

Formative assessment

Juliet Park



	Where the learner is going	Where the learner is now	How to get the learner there
Teacher	Clarifying, sharing, and understanding learning intentions	Eliciting evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Student		Activating students as owners of their own learning	

	Where the learner is going	Where the learner is now	How to get the learner there
Teacher	Before you can begin		Responsive teaching
Peer			
Student			The learner's role

Responsive teaching & learning

- Clear, valuable learning intentions for lesson
- Success criteria understood by students
- Questions that make students think
- Students chosen at random
- Students, not teacher, dominate discussions
- At least 80% students involved in answering questions
- All-student response system used
- Teacher waits three seconds after question
- Students take responsibility for own learning
- Students support each others' learning
- Teacher gives verbal formative feedback
- Evidence of comments that advance learning
- Teacher finds out what students learned
- Teaching adjusted after evidence collection

High quality questions

Closed V open questions

Does it require them to think?

Give them time to think

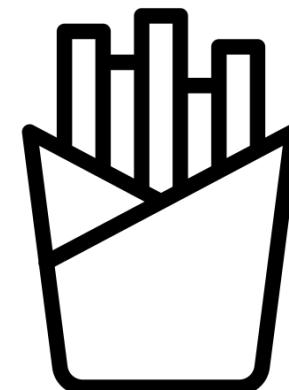
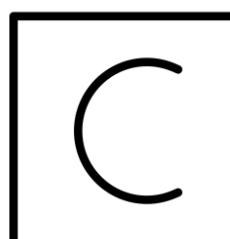
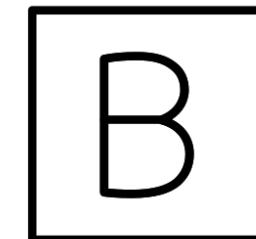
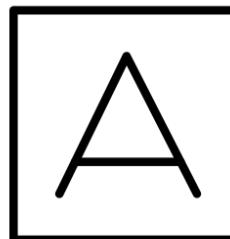
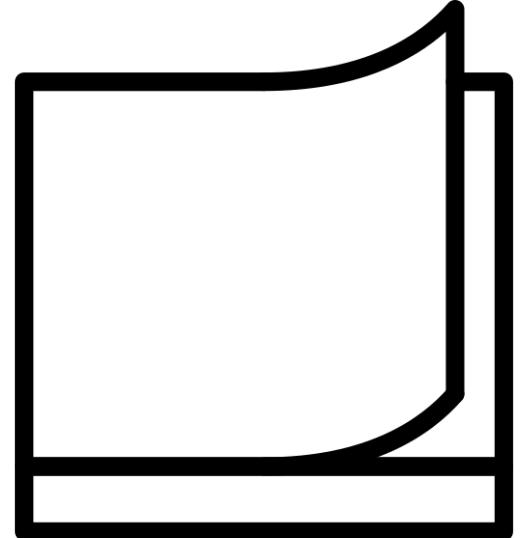
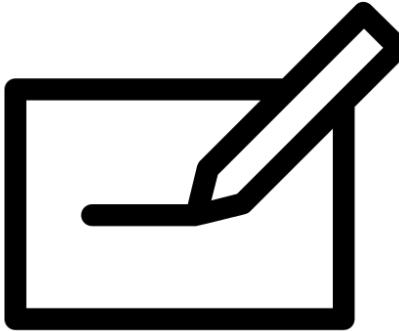
No hands up

Random

Follow on questions

All student response systems

Why do you think that...?



Diagnostic questioning

Errors are often
not random but
systematic

Students shouldn't
get the question
right for the wrong
reason

Interpretative not
evaluative lens

Hinge question – which sentence halves match

1.J'adore ma ville parce

(a) je le trouve ennuyeux.

2.Je n'aime pas mon village car

(b) il le trouve trop bruyant.

3.Mon ami déteste le quartier car

(c) je la trouve tranquille.

Hinge question

Which sentence is correct?

- a) J'adore mon ville car je le trouve ennuyeux.
- b) J'adore mon ville car je la trouve ennuyeux.
- c) J'adore ma ville car je le trouve ennuyeux.
- d) J'adore ma ville car je la trouve ennuyeuse.
- e) J'adore ma ville car je trouve la ennuyeuse.

Collaborative error analysis

1. Il y a un deux personnes.
2. Il y a le fille.
3. J'adore vais au centre commercial.
4. J'adore mon meilleure ami car elle est heureux et amusante.
5. Je vais le cinéma
6. Mon mère anniversaire
7. Je vais le shopping
8. Je joue le tennis
9. J'utilise un ordinateur faire mes devoirs
10. La weekend dernier
11. Ma père est amusant

Beginning of unit

Unit title		What is it important to know before I start (prior learning)?
Cognates and Phonemes		
Year	7	• Basic French words / phrases / greetings.
Topic	1	

What is the key knowledge I will learn in this unit?	Start	End
You will be able to give basic opinions in French.		
You will be able to give basic reasons to support your opinions in French.		
You will understand the difference between masculine, feminine and plural nouns.		
You will recognise and use basic cognates (words which look the same in French and English).		
You will learn basic French phonics and use these to improve your pronunciation and speaking in French. (Phonics – nasal sounds, silent letters.)		
You will be able to listen and correctly transcribe short sentences in French.		

What is the important vocabulary for this unit?	Where will I use this knowledge in the future, and when will it be revisited?
j'aime j'adore je n'aime pas je déteste je préfère car / parce que c'est ils sont Noun Adjective Gender Masculine/Feminine/Plural	You will use opinions and reasons in all topics in French and these will become increasingly complex with future learning. Your understanding of gender in French will help you to understand and form adjectival agreement which you will need throughout all future topics in French. Your understanding of French phonics will allow you to sound out new words in all future topics. Transcribing (writing what you hear) will appear in all future topics and is a part of the GCSE French exam. You can read aloud accurately words that contain nasal sounds and silent letters.

Interim unit self assessment

Module 1: Phonics and opinions	Give an example			
Write a word with a silent letter ending.				
Write two words together where the silent letter rule doesn't apply?				
Give a simple opinion				
Give a simple reason				
Module 2: Free time	Give an example			
Give an adverb of frequency				
Write a sentence using 'jouer' with the partitive				
Write a sentence using 'faire' with the partitive				
Write a reason				
Write a sentence with a reason and an adverb of intensity (e.g. very, rather)				
Write an opinion and add a complex reason (e.g. I find it...)				
Compare two things using 'more than'				
Compare two things using 'less than'				

End of unit

French EPIC – (Evaluate/ Pinpoint/ Improve/ Celebrate)

Student Name Ragib Saeed Topic 2 Jobs and careers

Task – Expectation/ Success Criteria
60 Words on My School uniform and rules

Foundation (F)

- I can name at least 5 subjects and give a reason for each
- I can name a job I'd like to do and say why

Intermediate (I)

- I can name a job I would like to do
- I can give a reason why

Higher (H)

- I can name a job I would like to do and say why
- I can use a past tense
- I can refer to at least two other people and say what they do

WAGOLL:

I am good at maths and therefore I would like to be an accountant.
However I've always wanted to work with children and therefore in the future I would like to become a teacher.

My mum is a nurse but she thinks it is badly paid.
On the other hand my dad is a doctor and he thinks he is well paid.

Student Response:

J'adore les sciences car je suis forte en sciences et je voudrais être médecin. Cependant ^{en plus,} j'ai toujours voulu ^{devenir} aider ^{et c'est bien payé} comptable car j'adore les maths. Ma mère c'est professeur et elle pense que c'est amusant. L'avenir. Ma aussi, ^{ma} tante c'est avocate. Elle pense que c'est nul. Si ^{j'avais} le choix, je travaillerais comme médecin car ^{je le trouve} intéressant.

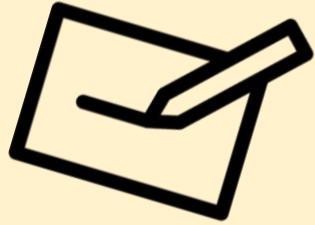
I have achieved (F/ I/ H)

Praise: (Link to success criteria/ effort/ improvements)

EPI: (Specific points for improvement)

MRI:

Correction codes



Sp – you misspelt a word

A – you missed an accent

WW – you wrote a wrong word

WM – word missing

Escribe aproximadamente 90 palabras. Responde a cada aspecto de la pregunta

Me encanta mi familia! Me llevo ~~co~~ bien con mi hermano puesto que es muy divertido. ~~Si es saludable,~~ Sin embargo, no me llevo bien con mi tío porque es ~~muy~~ demasiado ~~tradicional~~.

✓ Vivo en un barrio en Huddersfield. Vivo dentro al centro de ciudad. Me encanta mi ciudad porque es muy ~~desarrollada~~ tranquila y relajante, pero, no hay mucho ~~trabajo~~ trabajo para los jóvenes y niñas.

El fin de semana pasado fui al "Greenhead park", es muy grande y hay personas viejas. También, ayer fuimos a la playa, los alimentos en Huddersfield son ricos.

✓ Es genial! Ayer fui a la playa, los alimentos en Huddersfield son ricos.

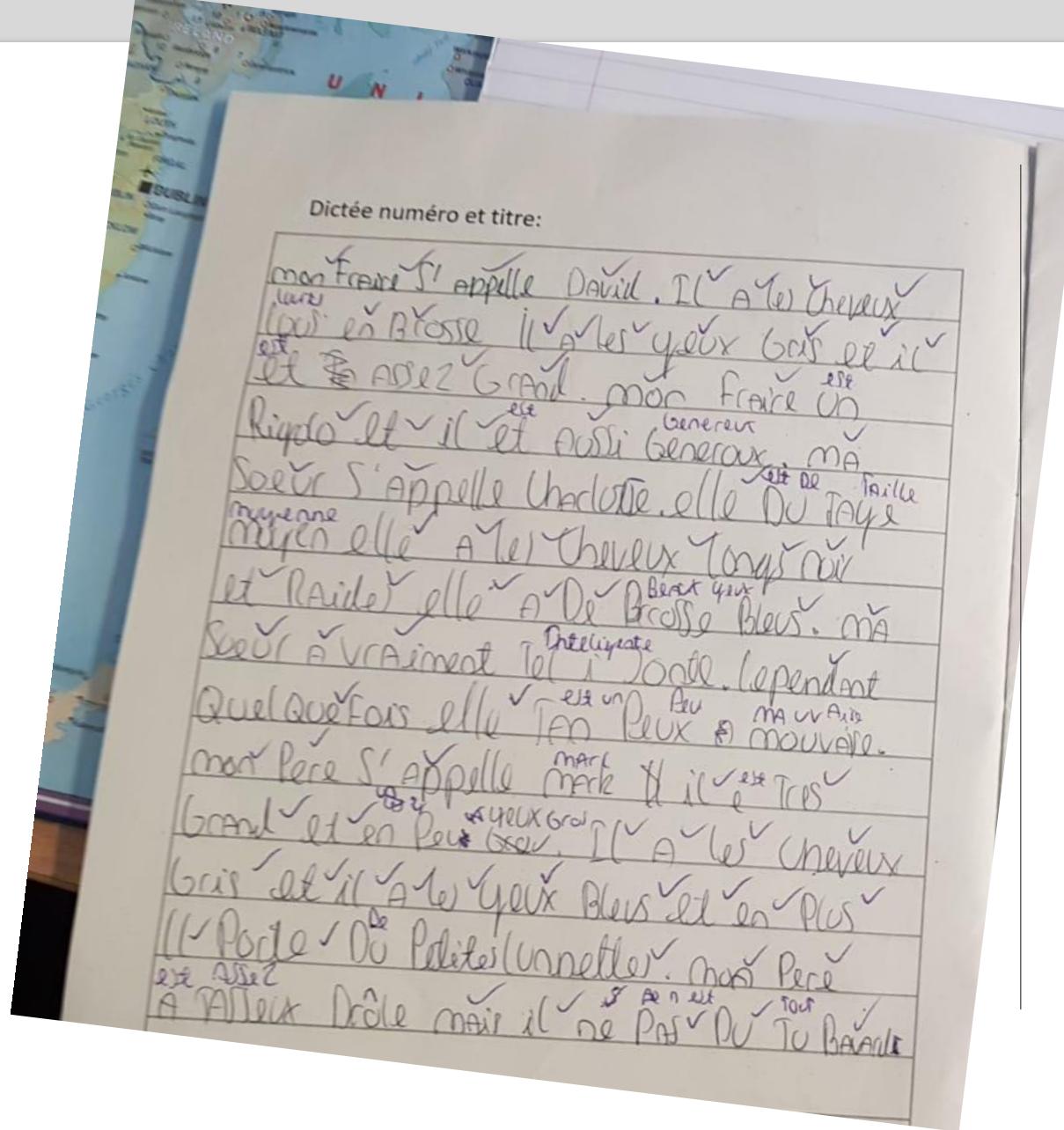
✓ Me gustaría vivir en un pueblo pequeño en las montañas. Se vive muy tranquilo y se puede hablar con ~~los~~ las personas locales. Mi casa en el futuro sería pequeña y tendría un jardín grande ~~que se puede~~ donde ~~se~~ donde en el que se pueden jugar.

Correction coding feedback Analyse Re draft and improve

Writing Assessment self reflection	
90 word question Did you respond to all the bullet points? If not, why not? Did you plan properly? Did you use a variety of opinions? E.g.	Your mark: 12 / 16 <i>Yes I responded to all bullet points, but next time I should plan.</i>
Did you link your opinions with a variety of reasons? E.g.	<i>Yes I used present tense when I talked about going to the restaurant.</i>
Did you use a perfect tense? (e.g. I went, I saw) E.g.	<i>Yes when I was talking about what I'm doing on the weekend.</i>
Did you use the phrase 'it was'?	<i>No I used it.</i>
Did you use a future tense (e.g. I'm going to, it will be)	<i>Yes I used fue.</i>
Did you use a condition? (e.g. If I were you, ...)	<i>No gustaría</i>
What do you think you could do better next time?	<i>Next time I believe that I could use more variety of opinions and more complex phrases.</i>
What were types of errors you made?	<i>Muchos errores.</i>

Do now: use **a purple pen** to correct your mistakes. Put your finger on **EVERY** word and check **CAREFULLY** the spellings.

1. Je n'aime pas la danse parce que c'est~horrible.
2. J'adore le chocolat parce que c'est délicieux.
3. J'aime les jeux vidéos parce qu'ils sont~amusants.
4. Je déteste le sport car c'est~énergique.
5. J'aime la musique car c'est relaxant.
6. J'adore le rugby mais c'est dangereux.
7. Je déteste les jeux vidéos parce qu'ils sont nuls.
8. J'aime la pizza parce que c'est délicieux, mais je déteste le chocolat, car c'est dégoûtant.



Phonics and Opinions. Activity 1 - Phonics

Circle the word that you hear in each sentence.

1. Je n'aime pas le la les serpents.
2. J'aime J'adore Je déteste les films.
3. Je déteste le la les télé.
4. J'aime J'adore Je déteste le sport.
5. J'adore le la les chocolat.
6. Je n'aime pas le la les rugby.
7. J'aime J'adore Je déteste la danse.
8. J'adore le la les serpents.
9. J'aime J'adore Je déteste la musique.
10. Je déteste le la les chocolat.

Marking other student's work

Trouvez et corrigez (Find and fix)

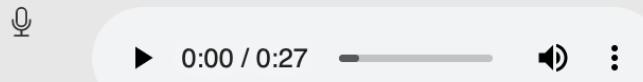
1. J'adore mes soeurs car elles sont vraiment amusant.
2. Cependant je déteste mon frère puisqu'il est énervant.
3. Par contre je m'entends bien avec mes parents car il est gentils.
4. Je joue au tennis parce que c'est intéressant.
5. La semaine dernière je vais au cinéma et c'est très divertissant.
6. Demain, je fais de la lecture pour me relaxer.

In this sentence you could have added an adverb of time and of intensity. N. ____	You've used the wrong tense in this sentence. N. ____	One of these has an incorrect adjectival ending: N. ____	One of these isn't a proper future tense. N. ____	You could improve this sentence with a more complex opinion. N. ____	You've used the wrong subject pronoun and part of the verb. N. ____
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Uploaded Student Audios

Uploaded Student Audios - 1681659118

These are the latest uploaded (previous versions overwritten)



GCF: A:1 / Q.1

Sun, 16 Apr 2023 15:33:

ID:

Tu penses que le travail volontaire est important?

rh01d-at0376-601bda009e42-f4-2-2b-1-Q1

Student Comments:

Teachers Comments Audio:



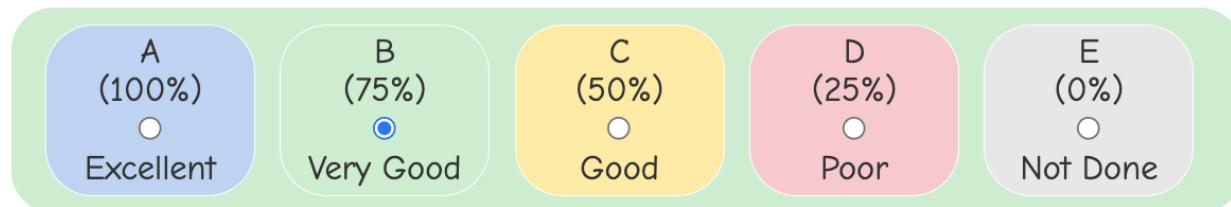
Recorded Audio Feedback:

2023-04-18T21:27 : 1681659118

je pense que 'le' travail bénévole...
quand 'j'avais quatorze' ans, 'j'ai fait'
les enfants 'pauvres'
A l'avenir je voudrais (je vais) collecter des 'fonds'
pour un 'refuge' d'animaux

Quick Score

(Detailed scoring below will take precedence!)



Assess

co
rel

Communication

Score:

4

A speaker who is
responses. Any
responses or a
very unclear or
be occasions
respond.

Range & accuracy

Score:

7

Reasonable
structures
repetitive
referential
only limited
errors
communicative

Pronunciation & intonation

Score:

4

Got mixed up with future
tense and used just ^{voy}

Fluency & spontaneity

Score:

5

Extend my past and future
answers with "it was" and
"it will be" - "feel" and
"será .. will be" - "feel" and
Remember "voy a ir" for future
shows some fluency
said involves pronunciation
often broken by hesitations
be quite slow at times.

F

My speaking feedback

Name: Charlotte Date: 22.5

Activity: El tiempo libre

Communication (10)	Range and accuracy (10)	Pronunciation & intonation (0-5)	Spontaneity & fluency (0 to 5)	Ask a question (-1 to 0)	Total Score	%
8	8	4	4	✓	80	

What I did well (www): Answered all the questions with a relevant answer.

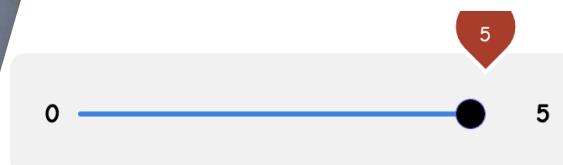
Audio Feedback:

Vocabulary: Use varied adjectives

Grammar: Got mixed up with future tense and used just ^{voy}

Pronunciation: Good but need to remember proxima

What I need to do to improve (ebi): Extend my past and future answers with "it was" and "it will be" - "feel" and Remember "voy a ir" for future shows some fluency said involves pronunciation often broken by hesitations be quite slow at times.



Thank you for listening

@julietdpark

julietpark@icloud.com