FORMATIVE ASSESSMENT STRATEGIES

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FORMATIVE ASSESSMENT STRATEGIES FOR REMOTE TEACHING AND LEARNING

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FORMATIVE ASSESSMENT

Formative assessment is any assessment that is used to improve teaching and learning. Assessment is a three-step process by which evidence is collected, interpreted and used. Best-practice formative assessment uses a rigorous approach in which each step of the assessment process is carefully thought through. This helps to identify the actual learning level of each student based on evidence of what the student knows and can do, and to understand what each student is ready to learn next.

Key questions:

- Where is the student currently at in their learning?

- Where is the student learning going?

- What does the student need to do to get there?

- How will the teacher and student know that they have learned it?

USING THE FORMATIVE ASSESSMENT STRATEGIES

Below are formative assessment strategies that are suitable for remote learning to support classroom teachers across Foundation to Year 10. These formative assessment strategies can be modified to suit different learning stages and curriculum areas and can be adapted for all school types.

Teachers may want to focus on introducing two to four of the strategies to support monitoring student progress and inform future teaching. Authentication and validation may be more challenging during remote learning so a range of assessment modes (e.g. phone calls, email, WebEx chats, video conferences, Google slides, Microsoft forms) and strategies (see list below) may be employed to provide opportunities for students to demonstrate their skills, knowledge and understanding.

DIGITAL TOOLS TO SUPPORT THE IMPLEMENTATION OF FORMATIVE ASSESSMENT STRATEGIES

The Department's has a collaboration and learning delivery platforms to enable assessment during remote and flexible learning, these include:

Office 365

- Forms

- PowerPoint

- OneNote

- Word

- Excel

Google G Suite

- Google Classroom
- Drive
- Documents
- Forms
- Meet
- Hangouts
- Sits
- Sheets
- Slides

WebEx

- Chat function
- Poll function
- Video conferencing
- Share screen
- Shared documents and links

For more information on these tools, please visit the Department's Online tools for collaboration and learning.

UNDERSTANDING FEEDBACK

While feedback is a formative assessment strategy in and of itself, it is also an element of all other formative assessment strategies. For this reason, information is provided on feedback first, with other formative strategies listed below feedback in alphabetical order.

Teachers use a variety of methods to provide feedback to improve achievement in learning

Developing effective feedback

Feedback causes thinking and provides guidance on how to improve. Effective feedback is designed to determine a learner's level of understanding and skill development in order to plan the next steps towards achieving the learning intentions or goals. Feedback in the form of comments, rather than grades, focuses on the task and includes what the student needs to do to improve. This helps students to move forward to the next stage of their learning.

Considerations
- How can I build in opportunities for the students to receive feedback about their progress towards the learning intention or learning goal?

- What opportunities can I provide for students to evaluate their own progress and act on feedback?

Examples
Feedback can be provided in a variety of ways and can provide opportunities for students to have ownership of their learning, for example:

- Provide feedback in the form of comments suggesting how to improve, rather than providing solutions

- Have explicit reference to a rubric or criteria sheet or checklist so the student can see what they achieved and how to improve.

- A matching game – teacher writes comments that correlate to a section of the student's work and the student must match the comment with their work (e.g. 'this paragraph should be first as it introduces the topic' and the student needs to find the paragraph)

- Detective work – instead of marking an assessment right or wrong, make a comment and let the student do the work (e.g. there are five incorrect answers can you find them?)

Teaching ideas

Offline/limited technology teaching ideas
Written, audio or shared photos or videos to provide feedback can be still be used, but may need to be sent via email or shared verbally when conferencing over the phone.

Online teaching ideas
Written feedback: This can be sent to students via email or using a digital tool. For example, teachers can use the 'comments' and 'track changes' functions on Microsoft Word to provide written feedback on a student's piece of work.

Comments can be made in Google Documents, Google Forms, and Google Slides or Microsoft Forms.

Sharing photos and videos of work: Students can share photos or videos of their work with teachers or peers and ask for feedback via email or digital tool.

Audio feedback: Teachers and students can use the 'voice recorder' on their device. The file can then embedded into a document, sent via email or shared on a digital platforms. Teachers and

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students might also consider directly recording audio in PowerPoint (Insert--> Audio--> Record Audio).

Support resources

Feedback in Remote Learning, Kalianna School Bendigo – Department of Education and Training Victoria (DET VIC)
A video of Kalianna School in Bendigo sharing how they use feedback during remote learning

High Impact Teaching Strategies – DET VIC
Guidance on using the High Impact Teaching Strategies, including feedback

Feedback – DET VIC
DET guidance on effective feedback

Stars and Stairs Template Form by Jan Chappuis
A Stars and Stairs template teachers can use to provide feedback to primary students. The stars indicate what the student is doing well and the stair indicates steps the student needs to improve.

Checklist Guide – Digital Technologies Hub
A guide on how to develop and implement checklists to support assessment.

FORMATIVE ASSESSMENT STRATEGIES

ABCD cards
Students answer multiple choice questions by choosing A, B, C or D

Entry and exit slips
Students respond to questions or prompts at the beginning or end of learning

Gallery walk
Students respond to prompts and questions on images and displays to engage in the feedback and reflection process

Learning intentions and success criteria
Teachers and students use explicit learning goals and criteria to assess against expected learning

Learning logs
Students record observations and reflect on their learning

Mini whiteboards
A simple device for students to show working out, write responses and/or ask questions

Observation
Teachers observe and record evidence of student learning against specific learning intention, success criteria and/or learning goal

Peer feedback
Students use criteria or a rubric to review peer's work

Polya questioning
Students demonstrate their understanding through a questioning method incorporating a four-step problem-solving technique

Portfolios
Students collate work, such as, files, images, voice recordings, reflections, to demonstrate their learning progress over time

Quizzes and polls
Students attempt questions that test knowledge about a topic and provide instant feedback

Rubrics
Teachers and students use criteria along a continuum of proficiency to communicate and evaluate student learning

Strategic questioning and statements
A deliberate way for the teacher to find out what students know, understand and are able to do

Student self-assessment
Student self-monitoring, self-assessment and self-evaluation, which can help students take ownership of their learning

What's the question?
Students formulate questions based on key terms and content.

ABCD CARDS

ABCD cards can be established as a way for students to give quick, silent, individual responses to a multiple-choice question posed during a learning session. The question(s) can be posed spontaneously, or they can be planned as part of a session, such as a mid-lesson check on student comprehension. Responses can be collated and used as evidence.

Teaching ideas

Offline/limited technology options
- Students answer ABCD on a paper copy of the questions.

- Students respond to questions using ABCD during a check-ins/phone call or via email.

Online options
- In the simplest form, the teacher or student poses a question and students respond by displaying A, B, C or D via one of the online tools.

- Microsoft 365 – plugins can be installed that add live polling to both Microsoft PowerPoint and Google Slides presentations.

- G Suite for Education – teachers can use a form to collect data, use a spreadsheet to collate the data, and then make a live chart that can be inserted into a presentation. The chart updates as students respond to the question.

- WebEx – students can respond to question via the chat or poll function in WebEx or by holding up their ABCD card or post-it notes during a video conference.

Support resources

Microsoft Office Forms – ABCD Questions – Template - Department of Education New South Wales (DoE NSW)
An ABCD question template in Microsoft Forms that can be modified

Guide to using ABCD cards (based on Prather 2011)
A checklist for using ABCD cards for formative assessment

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ENTRY AND EXIT SLIPS

Students respond to a question(s) or prompt(s) at the beginning and/or conclusion of learning. Entry slips provide opportunity for students to activate prior knowledge at the beginning of learning. Exit slips help students reflect on what they have learned, review their performance and express what or how they are thinking about the new information. Entry and exit slips or tickets assist teachers to analyse the impact of individual or whole cohort learning.

Teaching ideas

Offline/limited technology options

- Students can use a printed paper ticket such as the Microsoft Word exit ticket template, which the teacher collects and then collates results.

- Students can submit the slip as an attachment to an email or respond verbally via phone call or pre-recording.

Online options

- Create entry and exit slips using Google or Microsoft Forms and share with students through email or via Google Classroom or Microsoft Teams. These platforms allow teachers to access the data collected easily and generate useful analytics.

- Students can complete the slips using the chat function or polling options in video conferencing platform such as WebEx or using a digital tool option.

- A written, verbal or even emoji as a rating can be applied to a learning activity or task.

Support resources

Microsoft Word Exit Ticket Template - Department of Education New South Wales
An exit ticket template in Microsoft Word that can be modified.

How and when to use an exit slips by Niels Vanspauwen
A comprehensive explanation of how and when to use exit slips. Includes an informative video and examples of exit ticket prompts.

Digital exit tickets by Cristina Conciatori
Summary of four reliable electronic digital exit tickets for teachers.

Assessment in the Music Room by Victoria Boler
Five formative assessment strategies provided for Music, including exit tickets, suitable for early years and primary schooling.

Exit Slips by Reading Rockets
Example exit slips questions and prompts for reading and viewing with written, oral or picture/emoji options

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GALLERY WALK

In a gallery walk, pictures or displays are set up around a virtual room or printed booklet. Students move through the rooms/pages, responding to questions about each item individually or as a small group. The questions may be the same for all items, or specific to each one. Gallery walks can be used to draw out links between elements, emphasise distinctions, or track a change through time or space.

Teaching ideas

Offline/limited technology options
Printout of the gallery in a booklet format. Students can either respond to questions verbally or by writing on the document or record their responses via video or images and send via email.

Online options
Develop virtual galleries using Microsoft 365 or G Suite for Education. Students can work individually or in pairs to go through the virtual gallery and record responses. These responses can be uploaded in the gallery or on a Google Form. Responses can be discussed via written feedback or videoconference.

Support resources

Example PowerPoint Gallery Walk - Department of Education New South Wales
A gallery walk template In PowerPoint that can be modified.

Example Form Gallery Walk Response Form
A gallery walk template in Microsoft Forms that can be modified.

Gallery Walks in Mathematics
A video demonstration of a physical gallery walk, combined with digital tools.

LEARNING INTENTIONS AND SUCCESS CRITERIA

Learning intentions are explicit descriptions of what learners should know, understand and be able to do by the end of a lesson or sequence of lessons as a result of completing tasks specified by the teacher. Success criteria are descriptions of the desired performance on those tasks. These may be used for a whole class or differentiated for groups or individuals in the class. Learning intentions and success criteria assist students to track their progress, self-assess and understand their learning journey.

Key questions

- What do I want my students to learn?

- How will I – and they – know that they have met the learning intention?

- What activities will help my students to meet the learning intention?

Practical implementation of learning intentions and success criteria may include:

- rubrics

- work in progress

- exemplar work

- student-designed assessment.

Teaching ideas

Offline/limited technology options
- Complete a learning intentions/success criteria template and distribute via email. Students can add to this document and use for self-assessment throughout the lesson sequences and/or unit of work.

- Use email to show examples of work, of varying quality, with the same learning intention and ask students to assess the samples of work focusing on three or four qualities. Ask students: What is good about this? What is missing? Students apply the success criteria to assess the work and use these learnings when completing the task themselves.

Online options

Complete a learning intentions/success criteria template and distribute via Microsoft Teams or Google Classroom. Alternatively, each student completes their own template and submit through Teams or Classroom. It should be referred to regularly by the teacher and remain visible to the student.

Support resources

Learning intentions and success criteria - Australian Institute for Teaching and School Leadership (AITSL)
A guide to explain learning intentions and success criteria and the purpose of using in education.

Did you meet the success criteria? by Toni Glasson
A template that can be modified for students to self-assess against success criteria.

Learning Intentions - Education Services Australia
Information, examples and resources to support developing learning intentions that explicitly state what the teacher wants the student to know, understand and be able to do as a result of the learning and activities.

Assessment in the Music Room by Victoria Boler
Five formative assessment strategies for music education, suitable for early tears and primary schooling. One example is Singing Games which is used to assess students against a criterion – the elements of Music.

Drama: Year 8 Soap Opera Performance by Justin Cas
An example of using a learning intention and success criteria to assess a Drama performance.

LEARNING LOGS

Learning logs are a place for students to reflect on their learning and record observations. These may include insights and questions to follow up. They are most effective when not assessed or marked on the content. Learning logs work well when students have some broad guiding questions and a limit on the space they must work with. The focus is on encouraging a habit of reflection and developing metacognition so that students become more aware of how they learn.

Teaching ideas

Offline/limited technology options
- Teachers can provide questions/prompts for students to respond to in a print or digital journal, folder or folio, or print a template off and provide it to the student via email. These can be referenced during check-ins and conferences.

- Give students time to complete the logs daily or weekly. The time for self-reflection is critical for this strategy to be effective.

Online options
- Both Office 365 and G Suite for Education have options for setting up student learning logs with flexible structuring of journals and easy sharing.

- Teachers can develop prompts as scaffolds within a shared document and students can enter their responses. Many technologies offer this functionality, allowing the teacher to make quick, informal evaluations of students' levels of understanding.

- Student presenting: teachers can make specific students a 'presenter' during the lesson and allow them to share their screen and present their work (i.e. an oral presentation, one of the weekly tasks they've completed, etc.); this will allow teachers to assess the student's knowledge and confidence with the work they have completed and also identify the level of support (or lack of) they may have received.

Support resources

PowerPoint Learning Log Template - Department of Education New South Wales (DoE NSW)
A learning log template in Microsoft PowerPoint that can be modified.

Microsoft Forms What did we learn today? - DoE NSW
A template in Microsoft Forms with question prompts to support students reflect on their learning.

Google Forms 3-2-1 Reflection Template - DoE NSW
A template in Google Forms to support students reflect on the learning using 3-2-1: List three things you have learnt today. List two questions you have about these things. Give one reason why it's important to learn about these things.

Sample reflective questions - Education Services Australia
A list of sample questions to prompt students reflect on their learning.

MINI WHITEBOARDS

Students use a small whiteboard or laminated sheet or digital whiteboard to represent their own ideas and record explanations.

Key advantages of using whiteboards include:

- students can quickly and easily erase errors and attempt the task again
- teachers can quickly check for comprehension by asking students to answer on their whiteboard and then have the whole class display their boards.

Teaching ideas

Offline/limited technology options
Students can use their mini whiteboards to record their response, working out or to ask questions. Students can take photos of their whiteboard and collate as learning evidence and for teachers to check-in their learning.

Online options
- Project prepared questions (with options for differentiation) for all students to see, revealing them one at a time as students answer on their own mini whiteboard.
- Students can reveal their mini whiteboards via WebEx video conference or use digital mini whiteboards for immediate responses, e.g. through Google Slides.

Support resources

Mini Whiteboard (template in Google Slides) - Department of Education New South Wales
Blank mini whiteboard template in Google Slides that can be modified.

Microsoft Whiteboard - Microsoft Education Blog
Microsoft Whiteboard is an interactive collaborative space that teachers and students can use to brainstorm as well as work together on lessons and projects.

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OBSERVATION

This strategy gives teachers a record of student engagement and learning. It helps inform curriculum planning and goal setting with students. It can also be used for students that cannot complete formal self-assessment or peer reviews.

Observation can assist in understanding misconceptions, for example the teacher can ask students to talk about things they don't understand, or things they find confusing, or to explain their thinking/process when working on a task.

It is important for the teacher to have a purpose and focus ready for the observation, and even guiding questions. This can be conducted individually or in a think, pair, share situation. This strategy helps teachers understand aspects of the learning that was confusing to the students and helps with future lesson planning and instruction.

Strategies include:

- anecdotal records

- conferences

- check-lists

Teaching ideas

Offline/limited technology options
- Develop a roster of check-in times with students regarding specific purpose such as a learning task in visual art or to discuss a misconception noted in science or to run a guided reading session.

- Use a template, this may include sections for: student names, date, learning intention or goal, criteria, and observation notes.

- Use a template or write notes about a student on sticky notes and at the end of the class add the notes to that student's page in a notebook.

Online options
- Small groups/focus groups: Teachers can run a small group session live and take anecdotal notes as they usually would in the physical classroom. Small groups sessions can be used for guided reading, focus groups, additional support, extra help sessions, etc.

- WebEx can be used for check-ins, conferences and small group sessions as a tool for observation. Such as to check-in on a student's progress in a Mathematics tasks or to have a guided reading session. It is recommended to have questions and/or a purpose/goal ready for observation to get the most out of the session.

Support resources

Template to record observation notes – Formative Assessment: Making it Happen in the Classroom, Margaret Heritage, SAGE Books, 2012
An observation template and example of a teacher recording observations.

Anecdotal Assessments and Observation Checklists - Western University, Canada
Guidance and examples for anecdotal assessments and observation checklists in Drama.

English Online Interview (EOI) - Department of Education and Training (DET VIC)
- EOI Module 1

- EOI Module 2

- EOI Module 3

- EOI Module 4

EOI Modules 1, 2, 3 and 4 assess the student's ability to actively engage in conversation. Useful for the early years of primary school (P-2).

Guided Reading Lesson – DET VIC
An example of a guided reading lesson with a learning intention, success criteria and guiding questions.

PEER FEEDBACK

Activate students as learning resources for one another and place students at the centre of the process. Peer feedback is a structured process where students evaluate the work of their peers by providing valuable feedback based on benchmarks. Students learn to apply criteria, understand the benefits and be challenged during the process. Peer assessment can boost learner metacognition, help clarify misunderstandings, explore new perspectives, and model intellectual risk-taking.

There are many ways to implement peer feedback, for example:

- Two stars and a wish: the peers solicit two stars, areas where the student's work excelled, and one wish, an area where there can be some level of improvement. The peers then discuss feedback, e.g. Did you find your peer's wish useful? If so, what will you do to improve next time?

- Teachers provide a prompt for peers to check linked to the learning intention, for e.g. check that all four phases of their suspense story have been included.

- Peers assess against a checklist or the success criteria – they may focus on just one aspect of the criteria.

- Students quality assure work for a peer before it is handed in to the teacher

- Students evaluate/engage in feedback around a sample piece of work. Teachers should identify ways to put the onus of feedback onto the students, so that students are engaged and thinking deeply about the work.

Teaching ideas

Offline/limited technology options
- The teacher can create one document with a slide or template for each student in the class and print it off/provide to their students via email. Students enter the feedback directly into the template after looking at their peer's work.

- The peer feedback can be given prior to final submission, like a quality-assurance process, giving the authoring student time to improve their work and submit their best effort.

Online options
- Many online learning platforms such as Google Classroom and Microsoft Teams can give immediate feedback to students.

- WebEx could be used for peer feedback in a variety of ways, via conferences, using the chat tool etc. The criteria that peer's asses against could be called out by the teacher online. 'e.g. check if they have a scale on their map'. This provides immediate feedback but the teacher is not doing all the work.

Support resources

PowerPoint Two stars and a wish Template - Department of Education New South Wales (DoE NSW)
Two stars and a wish template in Microsoft PowerPoint that can be modified

20-minute peer feedback system by John Spencer
A feedback process (pitching, clarifying, offering feedback, paraphrasing, and coming up with next steps) explained via video.

Peer Review Guide and assessment templates - Digital Technologies Hub
Templates and resources for assessment that can be modified.

POLYA QUESTIONING

Polya questions take students through the following four steps:

1. Understand the problem

2. Devise a plan

3. Carry out the plan

4. Look back

The questions can be used to help students solve word problems independently but are most useful when framed as a general problem-solving technique. With practice, students will learn how to analyse a problem, think of several possible solutions, try them out and evaluate the results. Because Pólya was a mathematician, his work focuses on teaching mathematical problem-solving, but his technique is useful for problems across all domains.

Teaching ideas

Offline/limited technology options
Share the template with students, either as a print-out or via email. Once students have the template the strategy can be applied across curriculum areas.

Online options
Use shared documents with prompting questions as part of whole-class or small-group work. Present word problem to get students to pose their own questions, then use polya questioning to guide them through answering those questions.

Support resources

PowerPoint example of Polya questioning - Department of Education New South Wales
A PowerPoint template of poly questioning and an example of a student's response to polya questions in a Mathematics lesson.

Primary Problem-Solving Poster by Donna Boucher
Donna Boucher has created two versions of a poster that describes the Polya problem-solving process.

PORTFOLIOS

Learning Portfolios are a purposefully selected (and dated) complication of student work, demonstrating student achievement and growth over time. Portfolios can cover a single project or curate evidence over an entire unit/course. These should include progress work, not just final products. Portfolios represent both strengths and areas to work on. Portfolios can be used to help students reflect on what they have learnt and what they still need to learn and may help students develop goals for future learning, based on the areas where they need to make more progress. Portfolios can include written evaluations by teachers and peers as well as student self-reflection. Students can upload files, images, record their voice and write reflections. Teachers may annotate learning portfolios.

Teaching ideas

Offline/limited technology options
- Share the template with students, either as a print-out or via email. Once students have the template the strategy can be applied across curriculum areas.

- Collate pieces of work and reflections in a physical or digital folder.

- Save work on a device and email to the teacher as needed.

Online options
- Select a platform for students to upload work, such as, Microsoft PowerPoint or Google Slides.

- Students collate work in a folder or folio, such as files, images, videos, voice recordings, demonstrating their learning progress over time.

Support resources

Example Google Slide Learning Log - Department of Education New South Wales
Student learning portfolio template in Google Slides that can be modified.

Annotated work samples - Australian Curriculum, Assessment and Reporting Authority (ACARA)
Portfolios of student learning in relation to the Australian Curriculum achievement standards across English, Mathematics, Science, Humanities, the Arts, Technologies, Health and Physical Education, Languages. Each portfolio comprises a collection of students' work drawn from a range of assessment tasks.

Advancing learning through IT innovation - Educause Learning Initiative by George Lorenzo and John Ittelson
An overview of e-portfolios by George Lorenzo and John Ittelson, Edited by Diana Oblinger, ELI Paper 1: 2005.

Create a digital portfolio - Department of Education and Training Victoria
Guidance on developing digital portfolios.

QUIZZES AND POLLS

A pre-topic quiz can be useful for assessing prior knowledge, and a mid-topic quiz can help teachers check for understanding and have time to adjust their teaching. Students can demonstrate their understanding by writing a quiz (with answers).

Polls can be a quick way to check-in with individual or whole-cohort understanding at any point in the lesson or unit of work.

Quizzes and polls can include:

- multiple choice
- true/false
- short answer
- paper and pencil
- matching
- extended response

Teaching ideas

Offline/limited technology options
- Printed paper ticket quizzes and send via email or post.
- Provide opportunities for students to respond to quiz questions via online check-ins and/or over the phone.

Online options
- Develop quiz or polls using Microsoft Forms or Google Forms, noting that both applications support results to be exported and analysed/used.
- Collate results using a simple spreadsheet.
- Quick quiz or check-in polls using WebEx chat or poll functions.

Support resources

Microsoft Forms Quiz Template - Department of Education New South Wales (DoE NSW)
A Microsoft Forms quiz template that can be modified.

Google Forms Quiz Template - DoE NSW
A Google Forms quiz template that can be modified.

RUBRICS

Rubrics are used to assess learning tasks. Rubrics are a method that explicitly show the criteria for judging students' work on a performance, product, portfolio, presentation, essay question or any student work that will be evaluated. Essential features of effective rubrics include gradations, (with specific descriptions of various standards). Rubrics inform students of expectations while they are learning and enable teachers to judge student work against a standard that is communicated with each student in a cohort.

Teaching ideas

Offline/limited technology options

- Provide rubric templates and completed rubrics for students as printouts.

- Teachers and students can both use rubrics to assess learning tasks.

Online options

- Both Google and Microsoft have digital rubric functionality. Microsoft Teams allows a rubric to be created as part of the assignment function. Google Live rubrics self-tally and can be sent to students. Online forms allow immediate feedback and data collection by teachers.

- Student-created rubrics give learners the opportunity to create rubrics for tasks. Single-point rubrics provide an opportunity for fast turnarounds in self-assessment, peer assessment and/or teacher feedback.

Support resources

Guide to Formative Assessment Rubrics - Victorian Curriculum and Assessment Authority (VCAA)
Advice to teachers about how to develop formative assessment rubrics linked to the Victorian Curriculum F-10.

PowerPoint Rubric Template - Department of Education New South Wales
A Microsoft PowerPoint rubric template that can be modified.

How to create rubrics by Andrew Balzer
Video by Andrew Balzer on how to create rubrics in Microsoft Teams in under a minute.

How to make live rubrics in Google Forms by Kevin Brookhouser
A video containing step-by-step instructions on how to create live rubrics.

Rubrics Guide - Digital Technologies Hub
A guide on developing rubrics.

STRATEGIC QUESTIONING

Strategic questioning can be used with individuals, small groups or the whole class. Students answer well-thought-out, higher-order questions such as 'why' and 'how'. The teacher provides questions or prompts and students, verbally or written, record their thinking and show their working out. Effective questioning yields immediate feedback on student understanding, supports informal and formative assessment, and captures feedback on effectiveness of teaching strategies.

Strategic questioning provides teachers with the opportunity to identify and correct misunderstandings and gaps in knowledge, as well as identify the need for extension work for those students whose knowledge and skills base demand it. This kind of questioning provides information about student knowledge, understanding and skills that informs the teacher's planning and selection of teaching strategies to move students from where they are to where they need to go.

There are many methods to apply strategic questioning, for example:

- Starting with a statement – engage thinking making a statement, such as, Russia is most to blame for World War 1. What do you think? Igor Stravinsky was the most radical composer in the early 1900s. Discuss.

- Basketball questioning – this technique involves the teacher asking a question and then asking another student to respond to the first student's answer and so on.

- Idea spinner – the teacher creates a spinner marked into 4 quadrants 'predict, explain, summarise, evaluate'. After new material is presented, the teacher spins the spinner and asks students to answer a question based on the location of the spinner.

- Hot seating – a student plays the role of a character (e.g. from a book, from history, from a topic they know well) and takes questions from classmates.

- Summary frames – the teacher provides prompts for students to respond for descriptions, compare/contrast, cause/effect, problem/solution.

- At the end of a lesson, students can be asked to write an 'I wonder why …' statement in their workbook or online. This activity can be used by the teacher to encourage reflection, monitor students' understanding of the topic/text and spark discussions.

Teaching ideas

Offline/limited technology options
Prepare differentiated questioning to monitor learning via phone calls, emails, assessment tasks, conferences. Record responses as evidence of student learning progress.

Online options
- Have questions ready throughout points in a lesson, such as questions within a PowerPoint presentations or Google Slide.

- Apply strategic questioning via video conferences, the mute and hands up functions in WebEx are useful tools for strategic questioning.

Support resources

Using strategic questioning - Education Services Australia
Guidance, examples and resources of the key aspects of strategic questioning

High Impact Teaching Strategies - Department of Education and Training Victoria (DET VIC)
Guidance on using the high impact teaching strategies including questioning

Hot seating techniques in drama - DBI Network
How to incorporate hot seating in lessons and opportunities for students to reflect on learning.

Questioning Strategies - National Society for Education in Art and Design
A list of questioning strategies and approaches suitable for online and offline learning environments.

Idea Spinner - Support for Personalised Education (SPI)
Examples of a range of formative assessment strategies including the idea spinner. The teacher creates a spinner marked into 4 quadrants 'predict, explain, summarise, evaluate'. After new material is presented, the teacher spins the spinner and asks students to answer a question based on the location of the spinner.

Summary Frames - SPI
Examples of a range of formative assessment strategies including the summary frames. The teacher provides prompts for students to respond, for descriptions, compare/contrast, cause/effect, problem/solution.

Inferential question stems: Think and search or between the lines (DET VIC)
Guidance and question prompts for comprehension in literacy to make an inference.

STUDENT SELF-ASSESSMENT

Student self-assessment activates students as owners of their own learning and places the student at the centre of the learning process.

This focus on the student's ability to:

- understand both learning intentions and success criteria

- use criteria to judge what they have learnt and what they still need to learn

- reflect on the learning process to ascertain how they learn best

- act on feedback received from their teacher and their peers

- set learning targets based on what they still need to learn

- manage the organisation of their learning.

There are many different strategies to use to implement self-assessment, such as:

- Two stars and a wish – 2 things you have achieved, 1 thing to work on

- 3-2-1 Prompts – 3 things you didn't know before, 2 things that surprised you about this topic, 1 think you want to start doing with what you have learned

- Participation cards – e.g. 'I agree, I disagree, I don't know how to respond'

- A checklist or criteria sheet or annotated rubric

- Traffic lights – students can use coloured paper or sticky notes at home to hold up to the screen (green – confident, yellow – somewhat, red – need support)

- Hand signals – Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: – I understand_____ and can explain it (e.g., thumbs up). – I do not yet understand _____ (e.g., thumbs down). – I'm not completely sure about _____ (e.g., wave hand).

- Graphic organisers – students show the relationship between concepts

- Three-minute-paper – provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification. I changed my attitude about _____, I became aware of_____, I was surprised about _____, I empathised with _____, I related to

- KWL chart (3 columns) – What I know, What I want to know (beginning of the unit), What I learnt (end of the unit)

- Pre and post lesson self-assessment – students assign themselves a mark from 1-4 re how much they know or understand about the lesson objective at the beginning of class. At the end of the lesson/s, they write down a number about how much they know or understand now (number between 1-4). Teacher can touch base with students to discuss.

Teaching ideas

Offline/limited technology options
- Self-assessment strategies can be applied to everyday learning even without technology. For example, the student can be given participation cards that they go on to use during assessment activities. Students can also be asked to: reflect on their learning using prompts from the teacher; assess themselves against the success criteria of a task; annotate rubrics and add evidence of their learning.

- Self-assessments can be photographed and emailed to a teacher or sent at a later date.

Online options
Teachers can use Microsoft Forms to create a graphic organiser template for students to use, WebEx for students to respond to a prompt using a hand signal or traffic light colour, and/or Google Forms for students to respond to participation prompts.

Support resources

Self-assessment strategies - Education Services Australia

A list of strategies and resources to enhance self-assessment

Think Aloud Guide - Digital Technologies Hub

A guide with sample prompts. Students are provided the opportunity to demonstrate and explain their work or a particular task. Teachers ask questions that elicit understandings about students' content knowledge and skills.

Traffic light system - Rochester Community Schools

Guidance on how to use the traffic light system for formative assessment.

Writing Process – Supporting EAL/D learners to revise and edit their writing - Department of Education and Training Victoria (DET VIC)

Literacy Teaching Toolkit writing process: guidance and question prompts to support students to revise and edit their writing and reflect on their work.

Involving learners actively in assessment (DET VIC)

One of the professional learning modules in the TEAL online assessment resource centre. Useful for teachers of EAL and non-EAL students.

WHAT'S THE QUESTION?

Students formulate questions based on key terms and content which can be collated and used for a unit review. This is a game-based learning activity. Teachers and students can edit the templates. For example, the answer is King Henry VIII. How many questions could a student think of where this is the answer?

Teaching ideas

Offline/limited technology options
Students use given answers or key terms and concepts to create relevant questions. Students can create these either in Microsoft 365 or G Suite for Education or use a printout/booklet.

Online options
Students can create a digital game or quiz which can be shared. Alternatively, a teacher can create a quiz (using the templates) where students supply questions to given answers.

Support resources

PowerPoint Jeopardy template – Department of Education and Training New South Wales
A Microsoft PowerPoint Jeopardy style template that can be modified.

How to make a Jeopardy game in PowerPoint – iSpring
A guide to making a jeopardy-style game in PowerPoint.

What is the Question? – Enrich
A variety of mathematics activities that ask students to provide questions.

OTHER RESOURCES AND TOOLS TO SUPPORT ASSESSMENT

For further information and detail on these and other formative strategies please see the below:

Victorian Department of Education and Training

Assessment of Student Achievement and Progress Foundation to 10 Policy
Outline of the obligations relating to assessment of student performance across Foundation to Year 10.

Assessment Guidance for Remote and Flexible Learning
Guidance to support teachers across F-10 with maintaining ongoing assessment of each student's performance.

Assessing and Intervening with Impact
A guide with suggested approaches for identifying student progress and supporting growth with intervention strategies.

Feedback in Remote Learning, Kalianna School Bendigo
Kalianna School share how they used feedback during remote learning.

FISO Dimension: Curriculum planning and assessment
Guidance and resources part of the Excellence in Teaching and Learning priority.

Understand Assessment Design
Advice on designing assessment that reveals student progress with learning.

Professional Practice Note No.6 – Formative Assessment
A short guide for teachers on effective formative assessment in the classroom.

High Impact Teaching Strategies
The top teaching strategies that contribute to student learning.

FUSE Learning From Home
Digital resources to support learning at home.

Koorie English Online
Resources that provide a framework for teachers to understand the features of Koorie English and utilise strategies that best support their students.

Victorian Curriculum Assessment Authority

Formative Assessment
Advice to teachers about developing formative assessment rubrics and putting formative assessments into practice in the classroom.

Education State Sample Assessment Programs
Assessment tasks to support teachers assess critical and creative thinking.

New South Wales Department of Education

Assessment activity templates
A list of formative assessment strategies with examples of usage, tools, resources and opportunities to cater for personalised learning.

Australian Institute for Teaching and School Leadership

Formative Assessment and Online Teaching
Guidance on formative assessment and online teaching by Dylan Wiliam, UCL, Institute of Education.

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