Voice in
ONGOING ASSESSMENT

Voice in Ongoing Assessment

PARTICIPATION WITH PURPOSE

The purpose of assessment is to support learning. Ongoing assessment practices help students to have a more positive sense of themselves as learners and builds their own capacity to take responsibility for their improvement. By involving young people at every step of ongoing assessment practices, they are clearer about what they are learning, know what success looks like and can, therefore, take greater responsibility for their own learning.

It is important to check in with your students to understand if and how the ongoing assessment practices are working for them. This feedback can be used in inform your planning. For ideas about how this might be done, check Activating Voice in Your Classroom for ideas.

STEP 1

View JCT Presentation of **Developing Formative Assessment Practices**.

STEP 2

NCCA's **Focus of Learning** aims to encourage reflection and discussion about how teachers can improve their practice in assessment. With your colleagues, agree which area of ongoing assessment you plan to focus on and review the relevant section of the *Focus of Learning* together.

STEP 3:

The prompts below highlight some ways that students' voices can be heard in ongoing assessment practices. With your colleagues, agree which area of assessment practice you will focus on and the particular strategies you will use to maximise student voice in ongoing assessment.

Step 4.

Agree on a check in date with your students to review progress and to plan next steps. Students' reflections and feedback should be a key part of this conversation.

Prompts for Voice in Formative Assessment Practices.

	PARTICIPATION WITH PURPOSE (LEARNERS)
Learning intentions and Success Criteria **JCT Presentation**	Some ideas worth considering when sharing the learning intentions and success criteria • Check out what students already know and/or are interested in learning about this learning intention? • Check out how your students are feeling about this new learning? Consider using emojis, rating scales, thumbs up. • Discuss possible supports/challenges to this new learning with them and agree what plans might be put in place to address concerns. • Invite your students to identify the success criteria for a successful outcome with this learning intention. Use this opportunity to co-construct/negotiate and/or clarify the success criteria with students. • Are there different levels of success criteria? What would a basic level look like? What might the next steps up look like? Encourage students to set goals for their learning as part of this conversation.
Effective questioning	Some ideas worth considering when planning effective questioning • How can I work with my students to establish ground rules to ensure that they feel safe to respond to questions? • Are students comfortable with being wrong, making a mistake? How do I know? • Have I planned a variety of ways for students to respond to questions – individually (in their heads or written), in pairs, in small groups? Do I allow for thinking time? • How might these questions start a discussion between students, e.g. require students to respond to each other? • Are there opportunities for my students to ask me and/or their peers questions? • How can I find out if the questions I am asking my students and how I ask them is supporting their learning? • Are there opportunities for students to formulate and ask their own questions on a topic?

Formative feedback	Some ideas worth considering when planning formative feedback: • How can I encourage my students to reflect on feedback about their learning with me, with each other? • Are students encouraged and supported to give feedback to each other? • Are students encouraged to talk about how they are learning as well as what they are learning? • Are there opportunities for students to reflect on and share what kinds of feedback best supports their learning?
Students reflecting on their learning	Some ideas worth considering when planning opportunities for students to reflect on their learning • Have my students agreed to clear, supportive ground rules to support the reflective process? • Are there opportunities for students to reflect on and talk about what they are learning and how they are learning? • Do I use the language of reflection with my students and encourage them to use it also? • Do I provide a variety of questions and tools for students to reflect on and talk about their learning? • Do I plan to have a concluding reflection and conversation at the end of topic with my students about what and how they have learnt and what might be done differently to improve learning in the next topic?

Voice in Assessment.

With a colleague agree to involve your students in suggesting/designing different approaches to assessment of their learning in your subject(s).

This can be achieved by

• allowing students to choose between different options for presenting their learning, e.g. written, oral, visual, multi-modal

• balancing individual and group assessment tasks

• building students' skills in peer and self-assessment

• inviting students to design assessment tasks and/or the associated success criteria

• agreeing how feedback will be given and used to plan next steps.