given the opportunity to enhance their understanding of assessment and in particular formative assessment



reflected on the importance of effective feedback

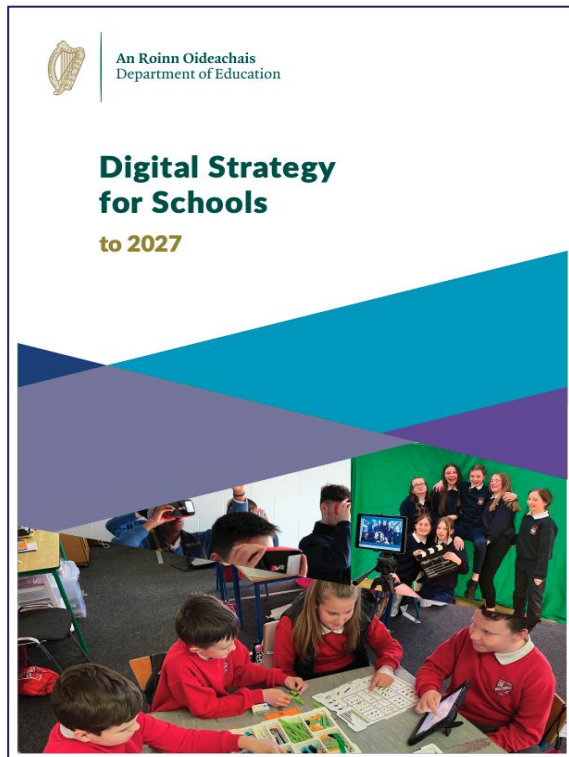


been introduced to some digital tools which can be used to support assessment and effective feedback in Computer Science

Section 1

Significance of Assessment

Digital Strategy for Schools



*“Empower schools to harness the opportunities of digital transformation to build digital competence and an effective digital education ecosystem so as to develop **competent, critically engaged, active learners** while supporting them to reach their potential and participate fully as **global citizens in a digital world**”.*

Digital Strategy for Schools to 2027

Looking at Our School 2022



“The teacher selects and uses preparation and assessment practices that progress pupils’ learning”.

“Teachers collectively develop and implement consistent and dependable formative and summative assessment practices”.

Section 2

Formative Assessment including effective feedback

Defining assessment

Assessment is the process of ***generating, gathering, recording, interpreting, using and reporting*** evidence of learning in individuals, ***groups and systems***. Educational assessment provides information about ***progress*** in ***learning***, and achievement in developing skills, knowledge, behaviours and attitudes.

(NCCA, 2015)

Formative Assessment



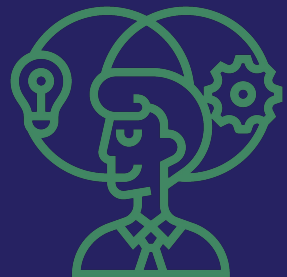
Evidence of learning



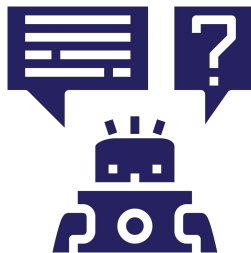
Adapt teaching



Student progress



Adjust instruction



Adjust learning

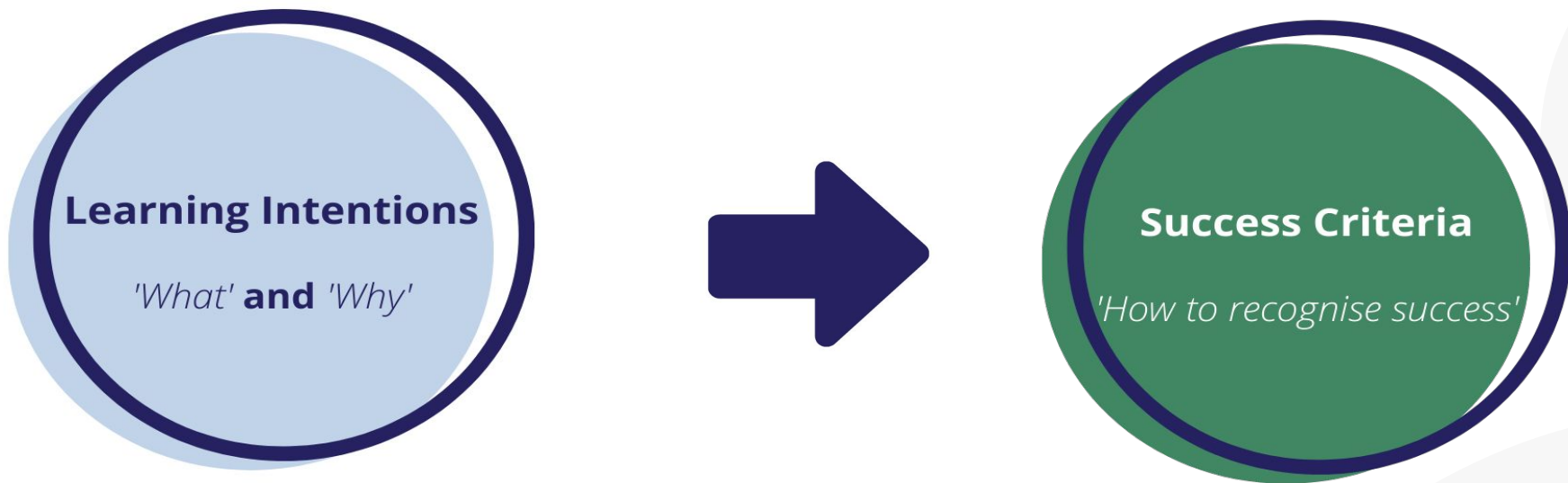


Active role



William & Leahy (2015)
and Wylie et al (2008)

Learning Intentions and Success Criteria



What is a Learning Intention?

- A statement, created by the teacher
- Describes clearly what the teacher wants the students to know, understand and be able to do
- Frequently linked to one or more learning outcome



Learning Intentions should be...

Clear: focus on what will be learned in the lesson, as distinct from what students will do in the lesson

Useful: focus is on concepts, skills or knowledge that is used rather than focusing on imparting knowledge

Transferable to a similar context

(Adapted from source: Leahy, S, Lyon, C and Wiliam, D. (Nov.2005) *Classroom Assessment: Minute by Minute, Day by Day*. Educational Leadership)

What are Success Criteria?

- Linked to learning intentions
- Developed by the teacher and/or students
- Describe what success looks like



Why are Success Criteria Important?

Strengthen student learning

Encourage independent learning

Know what is expected of them

Enables effective feedback



Success Criteria can be:

A series of steps/sequence of instructions

A list of options/menu from which the students can choose

A list of “remember to” prompts

A visual aid

A rubric

Personal Reflection



How often do I share learning intentions with my students?

How often do I share success criteria when I assign work to my students?



William & Leahy (2015)
and Wylie et al (2008)

Formative Feedback

“

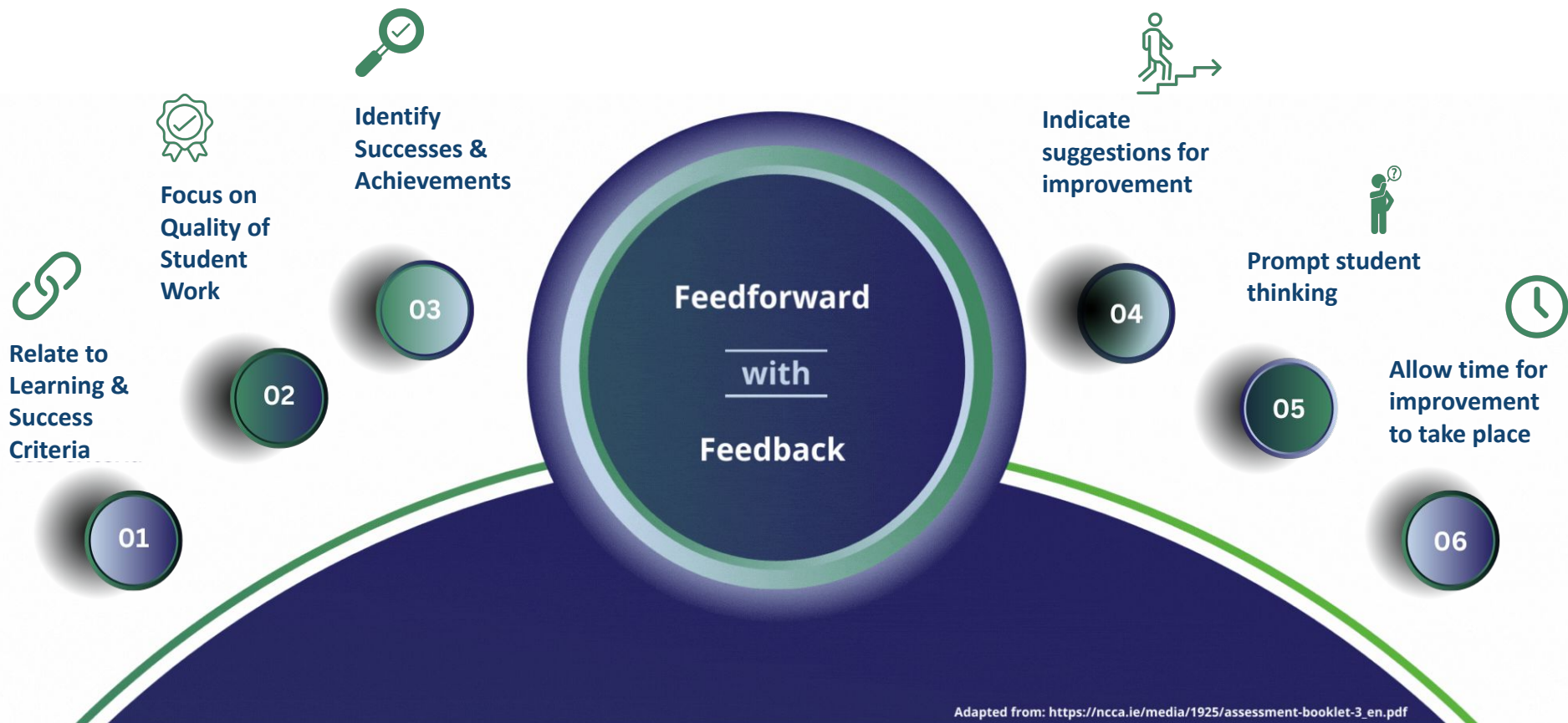
The most simple prescription for improving education must be dollops of feedback. This does not mean using many tests and providing over-prescriptive directions. It means providing information about how and why the student understands and misunderstands, and what directions the student must take to improve.

”

John Hattie, *Influences on Student Learning*

The Importance of Feedback on Learning





Personal Reflection



How often do I provide feedback to students that prompts thinking?

How often do I allow time for improvement to take place?

NCCA workshop series



Sharing Learning
Intentions & Success
Criteria

Effective
Questioning

Formative
Feedback

Students Reflecting
on Learning

Learning
Outcomes

Section 3

Formative Assessment using Digital Portfolios (FADP) initiative

What are Digital Portfolios?

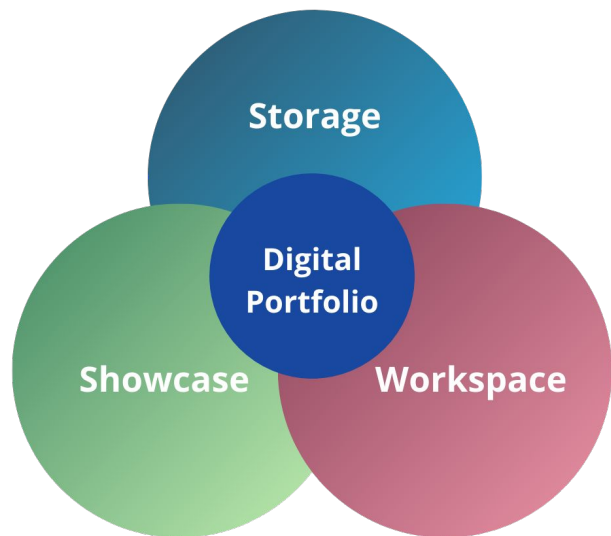
Defining Digital Portfolios

“ePortfolios are student-owned, dynamic digital workspaces whereby students can capture their learning, their ideas, access their collections of work, reflect on their learning, share it, set goals, seek feedback and showcase their learning and achievements.”

NCCA, 2013



Elements of a Digital Portfolio



Storage

Workspace

Showcase

Google

Drive



Classroom



Sites



Office 365

OneDrive



Teams/
OneNote



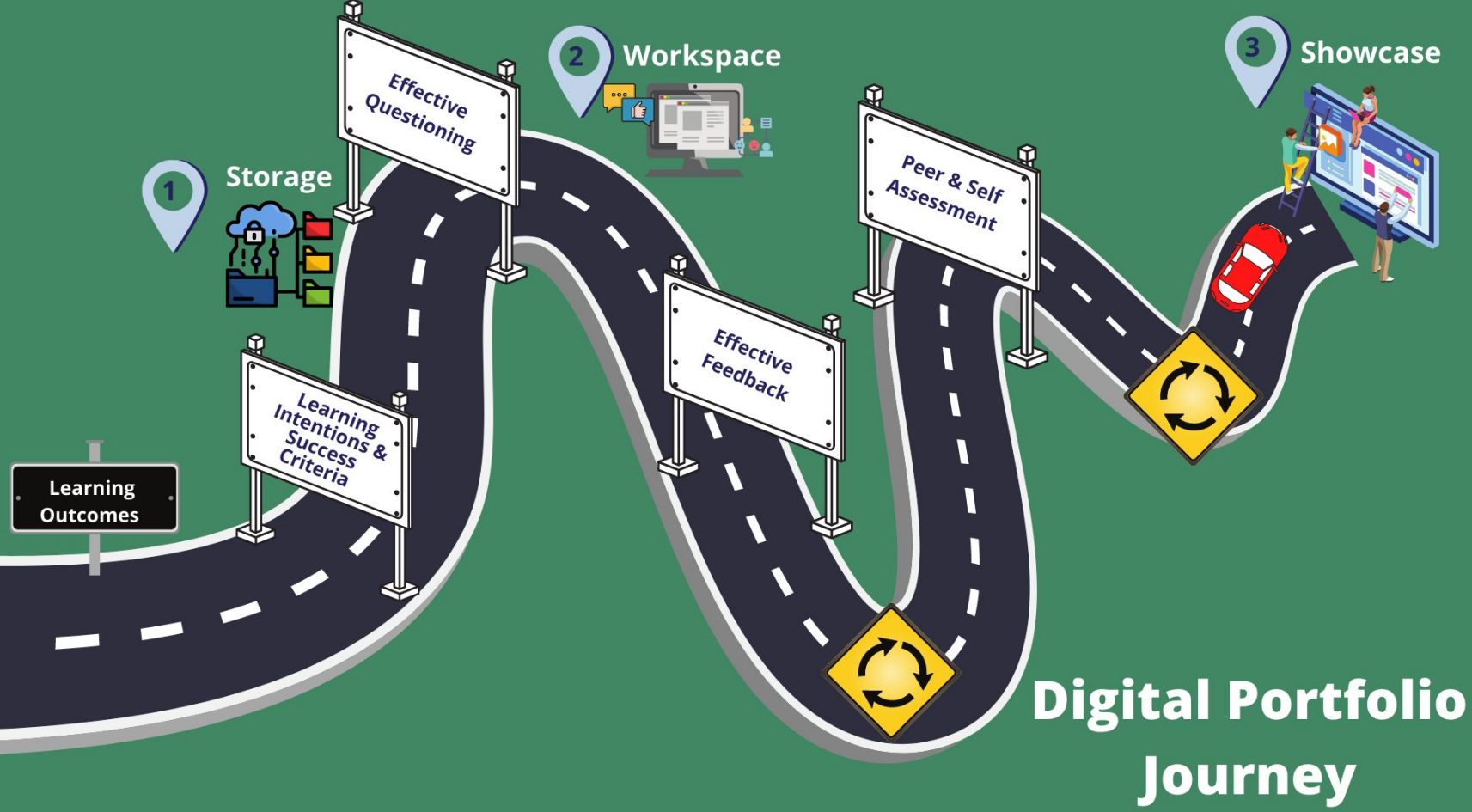
Sway



Formative Assessment using Digital Portfolios



Currently on Phase 7 (launching May 23)



Section 4

Digital Tools for Assessment in LCCS

What digital tools do you use for assessment?



Mentimeter

Go to menti.com and enter the code:

3778 5943

OR

scan the QR code.



Types of Formative Feedback

Written Feedback



- Quality V's Frequency
- Read and Respond
- Link to LI and SC
- Short

Oral Feedback

- Most effective
- Most natural
- Most frequent
- Evidence?

Benefits of Using Digital Tools for Feedback



Conducted remotely

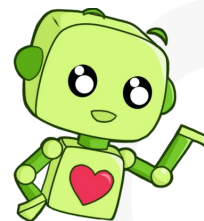
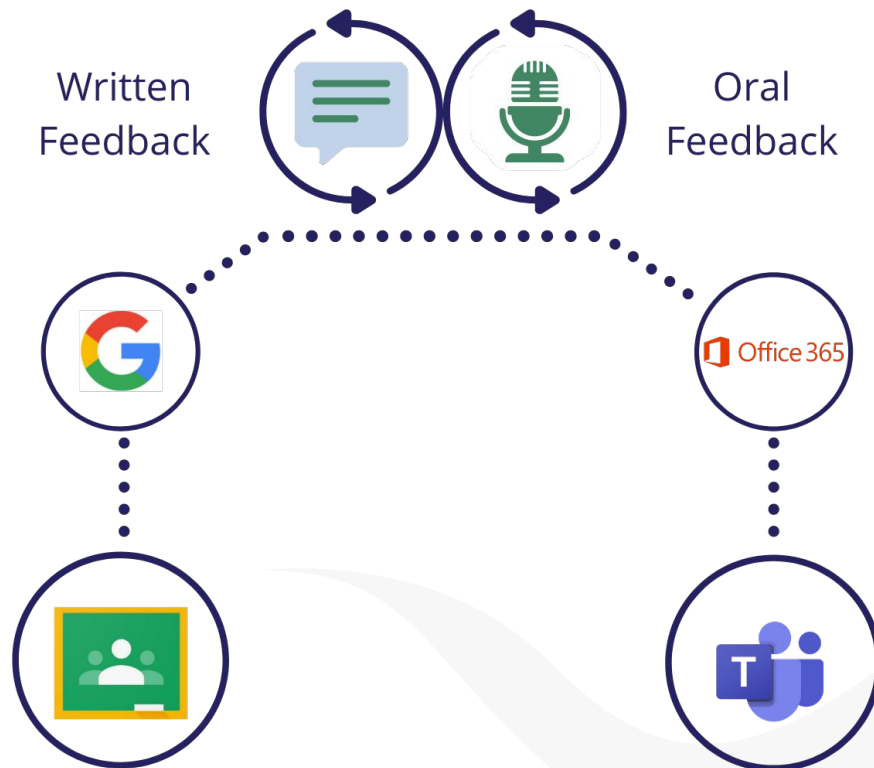


Record of feedback



Student progress

Digital Tools for Formative Feedback



Vocaroo



Digital Feedback: Videos for Support





Home Expert Activity: Digital Tools for Assessment in the LCCS classroom



Group Activity - Athlone

Home Expert Review

<p>1</p>  <p>edpuzzle</p>	<p>2</p>  <p>CODE PUZZLE</p>	
<p>3</p>  <p>Diagnostic Questions</p>	<p>4</p>  <p>Google Forms</p>	<p>5</p> 







padlet



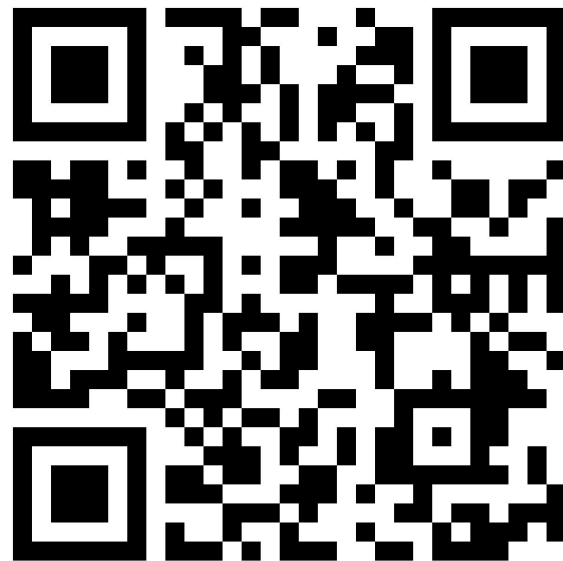
Group Activity - Portlaoise

Home Expert Review

<p>1</p>  <p>edpuzzle</p>	<p>2  CODE PUZZLE</p>	
<p>3</p>  <p>Diagnostic Questions</p>	<p>4</p>  <p>Google Forms</p>	<p>5</p> 



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Group activity: Feedback





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