

Formative Assessment - The Four Big Ideas that Matter

Metacognition for Learners

Learner self coaching through learning self assessment is the goal of deep learning work.

Personal conversation: September 2006 Lorna Earl

Nimble and Responsive Teaching

Teachers need to practice nimble and responsive planning and teaching to make formative assessment and learning a way of life.

Personal conversation January 2006 Dylan Wiliam

Inquiry Mindedness as a Way of Learning Life

Inquiry mindedness – using thoughtful strategies and then looking for evidence of deeper learning – is a necessity for learners, teachers and leaders.

Dialogue September 2006 Linda Kaser Judy Halbert

Learning for All through Networks

As we want to make a big difference for all learners – and especially those who are vulnerable – we need small networked communities of educators working together across roles and territories to get the gains for learners we need. Isolated efforts do not work for vulnerable learners. They need and deserve sustained and connected learning. Formative assessment is empowering for learners who need to get in on how the learning game works.

Dialogue September 2006 Judy Halbert Linda Kaser

Formative Assessment - The Six Big Strategies that Matter

1. Provide learners with clarity about and understanding of the **learning intentions** of the work being done – this means that learners should be able to tell someone else in their own words what the learning intentions are and how they connect to life beyond school.
2. Provide to and co-develop with learners **the criteria for success**. This means that learners have clear criteria for quality and know what part they are aiming to get better at.
3. Provide regular, **thoughtful feedback** that moves learning forward for the individual learner. This means that, over time, learners get used to knowing how to improve.
4. Design and use **thoughtful classroom questions to lead discussions** that generate evidence of learning. This means that learners practice being ready to think and know that “no hands up” and individual responsibility for thinking about the question are regular parts of learning life. It also means that teachers work together ahead of time to develop really strong questions to use part way through a learning sequence.
5. Put learners to work as **learning/teaching resources for each other**. **This** means that learners know strategies and have internalized quality criteria so that they can be productive with their same age and older and younger learning colleagues.
6. Do everything you can think of to make sure that **learners are the owners** of their own learning. This means that learners are genuinely engaged in learning and confident that they can learn and think about their own learning.