



Pestalozzi Training Unit

Evaluation and assessment of transversal attitudes, skills
and knowledge (EVAL)
**Assessment of learners' activity and
achievements in a democratic classroom**

by

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Title

Assessment of learners' activity and achievements in a democratic classroom

Brief description

The aim of this training unit is to raise teachers' awareness of the potential of evaluation and assessment in the classroom to increase good rapport, motivation, empathy, equity, participation and self-knowledge in all the participants of the learning process, but also their potential to harm, discriminate against, demotivate and alienate learners. Therefore, by introducing Transversal Attitudes, Skills and Knowledge as described in *TASKs for Democracy* (Mompoin-Gaillard and Lázár, 2015) as the framework, this training unit endeavors to strengthen teachers' theoretical and practical skills in avoiding the pitfalls of evaluation and assessment and in increasing their learners' and their own motivation, confidence, transparency and effectiveness in the learning process.

Expected outcomes

General:

- ✓ Raising awareness in teachers about the significance of the formative approach in assessment in the classroom and helping them search for ways of strengthening their own and their learners' confidence, social skills and ethos in the classroom and of raising their learners' awareness of their own progress through the framework of TASKs for democracy.
- ✓ In terms of *TASKs for Democracy* components:
 - Disposition to be empathic to enhance living and acting together within society A_DIV_2
 - Willingness to work together with others and become actively involved A_COOP_2,
 - Willingness to identify and accept my own and other people's strengths and weaknesses A_SELF_3,
 - Capacity to prevent the marginalisation of any individual or group S_HR_2,
 - Aptitude to evaluate sources and recognize in these any prejudice, bias and reliability issues S_EPIST_3,
 - Knowledge about the relationship of self and group K_SELF_3

Specific:

- ✓ Introducing *TASKs for Democracy* to teachers and encouraging them to discover them in their own educational context. (K_DIV_1, K_DIV_3, A_COOP_2, S_EPIST_1)
- ✓ Raising awareness in teachers of the importance and active application of equity, transparency, empathy, participation and cooperation in educational context, particularly in evaluation and assessment. (K_DIV_3, K_COOP_3, K_SELF_3, A_DIV_2, A_COOP_2, S_COOP_1, S_HR_2)
- ✓ Raising awareness in teachers of the potential for marginalization and discrimination of vulnerable groups and individuals and for impeding the learning process for all learners in the process of evaluation and assessment, and exploring with teachers the possibilities and ways to avoid marginalisation and discrimination in the classroom, making it a safe and stimulating place for all. (K_COOP_3, S_EPIST_1, S_HR_2, S_HR_3, S_COOP_1, A_SELF_3, A_COOP_2)

Activities

	Duration	Methods used
Activity 1: Why do we need TASKS for democracy in school?	120 minutes	Presentation, poster presentation, questions and answers, cooperative group work, discussion, self-reflection
Activity 2: What do we know and what do we need to know about evaluation and assessment?	60 minutes	Cooperative group work, presentation, questions and answers, discussion, self-reflection, poster presentation
Activity 3: Assessment methods in view of TASKS	120 minutes	Group work, cooperative learning, discussion, questions and answers, self-reflection
Activity 4: The nature of feedback	60 minutes	Cooperative group work, discussion, self-reflection, role play
Activity 5: Final evaluation	30 minutes	

Background and context

It is a fact that the process of evaluation and assessment is very often a cause for extreme frustration in both learners and teachers and that it is an area where possible marginalisation and discrimination can occur. Another problem with the process is very often the lack of transparency, which is a cause of conflict between stakeholders in the learning process. Therefore, *TASKs for Democracy* provides a welcome framework and tool to help resolve some issues that cause headaches to all in the evaluation and assessment processes in formal education. In addition, teachers often need support in the theoretical concepts as not all have gone through methodology courses of equal quality or depth and even if they have, it might have been a long time ago.

As a result, I have tried to combine the insights from *TASKs for Democracy* with short, informative and reflective refresher activities in evaluation and assessment in learning, hoping that it will help colleagues, especially in formal education where the pressure is constantly there for regular and thorough assessment, to deal with it in a way that will enhance the learning process and not impede it, and to help to develop more humane and democratic relationships in the classroom.

The training unit was piloted with teachers in Serbia in 2016.

Activity 1: Why do we need TASKS for democracy in school?

Duration: 120 min

Expected outcome

- ✓ Introducing TASKs for democracy to teachers and encouraging them to discover them in their own educational context. K_DIV_1, K_DIV_3, A_COOP_2, S_EPIST_1

Methods/ techniques used

- ✓ Presentation, questions and answers,
- ✓ Group work with cooperative learning structures,
- ✓ Discussion, self-reflection, poster presentation

Resources:

1. Mompoin-Gaillard, P., and Lázár, I., *TASKs for democracy - 60 activities to learn and assess transversal attitudes, skills and knowledge*, Strasbourg: Council of Europe, 2015
2. Huber, J., and Mompoin-Gaillard, P., *Teacher education for change*, Strasbourg: Council of Europe, 2011
3. Besson, B., and Huber, J., et al, *Education for change, change for education, a teacher's' manifesto*, Strasbourg: Council of Europe, 2015
4. Arnesent, A., Allan, J., and Simonsen, E., *Policies and practices for teaching sociocultural diversity*, Strasbourg: Council of Europe, 2009
5. Heaton, J. B., *Longman Keys to Classroom Testing*, Harlow Essex: Longman, 1990

Practical arrangements

- ✓ enough tables and chairs for all the participants and trainers, arranged café style in five groups, each with a table and up to 6 chairs,
- ✓ laptop computer, projector, internet,
- ✓ TASKs handouts for each group (See Appendix 1)
- ✓ papers (A4 and A3) for work on the posters,
- ✓ colored markers, glue, sticky tape, stickers in blue, green and yellow,
- ✓ box with questions on slips for debriefing,
- ✓ box with TASKs components on slips for grouping

Procedure

Step 1 (icebreaking, 30 minutes)

1. Ask participants to say their names and motivation for being there.
2. You can start the cycle and then take notes while they introduce themselves.
3. Then present the day's agenda.
4. Introduce the background to *TASKs for Democracy* and place it in the local educational context, show and share the links and publications connected to the topic.
5. Participants can ask questions and discuss.

Step 2 (forming groups, 5 minutes)

1. Ask participants to draw a slip of paper from a box – each slip contains one of the 5 main concepts: DIVERSITY AND EMPATHY, COOPERATION AND PARTICIPATION, HUMAN RIGHTS AND EQUITY, SELF AND INTERACTION, KNOWLEDGE CONSTRUCTION AND EPISTEMOLOGY
2. Participants form groups by finding people with the same concept, and head for the tables marked accordingly. The 5 groups will be named after the concepts on their papers.
3. You structure the group's work according to the principles of cooperative learning by giving each group a number of role cards and the group members decide on the roles among themselves: timekeeper, task manager, encourager, materials manager, speaker etc.

Step 3 (group work, 25 minutes)

1. In groups, participants work on the tables of TASKs. Each group gets cut-outs of individual attitudes, skills and knowledge of the full TASKs chart and their task is to group them under the correct headings (DIVERSITY AND EMPATHY, COOPERATION AND PARTICIPATION, HUMAN RIGHTS AND EQUITY, SELF AND INTERACTION, KNOWLEDGE CONSTRUCTION AND EPISTEMOLOGY), and, if possible, decide which of them are attitudes, which are skills and which are knowledge components.
2. When all the groups are done, you hand out full charts so that participants can compare their work on the TASKs with the original chart.
3. Participants are encouraged to ask for clarification at this point if they have done things differently or do not see the connections. You may leave answering to other participants or do the answering yourselves.

Step 4 (designing a poster, 25 minutes)

1. The groups then proceed to focus on their particular concept – the name of the group. The task is to find and agree on at least one example from their educational context for two attitudes, two skills and two knowledge components (six altogether) of their particular concept e.g. for COOPERATION AND PARTICIPATION.
2. Ask participants to display the results on a poster which should contain the title – the concept as the title, glued slips with attitudes, skills and knowledge for their particular concept and examples attached to each attitude, skill and knowledge component on stickers – blue for attitudes, green for skills and yellow for knowledge.
3. Group members write in different colour pencils and each member should find at least one example to illustrate the TASK component.

Step 5 (traveling exhibit, 20 minutes)

1. When the posters are done, the groups pass them around clockwise, and each group can add their own example to other groups' posters by adding post-its in the appropriate colour. The participants do not have to add to all the components on other posters if they cannot find other examples - one or two will be enough. The posters should go full circle – all groups should have the opportunity to work on all posters, and therefore, on all five dimensions of TASKs.

2. Then the posters are put on display on the wall.

Step 6 (debriefing, 15 minutes)

Participants draw questions from the hat, answer them, and then ask their own questions and discuss.

Possible questions for the hat/box:

- ✓ Which of the concepts you were working on is the most important for you in your educational context?
- ✓ Was there a time in your teaching experience when the knowledge of TASKs could have helped you? Can you tell us in more detail about this period?
- ✓ Which aspect of the teaching-learning experience is the most in need of more democratic relationships in your opinion?
- ✓ How can education for democracy influence learning outcomes?

Tips for trainers:

- ✓ Cooperative learning structures involve mostly group work, but the work is usually structured - there is, for example, a division of labor and every member has a specific role (timekeeper, task manager, encourager, materials manager, speaker etc). Roles within the group might change if the members feel that they might be more proficient in a different role from the one first chosen or assigned.
- ✓ A potential issue might be a need for clarifications when it comes to the terms ATTITUDE, SKILL, and KNOWLEDGE and differences between them. Good resources are available online. A very useful web page with further reading is this one: <http://www.nwlink.com/~donclark/hrd/history/KSA.html>

Activity 2: What do we know and what do we need to know about evaluation and assessment?

Duration: 60 min

Expected outcome

- ✓ Teachers recognize the significance of the formative approach in evaluation and assessment in the classroom and adapt their practice accordingly.
- ✓ S_COOP_1, A_SELF_3, A_COOP_2

Methods/ techniques used

- ✓ Cooperative learning structures in group work,
- ✓ Presentation, questions and answers,
- ✓ Discussion, self-reflection,
- ✓ Poster presentations

Resources

- ✓ Mompoin-Gaillard, P., and Lázár, I., *TASKs for democracy - 60 activities to learn and assess transversal attitudes, skills and knowledge*, Strasbourg: Council of Europe, 2015
- ✓ Heaton, J. B., *Longman Keys to Classroom Testing*, Harlow Essex: Longman, 1990.
- ✓ MIT resource handouts for each participant <http://tll.mit.edu/help/assessment-and-evaluation>
- ✓ <http://www.adprima.com/measurement.htm>

Practical arrangements

- ✓ enough tables and chairs for all the participants and trainers, arranged café style in five groups each with up to 6 chairs,
- ✓ laptop computer, projector, internet,
- ✓ paper (A3 and A4), color markers, post-its, sticky tape

Procedure

Step 1 (cooperative group work, 45 minutes)

1. Participants remain in the same groups as in the previous activity, with the same roles, although the roles can be swapped within the group.
2. Display the following terms on the screen: EVALUATION, FORMATIVE ASSESSMENT, SUMMATIVE ASSESSMENT, MARKING, FEEDBACK, and PROGRESS REPORT.
3. The task for the groups is to a) discuss the terms amongst themselves and to come up with a working definition (in one sentence) based on their own educational context, b) to find the connection between the terms, and c) to display it all on a mini-poster.
4. Hand out the assignments on paper to each group and supply the necessary material for work.
5. Participants discuss their understanding of the key terms among themselves to agree on definitions and connections.
6. Then they go on to make posters. You can monitor their progress and give feedback during group work, answer questions and give suggestions.
7. The posters are put up on the wall and the speakers for each group report on their work.

Step 2 (debriefing, 15 minutes)

The debriefing session can be based on the following questions:

- ✓ Which concept was the most difficult one to define?
- ✓ How did you manage to agree on definitions when your interpretations of the concepts were very different?
- ✓ What questions would you still like to raise?

It is advisable to use the resources recommended above to clarify meanings.

- ✓ Trainers give handouts with assorted texts. MIT resource handouts for each participant <http://tll.mit.edu/help/assessment-and-evaluation> and <http://www.adprima.com/measurement.htm>

Tips for trainers

- ✓ There might be a lot of confusion about the terms discussed in this activity. The debriefing session might last longer than 15 minutes, but should be allowed to go on as there is a lot of anxiety if people feel insecure in their understanding of concepts. The MIT handouts are really useful as they explain the concepts concisely.

Activity 3: Assessment methods in view of TASKs

Duration: 120 min

Expected outcome

- ✓ Raising awareness in teachers of the importance of equity, transparency, empathy, participation and cooperation in evaluation and assessment for better learning outcomes.
- ✓ Raising awareness in teachers of the potential for marginalization and discrimination of vulnerable groups and individuals and for impeding the learning process for all learners in the process of evaluation and assessment, and exploring with teachers the possibilities and ways to avoid marginalisation and discrimination in the classroom, making it a safe and stimulating place for all. (K_COOP_3, S_EPIST_1, S_HR_2, S_HR_3, S_COOP_1, A_SELF_3, A_COOP_2)

Methods/ techniques used

- ✓ Cooperative learning structures in group work,
- ✓ Presentation, questions and answers,
- ✓ Discussion, self-reflection

Resources

1. TASKs tables and lists based on Mompoin-Gaillard, P. and Lázár, I., *TASKs for democracy - 60 activities to learn and assess transversal attitudes, skills and knowledge*, Strasbourg: Council of Europe, 2015 (see also Appendix 1)
2. Heaton, J. B., *Longman Keys to Classroom Testing*, Harlow Essex: Longman, 1990.
3. <http://tll.mit.edu/help/assessment-and-evaluation>
4. <http://www.adprima.com/measurement.htm>

Practical arrangements

- ✓ enough tables and chairs for all the participants and trainers, arranged café style in five groups each with up to 6 chairs,
- ✓ laptop computer, projector, internet,
- ✓ paper (A3 and A4), color markers, post-its, sticky tape

Procedure

Step 1 (regrouping, 5 minutes)

1. Offer slips of paper from the box, each with one of the assessment methods printed on them: STUDENT PORTFOLIO, SHORT PRESENTATION, MINI-PROJECT, ESSAY, and STANDARDIZED TEST.
2. Participants form groups so that each group consists of people with papers with the same assessment method.

Step 2 (group work, 50 minutes)

1. Hand out the shorter list of TASKs to each participant and a single copy of it on A3 sheets for each group to use in their work.
2. The task for the groups is to analyze their selected method of assessment, e.g. STANDARDIZED TEST,

through the prism of *TASKs for Democracy* and answer the following questions:

- ✓ Which components of the TASKs are included in the method? – mark the components on the TASKs chart in green.
 - ✓ Which components of the TASKs are in collision with the selected method? – mark the components on the TASKs chart in red.
 - ✓ Is there a way to include more TASKs components in the method? How? Give examples.
 - ✓ Can the collisions in question 2 be resolved? Give examples if the answer is yes.
3. This is displayed on the screen and must be visible all the way until the end even though the groups will get the assignments on paper as well.
 4. The groups give a short oral presentation of the assessment method they have worked on in 5 minutes maximum per group.

Step 3 (energizer, 5 minutes)

Conduct a short stretching activity: COCONUT or tree growing from the seed. These are fun activities to get the circulation going and air the brain. The first involves standing up and imitating the letters in the word coconut with the arms upright. The second involves crouching and slowly getting up until fully stretched with arms upright to imitate the tree growing from the seed. Repeat it several times.

Step 4 (creating and presenting an advertisement, 45 minutes)

1. The groups create a three-minute advertisement for their assessment method. Depending on what is available, the ad might include visual aids like pictures/posters/leaflets/video material/songs or chants/role play etc., and is performed on a “stage“ you designate in the room.
2. The groups present their advertisements. After each group presentation (no more than 3 minutes - it must be measured), others find and give counter arguments with the help of the TASKs tables in no more than 3 minutes, and the original group has the opportunity for a conclusion/summary statement in 2 minutes. (The timeframe per group should be 3 min for presentation, 3 min for comments, and 2 min for reply.)

Step 5 (debriefing, 15 minutes)

Depending on the questions raised in the previous activity definitely, conduct a Q&A session or a plenary discussion.

Tips for trainers

- ✓ Different assessment methods dominate different educational systems throughout the world. You may want to replace some of the methods mentioned here with the methods more typical of your context. For example, in my original activity in Serbian, I used oral examination instead of essay, because it is much more common in all subjects, whereas essay writing is assessed only in languages.

Activity 4: The Nature of Feedback

Duration: 60 min

Expected outcome

- ✓ Raising awareness in teachers of the importance of equity, transparency, empathy, participation and cooperation in evaluation and assessment for better learning outcomes.
- ✓ Raising awareness in teachers of the potential for marginalization and discrimination of vulnerable groups and individuals and for impeding the learning process for all learners in the process of evaluation and assessment, and training teachers how to avoid this. (K_COOP_3, S_EPIST_1, S_HR_2, S_COOP_1, A_SELF_3, A_COOP_2)

Methods/ techniques used

- ✓ Cooperative group work,
- ✓ Presentation, questions and answers,
- ✓ Discussion, self-reflection
- ✓ Role-play

Resources

1. Mompoin-Gaillard, P., and Lázár, I., *TASKs for democracy - 60 activities to learn and assess transversal attitudes, skills and knowledge*, Strasbourg: Council of Europe, 2015
2. Heaton, J. B., *Longman Keys to Classroom Testing*, Harlow Essex: Longman, 1990.
3. <http://til.mit.edu/help/feedback>

Practical arrangements

- ✓ enough tables and chairs for all the participants and trainers, arranged café style in five groups each with up to 6 chairs,
- ✓ laptop computer, projector, internet

Procedure

Step 1 (group work, 25 minutes)

1. Groups are the same as in previous activity.
2. Display the following issues on feedback on the screen and hand it out on papers for each group:
 - ✓ What role does feedback have in the learning process?
 - ✓ Numerical marks as feedback – pros and cons
 - ✓ How formative is numerical marking?
 - ✓ What elements should be included in effective feedback information?
 - ✓ What should the discourse of the feedback be like?
 - ✓ Reflection on your own feedback or typical feedback in your educational environment – form, scope, frequency and overall effectiveness.
3. The task for participants is to discuss the issues with members of their group and script a sketch from their educational context to present a typical or problematic/controversial way of giving feedback. All members of the group should take part in the role-play.

Step 2 (acting out, 35 minutes)

1. Groups perform their sketches in about 5 to 6 minutes each.
2. After each sketch, a speaker for the performing group explains their motivation for choosing the specific situation they enacted. They might want to use TASKs or questions displayed on the screen in their argumentation.
3. Every group has 3 minutes for the explanation, and the other groups can comment or ask questions.

Tips for trainers

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Activity 5: Evaluation of the training session

Duration: 30 min

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ Participants are able to critically assess the day’s work, reflect on what they have learned and give feedback to the trainer (A_COOP_2, A_EPIST_4, S_EPIST_1, K_SELF_1)
<p>Methods/ techniques used</p> <p>Traffic lights poster for colour-coded visual workshop evaluation</p>
<p>Resources</p>
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ home assignment task sheets ✓ colour markers, post-its, sticky tape ✓ traffic lights posters
<p>Procedure</p> <p>Step 1 (setting follow-up task, 10 minutes)</p> <p>1. You distribute handouts with the homework assignment to each participant. To assess the participants’ understanding of the training, set the following homework: participants should send a semester or half-semester report containing details of their evaluation and assessment practices with reference to <i>TASKs for Democracy</i>. The questions to help them structure their reports would be:</p> <ul style="list-style-type: none"> ✓ How many different assessment methods did you use during this period? What perspective of your students’ achievements did you get in the end when everything is taken into account? ✓ What kind of feedback did your learners get from you during this time? How did it influence their learning outcomes, classroom atmosphere and teacher-student and student-student rapport? ✓ Which part of the process are you particularly proud of? ✓ What are the things you would change in retrospect? ✓ Which concepts and ideas would you like to explore in more detail? ✓ Any questions you might ask your trainer <p>Step 2 (workshop evaluation, 15 minutes)</p> <ol style="list-style-type: none"> 1. Traffic lights – for each of the day’s activities, participants stick post-its in different colors on the board – green for positive impressions, red for negative and yellow for questions and dilemmas. 2. The impressions, questions and dilemmas should be written out explicitly on post-its. <p>Step 3 (closing energizer, 5 minutes)</p> <p>Repeat the COCONUT activity once again to relax and stretch muscles.</p>
<p>Tips for trainers</p> <ul style="list-style-type: none"> ✓ A mailing list can be put together for the group to communicate post-training and serve as a kind of support group.

References

Mompoint-Gaillard, P., and Lázár, I., *TASKs for democracy - 60 activities to learn and assess transversal attitudes, skills and knowledge*, Strasbourg: Council of Europe, 2015

Huber, J., and Mompoint-Gaillard, P., *Teacher education for change*, Strasbourg: Council of Europe, 2011

Besson, B., and Huber, J., et al, *Education for change, change for education, a teacher's' manifesto*, Strasbourg: Council of Europe, 2015

Arnesent, A., Allan, J., and Simonsen, E., *Policies and practices for teaching sociocultural diversity*, Strasbourg: Council of Europe, 2009

Heaton, J. B., *Longman Keys to Classroom Testing*, Harlow Essex: Longman, 1990

<http://www.nwlink.com/~donclark/hrd/history/KSA.html>

<https://tll.mit.edu/help/feedback>

<http://tll.mit.edu/help/assessment-and-evaluation>

<http://www.adprima.com/measurement.htm>....

Appendices

The links under references are the sources for all the handouts, but I also made them into MSWord documents and a short bilingual (English/Serbian) presentation:

Appendix 1

Knowledge, skills and attitudes:

<https://drive.google.com/open?id=0B8eE34XuFWJgWIJta1V6eVExRUU>

Appendix 2

Assessment and evaluation:

<https://drive.google.com/open?id=0B8eE34XuFWJgekXINeDRGRGs>

<https://drive.google.com/open?id=0B8eE34XuFWJgUmY0dTVILWxz3c>

Feedback:

<https://drive.google.com/open?id=0B8eE34XuFWJgWnJFQko1RTkySkU>

All about evaluation, assessment and feedback in a presentation form (English/Serbian):

<https://drive.google.com/open?id=0B8eE34XuFWJgR21lbnhEU3VNVWM>