

Unlocking revolutionizing

ASSESSMENT

strategies

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TESL
Webinars

Attend. Develop. Thrive.

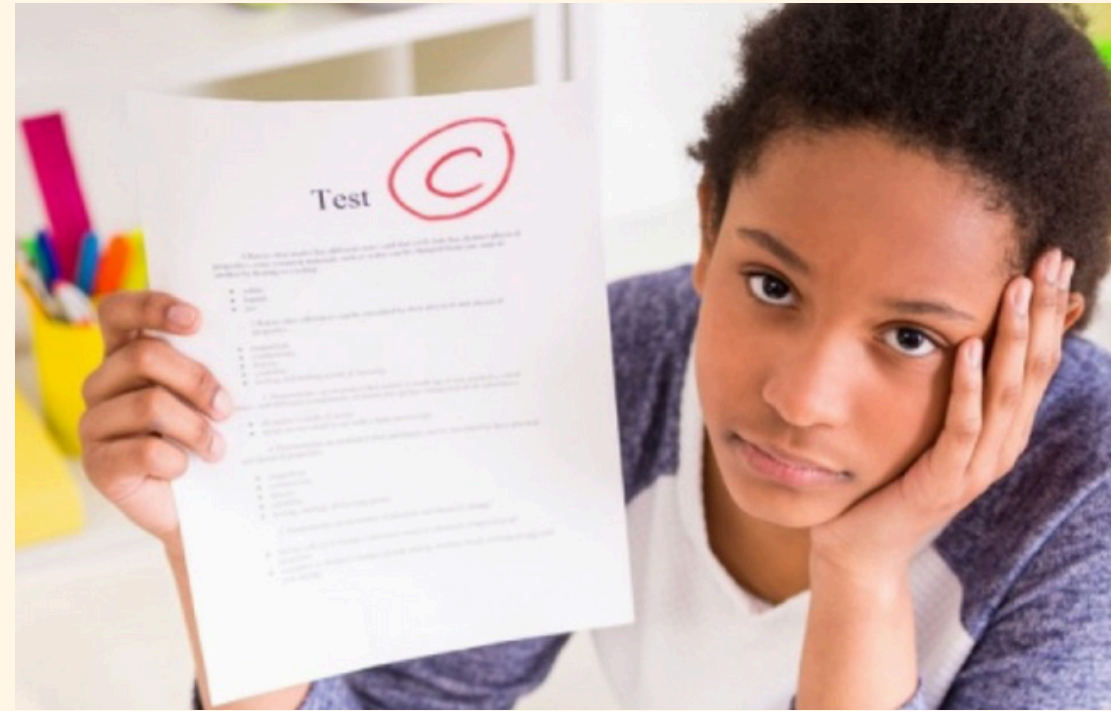


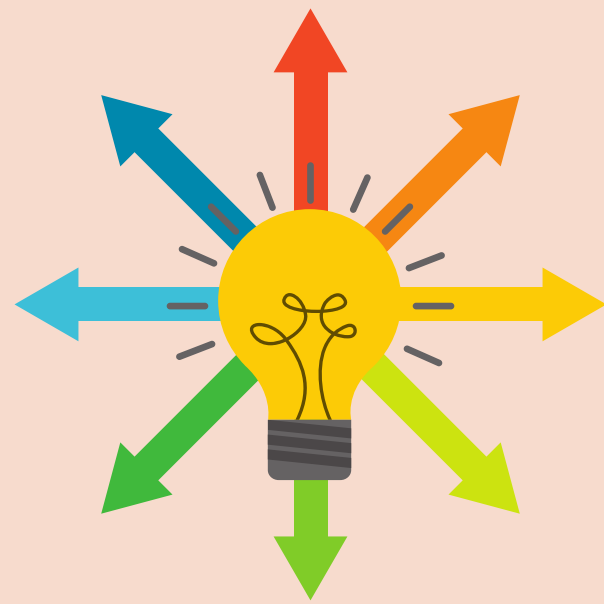
"Assessment, far from being extraneous, is an integral part of the learning process."

Vygotsky

**What
Do You
Think?**

WHAT DOES IT COME TO
YOUR MIND WHEN WE
THINK OF
"ASSESSMENT"?





OF
LEARNING

FOR
LEARNING

AS
LEARNING



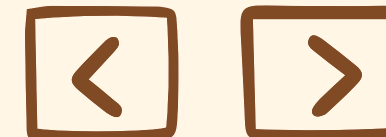
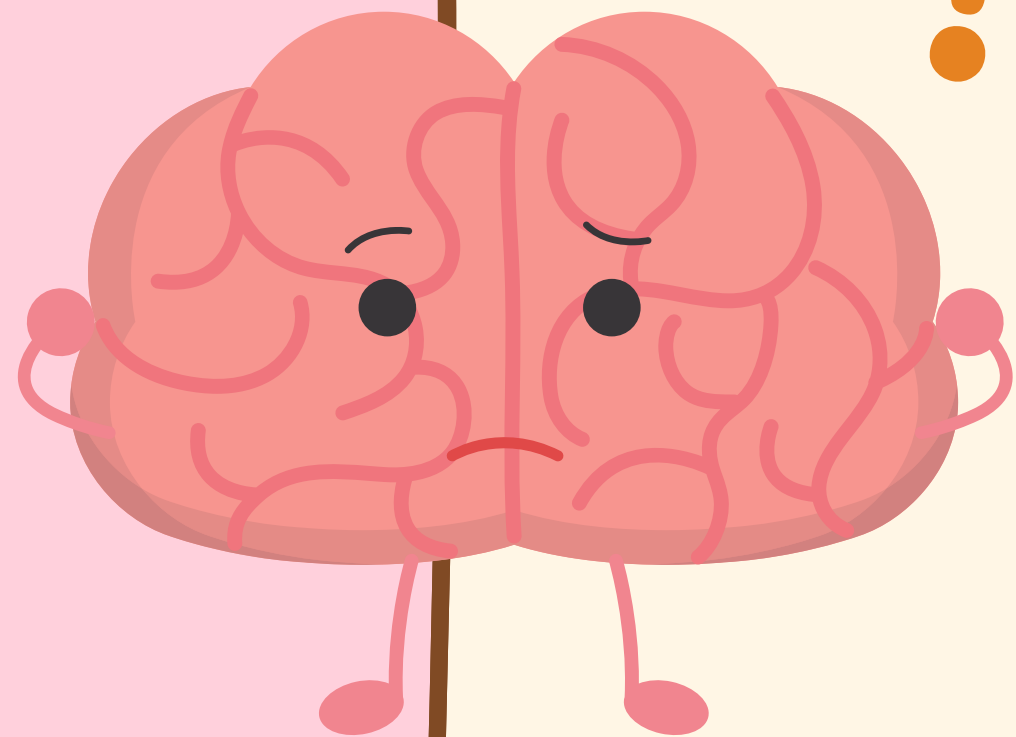
TYPES

FORMAL / SUMMATIVE



NON-FORMAL/
FORMATIVE





The Purpose of...

assessment
is to
INCREASE
quality.



evaluation
is to **JUDGE**
quality.

Too short and
not enough
leaves. C-



WHY?



INNOVATIVE ASSESSMENT PRACTICES

- FOSTER INDIVIDUALITY AND INCLUSIVITY
- PROMOTE PURPOSEFUL LEARNING OUTCOMES

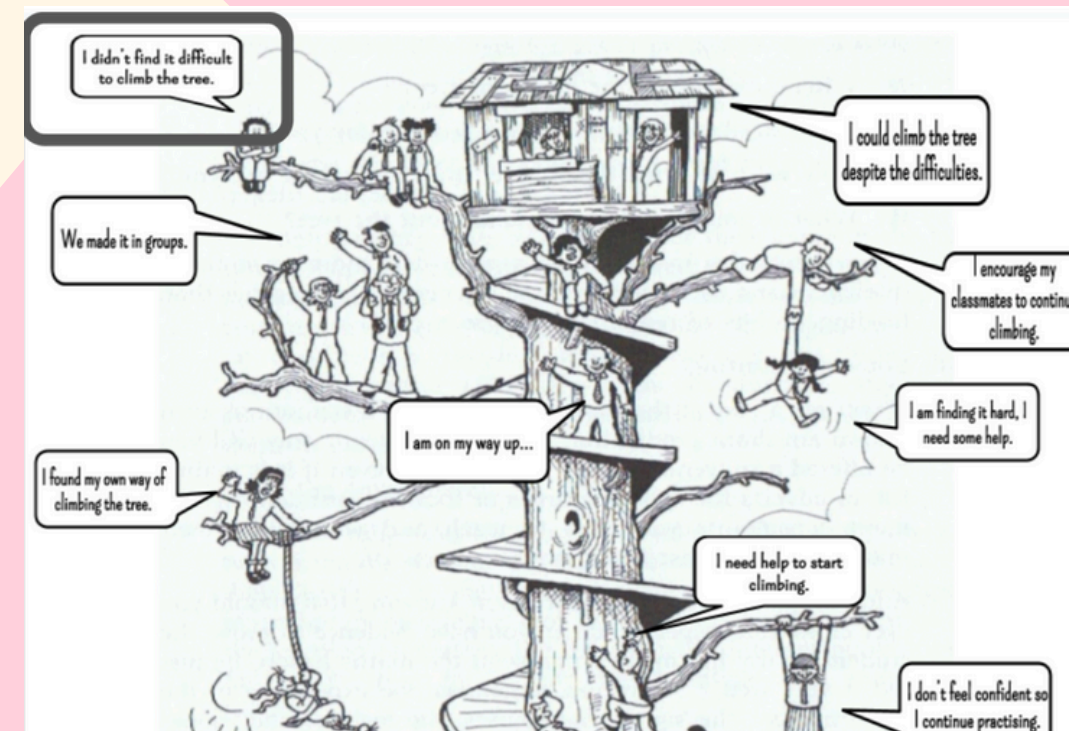
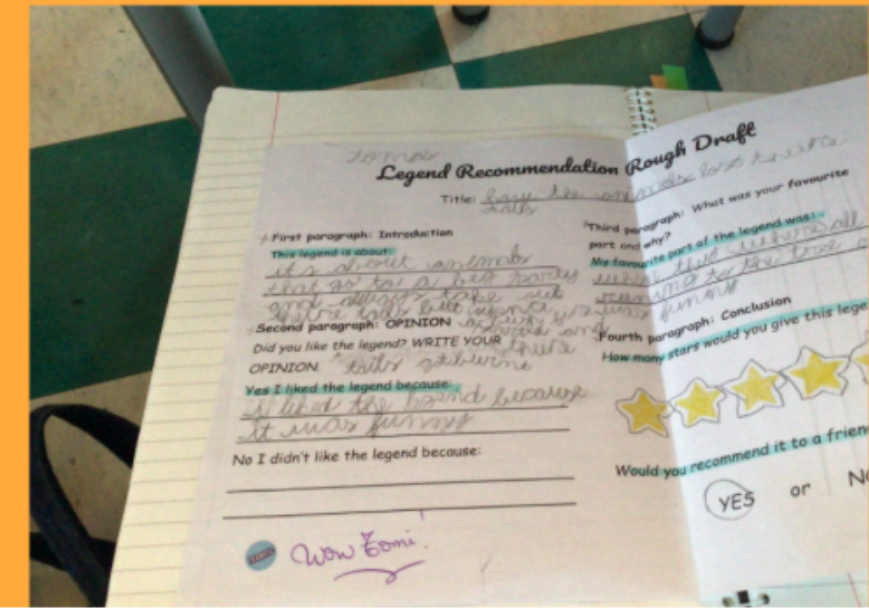


E-portfolios



UOI 1: RELATOS

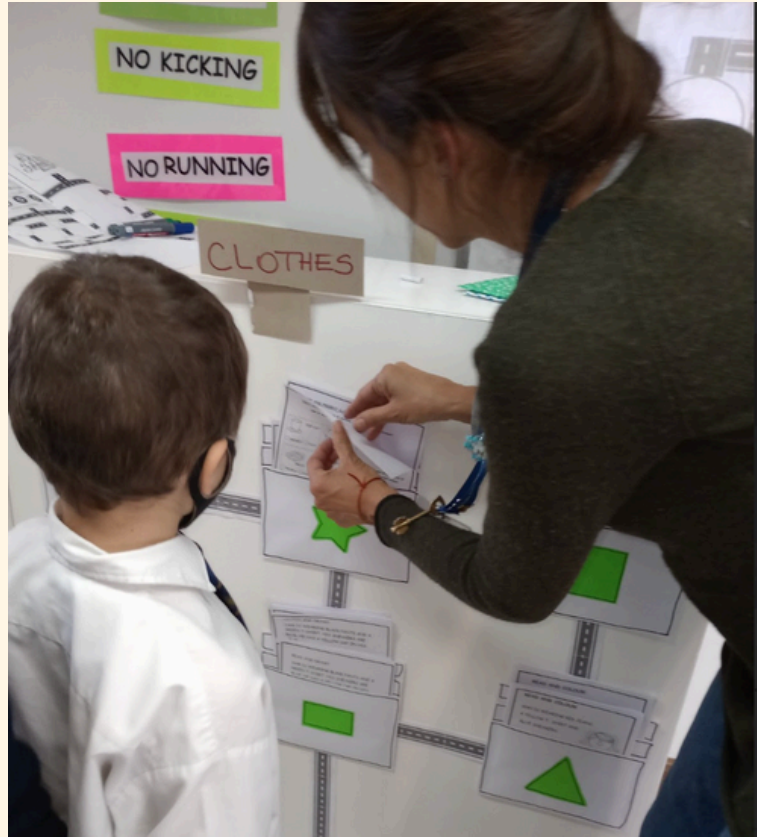
In this uoi we read about different legends from our country and the world . we also made drawings on our favorite parts. Finally we created our legend recommendation.



WHERE AM I?







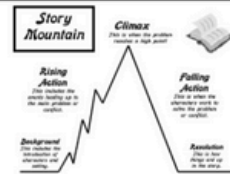


Yo estoy arriba del árbol no tuve dificultades para ahí.

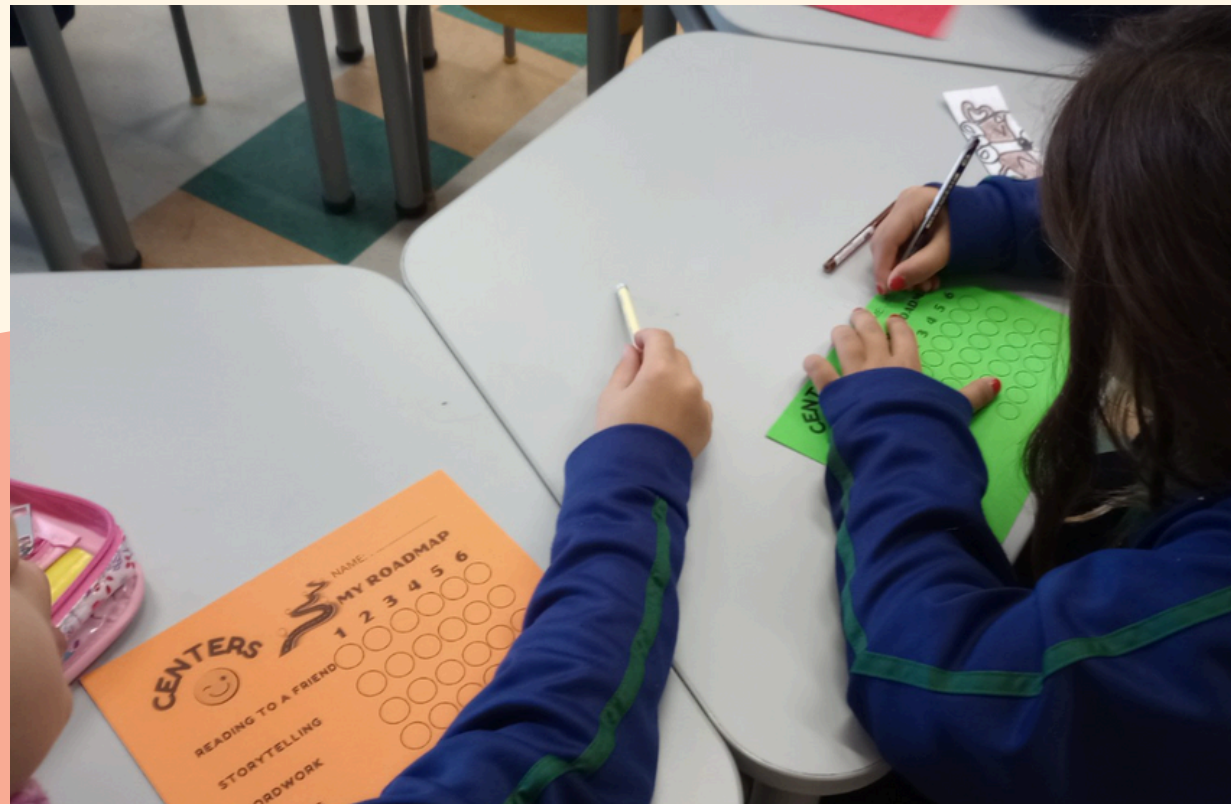
DIFFERENTIATION



FINAL TASK
Tic-Tac-Toe

◆ Please choose 3 activities from the chart below to make Tic-Tac-Toe going through the middle (TASK 5: compulsory activity). Colour the squares of your choice.
◆ Due date: _____ - you'll have to hand in the three activities together with this sheet and present your FAVORITE production to the rest of the class.

 TASK 1: CHARACTERIZATION Write and record an interview of at least 5 questions for one of the characters in the story and answer each question as you think the character would answer it.	 TASK 2: CREATIVE Design a book COVER for the book. Use your creativity and color!	 TASK 3: MOVIE Record a TRAILER (if it was going to be a movie) for the story. (careful: do not spoil!)
 TASK 4: MOVIE Record a TRAILER (if it was going to be a movie) for the story. (careful: do not spoil!)	 TASK 5: BOOK RECOMMENDATION. Use the template given in the google classroom post.	 TASK 6: CARTOON Create a cartoon retelling one of your favorite parts of the story. It should be in the format of a comic.
 TASK 7: POSTER Create a poster with words and drawings/pictures to represent the different events in the story. You are going to create a story mountain.	 TASK 8: CHARACTERIZATION Write and record an interview of at least 5 questions for one of the characters in the story and answer each question as you think the character would answer it.	 TASK 9: CREATIVE Design a book COVER for the book. Use your creativity and color!







Voice & Choice

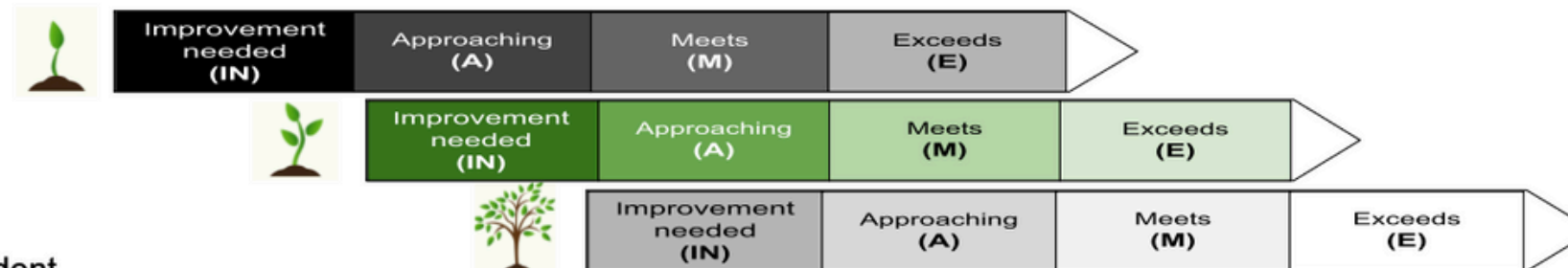


RUBRICS

UOI 2: SUMMATIVE ASSESSMENT UOI 2. EVALUACIÓN SUMATIVA	Myself <i>Me evalúo</i>				My teacher <i>Me evalúa mi maestro</i>			
	E	M	AS	NI	E	M	AS	NI
	BEHIND THE SCENE / PREPARACIÓN							
Group work: Gathering information, taking on challenges, <i>Trabajo Grupal: Búsqueda de información, asumir los desafíos</i>								
DESIGN / DISEÑO								
Organising data, use of images, apps, use of time, creativity and innovation. <i>Organización de la información, uso de imágenes, aplicaciones, tiempos de la presentación, creatividad y originalidad.</i>								
PRESENTATION / PRESENTACIÓN								
Oral skills: Vocabulary, fluency, body language, pronunciation, eye contact. <i>Habilidades orales: vocabulario adecuado, fluidez, postura corporal, pronunciación, uso de las pausas, contacto visual.</i>								
METACOGNITION / METACOGNICIÓN								
Reflection on my learning / <i>Reflexión sobre mi propio aprendizaje</i>								

Writing: Article				
You worked on your own .				
You expressed your ideas clearly				
You organized my text in indented paragraphs and used connectors to link your ideas.				
You used structures, tenses and vocabulary correctly.				
Your spelling is correct.				
I used CAPITAL letters and punctuation marks when needed (full stop, period, commas, question & exclamation marks)				

ORAL COMMUNICATION - Y6 rubric

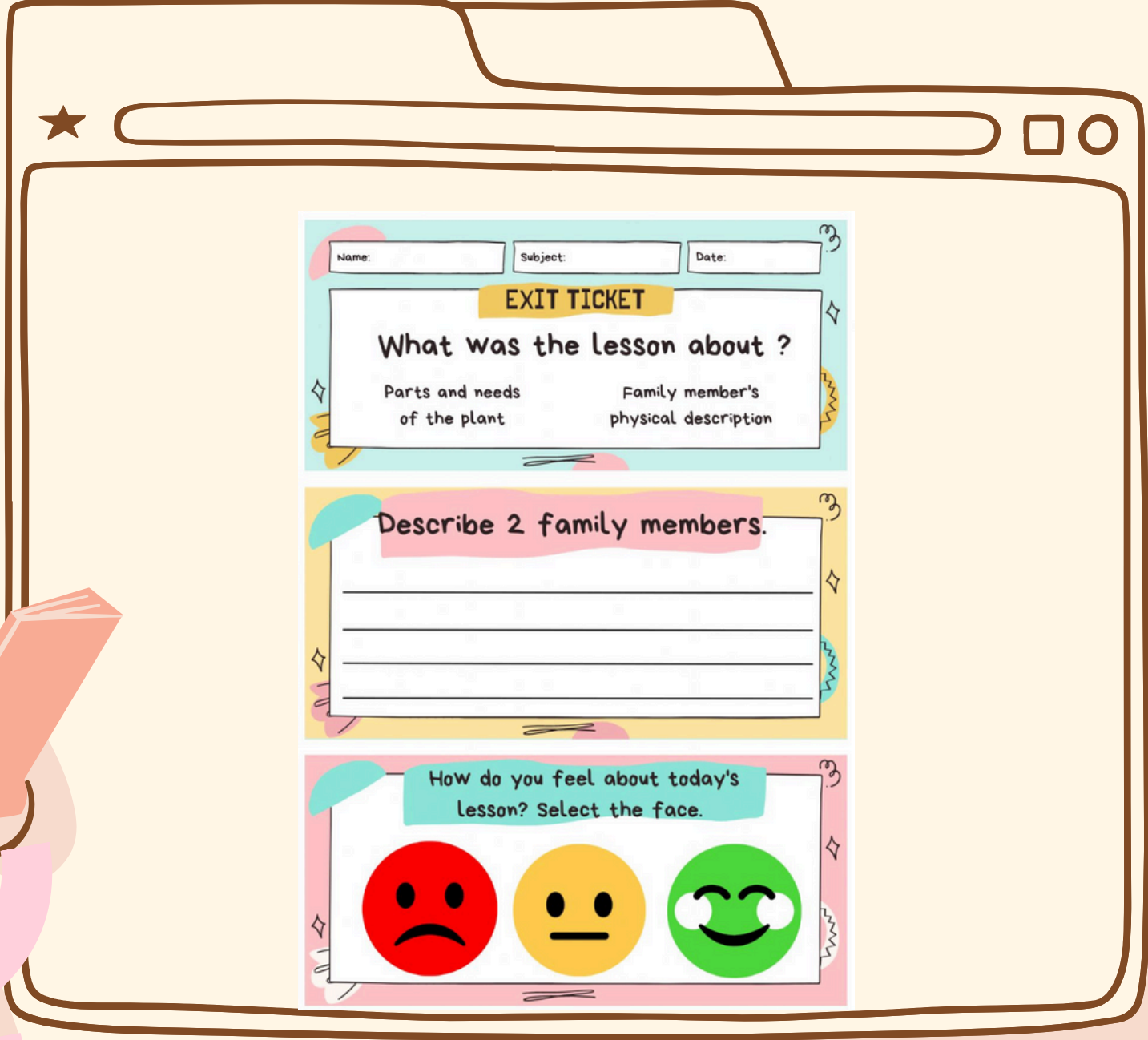
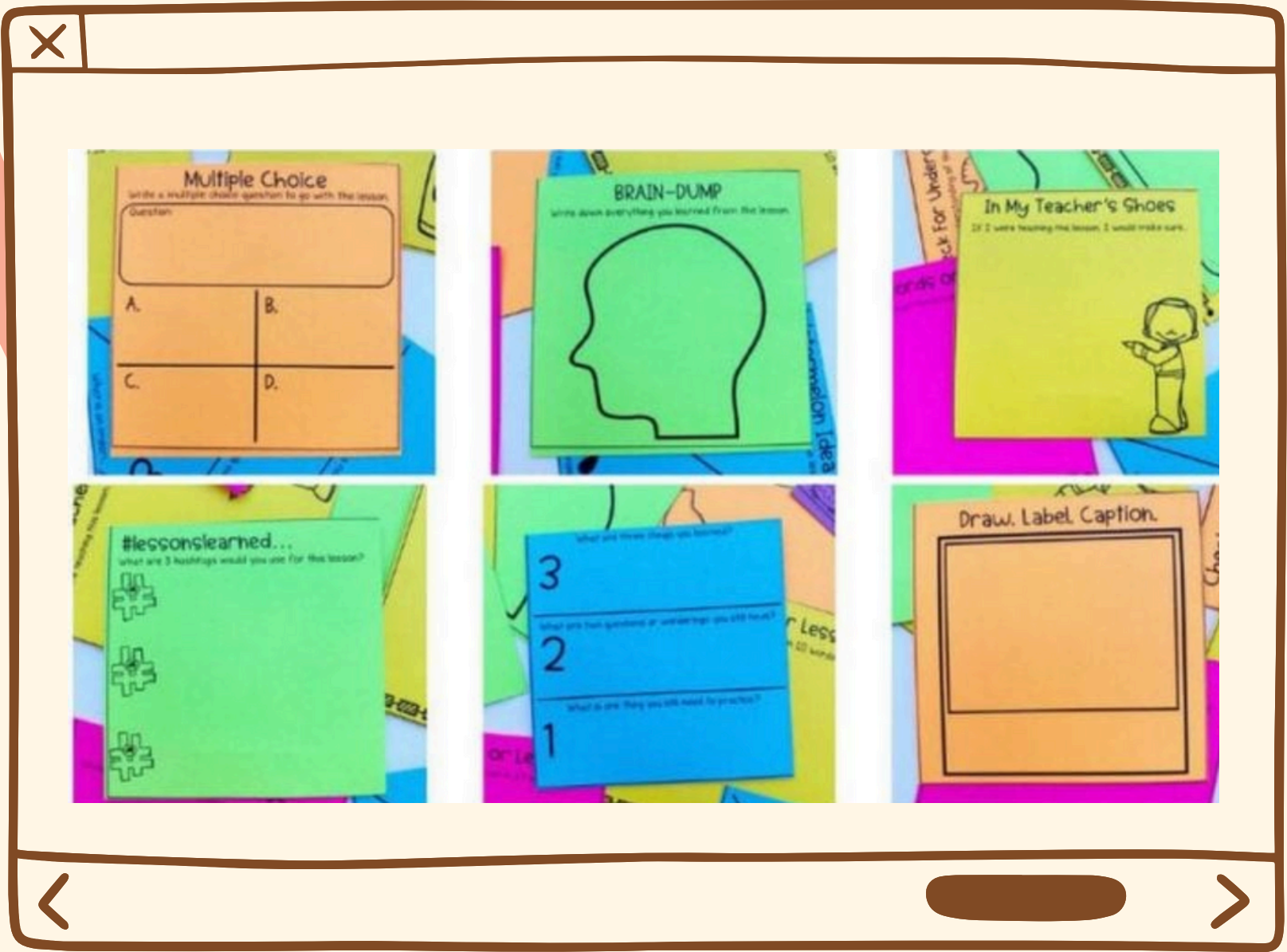


The student...

	Improvement needed (IN)	Approaching (A)	Meets (M)	Exceeds (E)		
Comprehension & conversational skills	is still not able to maintain a conversation in English	demonstrates little ability to maintain a conversation and he/she communicates with help and frequent repetition or paraphrasing	demonstrates some ability to maintain a conversation and to communicate with help and some repetition or paraphrasing	demonstrates ability to understand and maintain a coherent conversation .	demonstrates a considerable ability to communicate, to understand and to follow a coherent conversation with little to no difficulty.	maintains a conversation in English with no difficulty
Clarity & fluency	is still not able to express basic ideas in English	demonstrates little ability to express him/herself clearly and still resorts to his/her mother tongue very frequently.	demonstrates some ability to express him/herself clearly and needs to resort to his/her mother tongue frequently.	is able to express him/herself clearly and fluently, just resorting to his/her mother tongue occasionally.	demonstrates a considerable ability to communicate clearly and fluently with little to no difficulty.	demonstrates thorough ability to communicate clearly and fluently in English at all times.
Pronunciation	is unable to pronounce basic words in English.	The message is still not clear due to constant mispronunciation .	message is sometimes affected by some mispronunciation	speaks clearly but occasionally produces some mistakes with some sounds .	speaks clearly and mispronounces no words .	Speaks with a native accent and pronunciation.
Accuracy & vocabulary	Has no control of known structures and needs to ask for basic vocabulary frequently.	demonstrates little control of known structures and has a very limited vocabulary. Needs to ask for vocabulary with some frequency.	demonstrates some control of known structures. Uses basic vocabulary and needs to ask for some words.	demonstrates good control of known structures and is able to use some new structures. Uses a controlled range of vocabulary.	demonstrates excellent control of known structures and is able to use new structures. Uses a varied vocabulary.	uses an outstanding range of structures and vocabulary.



METACOGNITION



ESCAPE ROOMS



Critical Thinking and
Problem Solving

Collaboration and
Communication

Creativity and Innovation

Adaptability

Data Collection

Motivation and
Engagement

HOW?

- Use AI in existing or adjusted assessment activities.
- Have students debate AI results.

RECOMMENDATIONS:

AI Comic Factory

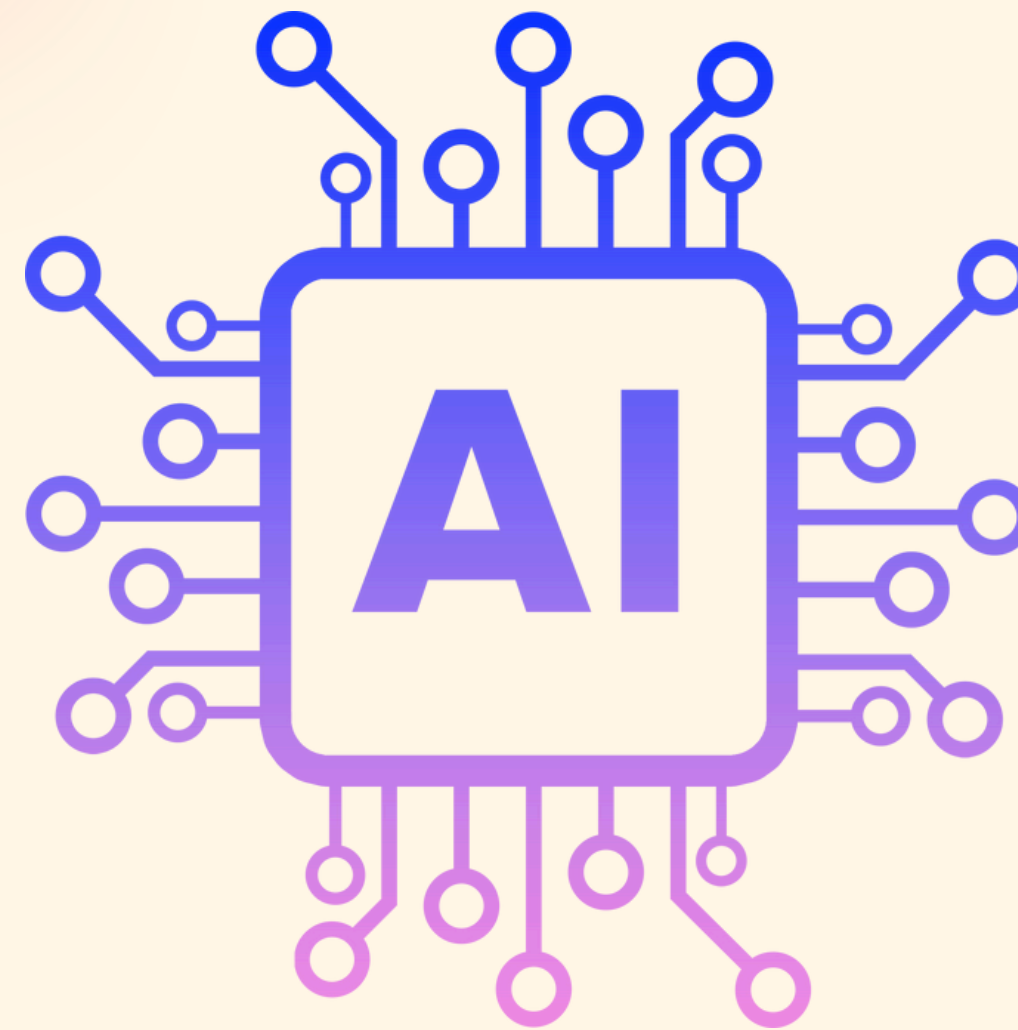
Twee

Canva

Zeob

Character AI

MathGPTPro

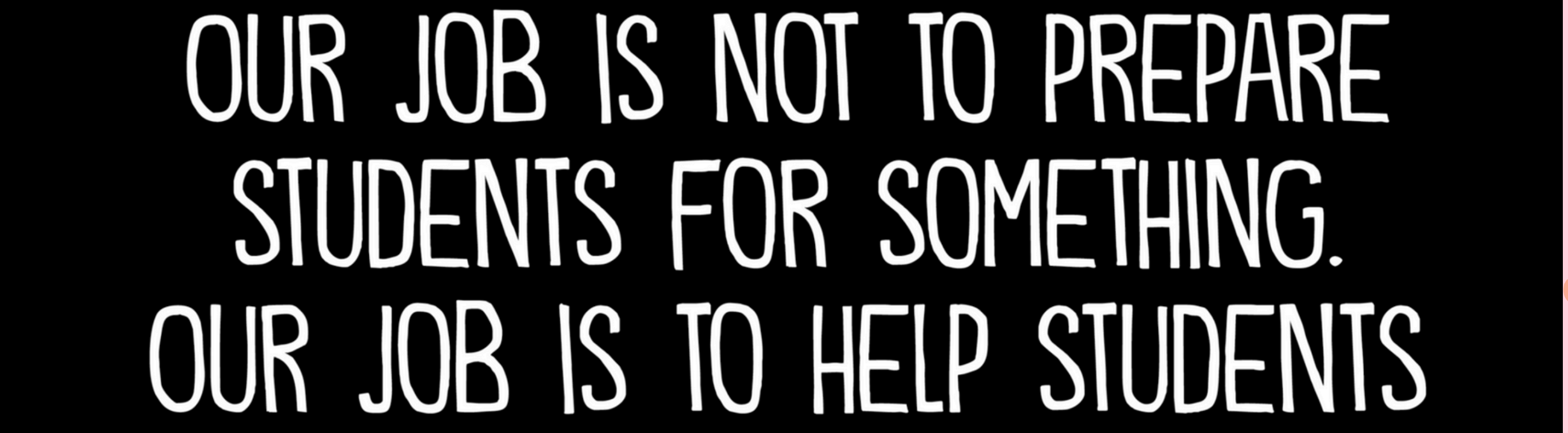




ART ASSESSMENT:

Identify the painting styles and account for your choices .





OUR JOB IS NOT TO PREPARE
STUDENTS FOR SOMETHING.
OUR JOB IS TO HELP STUDENTS
PREPARE THEMSELVES FOR ANYTHING.

— A.J. JULIANI —





THANK
YOU



linktr.ee/mdanowski