FORMATIVE ASSESSMENT  
STRATEGIES FOR TEACHING AND LEARNING

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# Formative assessment strategies for teaching and learning

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## Formative assessment

Formative assessment is any method of collecting evidence from students that is used to improve teaching and learning. It is timely and iterative; and can be immediate or planned. Formative assessment is a three-step process by which evidence is collected, interpreted and used.

See [Assessment of Student Achievement and Progress Foundation to 10](https://www2.education.vic.gov.au/pal/assessment-student-achievement/policy) for definitions of ‘formative assessment’ and ‘summative assessment’.

Best-practice formative assessment uses a rigorous approach in which each step of the assessment process is carefully thought through. This helps to identify the actual learning level against the Victorian Curriculum F-10 achievement standards of each student based on evidence of what the student knows and can do, and to understand what each student is ready to learn next. Best practice formative assessment is embedded in the curriculum program and teachers’ units of work/learning sequences. It helps students and teachers identify students’ strengths and target areas that may need additional work – measured against the Victorian Curriculum F-10 achievement standards – and to set learning goals in the classroom.

Key questions

* Where is the student currently at in their learning along the Victorian Curriculum F-10 learning continuum for each curriculum area?
* What does the student need to do to achieve this learning?
* How can the assessment information be used to influence student goal setting and lesson planning for improved student learning outcomes?
* How will the teacher and student know that they have learned it?

Schools who have teachers who collaborate, adopt evidence-based teaching strategies, have professional conversations about how to improve their teaching, and use evidence to moderate assessment are all using formative assessment. Evidence must be directly observable (the teacher should be able to see it, touch it or hear it)[[1]](#footnote-2). It provides the qualitative[[2]](#footnote-3) and quantitative[[3]](#footnote-4) data to inform both the teacher and the learner about progress. It should be linked to the Victorian Curriculum F-10 achievement standards’. [DET - Professional Practice Note 6 - Formative Assessment.](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/practice/Professional_practice_note_6_formative_assessment.pdf)

## Using the formative assessment strategies

Below are a range of formative assessment strategies to support classroom teachers across Foundation to Year 10. These formative assessment strategies can be modified to suit different learning stages and curriculum areas and can be adapted for all school types. They can also be adapted to suit remote teaching and learning if required.

Teachers may want to focus on introducing two to four strategies to support monitoring student progress and inform future teaching. Teachers can build a bank or toolkit of formative strategies over time that they can draw on to support their assessment practices and to support students to develop skills for self-assessment and peer-assessment.

## Digital tools to support the implementation of formative assessment strategies

The Department has a range of digital collaboration and learning delivery platforms to enable teachers to use formative assessment strategies in the digital space in the classroom and during remote teaching and learning. These include:

### [Office 365](https://www.education.vic.gov.au/school/teachers/teachingresources/digital/Pages/tools.aspx)

* Forms
* PowerPoint
* OneNote
* Word
* Excel

### [Google G Suite](https://www.education.vic.gov.au/school/teachers/teachingresources/digital/Pages/tools.aspx)

* Google Classroom
* Drive
* Documents
* Forms
* Meet
* Hangouts
* Sits
* Sheets
* Slides

### [WebEx](https://www.education.vic.gov.au/school/teachers/teachingresources/digital/Pages/tools.aspx)

* Chat function
* Poll function
* Video conferencing
* Share screen
* Shared documents and links

For more information, please visit the Department’s [Digital Learning in Schools](https://www2.education.vic.gov.au/pal/digital-learning/policy) policy.

# Understanding feedback

Feedback is an important element of all formative assessment strategies and one of the factors known to have the highest impact on learning. For this reason, information is provided on feedback first, with other formative strategies listed below this section in alphabetical order.

## Developing effective feedback

Teachers use a variety of methods to provide feedback to improve achievement in student learning. Feedback is included as one of the [High Impact Teaching Strategies](https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx) (HITS) in the [Victorian Teaching and Learning Model](https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/Victorianteachingandlearningmodel.aspx#:~:text=The%20Victorian%20teaching%20and%20learning%20model%20brings%20the,The%20model%20allows%20teachers%20and%20school%20leaders%20to%3A) (VTLM).

There are four different types of feedback in the classroom:

* feedback from the teacher to the student
* feedback from the student to the teacher
* feedback between peers
* feedback from the student to themselves.

(For more information on the types of feedback, please see the Department’s website: [Feedback and Reporting](https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/insight-feedback.aspx)).

Feedback is effective when it:

* is timely; it occurs during the learning process and is given while there is still time for the students to act on it and monitor and adjust their learning. For example: responding in the moment when engaging students in strategic questioning (see page 32).
* is specific and directly linked to the learning intention, success criteria, associated tasks and/or learning goals
* provides clear guidance for students about how to improve, including next steps to progress in their learning
* focuses on the quality of the learner’s work product and/or processes
* is reciprocal between the student/s and teacher/s
* encourages student reflection about their own learning.

Effective feedback is not praise, rewards or punishment – the impact of feedback on learning achievement has been found to be low when these types of feedback are the focus.

Feedback in the form of verbal or written comments, rather than grades, focuses on the task and provides instruction on what the student needs to do to improve. This helps students to understand their current level of knowledge and skill and what is required to move forward to the next stage of their learning, thus giving them ownership over their learning.

Feedback can be used as a check-in of student understanding and/or misconceptions. This kind of evidence indicates whether it is necessary for the teacher to re-teach, provide more varied discussion and practice, use peer teaching or move the student forward in their learning.

It is important to remember that the focus with feedback is the reaction of the recipient. ‘Feedback, no matter how well designed, that is not acted upon by the student is a waste of time…the most effective feedback is just feedback that our students actually use in improving their own learning.’ (William, 2015)

### Teacher Considerations

* Does my feedback focus on the student’s character and innate abilities, or performance and future skill development?
* Am I focusing on things that are within students’ control?
* How can I build in opportunities for the students to receive and discuss feedback about their progress towards the learning intention or learning goal?
* What opportunities can teachers provide for students to evaluate their own progress and act on feedback?

### Teaching Ideas

Teachers can provide feedback in a variety of ways, for example by:

1. providing detailed comments and guidance on how to improve, rather than providing solutions or stating whether the answer is right or wrong
2. inviting students to compare their current work to work samples from previous years, supporting them to analyse differences and co-designing steps to further improve performance
3. asking open-ended questions to engage students to think about how they can improve
4. making sure that feedback explicitly references a rubric, criteria sheet or checklist so students can self-assess and can see what they have achieved, what the next learning steps are, and how to improve
5. providing opportunities for peer assessment, including: discussing strategies with the class regarding evaluating one another’s work against learning intentions and success criteria and providing appropriate feedback; ensuring there is time for students to give, discuss and reflect on feedback
6. providing opportunities for self-assessment, including: discussing strategies for self-evaluating their work against learning intentions and success criteria and recording their findings; ensuring there is time for students to individually reflect on findings
7. using a matching game – for example, where the teacher writes comments that correlate to a section of the students’ work and the students matches the comment with their work (e.g. ‘this paragraph should be first as it introduces the topic’ and students need to find the paragraph)
8. implementing ‘detective work’ marking techniques – for example, instead of marking the students’ assessment work right or wrong, the teacher makes a comment inviting students to determine which answers are correct or incorrect (e.g. there are five incorrect answers can you find them?)
9. providing feedback on scaffolded examples by sharing an exemplar with students and discussing what makes it a good example (ideally, directly referencing success criteria and/or rubrics); teachers can make learning expectations visible by breaking down the components within the worked example
10. using the [RISE model](https://www.risemodel.com/), embedded within Bloom’s Taxonomy, to instil the thinking skills required to effectively give and receive feedback. RISE is an acronym that stands for Reflect, Inquire, Suggest and Elevate; the four tiers of the model prompt users to reflect, then build a constructive analysis through inquiry, all while providing suggestions and ideas to help elevate each other’s work
11. using audio feedback as an alternative to written feedback and on-the-spot verbal feedback for example: teachers and students can use a ‘voice recorder’ to record feedback on a school device and the file can then be embedded into students’ documents, sent via email or shared on a digital platform; teachers and students may also consider directly recording audio in PowerPoint (Insert> Audio> Record Audio).

### Support Resources

#### [Feedback – DET](https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/insight-feedback.aspx#link19) VIC

DET guidance on effective feedback

#### [High Impact Teaching Strategies – DET](https://www.education.vic.gov.au/Documents/school/teachers/support/high-impact-teaching-strategies.pdf) VIC

Guidance on using the High Impact Teaching Strategies, including feedback.

#### [Feedback in Remote Learning, Kalianna School Bendigo – DET VIC](https://fuse.education.vic.gov.au/Resource/ByPin?Pin=5XXPFL&SearchScope=All)

#### A video of Kalianna Schools sharing how they used feedback during remote learning.

#### [Stars and Stairs Template Form by Jan Chappuis](http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/%C2%A3How-Am-I-Doing%C2%A2%C2%A3.aspx)

Teachers can use the Stars and Stairs template to provide feedback to primary students. The stars indicate what the student is doing well, and the stair indicates steps the student needs to improve.

#### [Checklist Guide – Digital Technologies Hub](https://www.digitaltechnologieshub.edu.au/media/g15o01ey/guides-and-templates_checklists-guide.pdf)

#### A guide on how to develop and implement checklists to support assessment.

#### [Rise Model for Meaningful Feedback by Emily Wray](https://static1.squarespace.com/static/5f18f806c8fc704bb1677e3a/t/5f56a9f36993cf0a0fed9ddd/1599515124548/RISE-Model-Peer-EmilyWray.pdf)

#### A template to support the process to structure and facilitate the giving and receiving of meaningful feedback. [and a video](https://www.youtube.com/watch?v=RkSRYD2QJ9s) to help explain these texts.

[7 Things to Remember About Feedback. Educational Leadership (2012), Feedback for Learning, Volume 80, Issue 1](https://files.ascd.org/staticfiles/ascd/pdf/journals/ed_lead/el201209_takeaways.pdf)

Seven takeaways are explained by educational leaders as tips for teachers to remember when providing feedback.

# Formative assessment strategies

Information, examples and resources of the below strategies can be found on the following pages.

#### [ABCD cards](#_ABCD_cards)

Students answer multiple choice questions by choosing A, B, C or D.

#### [Entry and exit slips](#_Entry_and_exit)

Students respond to questions or prompts at the beginning or end of learning.

#### [Gallery walk](#_Gallery_walk)

Students respond to prompts and questions on images and displays to engage in the feedback and reflection process.

#### [Learning intentions and success criteria](#_Learning_intentions_and)

Teachers and students use explicit learning goals and criteria to assess against expected learning.

#### [Learning logs](#_Learning_logs)

Students record observations and reflect on their learning.

[Low stakes writing](#_Low_stakes_writing)

Students complete a 1-minute written task answering a question at any point in a lesson.

#### [Mini whiteboards](#_Mini_whiteboards)

A simple device for students to show how they work out tasks, write responses and/or ask questions.

#### [Observation](#_Observation)

Teachers observe and record evidence of student learning against specific learning intention, success criteria and/or learning goal.

#### [Peer feedback](#_Peer_feedback)

Students use criteria or a rubric to review peer’s work.

#### [Polya questioning](#_Polya_Questioning)

Students demonstrate their understanding through a questioning method incorporating a four-step problem-solving technique.

#### [Portfolios](#_Portfolios)

Students collate work, such as, files, images, voice recordings and/or reflections to demonstrate their learning progress over time.

#### [Quizzes and polls](#_Quizzes_and_polls)

Students attempt questions that test knowledge about a topic and provide instant feedback.

#### [Rubrics](#_Rubrics)

Teachers and students use criteria along a continuum of proficiency to communicate and evaluate student learning.

#### [Strategic questioning and statements](#_Strategic_Questioning)

A deliberate way for the teacher to find out what students know, understand and are able to do.

#### [Student self-assessment](#_Student_Self-Assessment)

Student self-monitoring, self-assessment and self-evaluation, which can help students take ownership of their learning.

#### [What’s the question?](#_What’s_the_question?)

Students formulate questions based on key terms and content.

## ABCD cards

ABCD cards allow students to give quick, silent, individual responses to a multiple-choice question posed during a lesson. The question(s) can be posed spontaneously, or they can be planned as part of a lesson, such as a mid-lesson check on student comprehension or understanding. Responses can be collated and used as learning evidence to help identify learning gaps and inform future planning.

### Teaching Ideas

1. **Multiple Choice Cards**

* These can be laminated A, B, C, D cards or students can use their mini-whiteboards. They are a quick way to check-in on students’ understanding during a lesson.

1. **This or That Cards**

* This type of card provides students with one of two answers and can be used as a quick questioning tool or a comparison tool – for example, a comparison of characters in a play or novel, which character is in which family (Montague or Capulet), or comparison of metals in science (magnetic or non-magnetic).

1. **Faces Cards**

* Like the ABCD cards, these are laminated cards showing happy, neutral or sad faces and can be used as a quick check-in to understand how confident students are feeling about their learning.

1. **Yes/No or True/False Cards**

* These can be laminated cards or students can use their mini-whiteboards. This is a quick strategy to understand students’ knowledge through a quiz, or during a quick question and answer session mid-lesson, or to compare knowledge on a topic from the start to the end of a lesson(s).

### Support Resources

#### [Guide to using ABCD cards (based on Prather 2011)](https://www.utep.edu/faculty-development/Teaching-and-Learning/Additional-Tools-and-Resources/teaching-toolkit/quick-reference-abcd-answer-cards.pdf)

A checklist for using ABCD cards for formative assessment

#### [Microsoft Office Forms – ABCD Questions – Template - Department of Education New South Wales (DoE NSW)](https://forms.office.com/Pages/ShareFormPage.aspx?id=muagBYpBwUecJZOHJhv5kbGmY9oynbxKoiMv3Km1CN1UOExFRkY2TVBMV05SMzhPWEtQV1hNUVZRTyQlQCN0PWcu&sharetoken=nMrWPNUIA7WCWdGbFyrh&clearCache=24b6eb1a-a601-e1b8-d571-3db0d2b12fac)

An ABCD question template in Microsoft Forms that can be modified

[Student Response Cards - Video - The Teacher Toolkit](https://www.theteachertoolkit.com/index.php/tool/student-response-cards)

A video with accompanying notes of a teacher showing how she uses ‘student response’ cards in her French lessons

## Entry and exit slips

Students respond to a question(s) or prompt(s) at the beginning and/or conclusion of learning. Entry slips provide opportunity for students to activate prior knowledge at the beginning of learning. Exit slips help students reflect on what they have learned, review their performance and express what or how they are thinking about the new information. Entry and exit slips or tickets assist teachers to analyse the impact of individual or whole cohort learning.

### Teaching Ideas

1. **Entrance Slip**

* What do you know/notice: This strategy requires the teacher to ask students to write down or verbally answer what they remember and recall from a previous lesson/unit, or what they know about a new topic or subject area.
* Wonder card: This is a way to find out what students are looking forwards to finding out about in the lesson/unit and why.

1. **Exit Slip**

* Muddiest point: This exit strategy asks students to comment on an aspect of a lesson/unit/topic they are not clear on or find confusing. This helps teachers to gather areas to focus on with the class in future or understand specific areas to work with individual students to support understanding and learning.
* Tell me more: This strategy asks students to write down either in their books or on post-it notes what they want to learn more about, or what they are curious about, and supports teachers to plan and develop the next stages of learning.
* The most important thing: Students write down the most important thing they have learned in the lesson and why they think it is important. This helps teachers to see what students are interested in and provides areas for deeper discussion and learning.

### Support Resources

#### [How and when to use Exit Slips by Niels Vanspauwen](https://www.bookwidgets.com/blog/2017/03/how-and-when-to-use-exit-slips?clearCache=55fd930-9401-3144-7c52-2902b99da73a)

A comprehensive explanation of how and when to use Exit Slips. Includes an informative video and examples of exit ticket prompts.

#### [Exit Slips by Reading Rockets](https://www.readingrockets.org/strategies/exit_slips)

Example exit slip questions and prompts for reading and viewing with written, oral or picture/emoji options.

#### [Microsoft Word Exit Ticket Template - Department of Education New South Wales](https://forms.office.com/Pages/ShareFormPage.aspx?id=muagBYpBwUecJZOHJhv5kbGmY9oynbxKoiMv3Km1CN1UMzZNVzQyUE1NSFpFNTU3SE4yM05NUDBTWCQlQCN0PWcu&sharetoken=lpluGXouXHGgG4y2UmYY&clearCache=7a9fdb89-4edb-b4a3-3f46-c675a38b3063)

An exit ticket template in Microsoft Word that can be modified.

#### [Digital exit tickets by Cristina Conciatori](http://techsavvyscience.blogspot.com/2017/03/many-of-us-use-exit-tickets-in-our.html?utm_medium=social&utm_source=pinterest&utm_campaign=tailwind_tribes&utm_content=tribes&clearCache=4864db78-3f5f-1f6f-f968-656d554fc431)

Summary of four reliable electronic digital exit tickets for teachers.

#### [Assessment in the Music Room by Victoria Boler](https://victoriaboler.com/blog/2017/2/5/assessment-in-the-music-room-part-2)

Five formative assessment strategies provided for music, including exit tickets, suitable for early years and primary schooling.

## Gallery walk

In a gallery walk, pictures or displays are set up around a room, projected on a screen or in a printed booklet. Students move through the rooms/images/pages, responding to questions about each item individually or as a small group. The questions may be the same for all items, or specific to each one. Gallery walks can be used to draw out links between elements, emphasise distinctions, or track a change through time or space.

### Teaching Ideas

**1. Gallery Walk**

* Teachers and students collaborate to develop success criteria for a piece of work, then co-develop strategies for offering constructive and respectful peer feedback. It is important to involve students in this process so that clear guidelines, expectations and protocols can be agreed upon.
* Students produce a piece of work they then display for their peers to view, for example, displayed on the classroom wall, or on a PowerPoint or in a booklet.
* Students review each other’s work then offer constructive and respectful feedback using the strategies and success criteria established at the beginning of the task.
* Allow a set amount of time for students to use the criteria to give feedback. Feedback can be provided in a variety of ways, such as, provided verbally, written on post-it notes, written in books, or written in comments on a PowerPoint.
* Students return to their own work and reflect on the feedback of their peers and revise their work accordingly.
* Teachers can then work with students individually or as a group to discuss areas of improvement and future learning goals

### Support Resources

#### [Example Gallery Walk Response Form](https://forms.office.com/Pages/ShareFormPage.aspx?id=muagBYpBwUecJZOHJhv5kbGmY9oynbxKoiMv3Km1CN1UOURQQzYyVUdFOVJTOUVPUEVNRzY2UjFBQSQlQCN0PWcu&sharetoken=YAEYpVyZvXksTrr9pOd9&clearCache=b4c5b2a9-c388-cf63-164b-10879a8eedf)

A gallery walk template in Microsoft Forms that can be modified.

#### [Gallery Walks in Mathematics](https://lvp.digitalpromiseglobal.org/content-area/math-7-9/strategies/gallery-walk-math-7-9/summary?clearCache=8c0edffc-fdec-45f6-952b-64f6ca7a8a2)

A video demonstration of a physical gallery walk, combined with digital tools.

#### [Example PowerPoint Gallery Walk - Department of Education New South W](https://schoolsnsw.sharepoint.com/:p:/s/DLS/Edxdp_C1bWhOiz8D03oASG0BOP2DYvUNxtwjNcUDfdT_iw?rtime=GM5TOW432Eg)ales

A gallery walk template in PowerPoint that can be modified.

## Learning intentions and success criteria

‘If you don’t know where you’re going, you’ll never get there.’ (Wiliam, 2011)

Learning intentions are explicit descriptions of what learners should know, understand and be able to do by the end of a lesson or sequence of lessons as a result of completing specific learning and teaching tasks. Success criteria are descriptions of the desired performance on those tasks, they are the criteria by which achievement of the learning intentions will be measured. These may be used for a whole class or differentiated for groups or individuals in the class. Learning intentions and success criteria assist students to track their progress, self-assess and understand their learning journey.

‘Learning intentions…cause students to see the relationship between the tasks they are completing and the purpose for learning…Success criteria signal the learner about the destination and provide a map for how they will get there. Further, these criteria empower learners to assess their own progress and not to be overly dependent on an outside agent (their teacher) to notice when they have arrived.’ (Frey, Hattie & Fisher, 2018)

### *Key questions*

* What do I want my students to learn?
* How will I – and they – know that they have met the learning intention?
* What activities will help my students to meet the learning intention?

*Students should be able to answer these questions:*

* What am I learning?
* Why am I learning this?
* How am I learning this?
* How will I know when I have learned it?

*Practical implementation of learning intentions and success criteria:*

Learning criteria can be applied and/or demonstrated with a range of methods.

For example, checklists can be used for peer and/or self-assessment. They provide guidelines for students to use when evaluating their progress and /or used by peers when providing feedback to other students.

Rubrics are another form of performance criteria. They provide students with clear indicators of what constitutes an acceptable performance and well as performances that are above and below expectation, the rubric can also be used in a formative way by students, peers and teachers.

* Other examples include: learning goals
* work in progress
* exemplar work
* student-designed assessment.

### Teaching Ideas

1. **Developing learning intentions**

‘Learning Intentions’ is the term commonly used, but it is possible to use any similar term, ‘aim’, ‘objective’, ‘goal’ etc, that serves the purpose of specifying what the students are expected to know, understand or be able to do as a result of the learning and teaching activities. Learning intentions should relate to what the students will learn rather than what they will do. Learning intentions can be developed with students orally, visually or in writing[[4]](#footnote-5).

*Examples of Learning Intentions:*

* *to be able to construct a fair test*
* *to be able to write instructions (to make a sandwich)*
* *to be able to explain how an author creates character is a short story*
* *to be able to calculate the area of a rectangle*
* *to be able to create an artwork using a particular media*
* *to be able to use the internet to get reliable information*
* *to be able to understand the rules of a particular sport.*

**Developing Success Criteria**

Success Criteria are directly linked to the Learning Intention. They spell out the skills, knowledge and understanding expected to be demonstrated in activities in order to meet the learning intention. Success Criteria should be discussed and agreed with students prior to undertaking the activity and used as the basis for feedback and peer/self-assessment.

*Examples of Success Criteria:*

Below is an example of success criteria that can be applied to a type of writing, such as a specific science experiment.

*Learning Intention: to be able to write a recount of a science experiment*

*Success Criteria:*

* *Write an introduction that explains the purpose of the experiment, including the hypothesis*
* *Include a list of the equipment used*
* *Provide a step-by-step explanation of what was done in the experiment*
* *Use ‘I’ or ‘we’ and past tense verbs*
* *Write a conclusion that includes a description of what was observed or demonstrated, or, if there was no particular observation, an attempt to explain what the hypothesis was not proven.*

Below is an example of co-designing the success criteria with students for a specific narrative, i.e., a ghost story.

The teacher provides the Learning Intention and Activity:

*Learning Intention: to be able to write a narrative*

*Activity: write a ghost story*

The teacher works with the students to identify the success criteria for writing a ghost story.

*Success Criteria:*

* *Set the scene in the opening paragraph*
* *Build up tension and suspense*
* *Use spooky adjectives and powerful verbs*
* *End the story with a cliff-hanger*
* *Ask a peer to read my story and check if they enjoyed it and if they were frightened![[5]](#footnote-6)*

1. **Useful Tips**

Teachers should continually help students clarify their understanding of the learning intention across the duration of their learning experience.

Question strategies:

* How are you progressing towards your learning intention?
* How do you know?
* What helped you to progress towards your goal?
* How did your learning connect with what you already knew and could do?

### Support Resources

[Learning Intentions and Success Criteria](https://cpb-ap-se2.wpmucdn.com/global2.vic.edu.au/dist/7/31021/files/2013/08/Corpus-Christi-LISC-July-2013-2dz21eo.pdf), Catholic Education Office Melbourne, 2013.

A slidedeck providing information and examples of Learning Intentions and Success Criteria.

#### [Learning intentions and success criteria - Australian Institute for Teaching and School Leadership (AITSL](https://www.aitsl.edu.au/docs/default-source/feedback/aitsl-learning-intentions-and-success-criteria-strategy.pdf?sfvrsn=382dec3c_2&clearCache=1a7f4cb1-6316-134-b93e-4d402c67c198))

A guide to explain learning intentions and success criteria and the purpose of their use in education.

#### [Did you meet the success criteria? by Toni Glasson](https://edugate.eduweb.vic.gov.au/edrms/LTPDCAB/Assess20/Formative%20Assessment%20Strategies/Did%20you%20meet%20the%20success%20criteria.docx)

A template that can be modified for students to self-assess against success criteria.

#### [Assessment in the Music Room by Victoria Boler](https://victoriaboler.com/blog/2017/2/5/assessment-in-the-music-room-part-2)

Five formative assessment strategies for music education, suitable for early years and primary schooling. One example is Singing Games which is used to assess students against a criterion – the elements of Music.

#### [Drama: Year 8 Soap Opera Performance by Justin Cas](https://thedramateacher.com/wp-content/uploads/2013/03/Soap-Opera-Assessment-Example.pdf)

An example of using a learning intention and success criteria to assess a Drama performance.

## Learning logs

Learning logs are a place for students to reflect on their learning and record observations. The focus is on encouraging a habit of reflection and developing metacognition so that students become more aware of how they learn. These may include insights and questions to follow up. They are most effective when not formally assessed or marked on the content, but instead used to clarify understanding, knowledge, interests, and/or misconceptions of the topic Learning logs work well when students have some broad guiding questions and example structure/template to work with.

### Teaching Ideas

1. **Learning Log Table**

* Teachers can provide questions/prompts for students to respond to in a book/folder journal, digital journal, folder or folio. These can be referenced during check-ins and conferences.
* Provide allocated time for students to complete the logs daily or weekly. The time for self-reflection is critical for this strategy to be effective.

### Support Resources

#### [PowerPoint Learning Log Template - Department of Education New South Wales (DoE NSW)](https://schoolsnsw.sharepoint.com/:p:/s/DLS/EdNpr-RnzNZMpN8Hbu9Xlv0BWVx9qdnAGZVgLfwl0D8arw?e=GazKYQ&clearCache=ffa1978c-78a5-980-ee3c-952bd3d4f9d3)

A learning log template in Microsoft PowerPoint that can be modified.

#### [Microsoft Forms What did we learn today? - DoE NSW](https://forms.office.com/Pages/ShareFormPage.aspx?id=muagBYpBwUecJZOHJhv5kbGmY9oynbxKoiMv3Km1CN1UNzY4R0gxSzNVU0E1NkNPRTVRWURVOURVRyQlQCN0PWcu&sharetoken=ERAe6FMXbX1kUj17SspL&clearCache=9dad1978-e017-616f-2c9d-3c1f160eab82)

A template in Microsoft Forms with question prompts to support students to reflect on their learning.

#### [Google Forms 3-2-1 Reflection Template - DoE NSW](https://docs.google.com/a/education.nsw.gov.au/forms/d/1ve70cNmvrd2aRq1f_wsxj9jtxRQ2WZpKv_arPvvfN_4/template/preview?clearCache=f241aeaa-431e-7a11-6d70-c0f777278f52)

A template in Google Forms to support students to reflect on the learning using 3-2-1: List three things you have learnt today. List two questions you have about these things. Give one reason why it’s important to learn about these things.

## Low stakes writing

Students can work individually, in pairs or in small groups to respond to a question prompt given to them about a topic. Low-stakes writing is a tool to help students build comfort with sharing and developing their thoughts through writing. The focus is on student thought, expression and learning. It is about providing students with freedom to get their ideas down and then providing time for students to interact with those ideas and change/revise them as need.

### Teaching Ideas

1. **One minute response**

* Note: this is a quick-thinking learning activity where the content of the answer is more important than the spelling or grammar.
* The teacher asks the class a question at the start, middle or end of the lesson. At the start of the lesson this strategy helps the teacher and students identify who needs help and what questions may need exploring/answering. At the end of the lesson it helps the teacher and students identify what the students have learnt, what they found difficult and if there were any misconceptions.
* Students have one minute to answer the question in writing (other modes can be used to differentiate for learning needs, e.g., a student may provide a verbal response).
* Teachers should formulate questions based on key terms and content which can be collated and used for a unit review.
* Typical questions posed by teachers centre around:
* What was the main point?
* What was the most surprising concept?
* What do you want to know more about?
* What things confused you and why?
* What question from the topic might appear on the next test?

### Support Resources

[DET Literacy and Numeracy Support initiatives](https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/Pages/middle-years-literacy-and-numeracy-support-initiative.aspx)

Information on a range of activities and support in middle years literacy and numeracy.

## Mini whiteboards

Students use a small whiteboard, laminated sheet or digital whiteboard to represent their ideas, record explanations and working out, show responses or ask questions.

Key advantages of using whiteboards include:

* students and teachers can see the working out and thought processes to solving problems
* students can quickly and easily erase errors and attempt the task again
* misconceptions can quickly be identified and shared with the class
* teachers can quickly check for comprehension by asking students to answer on their whiteboard and then have the whole class display their boards.

### Teaching Ideas

1. **Multiple choice**

* Teachers ask a question and can either write out multiple choice answers on the whiteboard at the front of the classroom or orally let students know the multiple choice answers.
* Students then have a set time to write down which answer they think is correct.
* Students hold up the white board and teachers can immediately gain insight into students’ knowledge, understanding and misconceptions.

1. **Asking questions**

* Students can use their whiteboards to pose questions about a topic.
* Questions can be posed for a variety of reasons, such as to show interest in a topic or to investigate an issue.
* Questions can be posed at the start, during or end of a lesson.

1. **Answer me**

* Teachers ask a range of questions that can include asking students:
* What do they know before a topic is taught?
* What do they wonder or wish to learn?
* What do they understand during a lesson?
* Summary and reflective questions at the end of a lesson.
* This type of questioning can also be used as an entry or exit strategy.
* This type of activity usually has a single word or phrase answer, e.g., a mathematics problem or a spelling test.

1. **Working out**

* Students can use their mini-whiteboard to show their process of working out a problem or to brainstorm ideas individually or in pairs.
* Misconceptions can be identified through seeing the thought processes rather than focussing on the answer; thought processes can be shared and discussed as a class.
* Exemplar working out can also be shown to the class and assessed against the success criteria.

### Support Resources

#### [Mini Whiteboard (template in Google Slides) - Department of Education New South Wales](https://docs.google.com/presentation/d/1_l268iEPIChlhZGdFl6eWYA_FUWR8nMuZ3v6_sKnLpA/template/preview?clearCache=cc9a97c-eff3-e7a1-d16f-e7cd6860c2cb)

Blank mini whiteboard template in Google Slides that can be modified

## Observation

This strategy gives teachers a record of student engagement and learning. It helps inform curriculum planning and goal setting with students. It can also be used for students that cannot complete formal self-assessment or peer reviews.

Observation can assist teachers in understanding student misconceptions. For example, the teacher can ask students to talk about things they don’t understand, or things they find confusing, or to explain their thinking/process when working on a task.

It is important for the teacher to have a purpose and focus ready for the observation and to have prepared guiding questions. This can be conducted individually or in a think, pair, share situation. This strategy helps teachers understand aspects of the learning that was confusing to the students and helps with future lesson planning and instruction.

Strategies include:

* anecdotal records
* conferences
* checklists.

**Teaching Ideas**

1. **Check for understanding**

* When introducing a new concept or topic, it is important for teachers to gain understanding of students’ prior knowledge. Students build on what they already know and have come to understand. It is important for teachers to assess prior knowledge or attitudes and beliefs when commencing a new topic.
* Teachers also check for understanding throughout a unit of work such as observing participation and responses to questions posed during whole-class discussions, or while students are working on an activity, teachers can observe students working and listen to conversations students are having about the topic. This helps teachers to clarify information, identify and work through misconceptions, set learning goals with, and for, students and inform future planning. These processes also help foster student engagement throughout a unit of work.

1. **Anecdotal records**

* Anecdotal records from classroom observations are an important part of collecting evidence of student learning to support teachers to make judgments about a student’s progress and achievement against the Victorian Curriculum F-10 achievement standards and to provide feedback about how a student can improve their learning.
* Teachers can draw up a table or checklist with specific criteria by combining specific learning tasks with the Victorian Curriculum or keep a written journal of student learning observations. Teachers can record what they have seen or heard as evidence of student skills, knowledge and understanding throughout a unit of work.

### Support Resources

#### [Template to record observation notes – Formative Assessment: Making it Happen in the Classroom, Margaret Heritage, SAGE Books, 2012](https://edugate.eduweb.vic.gov.au/edrms/LTPDCAB/Assess20/Formative%20Assessment%20Strategies/Template%20to%20record%20observation%20notes.docx)

An observation template and example of a teacher recording observations.

#### [Anecdotal Assessments and Observation Checklists - Western University, Canada](https://assessmentideasfordramateachers.wordpress.com/formative-assessment/)

Guidance and examples for anecdotal assessments and observation checklists in Drama.

#### [English Online Interview (EOI) - Department of Education and Training (DET VIC)](https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/assessment/Pages/default.aspx)

* EOI Module 1
* EOI Module 2
* EOI Module 3
* EOI Module 4

EOI Modules 1, 2, 3 and 4 assess the student’s ability to actively engage in conversation. This Is useful for the early years of primary school (F-2).

#### [Guided Reading Lesson – DET](https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/readingviewing/Pages/exampleguidedlevelq26.aspx) VIC

An example of a guided reading lesson with a learning intention, success criteria and guiding questions.

## Peer feedback

Peer feedback supports students learning from one another and places them at the centre of the process. Ideally, peer feedback is a structured process where students evaluate the work of their peers by providing valuable feedback based on benchmarks. Students should learn to apply criteria, understand the benefits of feedback and be challenged during the process. Peer assessment can boost learner metacognition, help clarify misunderstandings, explore new perspectives, and model intellectual risk-taking. However, students should be guided through the process of giving feedback to each other to ensure that the feedback is appropriate, supportive and future-focused.

### Teaching Ideas

1. Two stars and a wish: students pair with a peer. The peers solicit two stars, areas where the student’s work excelled, and one wish, an area where there can be some level of improvement. The peers then discuss feedback, e.g. Did you find your peer’s wish useful? If so, what will you do to improve next time?
2. Teachers provide a prompt for peers to check their peer’s work linked to the learning intention, for e.g. check that all four phases of their suspense story have been included.
3. Peers assess against a checklist or the success criteria – they may focus on just one aspect of the criteria.
4. Students quality assure work for a peer before it is sent to the teacher.
5. Students evaluate/engage in feedback around a sample piece of work. Teachers should identify ways to put the onus of feedback onto the students, so that students are engaged and thinking deeply about the work.
6. SPARK

* It is important to teach students how to give constructive peer feedback. The following can be applied to any subject or lesson for which a teacher may wish to use peer feedback to support formative assessment.
* Specific: help students to understand discrete words, phrases or sentences that are specific to the piece of work being reviewed. A rubric or guide may help students to be specific about the piece of work.
* Prescriptive: this will help students to suggest solutions or strategies to improve the work.
* Actionable: The peer feedback needs to have clear actions so that the student on the receiving end knows what actions they need to take next.
* Referenced: The feedback given must directly refer to the task criteria, learning/lesson intentions or success criteria.
* Kind: All comments in peer feedback must be framed in a supportive manner.

1. Peer Review Chart

* Create a chart to display in the classroom so students can see the important steps of peer feedback. The steps would include the components of peer feedback, for example, identify where the student has met the criteria, suggestions for where the student can improve, and edits/corrections.
* These steps may include: 1. Read over the piece of work; 2. Highlight two things that meet the criteria; 3. Add one suggestion for improvement; 4. Discuss your feedback with your peer.
* Ask questions and listen to peers, for example, in a writing piece ask what the main idea of a paragraph or section is. Then listen. Say “Add that, please” when you hear a good detail. For pre-writers, “Add that, please” might mean adding a detail to a picture. Teachers/Students can gradually add dialogue prompts to the chart based on what worked for them.

### Support Resources

#### [20-minute peer feedback system by John Spencer](https://www.youtube.com/watch?v=jJJIY9DM-ts&feature=youtu.be&clearCache=76a34b66-89cf-bce1-1ed0-4e941ed1817)

A feedback process (pitching, clarifying, offering feedback, paraphrasing, and coming up with next steps) explained via video.

#### [PowerPoint Two stars and a wish template - Department of Education New South Wales (DoE NSW)](https://schoolsnsw.sharepoint.com/:p:/s/DLS/EXQ2N7z7eIJOsnRwdMQ2xvwB0Kv743-lQNGja3KAif_xYQ?rtime=J-91R6862Eg)

Two stars and a wish template in Microsoft PowerPoint that can be modified.

#### [Peer review guide and assessment templates - Digital Technologies Hub](https://www.digitaltechnologieshub.edu.au/teachers/assessment/guides-and-templates/)

Templates and resources for assessment that can be modified.

## Polya questioning

Polya questioning is a scaffold for students to use to help solve problems across all curriculum areas. It involves a four-step approach:

1. Understand the problem
2. Devise a plan
3. Carry out the plan
4. Look back.

The questions can be used to help students solve word problems independently but are most useful when framed as a general problem-solving technique. With practice, students will learn how to analyse a problem, think of several possible solutions, try them out and evaluate the results. Because Polya was a mathematician, his work focuses on teaching mathematical problem-solving, but his technique is useful for problems across all domains.

### Teaching Ideas

1. With students, create a **POLYA Questioning Chart**. By involving students in this process, teachers can help students understand the four steps and how they can be applied in all problem-solving situations to clarify their thinking and work.
2. Implement questions and prompts to support students to **understand the problem**. Suggested types of questions and prompts are:

* Do you understand all the words used in stating the problem?
* What are you asked to find or show?
* Can you restate the problem in your own words?
* Can you think of a picture or diagram that might help you understand the problem?
* Is there enough information to enable you to find a solution?

1. Discuss guides and prompts to support students to **devise a plan** – discuss with students what a plan to solve and resolve an issue or problem might be. Suggested types of guides and prompts to help students are:

* Guess the check
* Look for a pattern
* Draw a picture
* Draw a mind-map
* Work backwards
* Search in a book or online
* Look, cover, say
* Make an orderly list
* Eliminate possibilities
* Use a model or formula

1. Apply strategies to support students to **carry out the plan**. Students need to implement their chosen plan – provide opportunities for students to seek peer feedback or apply a check list or rubric to monitor how they are going.
2. Provide opportunities for **students to look back** – reflection is an essential part of learning and students can write in their learning logs to reflect on what they did, how they overcame a problem and what they learnt. They can also discuss with a peer, or in conference with a teacher, the four steps they took and the outcomes.

### Support Resources

#### [Primary Problem-Solving Poster by Donna Boucher](https://www.mathcoachscorner.com/2021/04/what-is-problem-solving/)

Donna Boucher has created two versions of a poster that describes the Polya problem-solving process.

#### [PowerPoint example of Polya questioning - Department of Education New South Wales](https://schoolsnsw.sharepoint.com/:p:/s/DLS/ERmA-DhqRy9LqwRtXVu2g14BJWPOkXAkxaRvlk9RGrEYuA?rtime=uim2ZDs42Eg)

A PowerPoint template of Polya questioning and an example of a student’s response to Polya questions in a Mathematics lesson.

## Portfolios

Portfolios are a purposefully selected (and dated) compilation of student work, demonstrating student achievement and growth over time. Portfolios can cover a single project or curate evidence over an entire unit/course. These should include evidence of progress, not just final products. Portfolios represent strengths and areas to work on. Portfolios can be used to help students reflect on what they have learnt and what they still need to learn; they can help students develop goals for future learning, based on the areas that need strengthening. Portfolios can include written evaluations by teachers and peers as well as student self-reflection. Students can upload files, images, record their voice and write reflections. Teachers may annotate learning portfolios.

There are many benefits of using portfolios, such as:

* Enables students to maintain a record of their learning journey
* Provides opportunities for students to develop and monitor learning goals, self-assess and reflect on learning
* Provides teachers with an ongoing record of student self-assessments and reflections on their learning progress
* Provides teachers with learning evidence which can be used to reflect on the effectiveness of instruction, adjust teaching practices and inform future curriculum programs and planning
* Provides teachers with evidence to support teacher judgments of student learning
* Provides opportunities for parents/carers to have insight in their child’s learning e.g. through presentations at student led conferences.

### Teaching Ideas

1. **Discuss portfolios with students**

* You may use a class/school template with students, either as a print-out or in digital format, which could be applied across curriculum areas.
* Identify types of work that could be included in the portfolio.
* Identify the roles and responsibilities of students and teachers in the development and monitoring of portfolios.
* Discuss the reasons/benefits of using portfolios.

1. **Collect or collate the work**

* Collate pieces of work and reflections in a physical or digital folder or ask students to save and store their work in a physical or in an electronic portfolio.
  + If schools are using electronic portfolios, recommend that students save the work in the schools share drive to enable access by the student and teacher at all times.
* Ensure that evidence of growth (rough sketches, planning, drafts of writing) and achievement (final products) are included.
* Varied work samples should be included, to show breadth and depth, e.g., draft and final pieces of work, text, drawing, photographs, media created images, student created videos, presentations or audio recordings.

### Support Resources

#### [Annotated work samples - Australian Curriculum, Assessment and Reporting Authority (ACARA)](https://australiancurriculum.edu.au/resources/work-samples/)

Portfolios of student learning in relation to the Australian Curriculum achievement standards across English, Mathematics, Science, Humanities, the Arts, Technologies, Health and Physical Education, Languages. Each portfolio comprises a collection of students’ work drawn from a range of assessment tasks.

#### [Create a digital portfolio - Department of Education and Training Victoria](https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/insight-feedback.aspx#link18)

Guidance on developing digital portfolios.

#### [Example Google Slide Learning Log - Department of Education New South Wales](https://docs.google.com/presentation/d/1Oljm9GjGy4jl1-qxKR2joswU09t6k0kkO3cKmAXofj4/template/preview?clearCache=93d4c33-c3eb-f2cc-c0b7-8365dc5ec170)

Student learning portfolio template in Google Slides that can be modified.

#### [Advancing learning through IT innovation - Educause Learning Initiative by George Lorenzo and John Ittelson](https://faculty.kfupm.edu.sa/COE/mayez/ABET/ABET-PDF/student-portfolio/Portfollios.pdf?clearCache=44512886-1a36-85db-a547-2b11cd7a8a9e)

An overview of e-portfolios by George Lorenzo and John Ittelson, Edited by Diana Oblinger, ELI Paper 1: 2005.

## Quizzes and polls

A pre-topic quiz can be useful for assessing prior knowledge and help guide teacher planning, and a mid-topic quiz can help teachers check for understanding and have time to adjust or refine their teaching. Students can demonstrate their understanding by writing a quiz (with answers).

Polls can be a quick way to check-in with individual or whole cohort understanding at any point in the lesson or unit of work.

### Teaching Ideas

1. **Quizzes and polls can include:**

* multiple choice
* true/false
* short answer
* paper and pencil
* matching
* extended response.

1. **Creating quizzes**

* Create electronic, paper, or verbal quizzes related to the topics and content of the lesson to assess prior knowledge or check for student knowledge and learning mid-topic. When using electronic classroom options:
* Develop quizzes or polls using Microsoft Forms or Google Forms, noting that both applications support results to be exported and analysed/used.
* Use quick quiz or check-in polls using WebEx chat or poll functions.

### Support Resources

#### [Microsoft Forms Quiz Template - Department of Education New South Wales (DoE NSW)](https://forms.office.com/Pages/ShareFormPage.aspx?id=muagBYpBwUecJZOHJhv5kbGmY9oynbxKoiMv3Km1CN1UMFJOV1dMNkI3TEFZWTZaOVIwNExYR01PMyQlQCN0PWcu&sharetoken=OEdzVKl841TQiPVp2M8a&clearCache=45991a12-2d92-89eb-1858-fe39758b631c)

A Microsoft Forms quiz template that can be modified.

#### [Google Forms Quiz Template - DoE NSW](https://docs.google.com/forms/d/1-E85W_8h4Yic0-lcEjBcz9F7mBolSq_dof49ixyogQY/template/preview?clearCache=c3f7f225-acd4-49fe-a752-71ed40428b1b)

A Google Forms quiz template that can be modified.

## Rubrics

Rubrics explicitly show the criteria for judging students’ work on a performance, product, portfolio, presentation, essay question or any student work that will be evaluated. Essential features of effective rubrics include gradations, with specific descriptions of various standards. Rubrics help to inform the students of underlying skills and knowledge required to perform at different developmental levels of a task and enable teachers to judge student work against a standard and communicate that judgement with each student in a cohort.

### Teaching Ideas

1. **Teacher led rubrics**

* Rubrics can be aligned to specific teaching and learning activities and/or units of work.
* Teachers use a more granular continuum than is provided by the Victorian Curriculum F-10 content descriptors – descriptors of progress at smaller, more achievable phases. These may be form one curriculum area or drawn on different areas. Ensure the languages used is explicit and clear.
* Share and discuss the rubric with students and check their understanding of the criteria used in the rubric.
* Rubrics support teachers and students to identify the current level of achievement and understand the next steps in learning.
* Students can use rubrics as a guide when working through the learning activity to help them self- monitor and set goals. They can also use them to peer assess and self-assess before any final assessment is made by the teacher. The comments within the rubric will also give information to the teacher about what a student has achieved to help develop future lessons.

1. **Student co-constructed rubrics**

* Student-created rubrics give students the opportunity to create rubrics for tasks. By co-constructing an assessment with students, teachers engage students in dialogue around examples of expected achievement. This helps students understand what they need to know and be able to do. It can also help them identify and set learning goals and strategies with and without teacher support.
* Single-point rubrics may be used here to provide an opportunity for fast turnarounds in self-assessment, peer assessment and/or teacher feedback. A single-point rubric provides a single set of quality criteria for an achievement target or task, it only describes one level of performance (the proficient level). The single list of criteria allows students to use the rubric to guide the creation and revision of the task. Students write evidence on the rubric to support how they know they have demonstrated the expected criteria. The single-point rubric is a tool for giving and getting feedback and for revising work along the way.

1. **Digital rubrics**

* Both Google and Microsoft have digital rubric functionality. Microsoft Teams allows a rubric to be created as part of the assignment function. Google Live rubrics self-tally and can be sent to students.
* Online forms allow immediate feedback and data collection by teachers.

### Support Resources

#### [Guide to Formative Assessment Rubrics - Victorian Curriculum and Assessment Authority (VCAA)](https://www.vcaa.vic.edu.au/assessment/f-10assessment/formative-assessment/Pages/default.aspx)

Advice to teachers about how to develop formative assessment rubrics linked to the Victorian Curriculum F-10.

#### [PowerPoint Rubric Template - Department of Education New South Wales](https://schoolsnsw.sharepoint.com/:p:/s/DLS/EbkIwR_eMj5Frh-CZqi3YPQBHDrMJl9iWTgbLmKY3ml87A?e=VdKbzT&clearCache=4f364ad8-70b7-20b-a329-6ef1f345a0b7)

A Microsoft PowerPoint rubric template that can be modified.

#### [How to create rubrics by Andrew Balzer](https://vimeo.com/414606222?clearCache=bead801c-efba-8271-2a16-157c87e1b78c)

Video by Andrew Balzer on how to create rubrics in Microsoft Teams in under a minute.

#### [How to make live rubrics in Google Forms by Kevin Brookhouser](https://www.youtube.com/watch?v=od3bfA2p1jI&feature=youtu.be&clearCache=b91fc298-547e-aef3-ad91-6a526b53b88f)

A video containing step-by-step instructions on how to create live rubrics.

#### [Rubrics Guide - Digital Technologies Hub](https://www.digitaltechnologieshub.edu.au/media/o43pfnlb/guides-and-templates_rubric-guide.pdf)

A guide on developing rubrics.

## Strategic questioning

Strategic questioning can be used with individuals, small groups or the whole class. Students answer well-thought-out, higher-order questions such as ‘why’ and ‘how’. The teacher provides questions or prompts and students record their thinking and show their working out. Effective questioning yields immediate feedback on student understanding and therefore the effectiveness of teaching strategies.

Strategic questioning provides teachers with the opportunity to identify and correct misunderstandings and gaps in knowledge, as well as identify the need for extension work for those students whose knowledge and skill-base demand it.

### Teaching Ideas

1. **Starting with a statement**

* Provoke thinking by making a statement, such as, Russia is most to blame for starting the World War I. What do you think? or Igor Stravinsky was the most radical composer in the early 1900s. Discuss.

1. **Basketball questioning**

* This technique involves the teacher asking a question and then asking another student to respond to the first student’s answer and so on.

1. **Idea spinner**

* The teacher creates a spinner marked into 4 quadrants ‘predict, explain, summarise, evaluate’. After new material is presented, the teacher spins the spinner and asks students to answer a question based on the location that the spinner lands on.

1. **Hot seating**

* A student plays the role of a character (e.g., from a book, from history, from a topic they know well) and takes questions from peers.

1. **Summary frames**

* Summary frames provide students with statements and/or question prompts to use when summarising a text. The ‘frame’ can be a simple table with the text structure in one column and summary frame prompts in the other column.
* Students begin by reading or listening to text.
* The teacher provides prompts for students to respond for descriptions, compare/contrast, cause/effect, problem/solution.
* Key words or phrases are also used to identify the main points from the text.
* During the lesson, teachers have questions ready so they can assess what students know and understand. These questions could be written on the board, provided verbally, or written up in a quick worksheet, PowerPoint presentation or Google Slide.
* At the end of a lesson, students can be asked to write an ‘I wonder why …’ statement in their workbook or online. This activity can be used by the teacher to encourage reflection, monitor students’ understanding of the topic/text and spark discussions.

### Support Resources

#### [High Impact Teaching Strategies - Department of Education and Training Victoria](https://www.education.vic.gov.au/Documents/school/teachers/support/high-impact-teaching-strategies.pdf) (DET VIC)

Guidance on using the High Impact Teaching Strategies including questioning.

#### [Hot seating techniques in drama - DBI Network](https://dbp.theatredance.utexas.edu/content/hotseating-0)

How to incorporate hot seating in lessons and opportunities for students to reflect on learning.

#### [Questioning Strategies - National Society for Education in Art and Design](https://sites.google.com/site/winchestercpd/questioning-strategies)

A list of questioning strategies and approaches suitable for online and offline learning environments.

#### [Idea Spinner - Support for Personalised Education (SPI](https://wvde.state.wv.us/osp/Informative%20Assessment/1.%20Informative%20Assessment%20Techniques.pdf))

Examples of a range of formative assessment strategies including the idea spinner.

#### [Summary Frames - SPI](https://wvde.state.wv.us/osp/Informative%20Assessment/1.%20Informative%20Assessment%20Techniques.pdf)

Examples of a range of formative assessment strategies including the summary frames.

#### [Inferential question stems: Think and search or between the lines (DET VIC)](https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/readingviewing/Pages/litfocuscomprehension.aspx)

Guidance and question prompt for comprehension in literacy to make an inference.

## Student self-assessment

Student self-assessment happens when students assess their own performance, helping to make them more aware of and responsible for their learning.

Self-assessment can strengthen a student’s ability to:

* understand both learning intentions and success criteria
* use criteria to judge what they have learnt and what they still need to learn
* reflect on the learning process to ascertain how they learn best
* act on feedback received from their teacher and their peers
* set learning targets based on what they still need to learn
* manage the organisation of their learning.

Self-assessment strategies can be applied to everyday learning with or without technology. For example, the student can be given participation cards that they go on to use during assessment activities. Students can also be asked to: reflect on their learning using prompts from the teacher; assess themselves against the success criteria of a task; and annotate rubrics and add evidence of their learning.

### Teaching Ideas

### There are many different strategies to use to implement self-assessment, such as:

1. **Two stars and a wish**

* 2 things you have achieved, 1 thing to work on

1. **3-2-1 Prompts**

* 3 things you didn’t know before, 2 things that surprised you about this topic, 1 thing you want to start doing with what you have learned

1. **Participation cards**

* Participation cards have labels on them such as, ‘I agree because…, I disagree because…, I don’t know how to respond, I need more information…’. Students use these cards to provide feedback to other students when the teacher poses a question.

1. **A checklist or criteria sheet or annotated rubric**
2. **Traffic lights**

* students can use coloured paper or sticky notes at home to hold up to the screen (green – confident, yellow – somewhat, red – need support)

1. **Hand signals**

* Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: e.g., I understand and can explain it to someone else = thumbs up; I don’t understand it yet = thumbs down; I’m not completely sure about it = wave hand

1. **Fist to 5**

* students indicate the extent of their understanding of a concept by holding up a closed fist (no understanding), one finger (very little understanding), and a range up to five fingers (I understand, and I can explain it to someone else)

1. **Graphic organisers**

* tools to organise, clarify or simplify information; useful for showing relationships between concepts

1. **Three-minute-paper**

* provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification. I changed my attitude about \_\_\_\_\_, I became aware of\_\_\_\_, I was surprised about \_\_\_\_\_, I empathised with \_\_\_\_\_, I related to

1. **KWL chart (3 columns)**

* What I know, What I want to know (beginning of the unit), What I learnt (end of the unit)

**Pre and post lesson self-assessment**

* students assign themselves a mark from 1 to 4 based on how much they know or understand about the lesson intention at the beginning of class. At the end of the lesson/s, they write down a number (between 1 and 4) based on how much they know or understand now. The teacher and/or peers can touch base with students to discuss the student’s self-assessment: why the student gave themselves each score, what progress they made during the lesson, any aspects they didn’t understand or found challenging, and what the student thinks is their next step to improve.

### Support Resources

[Think Aloud Guide - Digital Technologies Hub](https://www.digitaltechnologieshub.edu.au/media/zoymbjow/guides-and-templates_think-aloud-guide.pdf)

A guide with sample prompts.

[Traffic light system - Rochester Community Schools](http://www.rcsthinkfromthemiddle.com/traffic-light.html)

Guidance on how to use the traffic light system for formative assessment.

[Writing Process – Supporting EAL/D learners to revise and edit their writing - Department of Education and Training Victoria (DET VIC)](https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/writing/Pages/litfocuswritingprocess.aspx)

Literacy Teaching Toolkit writing process guidance.

[Involving learners actively in assessment (DET VIC)](https://teal.global2.vic.edu.au/assessment-tools/common-reading-and-vocab-tasks/rveal/)

One of the professional learning modules in the TEAL online assessment resource centre. Useful for teachers of EAL and non-EAL students.

## What’s the question?

Quite often we ask students questions and ask them to work out the answer. This strategy turns this idea around and starts with providing students with an answer or key terms and concepts. Students formulate questions based on key terms and content which can be collated and used for a unit review. This encourages learners’ curiosity and provides scope for students to explore an area of learning and make connections.

### Teaching Ideas

1. **What’s the Question?**

* Provide the students with given answers or key terms and concepts from a lesson or topic and ask them to create relevant questions.

1. **What’s the Question? game-based activity**

* The questions and answers from What’s the Question, above, can form part of a classroom game supporting student knowledge and engagement.
* Teachers can use a template, such as the PowerPoint Jeopardy templates, to make a quiz. This can be done as a whole-class or in small groups.
* Students can create and write their questions as quizzes using technology, or in their workbooks.

1. **What’s the Question? across curriculum areas**

* There are a variety of ways ‘What’s the Question?’ can be applied to different curriculum areas, for example:
* Mathematics: The answer is 24. How many questions could a student think of where this is the answer? This can also be differentiated, such as, use at least two different operations, or use to the power of 2 in your equation, or use these four numbers (e.g. 5, 7, 3, 4) once only and then use each operation once only.
* History: The answer is King Henry VIII. How many questions could a student think of where this is the answer?
* Italian: The answer is ‘rosso’. How many questions could a student think of (in Italian) where this is the answer?

### Support Resources

#### [PowerPoint Jeopardy template – Department of Education and Training New South Wales](https://schoolsnsw.sharepoint.com/:p:/s/DLS/EfJ2YXdFvr1OuOeu07SM3pwBmAAUdO8velFi20gPqfh03g?e=rNLhJ6&clearCache=ac846a2e-ed3d-b17-2d6c-9fe1eb299661)

A Microsoft PowerPoint Jeopardy style template that can be modified.

#### [How to make a Jeopardy game in PowerPoint – iSpring](https://www.ispringsolutions.com/blog/id)

A guide to making a Jeopardy-style game in PowerPoint.

#### [What is the Question? – Nrich](https://nrich.maths.org/14228?clearCache=4b621804-d761-a476-2ab4-e7f96f6ec49)

A variety of mathematics activities that ask students to provide questions.

# References

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1. Griffin, P (2009), ‘Assessment is for teaching’ Independence, 34, No 2, p.58 [↑](#footnote-ref-2)
2. Qualitative data is data that is not easily reduced to numbers. Qualitative data tends to answer questions about the ‘what’, ‘how’ and ‘why’ of a phenomenon, rather than questions of ‘how many’ or ‘how much’. E.g. notes from classroom observations, student work samples with teacher comments, feedback from a teacher about a student’s progress. [↑](#footnote-ref-3)
3. \*\*Quantitative data is any information that can be reduced to a set of numbers. Any information from which you can create averages, differences, or totals is quantitative data. Many forms of qualitative data can be turned into quantitative data by assigning numbers to categories (for example, student assessment scores, aggregates of responses from surveys or quizzes).NSW Department of Education. [↑](#footnote-ref-4)
4. 5 Improving Student Achievement - A Practical Guide to Assessment for Learning, Toni Glasson, 2015. [↑](#footnote-ref-5)
5. [*Learning Intentions and Success Criteria*](https://cpb-ap-se2.wpmucdn.com/global2.vic.edu.au/dist/7/31021/files/2013/08/Corpus-Christi-LISC-July-2013-2dz21eo.pdf)*, Catholic Education Office Melbourne, 2013* [↑](#footnote-ref-6)