Module 5: Making Learning Visible

FROM THE ONLINE RESOURCE *INCLUSIVE PRACTICE AND THE SCHOOL CURRICULUM*

> " *The primary purpose of assessment is to improve students' learning and teachers' teaching as both student and teacher respond to the information that it provides.* "
>
> *The New Zealand Curriculum,* 2007, page 39

This module provides opportunities for leaders and teachers to examine the characteristics of effective assessment outlined in the New Zealand Curriculum and to explore assessment approaches for students with additional needs.

There are four activities in the module:

- Activity 5.1 Getting started
- Activity 5.2 Characteristics of effective assessment
- Activity 5.3 Assessment approaches for making learning visible
- Activity 5.4 Differentiation and adaptation for national tools

It is recommended that you complete the activities in the order in which they are presented. The resource sheet referred to in Activity 5.3 is at the back of the module.

Essential reading before facilitating this module:

- Making Learning Visible section in *Implementing an Inclusive Curriculum*

Other related resources

- Narrative Assessment: A Guide for Teachers on the 'Through Different Eyes' website
- Assessment Online on TKI

Activity 5.1 Getting started

The purpose of this activity is to explore assessment for students with additional learning needs and to prioritise strategies for ensuring assessment works for all students in your school.

In the activity, teachers and leaders consider key ideas in relation to making the learning of all students visible. They consider the shifts in practice this requires, they share questions about these shifts, and they work together to decide how they might achieve them in their school.

Resources required
- Printed copies of the 'Making Learning Visible' PDF from *Implementing an Inclusive Curriculum* (preferably the complete section, but at least pages 52–53 and 75)

Task 1: Connecting with the key messages

Task instructions:

1. Read pages 52–53 of 'Making Learning Visible'.

2. Working in small groups, complete one or more of the following activities:
   - Each participant in the group identifies three key points from the reading and shares them with the group. The group then summarises their discussion for reporting back to the wider group.
   - Complete a mind map to show what 'assessment for learning' looks like in your school context.
   - Discuss the following statement and its implications for practice in your classrooms and school:
   "Inclusive schools confidently use assessment as an ongoing process for making the learning of all students visible." (page 53)

Task 2: Where are we at currently? Where to next?

Task instructions:

1. Asking questions:
   - Work in pairs and select three rows of the 'Moving From ... Towards ...' table on page 75. Discuss each row using an example of practice from a classroom or school-wide setting.
   - This discussion is likely to raise questions about how these practices will work in each setting. Choose two of these questions and capture them on sticky notes or a shared digital board such as Padlet.

2. Take some time to read each pair's questions (e.g., over a short break), and identify the themes arising from them. Select two or three key questions for further discussion.

3. Finding solutions:
   - Join two pairs together to form a group of four. Take one of the key questions and brainstorm and record possible next steps and strategies to answer the question and achieve the desired shifts outlined in the table.
   - Bring everyone back together and ask each group to share their solution with the whole group.

Activity 5.2 Characteristics of effective assessment

This activity explores the characteristics of effective assessment identified in *The New Zealand Curriculum*.

In the activity, teachers and leaders select and discuss the most relevant characteristics for their context and identify next steps to ensure that, for each characteristic, they are meeting the needs of *all* their learners.

Resources required

- Copies of page 40 ('Some characteristic of effective assessment') from *The New Zealand Curriculum*
- Copies of page 56 from the 'Making Learning Visible' PDF from *Implementing an Inclusive Curriculum*
- A3 sheets of paper

Task: Exploring assessment for students with additional needs

Task instructions:

1. Select two or three of the characteristics of effective assessment that appear to be most important for you to work on as a team or school.

2. Form into small groups and ask each group to explore one of the characteristics.

   - Read the matching description for the characteristic on page 40 in *The New Zealand Curriculum*.
   - Discuss the corresponding questions for the characteristic on page 56 in 'Making Learning Visible'.
   - Capture the group's responses on A3 paper.
   - Identify and record any next steps that need to be addressed so that, for this characteristic, your team or school is meeting the needs of *all* your learners, including those with additional needs.

3. Each group then shares their thinking with the wider group to confirm and refine your team or school's next steps for developing the selected characteristics of effective assessment.

Activity 5.3 Assessment approaches for making learning visible

The purpose of this activity is to examine and improve the balance of assessment approaches used in teams, syndicates, departments, or school-wide.

In the activity, teachers and leaders identify their existing assessment approaches and reflect on the extent to which they are inclusive of all students. They then build their knowledge of particular approaches and plan next steps for further developing them.

Resources required

- Copies of the 'Making Learning Visible' PDF from *Implementing an Inclusive Curriculum* (one per participant)
- Copies of resource sheet 5.3 – *Assessment approaches* (one per small group, enlarged to A3)
- Small sticky notes

Task 1: Reviewing current assessment approaches

Task instructions:

1. Read pages 57–58 in 'Making Learning Visible' (up to the heading 'Discussions and observations').
2. In small groups based on syndicates, teams, or departments, brainstorm the assessment approaches you use. Remember to consider **all** the assessment approaches used with all students. Write each assessment approach on a sticky note.
3. As a group, place the sticky notes onto the A3 grid and discuss:
   - What do you notice about the balance of approaches?
   - How does your use of each approach match the suggested frequency (from 'continually' to 'periodically') on the grid?
   - Is the learning of *all students* recognised and captured?
   - Are there any changes that need to happen? Why?
   - What are the strengths within the team to draw on in making any changes?

Task 2: Planning next steps

Task instructions:

1. As a group and based on your discussions, identify the areas or approaches on the grid in which there is a need to develop knowledge and practice (e.g., 'Tasks & artefacts' or 'Teacher observations').
2. Read and discuss the matching subsection in the 'Making Learning Visible' PDF.
3. Plan next steps for improving your team's, syndicate's, or department's practice in the identified area or approach.
4. As part of these next steps, consider developing a mini team-inquiry around the identified area or approach.

Activity 5.4 Differentiation and adaptation for national tools

The purpose of this activity is to deepen understanding of differentiation and adaptation in relation to national assessment tools and to explore what this might look like in practice in the classroom.

In the activity, teachers and leaders read about differentiation and adaptation for national assessment tools, identify examples of this within their existing practice, and explore a scenario in which differentiation or adaptation is needed to ensure all students are able to access a national tool.

Resources required

- Copies of pages 72–74 from the '<u>Making Learning Visible</u>' PDF from *Implementing an Inclusive Curriculum*

Task 1: Differentiation and adaptation for national assessment tools

Task instructions:

1. Read pages 72–74 in 'Making Learning Visible'.

2. Facilitate a whole-group discussion using the following prompts:

   - What were the key points in this section?

   - What was affirming?

   - What was new learning?

   - Are there any examples within your existing practice of differentiating or adapting a national assessment tool?

Task 2: Unpacking a tool

Task instructions:

1. In small groups based on syndicates, teams, or departments, select a national tool you use.

   - Discuss a possible scenario in which you may need to consider differentiation and/or adaptation to ensure all students are able to access the tool (or a task within the tool). The examples on pages 72–74 may support this discussion.

   - Discuss how these changes may impact on the validity of the results you obtain from the tool.

2. If a group wishes to explore a specific tool in more depth, they may find the following links helpful:

   - the <u>assessment tool selector</u> on Assessment Online

   - the <u>assessment resources maps</u> on Assessment Online.

Discussions & observations	Tasks & artefacts	National tools

Continually ←——————————————————→ **Periodically**