

Self-Assessment

Be Responsible for Your Learning



by Mgr. Danka Sekerková

Agenda

Assessment **OF** and **FOR** Learning

Strategies of Formative Assessment

Providing Feedback

Self-Assessment

Self-Assessment – Mini Lesson

Recipe for Teachers

Assessment OF and FOR Learning

Summative

What the student has achieved?

marks/grades

Formative

What are student's strengths and weaknesses?

suggestions for improvement



Strategies of Formative Assessment

Learning
Intentions

Criteria for
Success

Eliciting
Evidence of
Learning

Providing
Feedback

Cooperative
Learning

Self-
Assessment

Learning
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Learning

Self-
Assessment

Constructive Feedback

Scaffolding comments

give minimum amount of support

Action oriented comments

provide a recipe for future action

Praise

no effect on achievement:



Feedback on a test/project

Dear...

you did excellent in

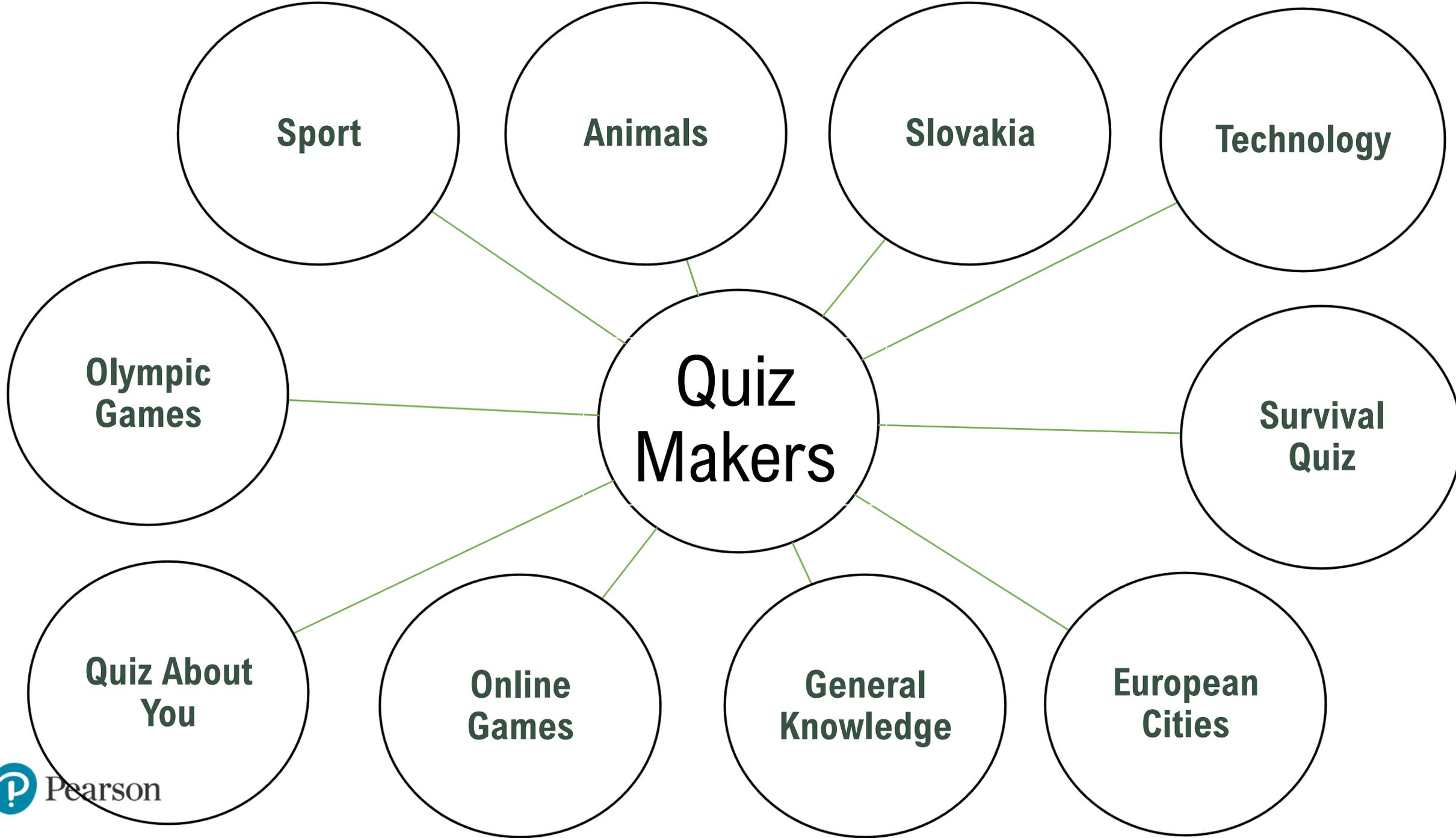
you did very well in

you did well in

you did fine in

you need more practice

Remember this:



Sport

Animals

Slovakia

Technology

Quiz Makers

Survival Quiz

European Cities

General Knowledge

Online Games

Quiz About You

Olympic Games

Evaluation

You did very well this time, Matin!

I like your quiz about technologies and it`s pretty difficult for me.

You wrote questions almost correctly – see my notes and correct mistakes.

You used great vocabulary about technologies.

Think what marks you would give yourself for the following:

Grammar –

Vocabulary –

Creativity –

Knowledge –

Evaluation

You did very well this time, Martin!

I **like your quiz** about technologies and it`s pretty difficult for me.

You wrote questions almost correctly – see my notes and correct mistakes.

You used great vocabulary about technologies.

Think what marks you would give yourself for the following:

Grammar –

Vocabulary –

Creativity –

Knowledge –

Quiz about Technologies

My quiz is about technologies, so if you are just a little bit interested in technologies, you will pass it 😊

<http://www.quiz-maker.com/QKJG0T4>

Teacher Evaluation

Grammar
Vocabulary
Creativity
Presentation
Mark:

Class Evaluation

Think how many % you would give for the following:

Grammar
Vocabulary
Creativity
Knowledge
Presentation

Learning
Intentions

Criteria for
Success

Eliciting
Evidence of
Learning

Providing
Feedback

Cooperative
Learning

Self-
Assessment

Self-Assessment

involves the student's:

- cognitive resources
- emotions
- responsibility
- critical thinking
- actions to carry out





*I'm the owner
of my learning*



1.8

SELF-ASSESSMENT

For each learning objective, tick (✓) the box that best matches your ability.

= I understand and can help a friend.

= I understand but have some questions.

= I understand and can do it by myself.

= I do not understand.

						Need help?	Now try ...
1.1	Vocabulary					Students' Book pp. 10–11 Workbook pp. 6–7	Ex. 1–2, p. 17
1.2	Grammar					Students' Book p. 12 Workbook p. 8	Ex. 3–6, p. 17
1.3	Reading					Students' Book p. 13 Workbook p. 9	
1.4	Grammar					Students' Book p. 14 Workbook p. 10	
1.5	Listening					Students' Book p. 15 Workbook p. 11	
1.6	Speaking					Students' Book p. 16 Workbook p. 12	Ex. 7, p. 17
1.7	Writing					Students' Book p. 17 Workbook p. 13	



Vocabulary

1 Complete the words in the sentences.

- My brother plays the **d** _____ in a band.
- I don't enjoy **c** _____ music, like Mozart or Beethoven.
- My favourite **a** _____ is James Pattinson.
- I often watch **r** _____ films where people are in love.
- A lot of children love watching **c** _____, like *Minions* or *How to Train Your Dragon*.
- My sister wants to go to Cuba to learn **s** _____ dancing.

2 Complete the sentences with the correct words.

drawing listening playing
reading taking watching

- We have a piano but I hate _____ it.
- My dad is mad about _____ to old music.
- My mum is really into _____ selfies.
- I like _____ reviews about new films.
- Our family loves _____ soap operas together.
- I don't like _____ pictures in Art at school.

Grammar

3 Order the words to make questions.

- you / where / live / do / ?

- work / day / your / every / dad / does / ?

- do / many / have / lessons / English / a week / you / how / ?

- do / you / Saturday / swimming / go / every / ?

- does / how / photos / friend / take / your / often / ?

- like / sisters / do / your / music / what / ?

4 Match the questions in Exercise 3 with answers a-f.

- | | |
|---------------------------------------|--|
| a <input type="checkbox"/> Every day. | d <input type="checkbox"/> Hip-hop. |
| b <input type="checkbox"/> Yes, I do. | e <input type="checkbox"/> No, he doesn't. |
| c <input type="checkbox"/> Three. | f <input type="checkbox"/> In London. |

5 Complete the dialogue with *do*, *does*, *don't* or *doesn't*.

- A: ¹_____ you like classical music?
B: No, I ²_____ but my sister ³_____.
A: ⁴_____ she like hip-hop music too?
B: No, she ⁵_____ but I ⁶_____!

6 Make sentences or questions from the prompts.

- I / not / like / documentaries

- you / want / to go to the cinema / ?

- my friend / not / live / near me

- Jack / speak / English and French

- our teacher / usually / give / us lots of homework

- what time / you / go to bed on Fridays / ?

Speaking language practice

7 Complete the dialogue with one word in each gap.

- A: What's ¹_____ today?
B: There's a horror film and a comedy.
A: ²_____ I have a ticket for the horror film, please?
B: Is that for the 5.00 or the 6.00 ³_____?
A: The five o'clock, please.
B: Sorry, it's ⁴_____ out.
A: OK, for the six o'clock, please.
B: There's a ⁵_____ in the front row.
A: How ⁶_____ is that?
B: That's £10, please.



1.8

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For each learning objective, tick (✓) the box that best matches your ability.

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= I understand but have some questions.

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= I do not understand.

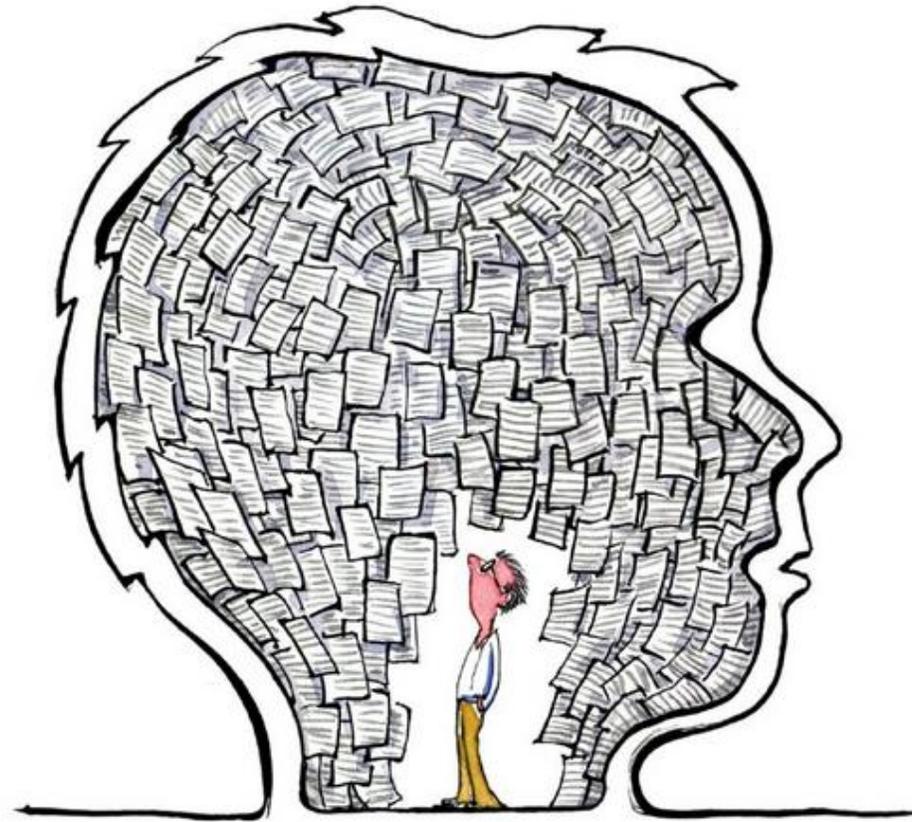
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What can you remember from this unit?

New words I learned
(the words you most want to remember from this unit)

Expressions and phrases I liked
(any expressions or phrases you think sound nice, useful or funny)

English I heard or read outside class
(e.g. from websites, books, adverts, films, music)



Self-Assessment – Mini Lesson

Pros and Cons of Sport

Practicing sport is certainly beneficial for your health. Numerous surveys and studies have confirmed it; though many people are rather couch potatoes spending their free time in front of screens (TV, PC, phone...). If you are one of them and you are not fond of any sports and any physical activity is a nightmare for you, you can simply go for a longer walk twice a week and it will be beneficial for your health, both mental and physical. An extra challenge might be to include a short warmup exercise (see the picture DAILY WARMUP) in your daily routine or at least twice a week to start slowly but surely. In such a way you can build a good habit.

DAILY WARMUP

WARMUP



SIT AND REACH



SHOULDER STRETCH



BUTTERFLY



ARM CIRCLES



SWIMMER STRETCH



WASHING MACHINE



ROTATE ANKLES



PUSH UPS



CURL UPS





The following health benefits of sports might be a motivation for you or a confirmation that you are **on the right track**.

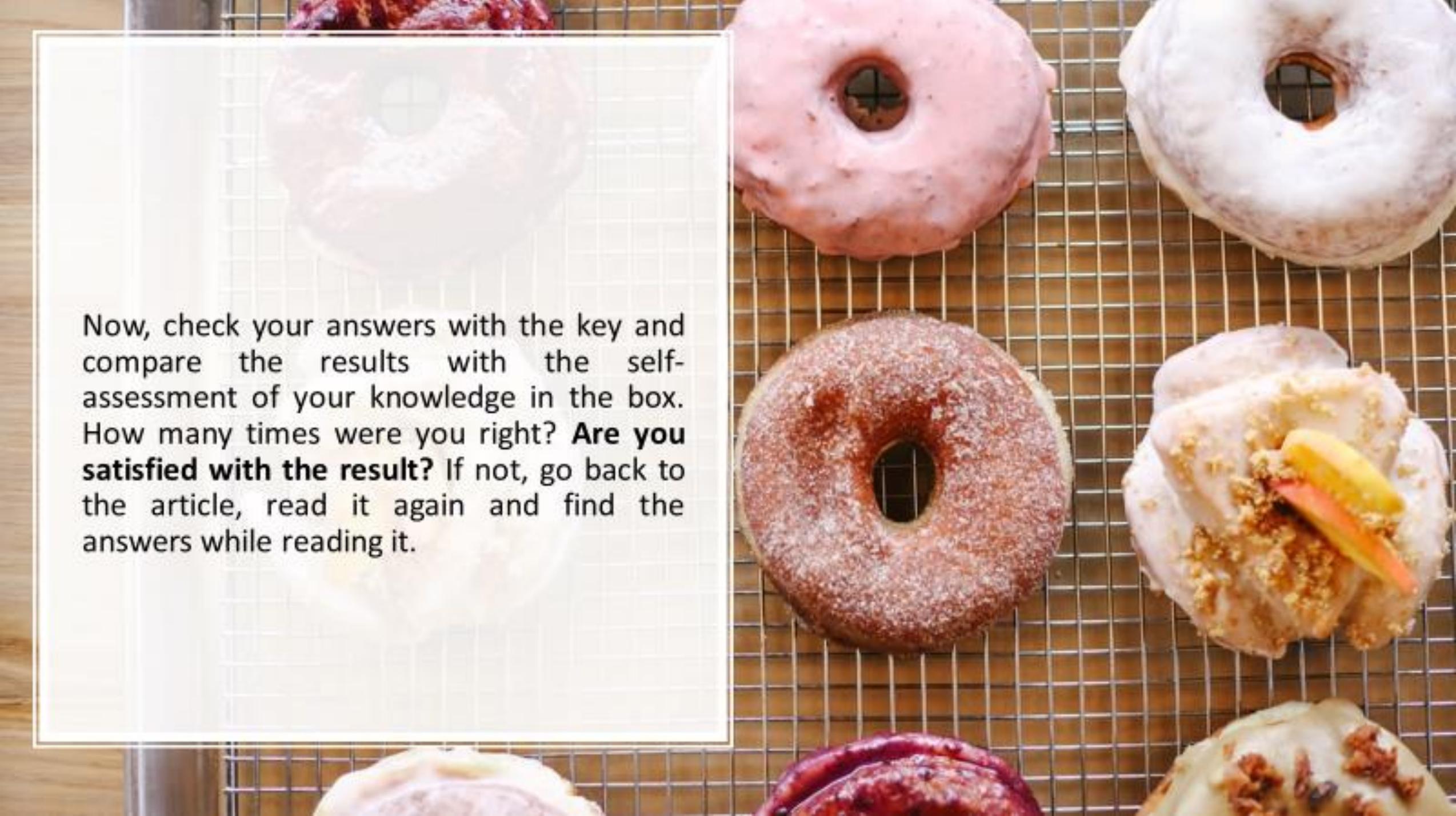
Regular physical exercise can:

1. Improve the overall health of your cardiovascular system and lower risk of heart illnesses.
2. Help control weight because physical activities burn calories and improve your metabolism.
3. Improve your body's ability to transport and use oxygen in the lungs and blood, particularly by participating in aerobic activities (running, cycling, swimming...).
4. Build bigger and stronger muscles, mainly through resistance exercises (strength exercises, bodybuilding)
5. Improve joint flexibility and range of movement which reduce the risk of injury.
6. Ease stress, cheer you up and make you feel better.
7. Control cholesterol - lower LDL (bad cholesterol) levels and increase HDL (good cholesterol) levels.
8. Build dense and strong bones.
9. Boost immune system.
10. Improve sleep.
11. Make your life longer, healthier, and more enjoyable!

After having read the article about **Pros and Cons of Sport**, check what you have learnt.
 For each task, mark the box that best matches your ability.

- ✓ ✓ I understand and can explain it to a friend.
- ✓ I understand and can do it by myself.
- ? I understand but I am not sure.
- X I do not understand.

	I can...	✓ ✓	✓	?	X
1	I can explain who a coach potato is.				
2	I can give some advice to a coach potato how to become more active.				
3	I can name at least 6 types of exercise from the Daily Warmup picture.				
4	I can name at least seven benefits of a regular physical exercise.				
5	I can say/write the main advantage of participating aerobic activities (running, cycling, swimming...).				
6	I can say/write the main advantage of participating resistance exercises (strength exercises, bodybuilding).				

A top-down view of several donuts on a silver metal cooling rack. The donuts are arranged in a grid-like pattern. From top to bottom, there are: a pink-glazed donut, a white-glazed donut, a brown-glazed donut, and a white-glazed donut with colorful fruit and nuts. The background is a wooden surface.

Now, check your answers with the key and compare the results with the self-assessment of your knowledge in the box. How many times were you right? **Are you satisfied with the result?** If not, go back to the article, read it again and find the answers while reading it.

Answer key:

1. A **coach potato** is someone who spends free time in front of the screens (TV, PC, phone...) and he or she isn't usually fond of any sports and PE.
2. **Pieces of advice**: e.g. go for a longer walk twice a week, include a short warmup exercise in your daily routine, take up a physical activity you may like, don't spent too much time in front of the screens, read books or magazines, go out with friends, talk to friends rather than chatting online. If you mentioned 4 and more = ✓ ✓, 3 - 2 = ✓ 1 = ?, 0 = X.
3. 1 warmup (running, jogging, jumping), 2 sit and reach, 3 shoulder stretch, 4 butterfly, 5 arm circles, 6 swimmers stretch, 7 washing machine, 8 rotate ankles, 9 push ups and 10 curl ups. If you mentioned 6 and more = ✓ ✓, 5 - 3 = ✓ 2 - 1 =? 0 = X.
4. Check it with benefits mentioned in the article. There **are eleven benefits** all together. If you mentioned 7 and more = ✓ ✓, 6 - 5 = ✓ 4 - 2 =? 1 - 0 = X.
5. Your body's ability to transport and use oxygen (in the lungs and blood) will be better if you practice **aerobic activities**.
6. Your muscles will be bigger and stronger if you practice **resistance exercises**.

Pros and Cons of Sport

Practicing sport is certainly beneficial for your health. Numerous surveys and studies have confirmed it; though many people are rather coach potatoes spending their free time in front of screens (TV, PC, phone...). If you are one of them and you are not fond of any sports and any physical activity is a nightmare for you, you can simply go for a longer walk twice a week and it will be beneficial for your health, both mental and physical. An extra challenge might be to include a short warmup exercise (see the picture DAILY WARMUP) in your daily routine or at least twice a week to start slowly but surely. In such a way you can build a good habit.

DAILY WARMUP

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Are you satisfied with the result?

Recipe for Teachers

After having, check what you have learnt.

For each task, mark the box that best matches your ability.

✓ ✓ I understand and can explain it to a friend.

✓ I understand and can do it by myself.

? I understand but I am not sure.

X I do not understand.

	I can...	✓ ✓	✓	?	X
1	I can explain...				
2	I can give some advice...				
3	I can name...				
4	I can name...				
5	I can say/write...				
6	I can say/write...				

Overte si, čo ste sa naučili po prebratí učiva...../spracovaní projektu.....(*Môj dom/byt*), a ako môžete naučené vedomosti použiť pri (*popise vášho domu/bytu*), alebo či môžete pomôcť spolužiakom zvládnuť túto tému. Pri každom zadaní napíšte odpovede, najlepšie ako viete a zaškrtnite políčko vpravo, ktoré najviac odpovedá vašim vedomostiam.

✓ ✓ Rozumiem a viem to aj vysvetliť spolužiakom.

✓ Rozumiem a viem to sám použiť.

? Asi rozumiem, ale nie som si úplne istý.

X Nerozumiem a neviem to použiť.

Teraz si skontrolujte odpovede s kľúčom správnych odpovedí a porovnajte si výsledky vášho sebahodnotenia z tabuľky. Koľko krát ste odhadli správne vaše vedomosti? Ste spokojní s výsledkami? Ak nie, vráťte sa k učivu v učebnici str...../pracovnom zošite.../cvičení...

Kľúč:

	Po prebratí učiva/spracovaní projektu, viem...	✓ ✓	✓	?	X
1	Pomenovať izby v dome:				
2	Pomenovať nábytok v izbe:				
3	Popísať, kde sa v izbe nachádza nábytok (predložky):				
4	Vysvetliť, k čomu sa daný nábytok používa, napr. kuchynský stôl:				

	YEAR...	
	Level	Description
Grammar and Language Structure	B2	Student can use all tenses correctly and promptly (past, present, future and present perfect – both simple and progressive forms), prepositions and preposition phrases, modal verbs, passive voice, wish clauses, linking expressions. Student has made a significant progress in this area. On the other hand, student makes mistakes in...
Fluency of Speech	B2	Student can express her ideas fluently and spontaneously without much obvious searching for expressions, however, there are sometimes longer silent gaps while searching for appropriate words. Student’s pronunciation is at a good level but some words are pronounced incorrectly e.g. ...
Vocabulary	B2	Student can use a good range of vocabulary for matters connected to her field and most general topics (news, goals and plans etc.) and student can vary formulation to avoid frequent repetition. On the other hand, it takes him/her longer to recall some words and he/she confuses verbs “tell x say”. Still, he/she has made a big progress in this area.
Fixed Expressions and Idioms	B2	Student showed a good use of fixed expressions, idioms and phrasal verbs both in speaking and writing (e.g. ...). Still, there is a need to use more idioms in speaking and to use them correctly.
Listening	B2	Student had considerable difficulties to understand extended speech which is not clearly structured and when relationships are only implied and not signalled explicitly.
Writing	B2	When writing, student can produce a clear text on the given subject (invitation to a conference), fulfilled the task successfully and used appropriate style and vocabulary. There were only these mistakes to correct...

How to support students' self-assessment?

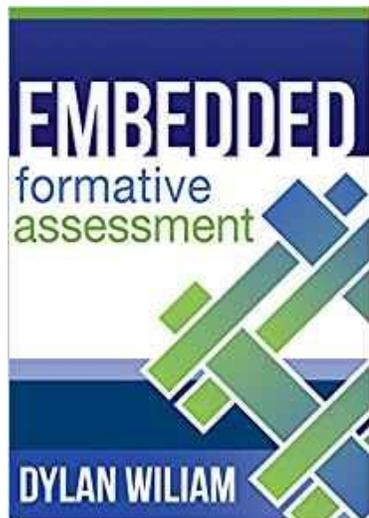
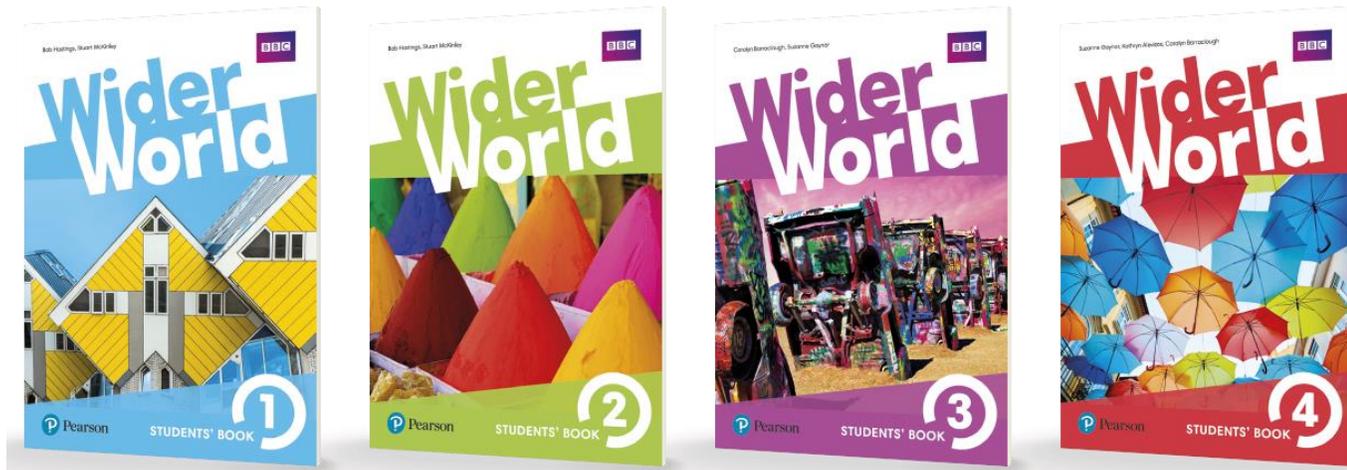
give **constructive comments** rather than grades

use **scaffolding comments**

provide a recipe for **future action**

praise student's work rather than **ego**

transfer **control of the learning to students**



To get more information, please contact me at:

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ZAVÁDĚNÍ
FORMATIVNÍHO
HODNOCENÍ

Podle díla metody pro učitelé a učitelky školy

DYLAN WILIAM
DĚJANĚ LEANOVÁ



Sources:

Wider Word, Students' Book, Work Book, Teachers' Book, (Level 2) Pearson 2017

Wiliam Dylan, *Embedded Formative Assessment*, Solution Tree Press 2011

http://www.dylanwiliam.org/Dylan_Wiliams_website/Welcome.html

<http://www.ascd.org/publications/books/108018/chapters/Formative-Assessment@-Why,-What,-and-Whether.aspx>

www.umimeanlicky.cz

