Put formative assessment rubrics into practice

Transcript

(GENTLE MUSIC PLAYS)

Having a formative assessment rubric means that when we're moderating, we're all looking against a set of criteria - especially for a project like this, it's been derived from the curriculum. So, when we're looking at a piece of work, we're not looking at what we think about it.

Does it meet the set of criteria?

Where can we award points or marks for this?

It also helps us know, "Well, this is where a student's achieved. It means that this is

their next stage of learning." So, being able to do that as a team, from a common set of criteria on the rubric, means that everyone is quite literally on the same page.

It means we're all looking at the same details, the same information, and we're applying that towards the piece of work and we generally all came out at the same point, because it was clearly written.

Kids don't always learn the way that we expect them to learn and they don't pick up the concepts necessarily in the sequence that we expect them to, so doing formative assessment like this helps us understand which bits they're getting when and what comes next.

The skills that you learn from it are so transferable. Even if you can't do this for every single task, you will be able to take it away and use it in so many different aspects of teaching.

It's really useful for our feedback as well.

We're able to just use one indicative behavior or one action that they need to look on to improve. They're able to really focus in and work on their skills a lot more, which is really good.

It is quite empowering for them in that respect, where they're able to understand exactly what is expected of them at different levels.

And it doesn't necessarily matter what level they're at. It's just about trying to improve

their own performance, I suppose, and it puts the focus back on them.

We love our rubric today because we've been looking at student work samples that, you know, I mean, "Oh, God, they haven't written much," and all these things.

But we've been looking for what they have done instead of nitpicking what they haven't. And that's been a bit of a shift for me.

This just makes sense to me. I feel, in a lot of ways, this was my missing link in my teaching because I used formative assessments, but it might be just me watching a skill.

And, um, you know, even though I was teaching to a particular curriculum area, I never really unpacked the particular content description that I was teaching to in that amount of detail.

And it just made sense because I just gathered all of this rich data on my kids and it just targeted my teaching and then I could see the growth and my students could see the growth during that unit, and I knew what they needed to do and then they knew what they needed to do to improve their learning.