

# BRIDGE<sup>21</sup>



## Assessment Handbook

In association with the Erasmus+ project:  
**Teaching for Tomorrow (TfT)**



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# Teaching for Tomorrow

## 21<sup>st</sup> Century Learning in Action

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This chapter of the TfT handbook has been developed by the Swedish team, owing to their wealth of experience with assessment methods.



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# Contents

Introduction .....4

Teacher's Guide ...11

Resources .....15

Research .....19



# Introduction

1. Why Assess?
2. Types of Assessment
3. The Assessment Process

# Why Assess?

We assess what we see and experience in our environment all the time. However, when pupils' knowledge is to be assessed, it must be done in a deliberate and educational way.

Within the Bridge21 approach, it is seen as fundamental that students master their own learning development: the more they are involved in the assessment process, the more relevant the goal appears. In this way, assessment becomes a natural part of the learning process and not just a terminal grade.





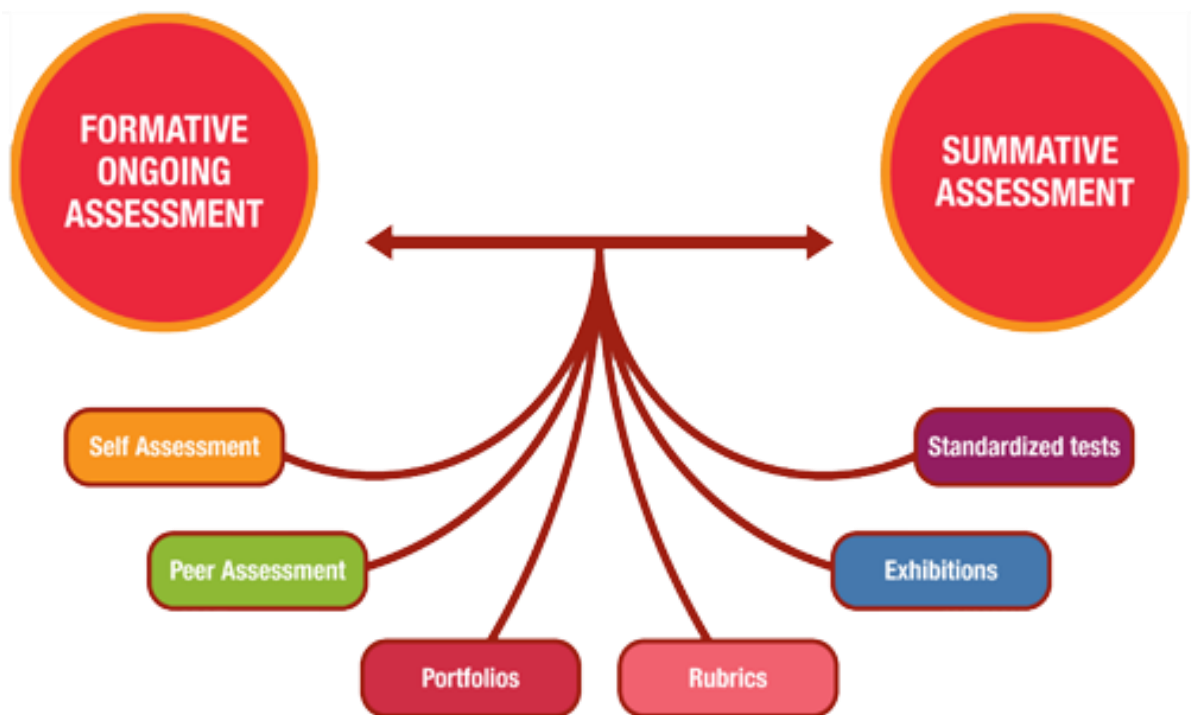
# Types of Assessment

## Summative assessment – Assessment of Learning

Summative assessment is a form of assessment that sums up a person's accumulated knowledge in a specific moment. The person being assessed is given no feedback that explains what is wrong or what he or she could have done differently.

## Formative assessment – Assessment for Learning

In formative assessment the goals/aims of education are made clear in the beginning of the learning process. The person that is being assessed is given feedback on his or her result during the working process so that the student always knows the next step towards the goal.



# Assessment of Skills

In order to facilitate assessment of skills, rather than accumulated knowledge, teachers need to be creative. There are a variety of different techniques, such as *self evaluation*, *peer feedback*, and [exit tickets](#), which can be used to provide more formative assessment for students.

**Rubrics** can be useful tools for teachers who are attempting to assess students' skill development. However, in order to be fully effective, such rubrics should be made available to the students and efforts should be made to ensure that the students fully understand what is expected of them. If the goal and success criteria are not well-defined the assessment will appear unclear and arbitrary.



Discussions of authentic samples of student work that have been graded according to a rubric can be a very useful method of helping students to define clear learning targets.

# Assessment of Bridge21 Activities

How students are assessed in Bridge21 depends on the focus of the activity. In many cases, rubrics are the most appropriate tool.

In Bridge21, the Swedish system of 'levels of requirements' has informed our development of rubrics. This involves defining the levels of achievement that students may reach. For Bridge21 activities, we consider four possible levels:

1. Level 1 describes a level of achievement of the skill that is yet to meet expectations.
2. Level 2 describes the most basic level of expected achievement of the skill in question.
3. Level 3 describes the expected level of student achievement of the skill in question. In order to achieve level 3, all aspects of level 2 must have been accomplished.
4. Level 4 describes above average levels of expected achievement of the skill in question.



In order to provide a detailed example of such a rubric, this section will focus on assessment of **teamwork**, one of the most fundamental aspects of the Bridge21 approach.



# Aspects of Teamwork Bridge21

## *Teamwork in Bridge21*

For teamwork to be successful, well-defined goals, and success criteria are crucial: It is important that each team is working for a common result and towards a common, well-understood goal. Teamwork in Bridge21 consists of five aspects.



### ► **Planning**

Good teamwork starts with good conditions. It is essential that everyone in the team is aware of team guidelines. For example:

- Team roles: each individual should be aware of the tasks and roles that they have been assigned.
- Action Plan: the team should devise a plan that they will put into action in order to achieve their goal. Deadlines should be explicit.

### ► **Individual and shared responsibility**

The team members rely on each other's success. The individual contribution will be assessed as well as the group project.

### ► **Communication**

Students need to listen to each other, interact, discuss, and contribute meaningfully to the group.

### ► **Collaboration**

Team members work together to contribute to the overall goal of the group thus, helping the group to achieve aim of the activity

### ► **Social Skills**

- Students should be polite, respectful and supportive of each other.
- It is important that everyone takes turns, and that the members in the group help and encourage each other
- Students must compromise in order to reach consensus.

# Bridge21 Teamwork Rubric

Skill/Aim	Level 1	Level 2	Level 3	Level 4
<b>Team planning:</b> Team members devise a plan for their work, including assigning roles and agreeing on deadlines.	The team has no draft for their work. Members are seldom punctual with work responsibilities and follow through on few assigned tasks	The team has a draft for their work. Members are sometimes punctual with work responsibilities and follow through on some assigned tasks	The team has a clear plan for their work. Members are usually punctual with work responsibilities and follow through on most assigned tasks	The team has a clear and detailed plan for their work. Members are consistently punctual with work responsibilities and follow through on assigned tasks. Responsibility for tasks is evenly shared
<b>Positive interdependence:</b> Members of a group who share common goals recognise that working together is necessary for individual and collective success.	Unbalanced division of tasks amongst team members. Not all members do something, and no collaboration. Team members do not support the efforts of the group as a whole	Division of tasks amongst all team members. All members do something, but no collaboration. Team members rarely support the efforts of the group as a whole	Division of tasks amongst team members. All members do something, with some level of collaboration, usually encouraging and supporting the efforts of the group as a whole	Participation of all the team members working together for individual and collective benefit. All members effectively encouraging and supporting the efforts of the group as a whole
<b>Communication:</b> Communication involves the exchange of information between one team member and other members.	Negative attitude in responding to peers. Team members seldom listen, interact, discuss, and contribute to the group	Positive attitude in responding to peers. Team members sometimes listen, interact, discuss, and contribute to the group	Positive attitude in responding to peers. Some contribution to advancing the topic. Team members usually listen, interact, discuss, and contribute to the group	Positive attitude in responding to peers. Good contribution to advancing the topic. All members consistently and respectfully listen, interact, discuss, and contribute to the group, suggesting and responding to ideas, adding new information, and asking for clarification.
<b>Collaboration:</b> Collaboration is process of two or more people working together in a coordinated, synchronous activity.	Team members seldom work together to contribute to the overall goal of the group, and do little to help the group to achieve the aim of the activity	Team members sometimes work together to contribute to the overall goal of the group, thereby helping the group to achieve the aim of the activity	Team members usually work together to contribute to the overall goal of the group, thereby helping the group to achieve the aim of the activity	Team members always work together to contribute to the overall goal of the group through listening, interacting, discussing, and contributing, thus, helping the group to achieve aim of the activity
<b>Social skills:</b> A social skill is any skill facilitating interaction and communication with others	Team members are seldom polite, respectful and supportive, in their interactions. Compromise is rarely achieved.	Team members are sometimes polite, respectful and supportive, in their interactions. Some compromise is achieved.	Team members are usually polite, respectful and supportive, in their interactions. Compromise is usually achieved.	All team members are consistently polite, respectful and supportive, in their interactions. Compromise is always achieved.



# Teachers' Guide

1. Different Perspectives
2. Five Questions

# Different Perspectives

Teachers and students have different areas of focus when it comes to assessment, but each party can use the following questions to ensure everyone is aware of their progress.

## Teacher perspective

- Are all students active in their learning?
- Am I aware of all students' learning process?
- Are they learning what was intended?
- How do I know that?
- How do I use this information?
- What do I need to change in my teaching?

## Student perspective

- What are my goals?
- Am I making progress?
- How do I know what is required?
- What are my learning styles?
- What are my strengths and weaknesses?
- What do I need to improve?
- How do I achieve the improvement?
- What should I focus on the next time?



12

# Five Key Questions in Assessment



## 1. What shall the students learn?

Students need to understand the purpose of teaching and feel part of it. The objectives must be clear and understandable for the students.

## 2. What do they already know?

Teachers should adapt their teaching methods based on their students' knowledge and abilities.

## 3. What should the student do to reach the next level in learning?

Teachers, and students themselves, can provide feedback that can encourage learning. This feedback can help students to realise what is required of them to reach their goal. It can also strengthen the dialogue between teachers and students.

Discussion and evaluation of authentic student work of different qualities can help students to understand what is expected of them.



#### **4. How can the students support each other in the learning process?**

When students assess each other's work and give feedback , it can help them to become more familiar with different qualities of work. Their ability to self-assess can be strengthened through this process.

#### **5. How can the students assess and be responsible for the learning process?**

Learning how to assess their own work, and take responsibility for their learning can help students to achieve their goals. Engaging with formative assessment processes, peer-assessment, and learning plans can all help.

In Bridge21 we ensure students take responsibility for their learning by collaboratively presenting their work at the end of an activity.





# Resources

1. For Teachers

2. For Students

# Sample Presentation

## Assessment Rubric for Teachers or Students

Category	Scoring Criteria	Total Points	Score
<b>Organization (15 points)</b>	The presentation is appropriate for the topic and audience.	5	
	Information is presented in an order that makes sense.	5	
	Clearly say where they got their information.	5	
<b>Content (45 points)</b>	Has a good introduction that gets your attention, lays out the problem well, and lets you know where the presentation is going.	5	
	Language is easy to understand.	5	
	Presentation contains accurate information.	10	
	Material included is relevant to the topic.	10	
	The poster has a strong clear message.	10	
	The presentation offers a potential solution.	5	
<b>Presentation (40 points)</b>	Each Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	5	
	Speakers use a clear, audible voice.	5	
	Each member of the team contributed to the presentation.	10	
	Visual aids are well prepared, appropriate, and not distracting.	5	
	Length of presentation is within the assigned time limits.	5	
	Information was well communicated.	10	
	<b>Total Points</b>	<b>100</b>	
<b>Score</b>			

# Individual Student Collaboration Reflection Sheet

Has the workshop impacted on you in any of the following ways?

	Never	Only now & again	Sometimes	Nearly always	Always
I enjoyed working with my team					
I did not contribute to my team's ideas and work					
I trusted my teammates					
I had a clear role to play in my team					
I didn't help my teammates when they needed it					
I got on well with my teammates					
I was bossy with some teammates					
I made a good contribution to my team					
I listened to my teammates' ideas					
I liked working with my team					

How well did you work with your team during the workshop?

	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
Improved my ability to work with others					
Developed my research skills					
Increased my confidence using technology					
Allowed me to make new friends					
Improved my communication skills					
Allowed me to be creative					
Helped me learn and explore new topics and information					

# Individual Reflection Sheet

Two things I did well this time:

1.

2.

One thing I would like to improve next time:

1.

# Research

Skolverket

<http://www.skolverket.se/bedomning/bedomning/formativ-bedomning>

Lundahl C, *Bedömning för lärande*, Norstedts 2011