

The purpose of choosing this topic:

We want students who have high expectations of themselves as learners; students who feel confident about their capacity to learn, who set high goals for their learning, and who work for themselves to construct enjoyable, challenging learning pathways to their futures.

By applying formative assessment, students receive and give timely, specific descriptive feedback in response to these questions:

- Where am I going?
- How am I going?
- Where to next?
- How will I know when I get there?



learning
students
assessment
evaluation
student



Description

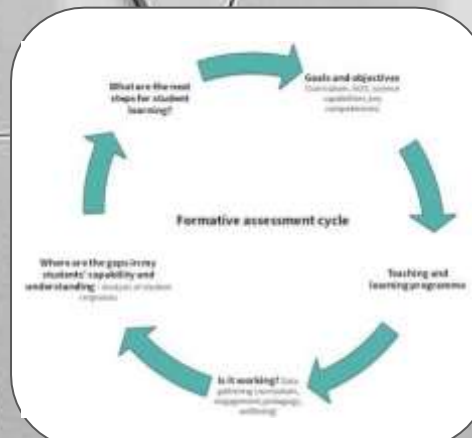
The process by which assessment information is used by teachers to adjust their teaching strategies, and by students to adjust their learning strategies, helps teachers gather information to identify students' learning needs and provides students with information and guidance. Formative assessment informs what students next learning steps are and how they can grow. Summative assessment measures how much they have grown.

Examples

- Observations
- Self-Peer assessment
- Clarity around success criteria
- Assignments
- Individual whiteboards
- Graphic organizers
- Reflection on the learning
- Entry and Exit Tickets
- Use of technology such as Padlet, Google Questions, Explain Everything, Quizzes, Flipgrid, Blogs and more.

Implementation in KSA

- Creating a learning environment which supports a partnership between teacher and students
- Providing feedback that helps students recognise their next steps and how to take them
- Develop a culture where the students are able to ask questions
- Students support each other with their learning
- Celebrate students' mistakes.



Challenges

- A challenge for teachers is to build student identity with the subject
- The time constraint to formatively assess the students during the lesson.
- The curriculum demands.

Overcoming Challenges

- Teachers have to constantly reflect on their own practices to connect what they do and how they can improve their formative assessment and teaching effectiveness.
- They need to practice, discuss and negotiate their conception of assessment with other teachers.
- Schools could change their time table to have a double period for each subject .

References

- <http://assessment.tki.org.nz/Assessment-for-learning>
- <https://www.ontario.ca/page/ministry-education>
- <https://www.edutopia.org/article/7-smart-fast-ways-do-formative-assessment>

Differentiation

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Why I chose this topic

As an educator, it is easier and better use of time to deal with low-ability students as a group rather than individually. The low ability students as a group may motivate each other more than if they comparing themselves to a higher ability students.

Besides that the high-ability students will have the opportunity to challenge themselves instead of learning things they already know.

Differentiation will result in improving all students' learning and making the learning process more motivating, relevant and exciting for them.

Ways to Group Students:

1. Whole Class Instruction

The teacher teaches the class the same content.

2. Individualised Instruction

Students are being taught on their own by the teacher or are working independently on individualised study.

3. Mixed Ability Grouping

This means grouping students of different ability levels together. Students of different abilities and can teach each other and learn from each other. They all have access to rich learning tasks.

4. Homogenous Grouping

Grouping together students that are similar in their ability level. The teacher can organise teaching and learning so that they can access the curriculum at their level.

5. Flexible Grouping

Grouping students according to their immediate needs - students will often choose to join a group or teaching session based on their needs and goals.

Using a mixture of types of groupings and flexible grouping can support students to reach their goals.



Description

Grouping by ability is an effective strategy to help students learn at a comfortable pace. Students with similar readiness and mastery levels are able to work together, allowing educators to provide support and convey ideas easily to benefit the entire group. The teacher may teach across more than one level of the curriculum in order to meet students' needs.

Implementation in KSA

- Dividing the students into ability groups after formatively assessing them through testing or observing in each subject .
- Dividing the lesson period; firstly with the whole class teaching and then with an ability group and may end with a random group.
- After teaching the class, take those who need more support for extra teaching.
- Prepare a separate lesson plan for each group.
- Students choose to come to join a teaching group that meets their goals and needs
- Offer activities with different levels of challenge for students to choose from
- Offer choice of and within activities so that students can work at the level that best suits them and on the activity that interests them.



Challenges

- Increase bullying on the low-ability students.
- May lead students get frustrated and depressed.
- The variety of progress in achieving the same goal amongst the same group.
- Having time to meet the needs of all students

Overcoming challenges

- Changing the group members regularly.
- Use mixed ability groupings some of the time
- Use Flexible grouping according to students' needs so that students are not in the same group all of the time
- Use data, observations, student voice and assessment to modify instruction for groups of learners and provide feedback to individual learners to advance learning.
- Let students choose which group they want to join based on their learning goals and needs
- Develop a collaborative classroom environment so that students can work together teach each other and ask for help to achieve their goals
- Provide some choice so that students can follow their interests and goals

References

- <http://nzcurriculum.tki.org.nz/Curriculum-resources/NZC-Online-blog/Raising-the-bar-with-flexible-grouping>
- <https://sites.google.com/site/spedstrategiesandresources/udl-differentiated-instruction>
- <http://elearning.tki.org.nz/Teaching/Inclusive-classrooms/Universal-Design-for-Learning/Planning-for-differentiated-learning>