

## The Six Strategies of Formative Assessment



It is the assessment, which provides a comprehensive range of understanding skills. The assessment and the student's own self-regulatory strategy.

Use yourself and others:	Empersonal Development Self-Assessment		
	😊	😐	😞
International Development - Building Social Responsibility			
...it is important to be able to...	Learn to listen to others and to be understood.	Learn to share and to work with others.	Learn to work with others and to be understood.
...it is important to be valued...	Learn to be understood by others.	Learn to be understood by others.	Learn to be understood by others.
...it is important to have equality...	Learn to be understood by others.	Learn to be understood by others.	Learn to be understood by others.
...learning is important...	Learn to be understood by others.	Learn to be understood by others.	Learn to be understood by others.
Personal Learning - Social Responsibility			
...I recognize and respect the clear and shared values...	Learn to be understood by others.	Learn to be understood by others.	Learn to be understood by others.
How are you a good friend?	I'm a good friend because I help people who are in a good mood of people.		



Leading educational researchers are all saying the same thing;

formative assessment is proving to have a huge impact on learners. In fact, in classrooms where these strategies are embedded in all subject areas, students are more engaged and take greater ownership of their learning. (Brownlie, Clarke, Cooper, Davies, Reeves, Schnellert, Stiggins, Sutton, Wiggins)

As you teach this unit, please share the learning intention with your students; involve them in the creation of criteria; provide specific feedback related to the learning intention; use oral language as a vehicle to ask questions that will deepen their thinking; and get students to assess themselves and peers. As they do all of these things, they will learn to write meaningful goal statements and take greater ownership of their learning.

**Incorporating the 6 Assessment For Learning Strategies in Math Lessons**

	<b><u>AFL Strategy</u></b>	<b><u>Description incorporating numeracy</u></b>
	<b>Learning Intentions</b>	Students should be able to tell someone, in their own words what the goals are and how the concept(s) relate to one another and the real world. The learning intentions poster, displayed at the front of the classroom is a good discussion and reminder tool. What is the next step in my math learning?
	<b>Criteria for Success</b>	Learners understand the criteria for quality and play an active role in co-creating it and they know what / how they are aiming to get better.
	<b>Questions</b>	Design and use thoughtful questions to lead discussions that generate evidence of learning. Math questions should be open-ended with more than one right answer and / or more than one way to solve the problem. Examples:
<p><b>Questions for open-ended problems include:</b></p> <ul style="list-style-type: none"> <li>• How many ways...?</li> <li>• How can you....?</li> <li>• True or false?</li> <li>• What do you know about....?</li> <li>• What questions can you ask about....?</li> </ul> <p>* Peter Sullivan’s and Pat Lilburn’s book, <u>Good Questions for Math Teaching</u> is a fantastic resource.</p>		<p><b>Questions during or after the task to promote discussion include:</b></p> <ul style="list-style-type: none"> <li>• What are you doing?</li> <li>• Why are you doing it?</li> <li>• How does it help you?</li> <li>• How are the solutions alike or different?</li> <li>• What do you notice?</li> <li>• What do you wonder about?</li> <li>• Explain your thinking.</li> <li>• How can you justify or verify your answer?</li> </ul>
	<b>Descriptive Feedback</b>	Learners have regular feedback that focuses on moving their learning forward. The use of the math journal (page included later in this package) where students display their thinking is a great feedback tool where ideas can be communicated between learners and the teacher (and learner to learner). Different colours, highlighting, starring etc. can be used so ideas and feedback can be accumulated throughout the unit.
	<b>Peer and Self Assessment</b>	Learners are productive with peers as participants in learning. Small group work, classroom discussion, peer-assessment are all examples of this. Descriptive feedback can be provided from peers on the student math journal page (included later in this package).
	<b>Ownership of Goal Statements</b>	Students know they can learn and think about their own learning. The 5 strategies above, contribute towards ownership, motivation, engagement and the ability to articulate specific, meaningful goal statements.