




# Three practical ideas to use assessment in your classroom

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# Session plan

By the end of the workshop, you will be better able to:

- assess students' understanding during and after lessons to better support their learning
  - design simple assessment tools that work for every student, whether in school or college
  - use feedback effectively to promote student's reflection, confidence, and improvement.
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# Introduction



# Formative vs. Summative assessments



The user testing battle, Copyright: <https://usabilitygeek.com/formative-vs-summative-the-user-testing-battle/>

# Assessments

## Formative Assessment

- **provides** immediate feedback,
- **guides** teaching decisions and helps students to improve,
- **is an ongoing process** used during teaching.

## Summative Assessment

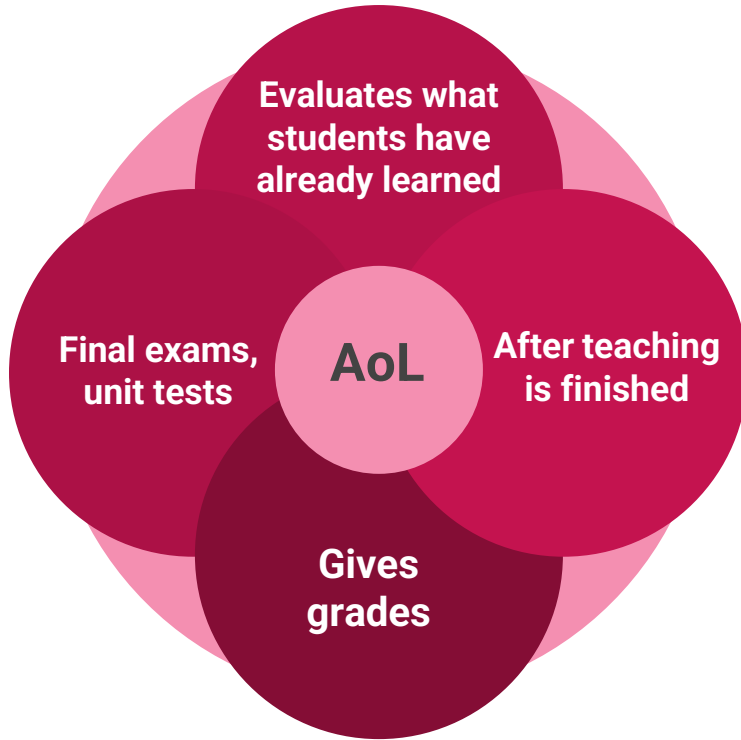
- **measures** students' learning,
- **evaluates** achievement against a standard,
- **is in the form of** tests, projects, or final assignments.

# Assessment of Learning (AoL) vs. Assessment for Learning (AfL)

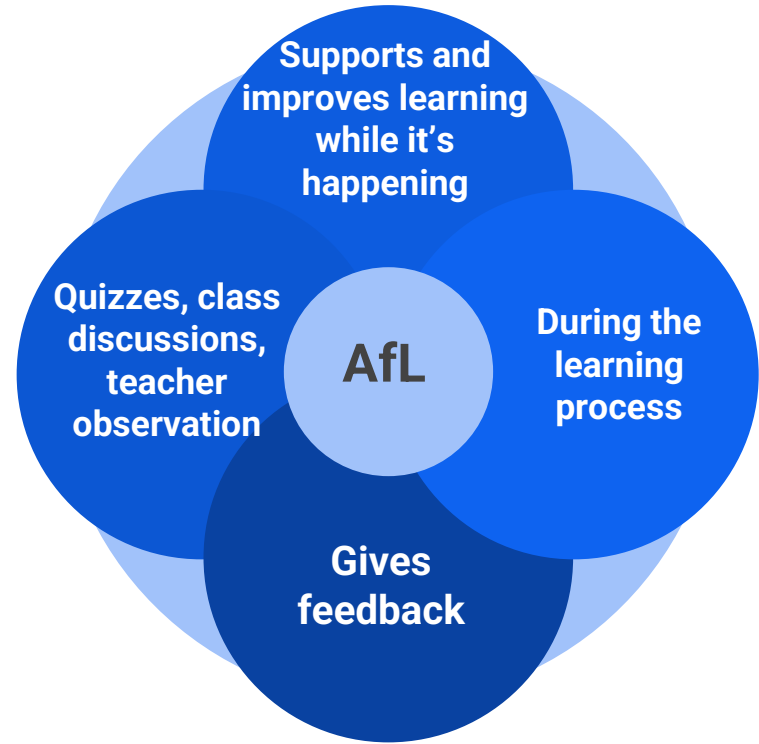


Copyright: <https://indiadidac.org/2020/10/assessment-2/>

# Quick way to remember



**Summative Assessment**



**Formative Assessment**

## Examples of AoL and AfL

Look at the following classroom activity and decide whether it is the example of assessment of learning (AoL) or assessment for learning (AfL).


Choose the correct word for the space. Please use the chat box to answer.

**1. Learners make up quizzes or tests for each other.**

This is an example of assessment for learning.

**For learners to make up quizzes or tests for each other, they'll need to decide the main learning points from the unit.**

for  
of





# Examples of AoL and AfL

Choose the correct word for the space. Please use the chat box to answer.

## 2. Learners look at criteria for marking and mark their own work.

This is an example of assessment for learning.

If learners know the criteria for marking, they're taking a more independent role in their own assessment, and this is a key activity in AfL.

# Examples of AoL and AfL

Choose the correct word for the space. Please use the chat box

**3. The teacher grades the homework and gives it back to learners.**

This is an example of assessment of learning.

**This is a traditional form of assessment, and an example of AoL.**

for

of



# Examples of AoL and AfL

Choose the correct word for the space. Please use the chat box.

## 4. The teacher marks the homework with comments only.

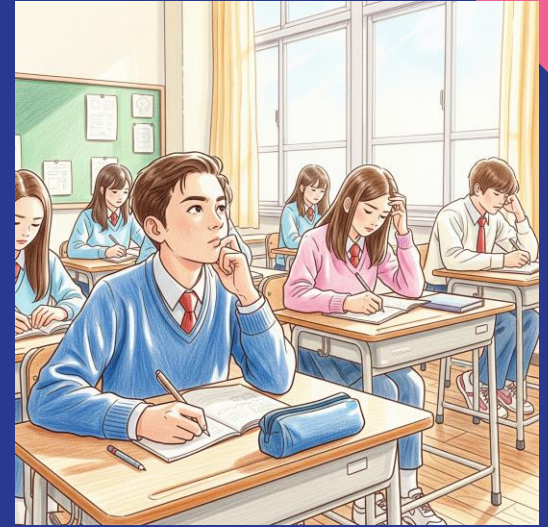
This is an example of assessment for learning.

If the teacher hasn't given a grade to the work but has given comments that will help the learner to know how to progress.

for  
of



# Assessment by self



# KWL Grid

K	W	L
What I already <b>know</b> about this topic	What I <b>want to know</b> about this topic	What I have <b>learned</b> about this topic

**Will this activity increase student engagement in the lesson?**

**Please use the chat box to answer.**

# KWL Grid - Benefits

Fill in the blanks with the words from the box. Use the chat box to answer:

assess

encouraged

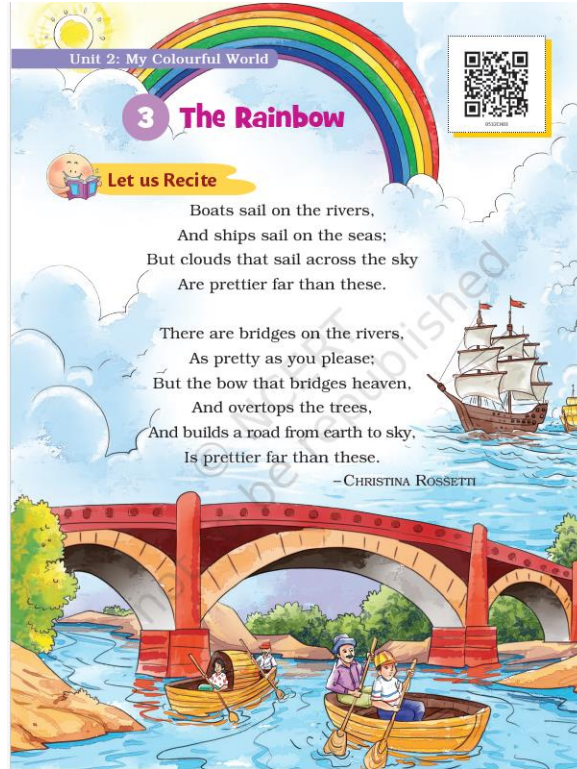
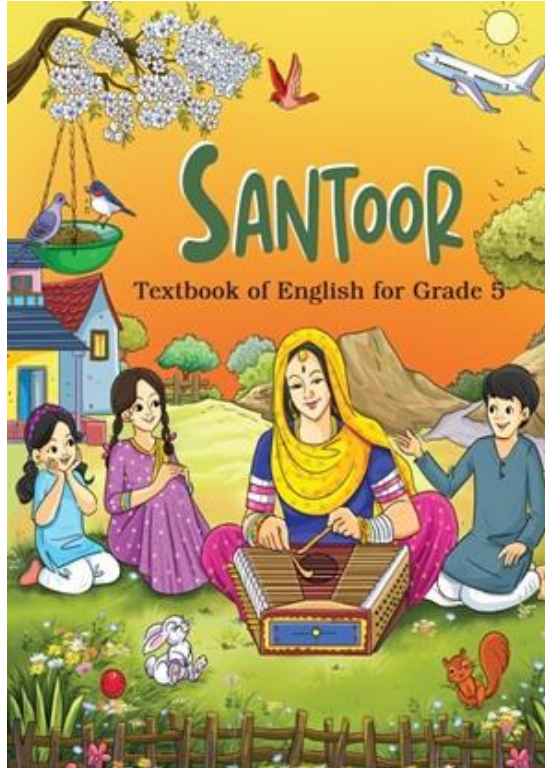
own

independent

KWL grids encourage 1. **independent** learning and learner training because the learners are 2. **encouraged** to bring their **prior knowledge** to the topic and to focus on their 3. **own** learning.

They're also useful for the teacher and learner to 4. **assess** what's actually been learned in the lesson.

# NCERT - Grade V - English - Santoor



## Unit 2: My Colourful World

### The Rainbow

# NCERT - Grade V - English - Santoor

## Unit 2: My Colourful World - **The Rainbow**

### KWL Grid

K	W	L
What I already <b>know</b> about this topic	What I <b>want to know</b> about this topic	What I have <b>learned</b> about this topic
7 colours, rain, sun, beautiful, clean, bright, boat, bridge...	<b>How are rainbows made?</b> <b>What are the colours?...</b>	

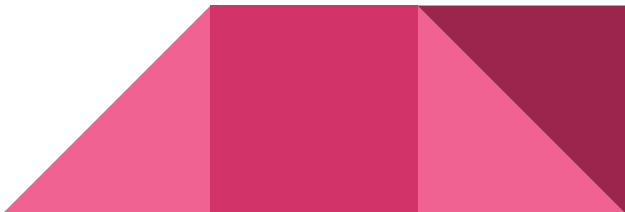


# Assessment by peers

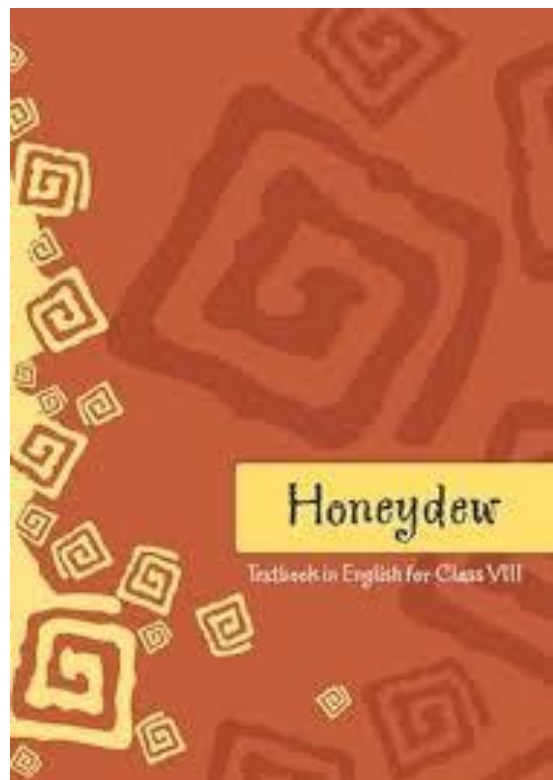


# Peer Assessments - Benefits

In each of the following sentences unscramble the letters to complete. Use the chat box to answer. The first one is done for you:

1. Peer Assessment is a great way to make students '**take charge**' of their learning.
  2. They feel more **responsible**.
  3. It helps reduce the teachers' **workload** also.
  4. Feedback from peers can often be more acceptable and more **effective** for them.
  5. However, students need to be introduced to peer assessment **gradually** and with due care.
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# Honeydew: NCERT textbook of English for Class VIII



## Before you read

*This is the story of a meeting between two extraordinary people, both of them 'disabled', or 'differently abled' as we now say. Stephen Hawking is one of the greatest scientists of our time. He suffers from a form of paralysis that confines him to a wheelchair, and allows him to 'speak' only by punching buttons on a computer, which speaks for him in a machine-like voice. Firdaus Kanga is a writer and journalist who lives and works in Mumbai. Kanga was born with 'brittle bones' that tended to break easily when he was a child. Like Hawking, Kanga moves around in a wheelchair.*

*The two great men exchange thoughts on what it means to live life in a wheelchair, and on how the so called 'normal' people react to the disabled.*

Cambridge was my metaphor for England, and it was strange that when I left it had become altogether something else, because I had met Stephen Hawking there.

It was on a walking tour through Cambridge that the guide mentioned Stephen Hawking, 'poor man, who is quite disabled now, though he is a worthy successor to Issac Newton, whose Chair he has at the university.'

And I started, because I had quite forgotten that this most brilliant and completely paralysed astrophysicist,

**astrophysicist:**  
scholar of  
astrophysics  
— branch of  
physics  
dealing with  
stars, planets,  
etc.

# TASK: Writing a notice for the School Notice Board.

## 3. Writing a notice for the School Notice Board.

### Step 1

Discuss why notices are put up on the notice board.

What kinds of 'notices' have you lately seen on the board?

How is a notice different from a letter or a descriptive paragraph?

### Step 2

Suppose you have lost or found something on the campus.

What have you lost or found?

You want to write a notice about it. If you have lost something, you want it restored to you in case someone has found it. If you have found something, you want to return it to its owner.

### Step 3

Write a few lines describing the object you have lost or found. Mention the purpose of the notice in clear terms. Also write your name, class, section and date.

### Step 4

Let one member of each group read aloud the notice to the entire class.

Compare your notice with the other notices, and make changes, if necessary, with the help of the teacher.



# A sample response and a Phrase Cloud:

## NOTICE

05 August 2025

Lost and Found

This is to inform all the students that a pencil pouch has been found in the playground 04 August 2025. It is a purple-coloured pouch with a unicorn drawn on it.

So whoever's it is, please collect it during the school hours from the office.

(Anjali Bora, Class VIII - Section A)

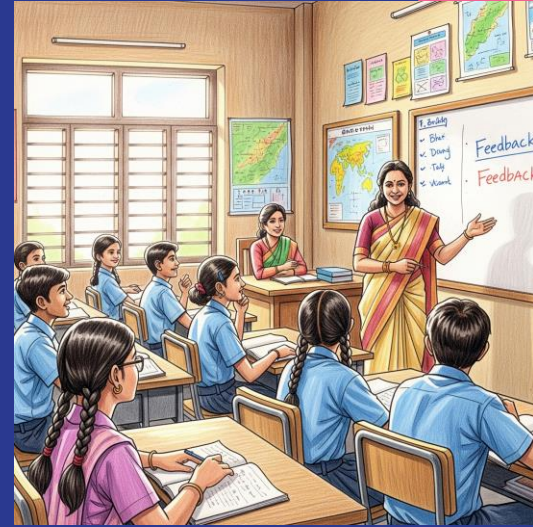
1. Could have been more detailed.
2. Could have been shorter.
3. Nice!
4. Covered everything expected.
5. Well-written!
6. Need to check the grammar again.
7. Can make it crisper.
8. Simple and effective.
9. Keep it up!

# Some tips for introducing Peer Assessment

- Students should be encouraged to give feedback in a positive and respectful way.
- Teachers should gradually support learners to do away with phrase cloud.
- Slowly, your students will become confident to give oral and written feedback independently.
- Teachers can also introduce rubrics at a later stage.



# Assessment by teacher



# Observation Checklist and Feedback

Think of a time you noticed something about your students participation, just by observing them during an activity.

What did you observe?

- Took lead
- Stayed silent
- Used new vocabulary
- Encouraged peers
- Only writing
- Shy



# Observation Checklist and Feedback

## Observation Checklist

<b>Student Name</b>	<b>Participates Actively (y/n)</b>	<b>Uses Subject Vocabulary (y/n)</b>	<b>Works well with Peers (y/n)</b>	<b>Explains thinking Clearly (y/n)</b>	<b>Teacher's Notes</b>

# Observation Checklist and Feedback

## Observation Checklist

<b>Student Name</b>	<b>Participates Actively</b>	<b>Uses Subject Vocabulary</b>	<b>Works well with Peers</b>	<b>Explains thinking Clearly</b>	<b>Teacher's Notes</b>
Anuj	Yes	Yes	No	Yes	Doesn't give enough chance to others, needs to be polite
Reema	No	Yes	No	Yes	Grasps the concepts but hesitates to speak

# Observation Checklist and Feedback

## Feedback

What is the best time to give feedback?

- During the activity
- After the activity
- Next day

Please use the chat box to answer.



# Observation Checklist and Feedback

## Feedback

Timing	Features	Best for
<b>During the activity</b>	Quick prompts, but too much may interrupt learning.	Vocabulary and grammar correction, encouragement. Good for one-on-one.
<b>After the activity</b>	Allows short reflection, feedback is more structured and focused	Best time for <b>generalised feedback</b> that guides the class without pointing at anyone.
<b>Next day</b>	Gives time for teacher to prepare detailed, personalized feedback	Written feedback, long projects, or deep reflection

# Observation Checklist and Feedback

## Observation Checklist

<b>Student Name</b>	<b>Participates Actively</b>	<b>Uses Subject Vocabulary</b>	<b>Works well with Peers</b>	<b>Explains thinking Clearly</b>	<b>Teacher's Notes</b>
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# Observation Checklist and Feedback

## Generalized Teacher Feedback (Post-Activity)

- “I am very happy to notice many of you were actively sharing your ideas — that shows great participation.”
- “Several of you used the subject words we have been learning, which makes your answers stronger. Excellent!”
- “The way groups worked together was good, but we can still work on giving everyone a chance to speak.”
- “Teamwork improves when everyone feels respected and included. So, let’s work on making participation more balanced.”

# So what all did we do?

See the activities below and mention the concept/type of assessment associated with it:



## 1. Formative vs. Summative

## 2. AOL vs. AFL

## 3. Self Assessment

1. Could have been more detailed.
2. Could have been shorter.
3. Nice!
4. Covered everything expected.
5. Well-written!
6. Need to check the grammar again.
7. Can make it crisper.
8. Simple and effective.
9. Keep it up!

## 4. Peer Assessment

### Observation Checklist and Feedback

Observation Checklist

Student Name	Participates Actively	Uses Subject Vocabulary	Works well with Peers	Explains thinking Clearly	Teacher's Notes
Anuj	Yes	Yes	No	Yes	Doesn't give enough chance to others, needs to be polite
Reema	No	Yes	No	Yes	Grasps the concepts but hesitates to speak

## 5. Teacher Assessment

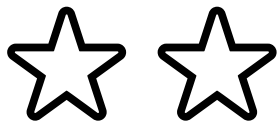
# Reflection





# Two stars and a wish!

Reflect on your learning:



Two things I understood very well!



One thing, I still have to read!!

Share your two stars ☆ ☆ and a wish 💭 in the Chat!



# Resources

# Resources

- British Council MOOC - TeachingEnglish: Assessing learning  
<https://www.teachingenglish.org.uk/training/courses/teachingenglish-assessing-learning>
- Article: Assessment for Learning  
<https://www.teachingenglish.org.uk/professional-development/teachers/assessing-learning/articles/assessment-learning>
- Assessment for Learning Activities  
<https://www.teachingenglish.org.uk/teaching-resources/teaching-secondary/activities/assessment-learning-activities-0>
- Peer and Self Assessment  
<https://www.teachingenglish.org.uk/professional-development/teachers/assessing-learning/articles/peer-and-self-assessment>



Thank you!

# Q&A

