

Being Personally Effective

Ideas from the key skills classroom

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This booklet contains some tips and ideas for teaching some of the skills related to being personally effective. The booklet in itself is not intended to be a comprehensive course in the elements and learning outcomes of this skill. Please consult the Key Skills Framework for other aspects of Being Personally Effective.

Introduction

Being personally effective is a skill that involves many diverse elements. It is about students taking more responsibility for their learning and so becoming more autonomous as learners. It is about being able to plan and make goals and regularly review progress towards achieving those goals. It is about being able to deal with difficulties and show flexibility and persistence in finding a solution. It also involves being able to present oneself and one's ideas in a confident and assertive manner. Clearly, this skill connects very strongly with all the other key skills, particularly, the skills of communication and of critical and creative thinking. This booklet presents a range of classroom strategies to help students become more personally effective. As with the other key skills, you will find lots of ways of linking this skill to the other skills if you check out the NCCA website. <http://www.action.ncca.ie/en/key-skills>. There you will also find additional learning activities and other resources related to this skill

The key elements of being personally effective are:

Being Personally Effective
Being able to appraise oneself, evaluate one's performance, receive and respond to feedback
Identifying, evaluating and achieving personal goals, including developing and evaluating action plans
Developing personal qualities that help in new and difficult situations, such as talking initiatives, being flexible, being reliable and being able to persevere when difficulties arise.
Being able to assert oneself and to become more confident

In this booklet we will look at how you can help students in

1. Setting goals and reviewing progress
2. Giving and receiving feedback
3. Becoming more flexible in their thinking and more likely to persevere when difficulties arise

4. Becoming more confident and assertive about themselves in the context of their learning and generally.

This booklet is a work in progress and will be expanded to include information on other aspects of this skill.

Many of the classroom strategies included in other booklets in this series are also useful in developing elements of the skill of Being Personally Effective.

For example, see the booklet on *Communication* for further ideas on

- Feedback and presentation skills

Check out the booklet on *Critical and Creative Thinking* for ideas related to flexible thinking, such as

- Brainstorming
- The Power of Persuasion
- Academic Controversy
- In the Hot Seat
- Questioning techniques

Check out the booklet on *Information Processing* for ideas on how students can take more responsibility for organising their learning through note-making and the use of graphic organisers and mind maps.

Check out the *Working with Others* booklet for ideas on how to help students become more personally effective when working in groups.

1. Setting goals and reviewing progress

Having an opportunity to reflect on how I am progressing in my learning, and being able to set goals for improving my learning is a vital part of being personally effective as a learner. Teachers can help students in this aspect of personal effectiveness in a number of ways. For example, teachers can

- give students opportunities to critically review their own work and one another's work and help them to notice how they are progressing
- teach students the language they will need in order to be able to talk about themselves as learners (see suggestions in *Mentoring for Learning: Guidelines and Tools*. NCCA at <http://www.action.ncca.ie/en/key-skills> ??? insert full url
- encourage students to record and review their progress, for example, through a journal and/or the use of student reflection sheets (see appendix 1). This helps them to understand their achievements, identify the areas they need to improve upon and plan for future learning

Some ways of encouraging students to set goals and evaluate how they are progressing in achieving those goals include:

1. Mentoring for learning

'Mentoring for learning' refers to a conversation about learning that takes place between a teacher and student. The aims of this conversation are to

- develop students' awareness about their own learning style, habits and preferences
- explore the factors that enable learning and the factors that cause learning "blocks" or barriers to learning
- agree targets and action plans
- foster a greater sense of confidence in and responsibility for their learning
- help students achieve their potential.

Further information and resources on this are available in *Mentoring for Learning: Guidelines and Tools*. NCCA at <http://www.action.ncca.ie/en/key-skills> ??? insert url

2. Top 10 mistakes

You can use this activity when students have built up a certain amount of corrected work. They will realise that there are errors they keep making, and this can be frustrating. The purpose of this activity is to help them get rid of their recurrent errors and make them more aware of how they can evaluate and improve their performance.

- a. Explain the activity and tell them that it will help them to improve the standard of their work. Set the following homework for them.
- b. At home, students go through their work and make a list of their 10 most common errors.
- c. In the next lesson, students in pairs compare their lists and report back to the class. You can note the findings for revision work.
- d. Tell students to keep their list handy whenever they are doing a written task, checking their work for each of those mistakes when they have finished.
- e. You can repeat this activity after a while and ask the students to compare their new list with the previous one. Encourage them to assess their progress by noting what they think they have improved and on what they need to do more work.

(Adapted from Peter May, *Exam Classes*, OUP)

3. Spoof assessment

Either photocopy or project a piece of work on a screen. It can be a piece of work created by the teacher or an anonymous piece of work from a student in a previous class. Agree with the class how they might go about marking this piece of work. What would be the characteristics of a good answer? What are they looking out for? How would they assign marks? When the criteria for success and marking scheme has been agreed then set the students to work in pairs.

Working collaboratively, students have to identify the strengths and shortcomings (if any) of the piece of work and mark it. In addition they must agree feedback comments

beginning with phrases such as ‘This is good because...’ and ‘Next time you might try to ...’

4. Marking and evaluating their own work

Begin with ‘spoof’ assessment (explained above), asking all students to mark a piece of work created by the teacher or done by a student in a previous year. This is best done in small groups with assessment criteria/marketing scheme. When students have gained some skills in assessing work and are clear on what a good piece of work looks like then you can begin to introduce the practice of *peer assessment* where they comment on each others work. (Some guidance on how to give constructive feedback is needed) Lastly, give students practice in *assessing their own work* (initially with a model answer and criteria), until they gradually develop their ability to evaluate their own work.

5. Setting own tests and agreeing the marking scheme

A number of studies have shown (King 1992, Foos et al 1994) that students trained for examination by generating and answering their own questions outperform comparable groups who prepared in conventional ways. When students are encouraged to set questions and mark answers, this can help them to both understand the assessment process and to focus on efforts to improve.

Paul Black et al, *Assessment for Learning, Putting it into practice* , 2002




By setting their own tests and agreeing the marking scheme students also learn what makes a good question and what makes a good answer. They become more aware of what they need to do in order to improve their grade and achieve their goal. Active involvement in the assessment process can also help students see themselves less as the victims of testing and more as taking control and responsibility for improving their learning.

6. Project work

Project work is another excellent way of developing many of the elements involved in being personally effective – setting goals, constructing action plans and targets, monitoring progress, working within specific timeframes, etc. However, often the skills needed for project work are assumed and not explicitly taught. In fact, students often need help in planning their projects, in discriminating between different sources of information, in evaluating their own work and the work of others and in working as part of a team towards the successful completion of a group project. A series of worksheets which address some of these areas can be found in appendix 2. Go to the key skills learning activities on the website for more ideas on how to organise project work with your students <http://www.action.ncca.ie/keyskills>

7. Traffic lighting

One simple and effective idea is for students to use traffic light markers to label their work, green orange or red according to whether they think they have good, partial or little understanding of a topic. Students can then recognise the areas of learning where they need to concentrate their efforts or may need help. In some cases, students can be grouped so that students who have a green light beside a topic can help students with an orange or red light by peer teaching that topic or explaining the problem.

Traffic light learning log				
Date:	September	Good understanding	Some understanding	Very little understanding
Subject	List the main topics studied during the past week/month under each subject and decide how well you understand each topic by ticking a light			
Irish				
English				
Maths				
Geog				
History				

Add other subjects as needed

2. Giving and receiving feedback

'The most powerful single moderator that enhances achievement is feedback. The simplest prescription for improving education must be 'dollops of feedback' – providing information how and why the student understands and misunderstands, and what directions the student must take to improve.'

John Hattie, Influences on Student Learning

Problems arise with feedback when

- Teachers give too little feedback (e.g. just a grade at the end of an assignment)
- Teachers give too much feedback (e.g. when everything is marked – grammar, spelling, content, ideas) and students are overwhelmed
- Students don't know what they were aiming for and what was expected of them at the outset (i.e. the criteria for success). The criteria for success should be agreed so that everyone knows what they are aiming for before setting out on a task.

Providing feedback to students

- First of all focus on two questions: can they remember the learning outcomes?
Can they remember the criteria for success?
- Then focusing on the task in hand, point out the steps that students need to take in order to improve their work and close the gap between where they are now and where they need to go
- In your comments, praise what has been done well first, then point out the areas that need to be improved upon, rather than just list the errors that students have made
- When pointing out errors, rather than correcting it ask a question that can lead the students to correct them themselves. This helps them learn from their mistakes and take more responsibility for improving their work.

For more ideas about how you can improve your feedback to students see the Assessment for Learning section of the NCCA website at <http://www.action.ncca.ie/en/afl>

Judgmental Feedback <i>'Here is my measurement'</i>	Informative Feedback <i>'These are your goals, this is what you do well, and this is how to get better'</i>
<p>Characteristics of this feedback</p> <p>This feedback compares students with each other and encourages them to compete. The teacher gives grades, marks and comments that make conscious or unconscious comparisons with others.</p> <p>Effect on self-esteem</p> <p>Judgment makes students nervous and protective of the self-esteem. So students avoid risks and challenges. The self-esteem of high achieving students rises.</p> <p>Consequent learning strategies</p> <p>Surface learning is likely. Their eye is one the grade, not understanding, learning or the task. The student memorises, seeks short-cuts, copies, etc. Right answer syndrome.</p> <p>Students' learning theory</p> <p>Maladaptive and blaming learning theory 'Mistakes are shameful' 'Effort shows must be stupid' 'Ability is the key and is inborn' 'It's only worth working if you get something out of it.'</p> <p>Effect on low achievers</p> <p>There is reduced effort, interest, persistence, self-esteem and self-belief. In some cases – 'Learned helplessness'. 'No matter what I do I'm bound to fail' The student withdraws and retires hurt, rejecting the teachers, school, etc. Learning is seen as something for others.</p>	<p>Characteristics of this feedback</p> <p>There are clear assessment criteria and goals. Feedback consists of information about the extent to which these have been met. There are: Medals: for what they have done well Missions: showing how to improve</p> <p>Effect on self-esteem</p> <p>The student feels accepted, and that their efforts are being recognised and valued. Self-esteem and commitment tends to rise and there is increased emotional involvement in tasks.</p> <p>Consequent learning strategies</p> <p>Deep learning is more likely. Their eyes are on the goals, assessment criteria, tasks and their missions. High quality learning aimed at understanding and improvement. As esteem comes from effort, not comparative attainment, students are prepared to take risks and accept challenges.</p> <p>Students' learning theory</p> <p>Adaptive and blame free learning theory. 'Effort is the key and it's up to me'. 'Mistakes are useful as they help me learn'. 'Learning is an end in itself.'</p> <p>Effect on low achievers</p> <p>There is increased interest, effort, persistence, self-esteem and self-belief. In time: Learned resourcefulness. 'There must be a way around my difficulties and if I find it I will succeed'. Learning depends on time, effort, corrected practice and using right strategies.</p>

Some practical activities for encouraging constructive feedback

1. Correcting and commenting on your student's work

- a. Point out positive aspects of the work by using a symbol-based system
- b. Point out errors but don't correct them. You can underline or circle the errors and insert a symbol such as a letter, a number or any other symbol of your choice. In the case of languages, teachers might want to use symbols to highlight specific linguistic points such as spelling, tense, etc in the target language.
- c. Share the correction code with the students, who will be able to understand your feedback.
- d. In your written comment, first indicate what the students did well. Use the same symbol you used on their work, so that they can relate the comment to the relevant section. Then, in the same way, comment on the errors. As much as possible, avoid just correcting them; it is preferable to ask students questions that will make them think and correct their own mistakes. Encourage them to ask questions where they are unable or unsure how to correct themselves.
- e. Make recommendations on next steps and /or ask questions that make them think what the appropriate next steps would be to improve their learning.
- f. It is also a good idea to check how students corrected their own errors and what goals they set for themselves, praising and guiding them as appropriate.

2. Peer assessment in groups

Here's an approach that involves students in peer-assessment of any piece of completed work, small or large, in any subject. Having agreed on the criteria for success, each student carries out the assignment. When the assignment has been completed (over a period of time, overnight or in class), students are arranged in groups of three or four to view the material. They read and pass around each other's work silently until all samples have been viewed by everyone in the group. The students then discuss any differences. They then mark each piece of work together using the agreed criteria, perhaps starting with one that best meets the criteria for success discussed. They can

also provide a comment which names one thing that the student did well and one thing that could be improved upon next time.

3. Owning your own feedback

a. While monitoring a speaking or writing activity or an experiment, have some slips of paper handy. Use these to record any problems areas you notice in the course of the activity. It is more beneficial for all students if the definition of an error is accompanied by an example.

b. After the activity, spread the slips out on the floor or on a table and ask the students to 'claim' any they think they 'own'.

c. Ask students to discuss in pairs or small groups why they have claimed a particular slip, before conducting whole group feedback.

In the case of a large class, you can write the problem areas on the board and ask the students to copy their own into their copies.

As a variation of this activity, you can write on the paper slips only the problem areas of a particular activity and that you want to focus on.

(adapted from P. Davis et al., *Ways of Doing*, CUP)

4. Critical friends

Some teachers have set up a critical friend system within their classrooms to get students talking to each other about their work and ways of improving it. Go to the key skills videos to see this idea in action and hear students talking about their experience as critical friends. <http://www.action.ncca.ie/keyskills>

3. Becoming more flexible and being able to persevere when difficulties arise

Teachers often comment that their students seem to want a quick answer and an easy solution. When they encounter a question or problem that requires them to think it through, try out different approaches and sometimes keep trying, they often find it easier to give up and say 'I can't do this.' Both in learning and in life, being able to think creatively and flexibly and approach problems from a number of directions is a very important skill. Linked to this, is the ability to show persistence and not give up at the first sign of difficulty. Let's look at some ideas for developing these traits.

1. Creating alternative answers (Adapted from Johnson, Johnson & Holubec, *Advanced Cooperative Learning*, p. 13:20)

This methodology can be used to enable students to generate and extend ideas, and to look for alternative answers rather than just settling for the first answer that comes up.

The aim of this activity is for students to work cooperatively to analyze a text while encouraging more flexible thinking.

Materials needed: Copy of text with questions – one for each student and a set of role cards per group

Group size – 3 or 4 depending on roles used (The first 3 roles are essential)

1. Assign students to groups with roles as follows:

Reader – Reads the text aloud to the group

Checker for understanding – Reads the questions to make sure that all group members understands how to answer each question

Recorder – Records 3 or more good answers to each question and circles the one the group likes best. Makes sure that the group members agree with the one that is circled.

Reporter - Reports back on behalf of the group to the class

Observer – Listens carefully and watches to see how the group is working together.

2. Explain the task – each group is to read the poem, create at least 3 good answers to each question and then agree the best one.

3. When the groups are finished they can compare answers with a nearby group or the teacher can take feedback from the Reporter or ask random students from each group to explain their group's answers.

2. Using questioning to promote flexible thinking

Questions can be chosen to encourage students to explore alternative ways of approaching problems and so become more flexible in their thinking.

Some examples...

Can you put that another way...?

Is there another point of view...?

What if someone else were to suggest...?

What would someone who disagreed with you say...?

Can you give me an example/counter-example?

Can/did anyone approach this question/problem in a different way?

For more ideas on questioning see the booklet in this series on *Critical and Creative Thinking*

3. Brainstorming

Brainstorming is a technique which involves generating a list of ideas in a creative, unstructured manner. The goal of brainstorming is to generate as many ideas as possible in a short period of time. During the brainstorming process, ALL ideas are recorded, and no idea is disregarded or criticised. After a long list of ideas is generated, these can be prioritised as most/least important, most/least helpful, most/least unusual/creative, plus/minus, etc. They can also be ranked 1-5 in order of importance or in the order in which they might be useful in planning an essay.

Carousel brainstorming is another useful technique for generating lots of answers

1. The class is arranged into small groups. Each group has a different colour marker.
2. The teacher poses a question on a flip chart.
3. The flipchart question is passed from group to group. (To speed up the process you may have a number of pages going around)
4. Each group must add two original suggestions.

5. The flipchart page(s) are displayed for all to see.

4. Using Placemats

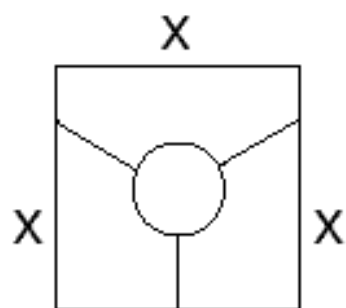
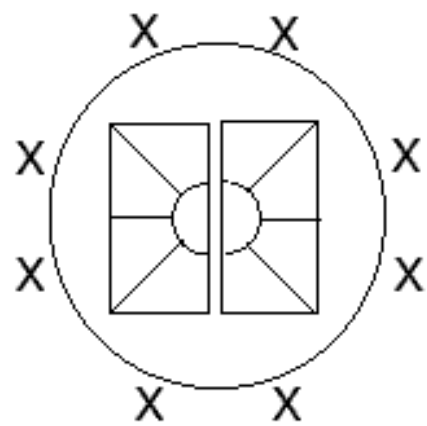
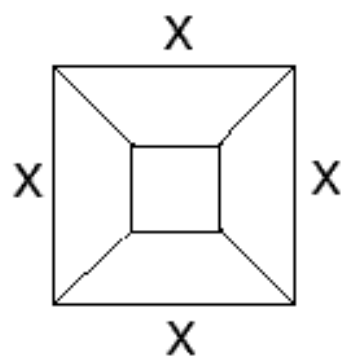
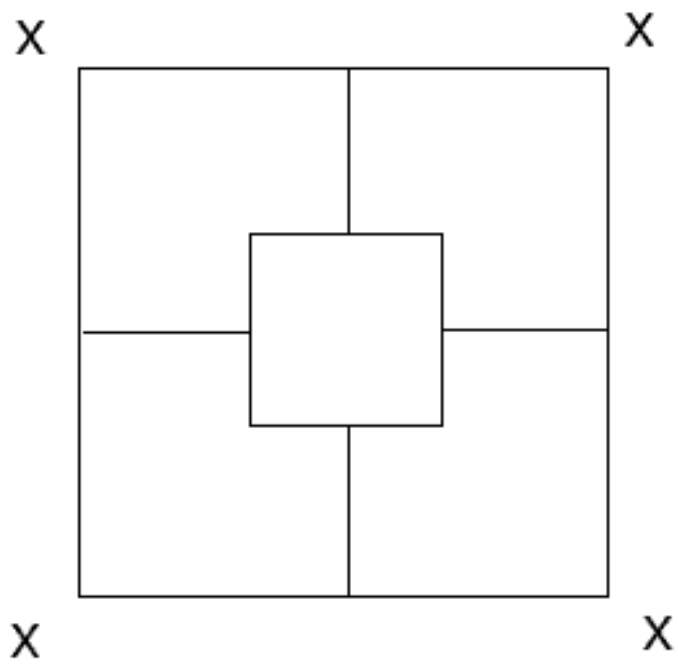
Place Mat is a form of collaborative learning that combines writing and dialogue to ensure accountability and involvement of all students. It involves groups of students working both alone and together around a single piece of paper to simultaneously come up with lots of ideas.

Materials: Chart paper is preferable, but not necessary. Pens and Pencils.

The paper is divided up into pieces based on the number of member in the group with a central square or circle. (See samples on next page)

Process

1. Carefully construct the assignment. This will depend on the learning goals. What are you aiming to do?
2. Assign students into small groups (3-4 works best)
3. Hand out the assignment with the place mat.
4. Students work alone first, using their section of the place mat to record their ideas.
5. Students share information with their group. Results are recorded in the centre of the page.
6. Sharing then takes place between groups.



Have I got staying power?

Invite your students to think about how their disposition or attitude to learning can help or hinder their success in learning.

First brainstorm with them the different qualities that they think are needed in order to be a good learner. They will probably come up with a whole range of qualities. Help them to notice how much more important it is to have the right attitude to learning than simply having intelligence. In particular, focus their attention on the attribute of sticking with it and not giving up easily. Questions to consider might include:

Persistence - Do I give up easily or keep trying even things don't work out first time?

Taking risks – Am I willing to give it a try even if I might get it wrong?

Determination – Do I really want to succeed?

Patience – Do I want to get things done quickly so that I can move on to the next thing?

Flexibility – If one approach doesn't work do I try to find a different approach?

In their journals invite them to answer these questions –

What personal qualities do I have that enable me to learn well?

What qualities do I need to work on?

Click on this link to see a video of students discussing their blocks to learning and how they can overcome them. <http://www.action.ncca.ie/index.cfm?objectid=878778C8-B8BF-3275-C9D6872AF95719A1>

Creating a climate where students can learn from mistakes

It is very important for students to be able to speculate and take risks. It is important that students' contributions are listened to and taken seriously by both the teacher and the class. You can model this by ensuring that you make appropriate responses to contributions and are not critical. It is also important that you do not allow the class to ridicule wrong answers. You could also model making mistakes yourself to show that being wrong is acceptable. It is important to create a climate where the students feel safe to make mistakes and to learn from them. A good habit to encourage this is to allow the students to discuss answers with their neighbour - the think-pair-share approach. This way they can test out their ideas and check answers with a partner.

4. Becoming more confident and assertive as learners

It is important to organise learning so that it supports students in becoming more confident, articulate and assertive when expressing their feelings and ideas within the classroom. Helping all students to find their voice within the classroom requires specific classroom organisation and teaching methodologies. A classroom in which the teacher leads all the discussion and invites answers by a show of hands is most likely to encourage the same voices to be heard all the time. So to begin with let's look at classroom organisation ideas that might help in developing these characteristics.

Some tips for getting started

- Have a 'no hand's classroom. This means that students don't raise their hands to answer questions. Instead the teacher invites someone to answer. This challenges all students to think about the question being asked and to formulate an answer. It increases both the range and the quality of answers
- When using no hands, it is important that students are encouraged to try an answer, even if it is not correct. The teacher then must use good questioning techniques to probe for understanding and to highlight misunderstandings.
- When using 'no hands' it is also good to allow a 'wait time' before taking a response. This allows all students time to come up with a response.
- Allow students consult with each other before answering questions in class. This builds students' confidence and means that students are more likely to be able to give an answer – even if it's not their own.
- Give students opportunities for working in small groups where they have to articulate ideas and share opinions. Shyer students usually have more confidence speaking in a small group.

The following strategies from the *Critical and Creative Thinking* booklet are also useful in the context of building students' confidence as communicators

- The Power of Persuasion
- Academic Controversy
- In the Hot Seat

Build in url links here?

Presentation skills

Here is a step-by-step guide to making a presentation

- **Decide on a topic**
Do you want to inform, persuade or discuss?
- **Think about the audience**
Who and how many; what they need to know and what they already know.
- **Decide on the content**
Consider what is relevant; allow time for research and be selective.
- **Decide on the structure**
You should have an introduction, a body and a conclusion.
- **Take time to rehearse**
By doing this you will identify, any weaknesses or gaps in your argument, tricky pronunciation, and you will also be able to time how long your presentation takes.
- **Relax**

There are lots of relaxation techniques that can be used to help you relax before making a presentation, such as breathing exercises and visualisation (imagine yourself confidently presenting in front of your audience).

In observing others speaking and presenting ask students to look out for

- their ability to persuade their audience to their point of view
- the structure of their argument
- their choice of words and use of imagery
- their use of quotes and anecdotes
- the tone of voice used
- the use of repetition
- the use of gesture and humour
- their ability to counter the argument of the opposition
- their use of visual aids (e.g. a poster, cartoon, PowerPoint presentation, etc)

See Peer Assessment of an Oral Presentation worksheet

Peer Assessment of an Oral Presentation

NAME of student presenting:

TOPIC.....

5 excellent		4 very good	3 good	2 fair	1 weak
	Rating	Comment (Be sure to give helpful and constructive feedback)			
Content					
Structure					
Ideas & logic					
Originality & entertainment					
Delivery					
Body Language/eye contact					
Voice – pace, volume, clarity					
Enthusiasm					
Use of visual aids					
Language					
Appropriate to speech, purpose and audience					

Correct grammar, pronunciation, word selection		
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**Adapted from *Supporting Active Teaching and Learning: Oral Presentations*, Transition
Year Curriculum Support Service, 2000**

Tips on Assertive Communication

EYE CONTACT – Make sure the person is more interesting than what is on the floor.

Look at the person most of the time. But, do not stare at people 100 percent of the time.

BODY POSTURE – Try to face the person. Stand or sit up tall. But, don't be a stiff board.

DISTANCE/PHYSICAL CONTACT – If you smell or feel the other person's breath, you are probably too close. Keep a comfortable distance.

GESTURES – Use hand gestures to add to what you are saying, but remember that you are not conducting an orchestra.

FACIAL EXPRESSIONS – Your face should match your emotion and what you are saying. Don't laugh when you are upset and don't have a frown when you are happy. A relaxed, pleasant face is best when you are happy. A relaxed, serious face is best when you are upset.

VOICE TONE, INFLECTION, VOLUME – When you are making an assertive message, you want to be heard. In order to be heard you have to pay attention to the tone of your voice (happy, whiny, upset), the inflection of your voice (emphasis on syllables), and volume of your voice (whisper to yell).

FLUENCY – It is important to get out your words in an efficient manner. If a person stammers or rambles on, the listener gets bored.

TIMING – When you are expressing negative feelings or making a request of someone, this is especially important. Seven days later may be too long. Doing it right on the spot in front of people may not be the right time to do it. Do it as soon as there is a time for both parties to resolve their issues alone.

LISTENING – An important part of assertiveness. If you are making statements that express your feelings without infringing on the rights of others, you need to give the other person a chance to respond.

CONTENT – What a person says is one of the most important parts of the assertive message. Depending on what a person is trying to accomplish, the content is going to be different.

Source: Alberti, R. E., & Emmons, M. L. (1982) *Your Perfect Right: A guide to assertive living*. San Luis Obispo, CA: Impact. Downloaded from <http://www.workshopsinc.com/manual/Ch1H2.html>

Appendices

Reflection sheets

Teacher reflection sheet

Select one approach, try it out and then answer the questions below.

Class:

Topic:

Date:

Teaching approach tried:

1. Give a brief description of the task you set for the students
2. What was the impact on the students?/How did they respond?
3. What key skills were evident?
4. How might you improve this approach or do it differently again?

Student's reflection sheet

Class

Topic

Date

Give a brief description of how you participated in class today

The main thing I learned is...

I liked/didn't like this way of learning because.....

Student Self Assessment of Learning through Project Work

Part 1

What did you learn during the project?

What difficulties did you encounter and how did you overcome them?

What did you most enjoy about the project? _____

What skills did you use? _____

If I was doing this project again one thing I would do differently is...

Part 2

If asked to award marks to myself for my project I would award the following: (Out of ten)

1. Defining clear aims – Did I/we know what we were about? How clear would the aim of this project be to an outsider? _____
2. Plan of action/project management – Did I/we plan well and spread the work over the time available? _____
3. Teamwork – Did I work well as part of a team? Were the different strengths of team members well used? Did I do a fair share of work? _____
4. Did I learn something new about the topic we were researching? _____
5. Did I learn any new skills about research/project work? _____
6. Did our project provide answers to the questions we set at the beginning?

7. Was the project well presented? ____

Credit: This self-assessment worksheet was developed by Mary Newman, St Louis High School, Rathmines

Essay writing assessment proforma

Title:		Name:	
Criteria	Self-assessment	Teacher assessment	
Did you relate each of your arguments to the essay question?			
Did you give arguments both 'for' and 'against' both: <ul style="list-style-type: none"> The proposition in the essay question? Any major points or conclusions you made? 			
Did you give enough evidence, examples, and illustrations for each of your arguments?			
Did you prioritise the arguments for and against, and evaluate them?			
Did you draw a justified conclusion related directly to the essay title?			
Main strengths			
Improvements needed for this essay			

Targets for the next essay	Self assessed target:	
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Source: Black and Williams

Maths Assessment

Exercise:

Name:

Assessment criteria	grade	Teacher, peer, or self-assessment
Methods: aim to make these appropriate, and as simple or elegant as possible.		
Methods justified The principles or formulae used are made clear		
Working: aim to make working clear; complete; easy to follow; stating principles or formulae used where necessary.		
Care taken: aim to check your work for errors, and present work neatly.		
Main strengths		

Remember:

- ✓ It's okay if you don't fully understand a concept first time, learning takes time.
- ✓ If this work is graded, aim to beat your own record, not someone else's
- ✓ what counts is whether you understand the problem and solution, not whether you made any silly slips
- ✓ If you got something wrong that's fine. It's how we learn.
- ✓ You will learn from mistakes if you find out how to do it without mistakes next time, and really understand this.

Corrective work on this exercise
(Find someone with an A for and ask them to show and explain their work.)
Target for your next piece of work

Adapted from *Using Assessment to Raise Achievement in Mathematics* QCA Nov 2001

Self Assessment of Language Skills

For each substantial piece of work mark the number of times each error has occurred and use this to action plan your improvement.

Type of error	Homework date and title/ Number of errors of that type															
verb																
tense																
past part. agreement																
auxiliary																
gender of noun																
use of le, la, un, une																
adjective agreement																
Adjective in wrong place																
spelling																
accent																
Not a French word!																
use of negative																
construction																
pronoun																
order of pronouns																
Pronoun in the wrong place																
ue of qui, que etc																
Failure to spot ce qui etc																
use of subjunctive																
use of imperative																
inversion																
Write other error types below!																

Adapted from Black and Williams

Student worksheet – Target setting

What do you hope to achieve by (insert date)

What results do you hope to achieve in your exams?

Subjects	My goals

What do you need to do to get the above results?

To achieve my goals ...

Signature:_____

Date:_____

My Learning

One thing I learned today ...	I enjoyed ...
I found it difficult to ...	I might have learned better if ...
In my next class I aim to...	

Signed:

Date:

Self-assessment for written work (e.g. essay)

Please think about each skill carefully and assess how well you think you did. Then score each one as follows

Red: Needs improving
Amber: Average/okay
Green: Good.

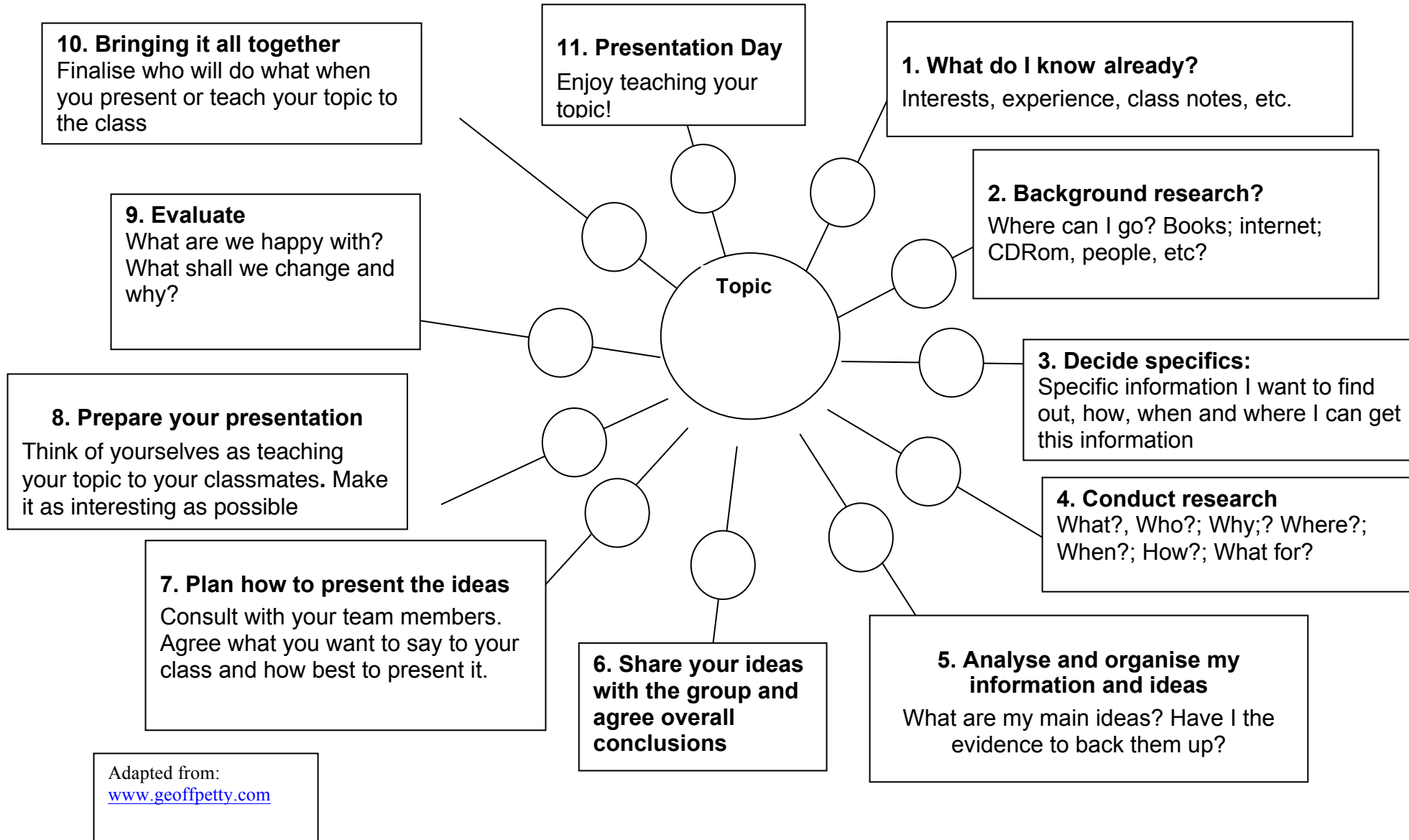
Skill	Red	Amber	Green
Neat presentation			
Correct spelling			
Writing in your own words			
Keeping to the point			
Structure Does your work have an introduction, a middle and conclusion? Did you find a logical way to group your ideas? For example, <ul style="list-style-type: none"> • strengths and weaknesses • arguments for, and against etc, 			
Giving evidence and drawing conclusions Did you <ul style="list-style-type: none"> • give evidence or examples for each argument • summarise your main conclusions • give evidence for each of your conclusions 			
Did you use your research skills to find relevant information - the library, the internet, asking people for information, etc			
Did you keep a record of sources of information e.g. book titles, internet sites, etc.			
Did you ask a friend to read it and offer suggestions on how it might be improved?			
Did you proof read your finished assignment and make changes before handing it up?			
Did you hand in the work on time?			

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Adapted from www.geoffpetty.com

Appendix 2 Planning Clock

To plan your group project fill in dates for completion in the circles on the planning clock.



Assessing my group work skills in Project work

	A lot	Sometimes	Never
I contributed my ideas and information			
I asked others for their ideas and information			
I helped in the planning of the project			
I took on a fair share of the work			
I completed my work within the agreed deadline			
I asked for help from other group members and sought their opinions			
I gave help and advice to other group members			
I encouraged others in doing their work			
I helped keep the group moving towards completing the project on time			
I provided constructive feedback to others			

I gave the project my best effort			
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Peer Assessment of project work

(To be used by students as they listen to each others presentations)

Topic

Presented by.....

The main messages presented were...

.....

.....

.....

The best aspect of the project or presentation was... (and say why)

.....

.....

.....

One thing I learned ...

.....

.....

.....

A question I'm left with is...

.....

.....

Assessed by..... Class.....

References

A range of additional ideas on teaching key skills can be found on the NCCA website at <http://www.action.ncca.ie/en/key-skills>. There you will find videos, slide presentations, sample learning activities, and much more on this and all five key skills.

Teachers' Pocketbooks (a series of booklets to help teachers make teaching and learning more dynamic, challenging and effective.) www.teacherspocketbooks.co.uk

Assessment for Learning – Putting it into practice, Paul Black et al, Open University Press, 2004

Advanced Cooperative Learning, Johnson, Johnson and Holubec, Interaction Book Company, Minnesota, revised 1998

Beyond Monet: The Artful Science of Instructional Integration. Bennett, B., & Rolheiser, C. (2001).

Cooperation in the Classroom, Johnson, Johnson and Holubec, Interaction Book Company, Minnesota, revised 1991

Making Feedback Count, Ian Smith, published by Learning Unlimited

Mentoring for Learning: Guidelines and Tools. NCCA (available on website)

The Teacher's Toolkit, Paul Ginnis, Crown House Publishing Ltd. 2002

Supporting Active Teaching and Learning: Oral Presentations, Transition Year Curriculum Support Service, 2000

USEFUL LINKS

www.ncca.action.ie

http://www.ncca.ie/en/Curriculum_and_Assessment/PostPrimary_Education/Junior_Cycle/Assessment_for_Learning_AfL/

www.qca.org.uk

<http://cms.curriculum.edu.au/assessment/default.asp>

www.ltscotland.org.uk/assess

www.standards.dfes.gov.uk/keystage3/respub/afl_ws

www.aaia.org.uk/assessment

www.aac.ab.ca/aboutqa.html

<http://www.toolkitforchange.org/toolkit/view.php?obj=1067&menu=i&>

www.cilt.org/themes/assessments.html

www.shirleyclarke-education.org

www.geoffpetty.com

www.gl-assessment.co.uk/

www.pdkintl.org/kappan/kbla9810.htm (Paul Black and Dylan William's article 'Inside the Black Box: Raising Standards through Classroom Assessment')