

# Assessment

SECTION

7

## Assessment advice

The learning objectives for all activities in this book have been derived from the 12 strands of learning identified in the Primary Framework. The objectives have been chosen from Years 1 and 2. However, the learning objectives need to be right for each child at each stage of their learning. Therefore, assessment of an individual's needs may require tracking back or forward through a progression strand in order to tailor objectives to individuals or groups of children. This in turn will allow the development of clear success criteria for each activity.

When using each activity, make sure there are clear child-friendly success criteria for each

task and that the children fully understand what the success criteria are and what they need to do to meet them.

Using traffic-light systems for the children to complete to show how well they consider they have met their success criteria is one way of developing self-assessment. You can also use the traffic-light system for their own recording. Children can colour a box next to their success criteria to provide evidence of self-assessment. The meanings of the three colours are:

Red: I need lots more practice.

Amber: I am quite secure but need a bit more practice.

Green: I am confident.

## It happened like this...

**Assessment focus:** To use *The Lighthouse Keeper's Lunch* as a stimulus for independent writing, to provide a piece of evidence against assessment focuses in reading and writing, according to individual children's assessment needs.

**What you need:** Photocopiable page 32, writing materials.

### What to do

- Hand out the photocopiable sheet. Ask the children to imagine that the headteacher has asked to borrow *The Lighthouse Keeper's Lunch* to read, having admired all the children's lovely work, and is really excited to share the story. However, the book has been lost, so in order to avoid disappointing him or her, the children need to explain what the story was about using

the character pictures as prompts.

- Let the children use the photocopiable sheet to write about the characters and the role they played in the story. Explain that the first sentence should describe who is shown in the picture. The second and subsequent sentences should describe something of relevance about the character and their role in the story. For example: *This is Mrs Grinling, the lighthouse keeper's wife. She likes to prepare delicious meals for her husband.*

- Model the first example to ensure everybody understands the task.

- Share the learning objectives with the class, according to the specific evidence you wish to collect and set success criteria for each differentiated group.

- Use the writing to make judgements against specific assessment focuses.