

ELT + V

EMPOWERING LANGUAGE TEACHERS
INCLUDING NON-SPECIALIST VOLUNTEERS

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Module 5: Assessment for Learning

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MODULE 5

General Introduction

Assessment for Learning (AfL) has been defined as ‘the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there’. AfL gets straight to the heart of good teaching by:

- helping teachers help learners to take the next steps in their learning;
- helping learners help each other to take the next steps in their learning;
- helping learners help themselves to take the next steps in their learning.

You will be able to identify the key features of assessment for learning in good teaching and learning; identify and use strategies for improving the assessment for learning.

1. Assessment for learning in everyday lessons

Formative Assessment / Assessment for Learning is:

- is embedded in a view of teaching and learning of which it is an essential part. Assessment for learning is not something extra or ‘bolted on’ that you must do. Learner learning is the principal aim of settings and assessment for learning aims to provide learners with the skills and strategies for taking the next steps in their learning;
- involves sharing learning goals with learners. If learners understand the main purposes of their learning and what they are aiming for, they are more likely to grasp what they need to do to achieve it;
- aims to help learners to know and recognise the standards that they are aiming for. Learners need to be clear about exactly what they must achieve to progress. They should have access to the criteria that will be used to judge this and be shown examples or models where other learners have been successful. Learners need to understand what counts as ‘good work’.
- involves learners in peer and self-assessment. Ultimately, learners must be responsible for their own learning; you cannot do that for them. So, learners must be actively involved in the process and need to be encouraged to see for themselves how they have progressed in their learning and what it is they need to do to improve. You need



ANNEX 5.1.

Starting out



ANNEX 5.2.

Difference between
Assessment OF learning
and Assessment FOR
learning



ANNEX 5.3.

Key features of AfL in
good teaching and
learning

to encourage learners to review their work critically and constructively;

- provides feedback, which leads to learners recognising their next steps and how to take them. Feedback should be about the qualities of the work with specific advice on what needs to be done to improve. Learners need to be given the time to act on advice and make decisions about their work, rather than being the passive recipients of your judgments;
- involves both you and the learner in reviewing and reflecting on assessment data (information). Learners need to have opportunities to communicate their evolving understanding and to act on the feedback they are given. The interaction between you and the learner is an important element of developing understanding and promoting learning;
- is underpinned by confidence that every student can improve. Poor feedback can lead to learners believing that they lack 'ability' and are not able to learn. Learners will only invest effort in a task if they believe they can achieve something. The expectation in the classroom needs to be that every learner can make progress in his or her learning.



ANNEX 5.4.

What strategies do you
already use?



ANNEX 5.5.

What does research tell
us?

FURTHER READING

For more on Assessment for Learning:

Assessment Reform Group (1999) Assessment for learning: beyond the black box. University of Cambridge, Faculty of Education. ISBN: 0856030422.

2. The formative use of summative assessment

Assessment of learning, or summative assessment, tends to be carried out periodically, e.g. at the end of a unit or term, a year or a programme. You undertake this kind of assessment to judge how well a learner is performing. Conclusions are generally reported in terms of grades, levels or marks. These may be set alongside a set of standards so that the learner, or you, can evaluate their own performance against that of others.

You will understand how assessment of learning can contribute to assessment for learning. You will also understand how AfL can motivate learners to take more responsibility for their own learning by involving them in setting their own individual targets

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Conclusions are generally reported in terms of grades, levels or marks. These may be set alongside a set of standards so that the learner, or you, can evaluate their own performance against that of others.

Assessment becomes formative when assessment evidence is used to adapt teaching to meet the learning needs of learners. Assessments in themselves are not necessarily inherently formative or summative – it is the process and how the information is used that is important. Thus, an end-of-topic test, where a student is given a level or a score, would be regarded as assessment of learning only if that were the end of the process. If, on the other hand, the results of that test are used diagnostically to inform the next steps for the learner, and you take account of this information in planning the next lesson, then one could describe this as assessment for learning.

Evidence suggests that regular classroom assessments, and the use of this assessment information to adjust teaching and learning, will have a positive impact on standards, particularly when combined with approaches which give useful formative feedback and model examples of the next steps in learning. By sharing expectations and targets with learners, assessment of learning can



ANNEX 5.6.

How can assessment of learning contribute to assessment for learning



contribute to assessment for learning. For example, learners can be given the opportunity to:

- mark, moderate and review test papers;
- review their performance against the test's criteria and set personal targets;
- devise future test questions and the accompanying mark schemes;
- discuss what the course criteria mean in practice.

You could:

- Complete a question-level analysis to identify which areas of the programme learners are finding difficult and share with the class.
- Provide the learners with a WAGOLL (What A Good One Looks Like) created by you.

3. Objective-led lessons

A significant feature of assessment for learning is the sharing with learners of both the learning objectives and the expected learning outcomes in a clear and explicit way. You make it clear that the learning objective is what the learners are intended to learn, and that the learning outcomes define how achievement can be demonstrated by the learners. Thinking through both the learning objectives and the expected learning outcomes in advance of the lesson is the key to successful lesson planning. The nature of the objectives will determine what teaching approach (or model) you use, and the strategies and techniques you will employ to ensure that the learning is effective and efficient. Research shows that, all too often, learners have a good surface understanding of individual tasks but little sense of the purpose of the task and, ultimately, what they are required to learn. Sharing learning objectives with learners helps them recognise what they are trying to learn and why (see also the module on Learning Objectives).

You will understand the purpose and importance of learning objectives and outcomes, and develop strategies to share these with learners.

Learning Objectives

Learning objectives can be categorised into different types, and common stems can be used to share them with learners, for example:

By the end of the lesson you will:

- know that ... (for knowledge: factual information, such as names of people or equipment, places, symbols, formulae etc.);
- understand how/why ... (for understanding: concepts, reasons, effects, principles, processes etc.);
- develop / be able to ... (for skills: using knowledge, applying techniques, analysing information etc.);
- develop / be aware of ... (for attitudes and values: empathy, caring, sensitivity towards social issues, feelings, moral issues etc.);
- explore and refine strategies for ... (creating, designing, hypothesising, exploring alternatives).

Once the objective is made clear, a short description of what will happen during the lesson might be appropriate, but it is important to separate this from the objective. Learners also need to know and recognise the standards they are aiming for. It is essential that you are clear about your expectations and communicate these to learners. When the learning objective is made explicit, then it should also be made clear what the learning outcomes for a task or set of tasks should look like.

Refer to PowerPoint Slide #7 Making Aims Clear.

Learning outcomes

The learning outcome will specify what is expected from the learner as the result of a task or an episode within a lesson. It will explain the criteria for success. This can be accomplished in several different ways, for example:

1. by using sentence stems such as:
 - What I am looking for is ...



ANNEX 5.7.

Identifying the learning
objectives

- What I expect from everyone is
- To be successful you ...

The language used in describing learning outcomes is product related, for example: be able to ... describe ... compare ... explain ... generalise ... create. These criteria can be written out and presented to learners to consider during the lesson.

2. by clarifying what is expected by questioning.
 - To produce a good ... what do you think you will need to do?
 - How will you make sure that ...?
 - What do we already know that will help you ...?
 - What do we mean by creativity?
3. By looking at examples of learners' work and discussing which features meet the criteria and why.

Helping learners recognise the standards they are aiming for

At times, sharing learning outcomes at the start of a task is not enough, and there may well be occasions when more time needs to be spent on helping learners understand what they must do to reach a particular standard. The research evidence indicates that this is time well spent. Learners need:

- to be shown 'what a good one looks like';
- to be told why it is considered 'good' and what specific features contributed to that judgment;
- to be given some suggestions about what to do, or to include, to reach a similar standard;
- to be told what they need to do to reach the next stage in their learning.

The following are some ways in which this can be achieved:

- modelling is particularly useful for introducing a new skill, procedure or convention (such as a text type);
- showing and discussing good examples and bad examples is useful for a wide range of products, such as artefacts, texts, written designs, diagrams and new behaviours;
- teacher-led discussion against criteria is useful for judging a piece of work and demonstrating how some aspects match the criteria and some do not. This helps learners begin to understand which qualities are being sought. Explaining mark schemes to learners can also help here;
- peer and self-assessment against criteria can be used for a wide range of products and have many benefits.

These activities are often used when you recognise that learners are not performing as successfully as they might. They are examples of assessment informing teaching: rather than ploughing on regardless, the teaching takes account of previous work and changes direction to meet a need.

Refer to PowerPoint Slide #8 What is good? AND PowerPoint Slide #9 Why is it best?

4. Effective Questioning

The interaction between you and the learners is the most important feature of the classroom. Whether helping learners to acquire basic skills or a better understanding to solve problems, or to engage in higher-order thinking such as evaluation, questions are crucial. Of course, questions may be asked by learners as well as you: they are essential tools for both teaching and learning.

You will develop the ability to ask effective questions to engage learners, promote responses from them.

What is effective questioning?

Questioning is fundamental to good teaching and learning. When effective questioning is a significant feature of lessons, learners are more likely to:

- develop a fuller understanding of an idea because they have tried to explain it themselves;
- be clear about the key issues in a lesson;
- easily recall existing knowledge;
- be able to link the ideas in the lesson with their existing knowledge;
- tackle problems at a deep level and be able to extend their thinking;
- engage easily with a task because they are clear about what is expected;
- develop independence in the way they learn and think.

For you, questioning is a key skill that anyone can learn to use well. Similarly, ways of helping learners develop their own ability to raise and formulate questions can also be learned. Raising questions and knowing the right question to ask is an important learning skill that learners need to be taught.

Research evidence suggests that effective teachers use a greater number of open questions than less effective teachers. The mix of open and closed questions will, of course, depend on what is being taught and the objectives of the lesson. However, teachers who ask no open questions in a lesson may be providing insufficient cognitive challenges for learners.

Questioning is one of the most extensively researched areas of teaching and learning. This is because of its central importance in the teaching and learning process. The research falls into three broad categories:

- What is effective questioning?
- How do questions engage learners and promote responses?
- How do questions develop learners' cognitive abilities?

Refer to PowerPoint Slide #10 What is a good question? AND PowerPoint Slide #11 Open v Closed

How do questions engage learners and promote responses?

Questioning is effective when it allows learners to engage with the learning process by actively composing responses. Research suggests that lessons where questioning is effective are likely to have the following characteristics:

- Questions are planned and closely linked to the objectives of the lesson.



ANNEX 5.8.

Questioning: a self-
review



- The learning of basic skills is enhanced by frequent questions following the exposition of new content that has been broken down into small steps. Each step should be followed by guided practice that provides opportunities for learners to consolidate what they have learned and that allows you to check understanding.
- Closed questions are used to check factual understanding and recall.
- Open questions predominate.
- Sequences of questions are planned so that the cognitive level increases as the questions go on. This ensures that learners are led to answer questions which demand increasingly higher-order thinking skills but are supported on the way by questions which require less sophisticated thinking skills.
- Learners have opportunities to ask their own questions and seek their own answers. They are encouraged to provide feedback to each other.
- The classroom climate is one where learners feel secure enough to take risks, be tentative and make mistakes.

The research emphasises the importance of using open, higher-level questions to develop learners' higher-order thinking skills. Clearly there needs to be a balance between open and closed questions, depending on the topic and objectives for the lesson. A closed question, such as 'What is the next phrase in the conversation?', can be extended by a follow-up question, such as 'How did you work that out?'

Overall, the research shows that effective teachers use a greater number of higher-order questions and open questions than less effective teachers. However, the research also demonstrates that most of the questions asked by both effective and less effective teachers are lower order and closed. It is estimated that 70–80 per cent of all learning-focused questions require a simple factual response, whereas only 20–30 per cent lead learners to explain, clarify, expand, generalise, or infer. In other words, only a minority of questions demand that learners use higher-order thinking skills.

How do questions develop learners' cognitive abilities?

It doesn't matter how good and well-structured your questions are if your learners do not respond. This can be a problem with shy learners or older learners who are not used to highly interactive teaching. It can also be a problem with learners who are not very engaged with learning. The research identifies several strategies which are helpful in encouraging learner response. Learner response is enhanced where:

- there is a classroom climate in which learners feel safe and know they will not be criticised or ridiculed if they give a wrong answer;
- prompts are provided to give learners confidence to try an answer;
- 'wait time' is provided before an answer is required. The research suggests that 3 seconds is about right for most questions, with the proviso that more complex questions may need a longer wait time.

Lower-level questions usually demand factual, descriptive answers that are relatively easy to give. Higher-level questions require more sophisticated thinking from learners; they are more complex and more difficult to answer. Higher-level questions are central to learners' cognitive development, and research evidence



suggests that learners' levels of achievement can be increased by regular access to higher-order thinking.

When you are planning higher-level questions, you will find it useful to use Bloom's taxonomy of educational objectives to help structure questions which will require higher-level thinking. Bloom's taxonomy is a classification of levels of intellectual behaviour important in learning. The taxonomy classifies cognitive learning into six levels of complexity and abstraction:

1. Knowledge – learners should: describe; identify; recall.
2. Comprehension – learners should: translate; review; report; restate.
3. Application – learners should: interpret; predict; show how; solve; try in a new context.
4. Analysis – learners should: explain; infer; analyse; question; test; criticise.
5. Synthesis – learners should: design; create; arrange; organise; construct.
6. Evaluation – learners should: assess; compare and contrast; appraise; argue; select.

Bloom researched thousands of questions routinely asked by teachers and categorised them. His research, and that of others, suggests that most learning-focused questions asked in classrooms fall into the first two categories, with few questions falling into the other categories which relate to higher-order thinking skills.

Research into questioning has given some clear pointers as to what works. These can provide the basis of improving classroom practice. A very common problem identified by the research is that learners are frequently not provided with enough 'wait time' to consider an answer; another is that teachers tend to ask too many of the same type of questions. There is a summary of research into questioning at the end of this unit.

Refer to PowerPoint Slide #12 Good question stems

The purposes of questioning

Teachers ask questions for several reasons, the most common of which are:

- to interest, engage and challenge learners;
- to check on prior knowledge and understanding;
- to stimulate recall, mobilising existing knowledge and experience to create new understanding and meaning;
- to focus learners' thinking on key concepts and issues;
- to help learners to extend their thinking from the concrete and factual to the analytical and evaluative;
- to lead learners through a planned sequence which progressively establishes key understandings;
- to promote reasoning, problem solving, evaluation and the formulation of hypotheses;
- to promote learners' thinking about the way they have learned.

The kind of question asked will depend on the reason for asking it. Questions are often referred to as 'open' or 'closed'.

Closed questions, which have one clear answer, are useful to check understanding during explanations and in recap sessions. If you want to check recall, then you are likely to ask a closed question, for example ‘What is the grid reference for Great Malvern?’ or ‘What do we call this type of text?’

On the other hand, if you want to help learners develop higher-order thinking skills, you will need to ask more open questions that allow learners to give a variety of acceptable responses. During class discussions and debriefings, it is useful to ask open questions, for example ‘Which of these four sources were most useful in helping with this enquiry?’, ‘Given all the conflicting arguments, where would you build the new superstore?’ and ‘What do you think might affect the size of the current in this circuit?’

Classroom tactics for effective questioning

Probing: When learners respond to a question, probes are useful follow-ups and can be used to seek more information, to clarify responses or to get learners to extend their answers. Questions such as ‘Can you tell me more about that?’ or ‘What do you think the next step would be?’ are probes that can move learners’ thinking on.

Telling learners the big question in advance: This helps to reinforce the main ideas and concepts and gives learners time to prepare for the question as they work through the lesson. You could also provide signals to help learners recognise the range of possible responses to the question being asked and to help them to select the most appropriate one.

Building in wait time: Research suggests that if the teacher waits about 3 seconds, both before a learner answers a question and also before speaking after the answer, there are substantial benefits in the classroom. It is likely to:

- encourage longer answers;
- encourage a greater number and variety of responses;
- encourage more confidence and ‘risk taking’;
- encourage learners to ask questions in return.

Allowing time for collaboration before answering: Asking pairs of learners to consider the question for a set period before seeking answers leads to more thoughtful and considered answers. It can also promote engagement by giving learners a very immediate context for their work.

Placing a minimum requirement on the answer: Saying something like “Do not answer this in less than 15 words” will begin to produce longer responses.

Refer to PowerPoint Slide #21 Articulate then answer

Planning sequences of questions to promote thinking

If you are going to use questioning to improve what and how learners learn, you need to be able to formulate different kinds of question: both the closed, product type of question and the open, process type. As you begin to plan in this way, it is a good idea to write down the main questions that you will use in a lesson. The questions you plan will need to be in sequences of increasing difficulty. In addition, you will need to ask questions of different degrees of cognitive complexity to challenge learners and help them to develop their thinking. You will need to consider your objectives for the lesson to ensure that this challenge is built in and that the questions you plan are closely linked to the objectives.



ANNEX 5.9.

**Classroom assignment:
putting it into practice**

Bloom's taxonomy (#1 Summary of research questioning) is very useful both in planning objectives and in planning increasingly challenging questions. The taxonomy classifies educational objectives into groups according to the level of cognitive complexity involved and kind of thinking needed to meet the objectives.

Bloom assumed that the objectives could be placed in a hierarchical sequence, from knowledge (the least complex kind of objective) to evaluation (the most complex and the one that demands higher-order thinking).

In summary, Bloom's taxonomy suggests that people first need to acquire knowledge before they can understand the knowledge. They need to be able to understand the knowledge before they can apply it to different contexts. They need to be able to apply knowledge before they can analyse, question, or infer from the knowledge. Only when they have done that can people combine different kinds of knowledge to create new knowledge. Finally, when a person can combine knowledge in this way, they are then able to evaluate. Moving between these stages demands increasingly complex thinking on the part of the learner.

You can use the steps in the taxonomy to help plan objectives for lessons over a period to ensure that lessons are making increasingly challenging cognitive demands on learners. You can also use them to plan sequences of questions in a lesson. By sequencing questions in this way, you can help learners to deepen their understanding, to develop their thinking skills and to become more effective learners.

And finally, you may want to encourage the learners to create their own questions. A KWL grid is a useful way for learners to identify what they already know, generate questions and record answers.



ANNEX 5.10.

Reflection on Bloom's
taxonomy



ANNEX 5.11.

Summary of research on
questioning

FURTHER READING

Read more on How questions engage learners and promote responses:

Borich 1996; Muijs and Reynolds 2001; Morgan and Saxton 1994; Wragg and Brown 2001

Read more on How questions develop learners' cognitive abilities:

Borich 1996; Muijs and Reynolds 2001; Morgan and Saxton 1994; Wragg and Brown 2001; Rowe 1986; Black and Harrison 2001; Black et al. 2002; Bloom and Krathwohl 1956

5. Feedback

Learners need information and guidance to plan the next steps in their learning. Oral and written feedback are closely interrelated and provide opportunities for teachers / volunteers to identify learners' strengths and to give clear and constructive advice on which areas need improvement. A supportive classroom ethos is essential so that learners feel safe to take risks, for example by giving speculative responses to challenging questions. Once teaching routinely provides good oral feedback, then it is possible to provide more informative and selective written feedback.

You will acknowledge the impact of effective feedback on learners and develop strategies for giving effective feedback.

Oral feedback

Oral feedback is a powerful force for moving learners on and will be the most regular and interactive form of feedback. It is both direct (targeted to individuals or groups), but also indirect (others listen and reflect on what has been said). The main purposes of using different types of feedback are to:

- acknowledge what learners have learned and encourage them to reflect on and extend their learning still further;
- recognise that learners need time to reflect on their learning;
- encourage learners to pose further questions to clarify or further develop their own or each other's thinking;
- encourage learners to make next steps.

Your comments should always be both positive – recognising learners' efforts and achievements to date, and developmental – offering specific details of ways forward.

Refer to PowerPoint Slide #22 Feedback sandwich

Written feedback

Although most teachers / volunteers mark learners' work regularly and record marks, this information is not always used constructively to inform future teaching and learning. You will need to provide learners with written feedback so that they recognise their next steps in learning and how to take them.

For written feedback to be constructive, learners need to be clear about what is expected of them. The learning objectives and learning outcomes need to be the reference point for your written feedback and need to be shared and made clear to learners in advance of attempting a task. It is important to consider how prompt and regular feedback can be given that will encourage learners to think about their work and the task.

Refer to PowerPoint Slide #23 Comment only marking AND PowerPoint Slide #24 Comment follow-up

Feedback needs to scaffold learning and engage learners in a dialogue about their work rather than allow them to make comparisons with other learners. Research suggests that there are negative effects when a classroom culture focuses on rewards, grades or marks. Learners will sometimes avoid difficult or more challenging tasks because they risk failure or low marks. Comparison with other learners' marks often leads to lower self-esteem and lack of confidence about



ANNEX 5.12.

Examples of oral
feedback



ANNEX 5.13.

Reflection on impact of
oral feedback



ANNEX 5.14.

Providing effective
written feedback



ANNEX 5.15.

Developing constructive
written feedback



ability. Learners sometimes waste time trying to interpret the meaning of marks and grades rather than thinking about how to improve their work.

You may feel that providing feedback in this form could be time-consuming. This need not be the case. If you are clear about the success criteria before setting a piece of work this can greatly speed up the marking process and can also provide you with the likely comments. Whatever method you may use, it is very important to provide learners with opportunities to respond. In some cases, this may involve re-drafting or considering what to keep in mind for the next similar piece of work.

6. Peer and self-assessment

Learners are more likely to make rapid progress in their learning if they understand what they are aiming for – the intended learning outcome – and can assess what they need to do to achieve it. Peer and self-assessment are much more than simply marking their own or each other's work. In order to improve learning, it must be an activity that engages learners with the quality of their work and in reflecting on how to improve it. Peer assessment provides learners with valuable feedback, enabling them to learn from and support each other. It also adds a valuable dimension to learning: the opportunity to talk, discuss, explain and challenge each other enables learners to achieve more than they can unaided. Self-assessment promotes independent learning, helping learners to take increasing responsibility for their own progress.

You will be able to provide some strategies which promote and develop peer and self-assessment through your lesson planning.

Learners do not become self-evaluative overnight. The development of peer and self-assessment takes planning, time, patience and commitment. When learners don't understand the intended learning outcomes they find it difficult to move beyond the superficial. By planning and using a range of techniques, and by dedicating time to allow learners to reflect on and discuss their learning, you can develop learners' assessment skills.

The process of developing peer and self-assessment needs to be tackled in stages. In the beginning the learners may need to have the process modelled for them. It is useful to have examples of work that demonstrate the intended learning outcomes, produced either by previous learners or by yourself. These can then be discussed with the whole class, preferably on a whiteboard, so that you can model the approach before expecting learners to assess either each other's or their own work. 'Thinking aloud' while critiquing can help learners develop the necessary language and approach. Having demonstrated the process with an anonymous piece of work, the students can then begin to assess each other's work.

Learners do not naturally find it easy to critique other learners' work and they need to be taught structures of language that they can use. Encourage them to start with positive language, identifying where criteria have been met before discussing where things are missing and then making suggestions about what to do to fully meet the criteria. Stress the importance of evidence to support their judgements.

In its simplest form you can use self-assessment to ascertain levels of prior knowledge and learners' perceptions of their own starting point. For example, you could begin a topic with a self-assessment activity that encourages learners to think about 'where they are now' in their learning.

You may begin a topic begin by asking the learners to assess their current understanding of some of the key vocabulary by 'traffic-lighting'. This can be returned to after the teaching input so that the learners can see how they have made progress in a very explicit way. This type of self-assessment can take place at any point during a lesson, or series of lessons.



ANNEX 5.16.

Developing a language
for peer assessment



In the classroom, you will need to:

- explain the intended learning outcomes behind each task;
- plan for peer- and self-assessment opportunities in lessons;
- train learners over time to assess their own work and the work of others and develop an appropriate language;
- frequently and consistently encourage learners' self-reflection on their learning;
- guide learners to identify their next steps.

Learners cannot actively engage in effective peer and self-assessment unless they understand the learning goals and the standards they are aiming for. Self-assessment is learned and developed through peer assessment, and doing this helps learners learn a valuable skill that will serve them well throughout secondary education and beyond.

Conclusion

Module 5 focused on what is Assessment for Learning (AfL), how it can help you to understand the progress being made by learners and how you can adapt your approaches to improve learning.

Module 5 looked at AfL in everyday lessons, the formative use of summative assessment; objective-led lessons, effective questioning, feedback and peer- and self-assessment. AfL gets straight to the heart of good teaching by:

- helping teachers to help learners to take the next steps in their learning;
- helping learners to help each other to take the next steps in their learning;
- helping learners to help themselves to take the next steps in their learning.

We have provided you with a strategy of how to approach Assessment for Learning as well as offering many practical examples for you to use. As well as supporting you to understand the progress made by learners, these practical examples help the learners to assess themselves and become more autonomous and active language learners.

Annex 5.1. Starting out



Identify the key features of assessment for learning in good teaching and learning.

Content

Task	<p>Start by watching this YouTube clip by Dylan Wiliam called “What formative assessment is and isn’t.”</p> <p>https://www.youtube.com/watch?v=nfAutEWaqOE</p> <p>How many of the following descriptors does Dylan Wiliam mention in the YouTube clip? You could highlight the text below or note your responses elsewhere.</p>
<p>Formative Assessment:</p> <ul style="list-style-type: none">• is embedded in a view of teaching and learning of which it is an essential part. Assessment for learning is not something extra or ‘bolted on’ that you have to do. Learner learning is the principal aim of settings and assessment for learning aims to provide learners with the skills and strategies for taking the next steps in their learning;• involves sharing learning goals with learners. If learners understand the main purposes of their learning and what they are aiming for, they are more likely to grasp what they need to do to achieve it;• aims to help learners to know and recognise the standards that they are aiming for. Learners need to be clear about exactly what they have to achieve in order to progress. They should have access to the criteria that will be used to judge this, and be shown examples or models where other learners have been successful. Learners need to understand what counts as ‘good work’;• involves learners in peer and self-assessment. Ultimately, learners must be responsible for their own learning; you cannot do that for them. So learners must be actively involved in the process and need to be encouraged to see for themselves how they have progressed in their learning and what it is they need to do to improve. You need to encourage learners to review their work critically and constructively;• provides feedback, which leads to learners recognising their next steps and how to take them. Feedback should be about the qualities of the work with specific advice on what needs to be done in order to improve. Learners need to be given the time to act on advice and make decisions about their work, rather than being the passive recipients of your judgments;• involves both you and the learner in reviewing and reflecting on assessment data (information). Learners need to have opportunities to communicate their evolving understanding and to act on the feedback they are given. The interaction between you and the learner is an important element of developing understanding and promoting learning;• is underpinned by confidence that every student can improve. Poor feedback can lead to learners believing that they lack ‘ability’ and are not able to learn. Learners will only invest effort in a task if they believe they can achieve something. The expectation in the classroom needs to be that every learner can make progress in his or her learning.	
Based on:	Assessment Reform Group (1999) Assessment for learning: beyond the black box. University of Cambridge, Faculty of Education. ISBN: 0856030422.



Annex 5.2. Reflection on difference between Assessment of learning and Assessment for learning



This activity invites you to research and reflect on the difference between Assessment of learning and Assessment for learning.

Use the internet to find definitions of the two phrases below

- a) Assessment of Learning / Summative Assessment
- b) Assessment for Learning / Formative Assessment

Make some notes which provide you with a definition you understand and are happy with.

Your notes

**Assessment of Learning /
Summative Assessment**

**Assessment for Learning /
Formative Assessment**



Annex 5.3. Key features of AfL – pair work



Work with a colleague to check your understanding of Assessment of Learning and Assessment for Learning by sorting the cards below into 2 columns.

Content

Written unseen exams	'Homework' tasks discussed in class.	Digital submissions (video, audio, website)
In-class or online quizzes	Open book exams	Essay submissions
Practice exams	Portfolios / files of evidence	Multiple choice question (MCQ) exams
Discussing a draft essay with a peer	Reviewing / reflecting on own work	Spoken examination
A project	A recital	A research proposal



Annex 5.4. What strategies do you already use?



Record some of the Assessment for Learning Strategies you and others already use.

The following table suggests some teaching strategies that will support the development of assessment for learning in your classroom. Over a week / a month, record the strategies which you use, or have observed others use, in the table below.

Content

Key characteristics of assessment for learning	Teaching strategies	Examples in lessons taught / observed
Sharing learning objectives with learners	<ul style="list-style-type: none"> share learning objectives at the beginning of the lesson and, where appropriate, during the lesson, in language that learners can understand use these objectives as the basis for questioning and feedback during plenaries evaluate this feedback in relation to achievement of the learning objectives to inform the next stages of planning 	
Helping learners to know and recognise the standards they are aiming for	<ul style="list-style-type: none"> show learners work that has met criteria with explanations of why give learners clear success criteria and then relate them to the learning objectives model what it should look like, for example, exemplify good writing on the board ensure that there are clear shared expectations about the presentation of work provide displays of learners' work which show work in progress as well as finished product 	
Involving learners in peer and self-assessment	<ul style="list-style-type: none"> give learners clear opportunities to talk about what they have learned and what they have found 	



	<p>difficult, using the learning objectives as a focus</p> <ul style="list-style-type: none"> • encourage learners to work/discuss together, focusing on how to improve • ask learners to explain their thinking: 'How did you get that answer?' • give time for learners to reflect upon their learning • identify with learners the next steps in learning 	
Providing feedback that leads learners to recognising their next steps and how to take them	<ul style="list-style-type: none"> • value oral as well as written feedback • ensure feedback is constructive as well as positive, identifying what the learner has done well, what needs to be done to improve and how to do it • identify the next steps for groups and individuals as appropriate 	
Promoting confidence that every learner can improve	<ul style="list-style-type: none"> • identify small steps to enable learners to see their progress, thus building confidence and self-esteem • encourage learners to explain their thinking and reasoning within a secure classroom ethos 	
Involving both you and the learner in reviewing and reflecting on assessment information	<ul style="list-style-type: none"> • reflect with learners on their work, for example through a storyboard of steps taken during an investigation • choose appropriate tasks to provide quality information (with emphasis on process, not just the correct answer) • provide time for learners to reflect on what they have learned and understood, and to identify where they still have difficulties • adjust planning, evaluate effectiveness of task, resources, etc. as a result of assessment 	



Annex 5.5. What does the research tell us?



Research demonstrates that good practice in assessment for learning can bring about significant gains in learner attainment.

As you read through the summary of research below consider the key factors that improve learning through assessment and reflect on your current practice with a class of your choice.

Highlight the points in the text for which you are already developing effective practice in assessment for learning.

Content

<p>Questioning</p>	<p>Feedback through marking</p>
<ul style="list-style-type: none"> • More effort has to be spent in framing questions that are worth asking. • Wait time has to be increased to several seconds to give learners time to think, and everyone should be expected to contribute to the discussion. • Follow-up activities have to provide opportunities to ensure that meaningful interventions that extend learners' understanding take place. • The only point of asking questions is to raise issues about which you need information, or about which the learners need to think. 	<ul style="list-style-type: none"> • Written tasks, alongside oral questioning, should encourage learners to develop and show understanding of the key features of the subject they have studied. • Comments should identify what has been done well, what still needs improvement, and give guidance on how to make that improvement. • Opportunities for learners to follow up comments should be planned as part of the overall learning process. • To be effective, feedback should cause thinking to take place.
<p>Peer and self-assessment</p>	<p>The formative use of summative tests</p>
<ul style="list-style-type: none"> • The criteria for evaluating any learning achievements must be transparent to learners to enable them to have a clear overview, both of the aims of their work, and of what it means to complete it successfully. • Learners should be taught the habits and skills of collaboration in peer assessment. • Learners should be encouraged to keep in mind the aims of their work and to assess their own progress to meet these aims as they proceed. • Peer and self-assessment make unique contributions to the development of learners' learning – they secure aims that cannot be achieved in any other way. 	<ul style="list-style-type: none"> • Learners should be engaged in a reflective review of the work they have done to enable them to plan their revision effectively. • Learners should be encouraged to set questions and mark answers to help them, both to understand the assessment process and to focus further efforts for improvement. • Learners should be encouraged through peer and self-assessment to apply criteria to help them understand how their work might be improved. • Summative tests should be, and should be seen to be, a positive part of the learning process.



Annex 5.6. How can Assessment of learning contribute to Assessment for learning?



To exemplify how assessment of learning can contribute to assessment for learning, consider the following questions and respond to them by indicating if you do these things and how you might change your strategies?

Content

Do you...	Always	Sometimes	Rarely	What could I do differently to support the use of Assessment for Learning?
Always place tests or summative assessments at the end of a unit? See PowerPoint Slide #1				
Provide learners with their own responses to tests and accompanying mark schemes? See PowerPoint Slide #2				
Discuss with the learners why certain responses are good and others are not? See PowerPoint Slide #3				
Ask the learners to reflect on their work and allow them to set their own targets and plan their own revision? See PowerPoint Slide #4				
Encourage the learners to set their own questions and mark their own answers? See PowerPoint #5				



Encourage the learners, through peer and self-assessment, to apply criteria to help them understand how their work could be improved.

See PowerPoint #6

<h3>Mid-unit assessment</h3> <p>Timing assessment during a unit allows time to review, reflect and revisit.</p>	<h3>Exemplar Work</h3> <p>When setting learners a piece of work, show them examples that make it clear what it is they are being asked to do – and what they need to do in order to meet the assessment criteria.</p> <p>“WAGOLL” What A Good One Looks Like</p>	<h3>Learners Marking</h3> <p>By taking part in the process of assessment, learners gain a deeper understanding of topics, the process of assessment and what they are doing in their own work.</p>
1	2	3
<h3>Learners Mark-Scheme</h3> <p>Ask learners to produce their own mark-schemes working individually or in groups. They can then peer- or self-assess work in accordance with these schemes.</p>	<h3>Learning Journal</h3> <p>Create a learning journal in which learners can reflect on and review their learning. It could include plenary activities, a target setting chart, aims and goals.</p>	<h3>Generate and Answer</h3> <p>When preparing for exams, learners generate their own questions and then practice answering them.</p>
4	5	6



Annex 5.7. Identifying the learning objectives



A common pitfall in the sharing of learning objectives is to identify what learners are going to do in the lesson, rather than what they are going to learn.

Highlight which of the following are learning objectives as opposed to activities.

Content

1. to know how to evaluate a product against a design specification;
2. to create a Christmas decoration for a front door;
3. to know the characteristics of earthquakes;
4. to understand how you can group text graphics and symbols together to
5. make an image that means something and has an effect on people;
6. to draw and label a diagram of the eye;
7. to debate whether King William deserved to win the Battle of Hastings;
8. to understand the main causes of World War 1 and their immediate consequences;
9. to complete activities 1b, 2c and 3a, page 41, from your textbook;
10. to learn to interpret pie charts;
11. to improve our skills in dribbling a ball.



Annex 5.8. Questioning: a self-review



Questioning is an area characterised by a good deal of instinctive practice. This task will help you reflect on your use of questioning.

For one lesson you teach, write down, as far as possible, all questions that you ask. To help capture them, you could make an audio recording of yourself or ask a colleague to observe you. (You could do the same for this colleague in return.) Now analyse the questions you have asked, using a grid like the one below. Refer to the list of the purposes of questioning above to help you with the fourth column.

Content

Question posed	Open	Closed	Evaluation of learners' responses
Eg What is this called? (Holding up a tomato)		X	Helped all learners to know / remember one word.
Eg How can you describe this item? (Holding up a tomato)	X		Helped all learners to increase vocabulary and learn new adjectives.

Look again at your responses. Were you clear about -

- Why you asked the questions? (Make sure the questions will do what you want them to do).
- The sequences of questions that make increasingly challenging cognitive demands on learners?
- Giving learners time to answer and provide prompts to help them if necessary?
- Asking conscripts rather than volunteers to answer questions?



Annex 5.9. Classroom assignment: putting it into practice



Try these tactics in a lesson and assess the response of the learners. You may feel self-conscious until you become familiar with doing them. Learners, too, may find the approaches unusual and will take time to get used to them. Try to complete a lesson record as you try out each tactic. You can adapt the example below to meet your needs.

Content

Tactic	Learners' response: #1 try	Learners' response: #2 try	Learners' response: #3 try
Probing <i>PowerPoint Slide #13</i>			
Building in wait time <i>PowerPoint Slide #14</i>			
Giving the big question in advance <i>PowerPoint Slide #15</i>			
Allowing learners time for Collaboration			



PowerPoint Slide #16			
Placing a minimum requirement on the length of an answer			
PowerPoint Slide #17			
Use of KWL			
PowerPoint Slide #18			
PowerPoint Slide #19			
Learners ask questions too			
PowerPoint Slide #20			

Idea Thoughts

When you have received an answer to a question, open up the thinking behind it by asking what others think about the idea.

Wait-time

Wait time allows learners time to think and therefore to produce answers. Also, not everyone in the class thinks at the same speed or in the same way – waiting allows learners to build their thoughts and explore what has been asked.

Scene-Setting

Set the scene for the lesson by using a big, open question or problem-solving task that requires abstract thinking skills.

Tell your neighbour

Learners 'tell their neighbour' as a means of articulating their thoughts.

Bouncing

Bounce answers around the room to build on understanding and have learners develop stronger reasoning out of misconceptions.

Ask learners to improve the answers of others.

KWL 1

At the beginning of a topic learners create a grid with three columns –

- What They Know;
- What They Want To Know;
- What They Have Learnt.

They begin by filling in the first two columns and then return to the third at the end of the unit.

KWL 2

What I know	What I want to know	What I have learned
People over 18 can vote in elections in Britain.	Are there any people over 18 who are not allowed to vote?	These people can't vote in elections: <ul style="list-style-type: none"> • Members of the House of Lords • prisoners • patients in mental hospitals
		people who have committed corrupt actions in elections in the last 5 years
		people who are citizens of the European Union or other countries (except for citizens of the Republic of Ireland and Commonwealth countries resident in Britain)
		people who can't make a reasoned judgement

Learners Ask Questions too

- About what they would like to know on a new topic
- To you or other learners in order to assess their learning
- To demonstrate their learning/misconceptions /areas they would like to explore further.

17

18

19

20



Annex 5.10. Reflection on Bloom's taxonomy



Watch the video clip

<https://www.youtube.com/watch?v=ayefSTAnCR8>

Content

As you will realise, the questions that are asked in relation to the cognitive objectives in Bloom's taxonomy can be put into two main categories:

- Those which are mainly about factual knowledge and its understanding and application: These questions demand mainly concrete thinking and fall into the first three areas of the taxonomy. Questions in this category will have a limited number of possible answers. They are sometimes called 'convergent questions.'
- Those which are mainly about problem solving and the manipulation of knowledge: These questions demand mainly abstract thought and require understanding and use of concepts as well as the ability to see patterns and processes. They fall into the last three areas of the taxonomy. Questions in this category are likely to produce a wide diversity of responses and possible answers. They are sometimes called 'divergent questions.'



Annex 5.11. Summary of research on questioning



Consider this summary of research on questioning.

Content

Effective questioning

Research evidence suggests that effective teachers use a greater number of open questions than less effective teachers. The mix of open and closed questions will, of course, depend on what is being taught and the objectives of the lesson.

However, teachers who ask no open questions in a lesson may be providing insufficient cognitive challenges for pupils.

Questioning is one of the most extensively researched areas of teaching and learning. This is because of its central importance in the teaching and learning process. The research falls into three broad categories:

- What is effective questioning?
- How do questions engage pupils and promote responses?
- How do questions develop pupils' cognitive abilities?

What is effective questioning?

Questioning is effective when it allows pupils to engage with the learning process by actively composing responses. Research (Borich 1996; Muijs and Reynolds 2001; Morgan and Saxton 1994; Wragg and Brown 2001) suggests that lessons where questioning is effective are likely to have the following characteristics:

- Questions are planned and closely linked to the objectives of the lesson.
- The learning of basic skills is enhanced by frequent questions following the exposition of new content that has been broken down into small steps. Each step should be followed by guided practice that provides opportunities for pupils to consolidate what they have learned and that allows teachers to check understanding.
- Closed questions are used to check factual understanding and recall.
- Open questions predominate.
- Sequences of questions are planned so that the cognitive level increases as the questions go on. This ensures that pupils are led to answer questions which demand increasingly higher-order thinking skills but are supported on the way by questions which require less sophisticated thinking skills.
- Pupils have opportunities to ask their own questions and seek their own answers. They are encouraged to provide feedback to each other.
- The classroom climate is one where pupils feel secure enough to take risks, be tentative and make mistakes.



The research emphasises the importance of using open, higher-level questions to develop pupils' higher-order thinking skills. Clearly there needs to be a balance between open and closed questions, depending on the topic and objectives for the lesson. A closed question, such as 'What is the next number in the sequence?', can be extended by a follow-up question, such as 'How did you work that out?'

Overall, the research shows that effective teachers use a greater number of higher order questions and open questions than less effective teachers. However, the research also demonstrates that most of the questions asked by both effective and less effective teachers are lower order and closed. It is estimated that 70–80 per cent of all learning-focused questions require a simple factual response, whereas only 20–30 per cent lead pupils to explain, clarify, expand, generalise or infer. In other words, only a minority of questions demand that pupils use higher-order thinking skills.

How do questions engage pupils and promote responses?

It doesn't matter how good and well structured your questions are if your pupils do not respond. This can be a problem with shy pupils or older pupils who are not used to highly interactive teaching. It can also be a problem with pupils who are not very interested in school or engaged with learning. The research identifies several strategies which are helpful in encouraging pupil response. (See Borich 1996; Muijs and Reynolds 2001; Morgan and Saxton 1994; Wragg and Brown 2001; Rowe 1986; Black and Harrison 2001; Black et al. 2002.)

Pupil response is enhanced where:

- there is a classroom climate in which pupils feel safe and know they will not be criticised or ridiculed if they give a wrong answer;
- prompts are provided to give pupils confidence to try an answer;
- there is a 'no-hands' approach to answering, where you choose the respondent rather than have them volunteer;
- 'wait time' is provided before an answer is required. The research suggests that 3 seconds is about right for most questions, with the proviso that more complex questions may need a longer wait time. Research shows that the average wait time in classrooms is about 1 second (Rowe 1986; Borich 1996).

How do questions develop pupils' cognitive abilities?

Lower-level questions usually demand factual, descriptive answers that are relatively easy to give. Higher-level questions require more sophisticated thinking from pupils; they are more complex and more difficult to answer. Higher-level questions are central to pupils' cognitive development, and research evidence suggests that pupils' levels of achievement can be increased by regular access to higher-order thinking. (See Borich 1996; Muijs and Reynolds 2001; Morgan and Saxton 1994; Wragg and Brown 2001; Black and Harrison 2001.)

When you are planning higher-level questions, you will find it useful to use Bloom's taxonomy of educational objectives (Bloom and Krathwohl 1956) to help structure questions which will require higher-level thinking. Bloom's taxonomy is a classification of levels of intellectual behaviour important in learning. The taxonomy classifies cognitive learning into six levels of complexity and abstraction:



- 1 Knowledge – pupils should: describe; identify; recall.
- 2 Comprehension – pupils should: translate; review; report; restate.
- 3 Application – pupils should: interpret; predict; show how; solve; try in a new context.
- 4 Analysis – pupils should: explain; infer; analyse; question; test; criticise.
- 5 Synthesis – pupils should: design; create; arrange; organise; construct.
- 6 Evaluation – pupils should: assess; compare and contrast; appraise; argue; select.

On this scale, knowledge is the lowest-order thinking skill and evaluation is the highest. It is worth pointing out that, in most cases, pupils will need to be able to analyse, synthesise and evaluate if they are to attain level 5 and above in the National Curriculum and Grade C and above at GCSE.

Bloom researched thousands of questions routinely asked by teachers and categorised them. His research, and that of others, suggests that most learning focused questions asked in classrooms fall into the first two categories, with few questions falling into the other categories which relate to higher-order thinking skills.

References

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Annex 5.12. Examples of oral feedback



This activity consists of two parts:

12a: Consider the following examples of oral feedback

12b: Use a sound recorder or video camera to capture two or three episodes involving oral feedback in your classroom.

Content

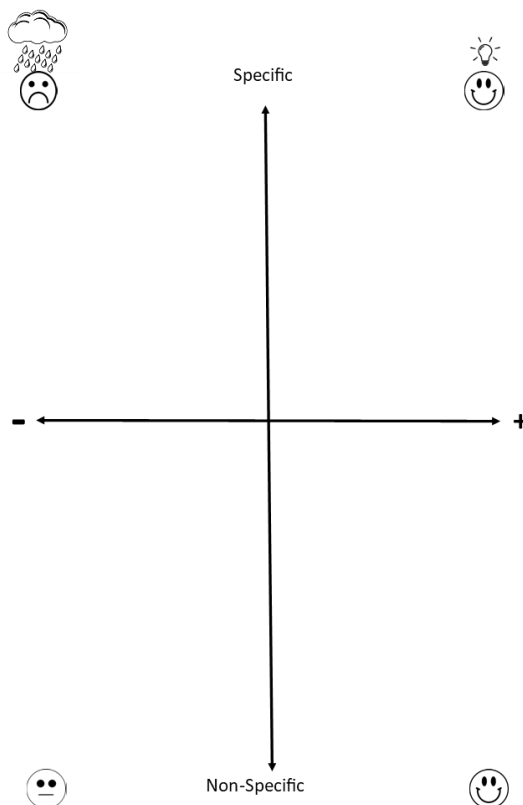
12a: Consider the following examples of oral feedback

Task

Place the number related to each statement on the diagram below.

1. Your long jump was poor. Put in more effort next go.
2. Your long jump has really come on. You may be in the team next term.
3. Your long jump was a disaster. You didn't touch the board, your legs were too straight and I can hardly make out your shoulders from your chin.
4. Your long jump was good, but you should touch the board and keep your chin forward.
5. Well done. Your long jump has really improved. To increase still further you need to push off from the board and keep your chin well forward. Try these two things next round and let's see if you can make five metres. You could soon get in the team.

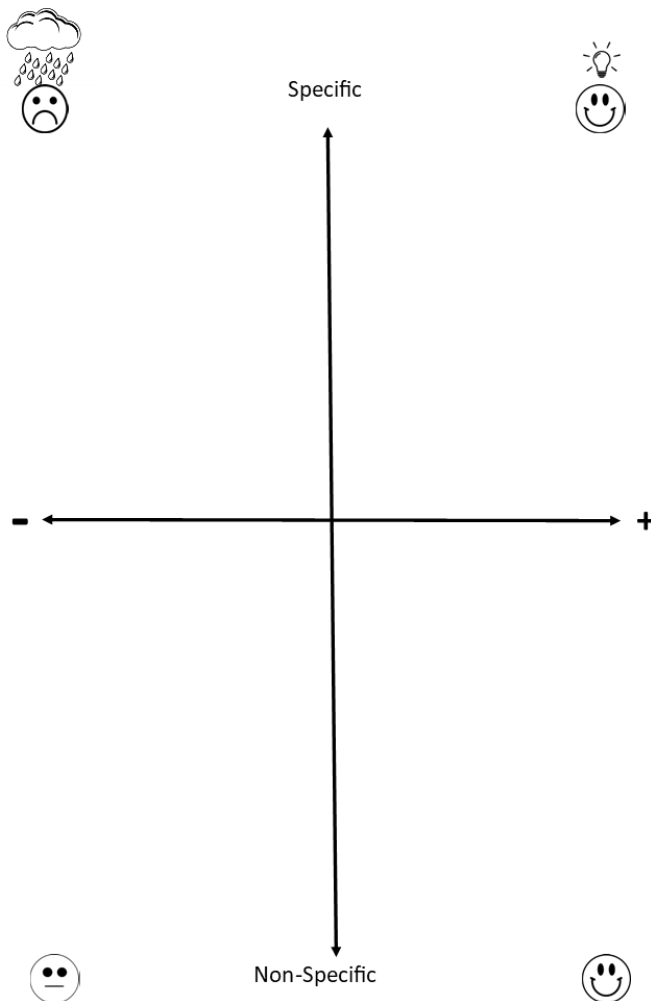
Oral Feedback



12b Use a sound recorder or video camera to capture two or three episodes involving oral feedback in your classroom

Task Use the same diagram to analyse your responses. Is your feedback mainly positive and specific? Identify any aspects of your feedback that you would like to improve and record your next steps. Plan an opportunity to repeat the exercise in a few weeks to see if you have achieved your targets.

Oral Feedback



Annex 5.13. Reflection on impact of oral feedback



Using statements from the diagram below, plan to use some of these approaches in your next few lessons. Reflect on the impact of these on the progress of the learners.

Content

Composition of group	Type of oral feedback
Whole class	As a starter or within an episode, you use learners' previous work to feedback teaching points for individuals and the whole class. You model the language of feedback for learners. (Planned feedback relating to learning objectives)
Whole class	You feedback points for learning to model improvement on and shaped as the development is shared with the class. (Planned feedback, using modelling of content/techniques or learning strategies, followed by instant feedback on learner contributions related to objectives)
Whole class	You invite contributions from selected learners asking for evaluation and review. This is summed up with your feedback related to learning objectives and to the quality of the class review. (Instant feedback related to objectives as part of a plenary)
Group	In guided ability or targeted group work, you give instant feedback to learners as they work on a task and make adjustments in response. (Some planning in relation to learning objectives or learning strategies, but some instant feedback necessary)
Group	In guided ability or targeted group work, you give planned feedback on work completed previously in response to objectives common to the group. (planned review)
Paired work	In pairs, learners access each other's work, then you give oral feedback to the pairs. (Instant feedback but related to learners' targets/success criteria.
Paired work	In pairs, learners work on a task. During the process you offer feedback to which learners respond by making adjustments. (Instant feedback related to tasks/success criteria)
Individual	You give individual feedback during the course of independent work in progress. (Instant feedback in relation to objectives/criteria/self-assessment/learning strategies)
Individual	You give oral feedback in an individual review while rest of class work independently on a task (Planned review)



Annex 5.14. Providing effective written feedback



Using statements from the diagram below, plan to use some of these approaches in your next few lessons. Reflect on the impact of these on the progress of the learners.

Content

Composition of group	Type of oral feedback
Whole class	As a starter or within an episode, you use learners' previous work to feedback teaching points for individuals and the whole class. You model the language of feedback for learners. (Planned feedback relating to learning objectives)
Whole class	You feedback points for learning to model improvement on and shaped as the development is shared with the class. (Planned feedback, using modelling of content/techniques or learning strategies, followed by instant feedback on learner contributions related to objectives)
Whole class	You invite contributions from selected learners asking for evaluation and review. This is summed up with your feedback related to learning objectives and to the quality of the class review. (Instant feedback related to objectives as part of a plenary)
Group	In guided ability or targeted group work, you give instant feedback to learners as they work on a task and make adjustments in response. (Some planning in relation to learning objectives or learning strategies, but some instant feedback necessary)
Group	In guided ability or targeted group work, you give planned feedback on work completed previously in response to objectives common to the group. (planned review)
Paired work	In pairs, learners access each other's work, then you give oral feedback to the pairs. (Instant feedback but related to learners' targets/success criteria.
Paired work	In pairs, learners work on a task. During the process you offer feedback to which learners respond by making adjustments. (Instant feedback related to tasks/success criteria)
Individual	You give individual feedback during the course of independent work in progress. (Instant feedback in relation to objectives/criteria/self-assessment/learning strategies)
Individual	You give oral feedback in an individual review while rest of class work independently on a task (Planned review)



Annex 5.15. Developing constructive written feedback



Select three pieces of learners' work that represent a range of achievement within a class that you teach.

Content

Read through the written feedback that you have given. Now read the following characteristics of constructive written feedback and reflect your own practice

The written feedback:

- focuses on the learning objectives selectively;
- confirms that learners are on the right track;
- stimulates the correction of errors or improvement of a piece of work;
- scaffolds or supports learners' next steps;
- provides opportunities for learners to think things through for themselves;
- comments on progress over a number of attempts;
- avoids comparisons with other learners;
- provides learners with the opportunity to respond.



Annex 5.16. Developing a language for peer assessment



Decide on a lesson in which you are going to provide an opportunity for peer assessment and plan your steps using the guide..

Content

1. Will learners be in pairs or small groups?
2. Think about how you are going to introduce this strategy and about the language you want the learners to use when discussing each other's work.
3. Consider producing 'an ideal solution' or a set of progressive steps against which they assess and identify what they need to do to improve.
4. Plan an oral prompt sheet or a writing frame that will be given to your learners to support this strategy. The following stems may be a useful starting point:
 - you have met the criteria here by...
 - this is your best sentence because ...
 - you could improve this example further by ...
 - you have not met this part of the criteria because ...
 - to reach the next stage you need to include more of ...
5. Ensure that sufficient time is planned into the lesson to allow for discussion and subsequent action. Make a note of how this activity went. How would you refine it to make improvements?

Refer to PowerPoint Slide # 28 Response partners

