

Workshop assessment practices cluster2

AMA AMITAI SEP 22, 2022 11:03AM

ANONYMOUS SEP 30, 2022 11:47AM

Philosophy (1+2)

1. Values

Valuing human dignity and human rights

2.

The hot air balloon with 10 rights on heavy stones that will have to be thrown out 1 by 1 until only one is left. The pupils have to make arguments and engage in discussion on which of these rights should be thrown out each time and in which order. In this sense they learn to value the human rights.

3.

It is very hard to assess "valueing" we were considering whether engagement in these discussion could be a criteria.

The discussion went further on if there are certain values we then impose on our students. If yes then we could assess whether they share these values.

Rubrics could be used here

HANNA BOGAERTS SEP 30, 2022 11:37AM

Social science

Students need to tackle a social problem in group. Assessment of attitudes through coaching session, self-evaluation and peer-evaluation

STEDELIJK ONDERWIJS ANTWERPEN SEP 30, 2022 11:34AM

arts and craft

We talked about different art projects and we realize that's important to do assessments about values and attitudes. In the art projects we already making form assessment about skills and knowledge and critical understanding.

Assessment of values and attitudes:

We prefer to work with self-assessment.

- for example: writing a little biography at the beginning of the project and at the end. They need to explain what's changed (in the good or the bad way).

- explaining more goals at the beginning about attitudes and values.

- giving them examples of themes of different subject (f.e.

making a new product) and then make reflection about the different subject (values and attitudes).

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Languages

Values: Valuing democracy, justice, fairness, equality and the rule of law.

Skills: Flexibility and adaptability, linguistic, communicative and plurilingual skills, co-operation skills, conflict-resolution skills.

Attitudes: Responsibility, self-efficacy.

Knowledge and critical understanding: of language and communication.

We described the learning activity in task 1; group work in foreign language learning.

Assessment: Peer review, rubrics (individual - peers - teacher); thinking of practical ways of putting new knowledge and skills to use in every day life.

ANONYMOUS SEP 30, 2022 11:22AM

CE

1. Presentation, communication, empathy, adaptability
2. Job Clubs (secondary education), 10 months activity, communication about job position, how to prepare for the labour market, simulation of a job interview, role play Followed by discussion and self assessment - they define what were the main problems
3. Assessment of strengths of weaknesses, self assessment, students are trying to define obstacles and what can support them.

ZENZI DEKKER SEP 30, 2022 11:19AM

Maths

1. For what competences do you want to make assessment practices?
 - empathy
 - knowledge and critical understanding of language and communication
 - skills of listening and observing

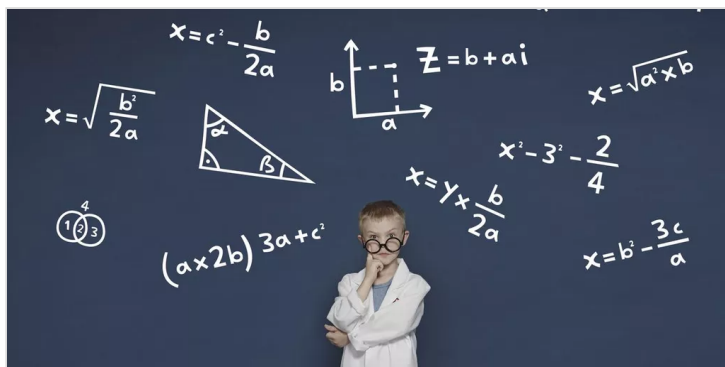
2. Briefly describe the learning activity.

The students are given a mathematical problem for each group.
This ranges from prizes to flat figures.
They have to solve the problem in group and afterwards the students will present their problem statement as well as their solution.
The other students have to ask specific questions and question their solution. In this way the students learn to substantiate and defend their opinion. The students are given a mathematical problem for each group.
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3. What assessment practices do you want to apply to assess what is learned?

- rubrics for the presentation
- rubrics for the arguments
- rubrics for the questions
- quick summaries:

Students can be asked to summarize important lessons or concepts. They add it on social media. For example, have them Tweet their summaries; the challenge there is that the limit is 140 characters. Students must be concise and brief with their entries.



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CE

1. Communication, critical thinking, work with information
2. Learners are provided by key words, think about them, discuss. Later they are given the text about different culture, key words are given to the consequences. The way how to compare different schools systems (e.g. Czech Republic and Ethiopia)
3. presentation of learners followed by discussion

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CE

1. Cooperation, work with information, text, critical thinking, presentation skills, communication skills, relationships, social skills, ability to listening
2. Children were asked to verify the statement "the strongest will survive".
2 hours, they work with text about different animals how they adapt in development to natural conditions (different examples from nature, e.g. camel - the eyes, crocodile).
They can work individually, in pairs or small groups.
Closure - create a video or padlet - to present what is the main factor of surviving.
They find it is not about strength, but about ADAPTATION - a way to explain the society rules.
Learners cooperate on the closure.
3. there were given indicators at the beginning: development the presentation, ability to find important information, agreement of the group
"I see effect" in the 2nd hour - projection into classroom, what is the safe background at the classroom

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History

1. skills of listening and observing, linguistic, communicative
2. value of propaganda, understanding a role of dictator, like a "winner", Mussolini - video how he speaks, which type of words he used, which type of media he used
3. group of studentst, we asses the work of group - how they involved,

AMA AMITAI SEP 30, 2022 10:24AM

Example

1. For what competences do you want to make assessment practices?
2. Briefly describe the learning activity.

3. What assessment practices do you want to apply to assess what is learned?
