

# Assessment

SECTION

7

## Assessment advice

Current educational research highlights the vital importance of structuring tasks that allow children time to develop as independent learners. Tightly focused tasks, with only one correct answer, create a culture of dependence. In order to assess learning, teachers need to observe and listen to children as they explore and discuss ideas.

Children need to take responsibility for their own learning by entering into partnerships with peers and teachers in the assessment process. Setting the criteria for learning tasks and knowing the criteria by which their work is being judged gives children control. Learners need to be able to evaluate quality. They will only come

to know the standard and quality that is possible by sharing the work of others.

The following activity will allow you to observe and assess children individually and in groups. As they develop a presentation, the children are reminded that they are being observed and are informed of the success criteria. Feedback is given, along with the opportunity to improve *during* the assessment process. Children will sharpen their own learning through the analysis of others' progress.

Where more than one rhyme has been studied, groups should be organised according to their favourite rhyme. The activity should take place over four sessions.

## Showcasing Revolting Rhymes

**Assessment focus:** To respond imaginatively, using different strategies to engage with texts.

**What you need:** Copies of *Revolting Rhymes*, copy of photocopiable page 32 for each child, access to computers, writing and art materials.

### What to do

- Explain that it is the group's task to ignite interest across the school in Roald Dahl's book, *Revolting Rhymes*. They will be developing a showcase about one rhyme that will be assessed by the class, before being shared with other classes.
- In the first session, challenge the children to think of different ways they could approach the task. Ideas could include a short drama, an information poster, a recital of part of a rhyme or a PowerPoint or flipchart presentation. Explain that each group of five or six will prepare and then present their own showcase.
- Distribute copies of photocopiable page 32 and discuss Part B. This is a list of criteria by which the presentations will be judged by a peer group.
- Organise the children into groups and ask each one to decide on a name. Pair up groups and explain that these pairs will complete

assessment sheets for one another, while the rest of the class observes. In session 2, ask the children to answer the questions from Part A of photocopiable page 32 individually. This is in preparation for the group task, but also for individual assessment.

- In session 3, tell the groups that their actual presentation must be no longer than ten minutes. Remind them of the criteria and allow one hour for preparation.
- Listen and observe, noting evidence of the knowledge that children have of the rhymes and of the language they use to negotiate with one another. You will also gain a great deal of information about their social skills, problem-solving skills and ability to collaborate.
- Talk to the children about the assessment you are carrying out as they work. Give feedback on this at the end of the session.
- In the final session, remind the children of your expectations. The groups will need another hour to finally polish their presentations. Then, encourage them to showcase their work, with peer assessment and feedback at the end. They can share their presentations with another class or in assembly.