

# Assessment for Learning 6 Strategies

	<p><b>Learning Intentions</b> are clear statements of what students are expected to learn and be able to do.</p>	<p>Some Thoughts on Learning Intentions</p> <ol style="list-style-type: none"> <li>1. Select key learning outcomes from curriculum documents for students to learn</li> <li>2. Keep the number small enough for the brain to handle eg 3-5 for a unit</li> <li>3. Talk with students about the importance of knowing the destination</li> <li>4. Record and post learning intentions</li> <li>5. Put each learning intention into a bigger picture of 'why' students might want to learn it</li> <li>6. Keep bringing students' focus back to the learning intentions during the lesson/task</li> </ol>
	<p><b>Criteria</b> is what's important or what counts in an activity /task. Students of all ages need a clear understanding of the criteria by which their work or performance will be assessed.</p>	<p>Some Thoughts on Criteria</p> <ol style="list-style-type: none"> <li>1. Talk with learners about what criteria is and what's in it for them</li> <li>2. Limit the number of criteria so the brain can remember what is important</li> <li>3. Connect criteria to learning intentions in order to get to 'what counts'</li> <li>4. Post criteria in the classroom and refer to it before, during and/or after the task</li> <li>5. Make criteria easier to understand by getting concrete (through language, through student work samples, through concrete objects)</li> </ol>
	<p><b>Questions</b> can be used to find out what students know or to help them think. Ask more questions to help learners think. Involve students more in asking their own questions.</p>	<p>Some Thoughts on Questions</p> <ol style="list-style-type: none"> <li>1. Talk with students about types of questions eg questions to find out what you know? (measuring) questions to help you learn? (thinking)</li> <li>2. Give learners a brief time to think and/or talk with a peer before inviting responses</li> <li>3. Use ideas such as 'hands down' or 'all write' to encourage responses from students</li> <li>4. Teach learners appropriate non-judgemental ways to build on, disagree, support responses of peers so that questions lead to effective classroom discussions</li> </ol>

	<p><b>Descriptive Feedback</b> is non-judgmental information given to the learner about what is working, what's not working and what's next.</p>	<p>Some Thoughts on Descriptive Feedback</p> <ol style="list-style-type: none"> <li>1. Talk with students about the differences between descriptive and evaluative feedback</li> <li>2. Give students oral and written descriptive feedback in relation to the agreed upon criteria</li> <li>3. Give at least double the # of strengths before focusing on an area(s) to improve</li> <li>4. Make specific suggestion(s) for next steps that are easy for students to understand</li> <li>5. Give students time in class to use the descriptive feedback to make changes</li> <li>6. Teach students to use multiple sources of descriptive feedback such as self, peer, student created rubrics, anonymous work samples, immediate answers</li> </ol>
	<p><b>Peer and self assessment</b> refers to students giving themselves and peers information or feedback to help support learning. The feedback required is descriptive rather than evaluative.</p>	<p>Some Thoughts on Peer and Self Assessment</p> <ol style="list-style-type: none"> <li>1. Talk with learners about the importance of receiving descriptive feedback from themselves and from their peers to support learning</li> <li>2. Teach students to use words from the class criteria to offer descriptive feedback to peers and self</li> <li>3. Make it very clear to learners that their role is to offer useful information rather than making judgments that rank and sort</li> <li>4. Establish a pattern for peer feedback such as identify two to three strengths before giving one suggestion for improvement</li> </ol>
	<p><b>Ownership</b> is strongly connected to motivation and engagement. One way students demonstrate ownership is when they show and talk about their own learning with others.</p>	<p>Some Thoughts on Ownership</p> <ol style="list-style-type: none"> <li>1. Give students clear information up front about what it is they are supposed to learn so they can take a lead role in monitoring their own learning</li> <li>2. Increase ownership by involving learners in the development of criteria</li> <li>3. Teach students self assessment skills so they can take more responsibility for their own learning</li> <li>4. Have students collect concrete examples of their own learning so they can see their own growth over time</li> <li>5. Establish times and routines where all students show and talk about their work with their families and other adults</li> </ol>