

Fifty Shades of Assessment	Expert Learning Trait improvement score:									
	Curiosity and a love for subject	Risk taking and stamina	Personal learning	Active listening & asking	Evaluating others' work	Research and reading	Note taking and writing	Creativity and problem solving	Collaborative learning	Total Learning Trait score
1 Perfect lesson notes	72	75	54	20	28	40	32	16	66	403
Use a group wiki to enable all learners to contribute to the taking of perfect lesson notes. At the start of the term, ask learners to volunteer for the week in which they will take and upload 'raw' (rough) notes to the central wiki . After each lesson, all other learners must then refine the raw notes into 'neat' notes. Every learner must contribute to the review. (Weaker learners begin to learn how notes should be taken.) By reading the notes yourself, you will be clear about your impact on their understanding . Also, through this process, the group will produce a 'perfect' set of lesson notes for use in final assessments .										
2 Group critique	102	125	28	25	29	22	15	80	48	474
Ask individual learners to present their work/ideas/ artefacts to the group. Ask the listening learners to complete an <i>active-listening handout</i> . This should ask learners to state their evidence-based personal opinions, exploratory questions, and constructive feedback, which will be given to the presenter in the plenary . The handout should also state that comments should include <i>vocational terminology, evaluative words, evidence to support the evaluations</i> and, where possible, <i>impact on an audience</i> . Following the plenary, ask the presenter what s/he would do differently next time and ask the peers what they would like to steal .										
3 Mobile-phone documentaries	132	120	22	25	12	18	17	92	63	504
In groups, ask learners to make a documentary using their mobile-phones in a style of your choosing (e.g. The Apprentice, Crystal Maze, Coronation Street, etc.) to illustrate their understanding of a concept or specific element of provision. Give the 'audience learners' an <i>active-listening handout</i> containing the key learning points that should be seen and ask them to assess each documentary . Plenary audience findings. Ask documentary makers to list anything it now appears that they have not understood and the support they may need to move forwards .										
4 Collaborative research	54	90	18	25	12	46	23	56	60	384
Learners are divided into small groups. Each group champions the research of a different aspect of a central topic. Each group then produces an active-listening handout to give to their peers ahead of a presentation of their findings. Headings in this handout should focus listening learners on capturing important content. Listening learners complete the active-listening handout as required, and note any additional follow-up questions they would like to ask. This is repeated for each expert group.										
5 Polishing your presentations	42	135	24	24	26	26	3	76	57	413
Split the audience for a learner's presentation into two groups. The <i>active-listening task</i> for group 1 is to evaluate the presentation from a subject perspective; group 2 should evaluate from a presentation perspective. For instance, group 2 might look at: 'arousing curiosity' and 'developing narrative', as well as 'communicating content and meaning'. The plenary should be peer-led, with learners giving positive and constructive feedback, and asking questions of the presenter. The teacher should use coaching of others instead of direct feedback to fill any gaps in the evaluation. Following the plenary, presenters should set out how they will address the development points raised .										

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6 Paired exemplar marking	60	80	34	21	21	24	18	68	51	377
1. Give learners three short questions/problems and five minutes to complete them on their own. 2. Once completed, they should swap their answers with their neighbour. 3. The teacher then presents the correct explanation of the answers. 4. Following the explanation, learners should correct and comment on their neighbour's answers. 5. Once complete, these should be handed back, and the comments reviewed. 6. Finally, learners should bullet-point what they will do differently with the next question/problem.										
7 Peer assessment of draft creative work	60	95	26	11	24	34	9	96	57	412
1. Learners are given a design brief and, working alone, generate five rough ideas before deciding on their best idea. 2. Learners then swap all five of their draft ideas with a partner without telling them which is their favourite. 3. Peers then secretly choose the one they feel is the best. 4. Work is handed back to the owners, and discussion follows, with a particular focus on any differences of opinion. 5. Each learner then writes a set of actions to move their work and learning forward.										
8 Supercharged Evaluation Skills – listening	30	50	22	26	30	36	16	48	39	297
In advance of individual presentations of work, give all learners an <i>active-listening</i> <i>handout</i> containing boxes for the following four categories: 1 – vocational terminology (blue); 2 – judgement words (red); 3 – the supporting reasons for their judgements (green); 4 – the impact on themselves or an audience (purple). As their peers present their work, listening learners should record an evaluation of the extent to which the language used covers the four categories. Learners should aim to speak and listen in 'full colour'. Following a plenary, presenters should set out how they will address the missing colours.										
9 Discovery demonstration	114	130	24	23	8	26	11	88	15	439
Pepper a practical demonstration with hypothesis questions. For instance: 'What do you think would happen if I did X?' 'What do you think I should do next?' 'Look at where we're up to and ask me a great question.' <i>This allows learners to practise the questions they will ask themselves when it's their turn to carry out the task. The focus is then on learning the potential and value of the process rather than simply remembering a sequence of actions.</i> At the end of the session, ask learners to write down how they intend to practise and develop the technique before next lesson.										

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10 Whole class debate	108	130	12	10	18	48	14	20	42	402
<p>Split the learners into two or more groups. Set a topic for debate and prepare learners to carry out self-directed, individual and group research in their own time, to prepare for the debate in the following lesson.</p> <p>Before the debate, ask learners to swap research notes with a neighbour and score their work out of 10 for thoroughness. Do not say why. Collect in the scores and aggregate per team. At the end of the debate, ask learners to vote on which side had the strongest argument. Compare this result with the aggregate score for the preparatory research.</p>										
11 Preparing to submit work – group review	84	80	32	6	17	22	25	44	48	358
<p>1. Set a pre-submission milestone for a near-final version of the assignment.</p> <p>2. Group learners in threes and ask them to swap assignments.</p> <p>3. Give each learner just one of the distinction criteria and ask them to assess the work using only that criteria. This could be related to the subject (e.g. the refinement of the artefact), or an expert learning skill (e.g. the strength of the evaluative language used).</p> <p>4. Learners should then write an action list to respond to peers' comments and their own ideas from evaluating others' work.</p>										
12 Meerkat moments	138	60	42	17	6	44	4	72	18	401
<p>Make the learners curious about an element of the lesson by arousing them to a gap in their knowledge. The more they value this gap, the more they will invest time and effort to fill it, and the more it will last in their memory.</p> <p>In the following lesson, ask learners to share what they've discovered. This enables the teacher to evaluate the effectiveness of the curiosity strategy and shows learners that their contributions to group learning are valued.</p>										
13 Exam preparation	48	90	24	13	20	26	10	76	45	352
<p>1. Learners work individually on a practice exam, test or quiz.</p> <p>2. In groups of three or four, learners then share their unmarked answers.</p> <p>3. Each group then creates the best composite answer from their individual responses.</p> <p>4. Groups share their answers with the rest of the class.</p> <p>5. Key learning points and error mitigation strategies are captured by all learners for every question.</p>										

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14 Match comments to work	78	50	12	3	27	30	25	44	48	317
1. Write comments about learners' work on separate, anonymous, pieces of paper. 2. Group learners in fours and give back their assignments and the anonymous comments. 3. Ask the group to then match comments to work. 4. Each learner should then write two positives they've seen in others' work that they would like to steal, and two issues with their own work they would like to address. (Adapted from <i>William & Leahy</i>)										
15 Apply a concept	84	110	12	7	17	14	16	80	51	391
Group learners into threes and ask them to analyse a given <i>case/problem/text/artefact</i> using the concepts outlined in the lesson. They must then prepare their two most incisive learning points for the plenary.										
16 Gapped handout – from the start	126	30	48	24	5	36	19	16	6	310
Introduce the lesson, but do not state the intended learning outcomes. Give learners a handout that covers the lesson, but with important elements missing. Ask learners to capture important learning points in the gaps as the lesson progresses. For the final plenary, ask learners to put away their notes and to write: a) what they feel the learning outcomes were supposed to be; b) the extent to which they have achieved the learning outcomes; c) what they will do before next lesson to cement this learning.										
17 Assessment games	96	80	28	16	10	34	9	44	30	347
Use well-known computer-based assessment games such as: Blockbusters, Millionaire, University Challenge, Kahoot, etc. to test learners' knowledge while having fun. With the help of a handout, ask learners to capture all questions to which they didn't know the answer. Ask learners to write a short action note to resolve each of the problem areas.										
18 Trick questions	54	75	32	3	23	36	11	52	27	313
Learners have completed a piece of work. They are paired with a colleague and asked to swap work. Learners are then given 10-minutes of silent time to review their colleague's work and write 10 killer questions to ask them. The 'trick' bit... At the end of the preparation time, learners are, instead, directed to use their 10 questions to write a review of their own work. The answers to these questions should form an action plan for improvement.										

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19 Peer-group discussions	84	75	40	19	14	4	6	20	60	322
1. Set a variety of discussion topics for small groups of learners. 2. Give a clear overview of the particular aspects of the subject to be discussed by each different group. 3. State the intended output, i.e. feedback of conclusions to the whole group, including what they have learnt from the discussion.										
20 Provocation	120	90	30	16	9	10	22	8	21	326
Open the lesson with a provocative question or statement that challenges learners' standpoint; e.g. moral, emotional, political or intellectual. Allow the comments and 'tensions' to brew, taking care to choreograph this carefully. Once learners have 'had their say', ask them to write four clear statements that set out their opinion. Each statement must use the subject's vocational terminology, an adjective that expresses the strength of their feelings, and the impact each point might have on themselves or others. These are exchanged with a neighbour who then assess the extent to which the answers contain the above criteria. Answers are returned and any deficits resolved by their author .										
21 Clarifying success criteria using exemplar work	24	15	44	2	25	20	26	40	33	229
1. A task is set. Learners work alone to produce a draft. 2. The teacher secretly awards a provisional grade for each learner's work. No comments are made on the work. The teacher photocopies/photographs the three best pieces of work (exemplars). 3. Learners are given back their own unmarked work along with copies of the three exemplars. 4. Learners work in groups, using the exemplars to decide on assessment criteria for the task. 5. Learners redraft their own work, and resubmit. <i>(They are not allowed to simply copy the exemplars.)</i> 6. The teacher feeds back original and revised grades.										
22 Wiki assignments	114	60	52	1	2	32	30	16	9	316
Learners complete their written assignments on a wiki , so that you can constantly monitor their progress without ever collecting the work in or taking time out of your lesson. Use the wiki to add notes to their work periodically to show that you are interested in the development of their ideas. You may also wish to add notes on their wiki to make them curious to look at other interesting sources and ideas . Switch off their editing permission for the wiki on the hand-in day to avoid all of the usual excuses.										

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23 Test questions	36	40	18	3	22	28	11	76	54	288
1. In preparation for summative assessment tests, ask each learner to select a different element of the syllabus under review and to write a question and accompanying qualitative mark scheme. 2. Collate these into a full test, which all learners then take. 3. All question authors then mark the question they set, and write a short report on excellent answers and any typical mistakes made. 4. Findings are then presented to the group and all learners asked to identify their areas for development.										
24 Gapped handout – at the end of the lesson	84	60	28	21	3	36	15	32	9	288
1. For the final plenary of the lesson, give learners a handout with important elements missing. 2. Ask learners to fill in the gaps, using their own reflective notes if required. 3. State, or restate the intended learning outcomes and ask learners to RAG rate the extent to which these have been achieved. 4. Finally, have learners set out what they will do to resolve any amber and red elements before next lesson.										
25 Preparing to submit work – exemplar review	12	10	50	2	28	28	29	12	6	177
Ask learners to compare their final draft work to a given exemplar, then write an evaluation of the difference and the steps needed to improve their own work. <i>(William & Leahy)</i>										
26 Preparing to submit work – paired marking	18	45	34	2	28	24	18	16	36	221
1. Ensure learners understand the qualitative assessment criteria. 2. Only allow work to be handed in if it meets the highest criteria; return all other work for re-drafting. 3. Pair learners and ask them to mark each other's work, producing an evaluation of why an assignment either has or has not met the distinction criteria. 4. Learners should then redraft and resubmit. <i>(Adapted from William & Leahy)</i>										
27 Differentiating support	84	105	14	3	7	20	12	84	9	338
Set learners a problem to solve. If they find it too difficult, they'll see three Help Sheets set out in different parts of the room. They should try Help Sheet 1 first. If that doesn't help, they should move on to Help Sheet 2, and so on. Ask learners to tick any Help Sheets they use.										

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Your three Help Sheets will offer ever-greater degrees of support to solve the problem. The first might address the most common and simple blocks, enabling the learner to continue unaided. The final one could clearly prescribe the strategy to solve the problem, or show the workings of the solution. The teacher should count the ticks to help evaluate the level of confidence in the group and **the content of the next lesson.**

28 Target setting – medium term – self-directed **90** **100** **42** **6** **1** **44** **7** **4** **12** **306**

1. At the start of a new assignment, topic or aspect of the syllabus, arouse learners' curiosity and establish the 'need for knowledge'.
2. Ask learners to list what they would like to find out, and be able to do, as a result of this period of study.
3. Throughout the period of study, ask learners to evaluate the extent to which they are achieving these outcomes.
4. Against each outcome, ask the learner to **state how they will continue to develop each skill in advance of subsequent lessons.**
5. At the end of the period of study, ask learners to complete a final evaluation and **forward action plan for improvement.**

29 Target setting – short term – self-directed **54** **60** **38** **6** **4** **36** **13** **36** **3** **250**

1. At an appropriate point towards the opening of the lesson, learners write a list their learning goals for the session, and the activities they will carry out in order to achieve them. *[Please note that the list of learning goals is NOT a to-do list, but a clear statement of the cognitive, physical or attitudinal change they intend to make.]*
2. Depending on the subject, exemplar material might be used, from which learners determine their learning goals.
3. At the end of the lesson, ask learners to evaluate the extent to which they achieved the outcomes.
4. Against each outcome, ask learners to **state how they will continue to develop this skill in advance of next lesson.**

30 Private plenary – notes for the learner **66** **50** **20** **22** **3** **36** **10** **16** **6** **229**

At the end of the lesson, ask learners to spend just one minute writing down what they understand the lesson's main points to be, then add a note about anything they don't understand.
Ask learners to then **write a note of what they will to do to plug the gap in their understanding before next lesson.**

31 Target setting – long term **84** **115** **46** **4** **7** **22** **6** **4** **3** **291**

During the extended induction period, enable learners to describe three versions of themselves in five years' time. Blend their draft aspirations with the many employment options they may progress onto from your course. Based on one or more of their draft career ideas, divide them into small aspiration-management groups. Ask each group to then **identify the steps needed to achieve each goal, including any questions they need to answer.** *[NB. learners are not being asked to decide what they would eventually like to do for a living, only to set out three plausible options.]*
Review progress against these routes and **redraft aspirations when needed.**

32 Discuss a question **60** **70** **4** **15** **13** **10** **21** **4** **24** **221**

Ask learners to discuss a given question or statement with their neighbour then **write two considered responses and a further question.**

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33 Supercharged Evaluation Skills – writing	24	50	14	3	3	38	31	32	3	198
Give learners four highlighter pens of different colours. Ask them to highlight the following elements of their written work: <ul style="list-style-type: none"> • vocational terminology: blue • judgement words: red • the supporting reasons for their judgements: green • the impact on themselves or an audience: purple. Learners should aim to write in 'full colour'. Any missing colour should be addressed. [Colours relate to the CCQI Supercharged Evaluation Skills strategy.]										
34 Target setting – medium term - directed	84	85	36	1	2	42	7	4	12	273
1. At the start of a new assignment, topic or aspect of the syllabus, arouse learners' curiosity and establish the 'need for knowledge'. 2. Give learners a copy of the targeted <i>subject learning goals</i> and <i>expert learning goals</i> . Ask learners to RAG rate themselves against the outcomes. 3. Throughout the period of study, ask learners to evaluate the extent to which they are achieving the outcomes. 4. Against each outcome, ask the learner to state how they will continue to develop each skill in advance of subsequent lessons . 5. At the end of the time period, ask learners to complete an evaluation and action plan for improvement.										
35 Reflecting on expert learning skills	18	65	48	3	3	26	17	20	12	212
1. Periodically, ask learners to reflect on their ability to learn independently. 2. Help them to develop a vocabulary for independent learning by using the list of Expert Learning Traits. 3. Ensure their reflections are evidence-based. 4. Give them a reflection proforma to assist with this and include an action plan to help them set short-term improvement strategies and goals .										
36 Hunt the literacy issues	12	5	46	1	2	38	25	40	3	172
1. Mark an asterisk at the end of each line of text in which there is a literacy issue. 2. Ask learners to find and resolve each issue. 3. Learners then add each issue to their Literacy Learning Log (an ever-growing record of issues they've learnt how to address). (Adapted from Wiliam & Leahy)										

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37 +, -, = (Plus, Minus, Equals)	18	20	32	2	3	20	24	60	3	182
1. Mark learners' work relative to their last assignment. If the latest work is of the same quality, mark it '='. 2. If it is better, mark it '+', and if worse, mark it '-'. 3. Ask learners to write a short evaluation of the mark, i.e. what makes it better or worse; what they should do differently next time. <i>(Adapted from William & Leahy)</i>										
38 Classroom debate (to answer a spontaneous question)	66	75	8	9	16	4	5	24	27	229
1. A learner asks a question. 2. You ask the group for their ideas. 3. If opinions are split, take a vote on who is right. 4. Through coaching or the addition of more information, choreograph a change of opinion if required. 5. Avoid giving your own ideas until the very end, and only if this adds value.										
39 Write a question – part 2	60	75	8	9	16	4	5	24	27	228
[Write a question – part 1 <i>Ask learners to write down one or two questions they have at this point in the lesson. Stress that they should word the question/s carefully to address what they are really interested in or confused about.]</i> Write a question – part 2 Once the questions from part 1 have been written, learners should ask their peers for possible answers . Questions for which no answer has been found should be directed at the teacher . These may produce some very valuable learning for all learners.										
40 Target setting – short term - directed	42	25	48	1	2	12	20	28	9	187
1. At an appropriate point towards the opening of the lesson, give learners a copy of the targeted learning goals. 2. Ask learners to RAG rate themselves against each one. 3. At the end of the lesson, ask learners to evaluate the extent to which they achieved the outcomes. 4. Against each outcome, ask the learner to state how they will develop and master each skill in advance of next lesson.										
41 Notes review 2 – stealing from your neighbour	36	45	6	2	19	16	8	20	39	191
Ask learners to swap lesson notes with their neighbour then to steal something and add something .										

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42 Hunt the issues	60	35	14	2	3	12	15	52	3	196
1. Complete a preliminary assessment of learners' work, recording details in your record system. 2. Return learners' work, but only tell them the number of issues they need to resolve. 3. Give time in the lesson to hunt, find, and address the issues before resubmitting the work. <i>(Adapted from William & Leahy)</i>										
43 Silent minute	18	25	16	12	1	2	28	8	6	116
Ask learners to think about the lesson so far and to stay silent so that they do not to interfere with other learners' reflections. During this reflection, they should write a comment, implication or question.										
44 Write a question – part 1	60	35	10	9	3	12	20	4	6	155
Ask learners to write down one or two questions they have at this point in the lesson. Stress that they should word the question/s carefully to address what they are really interested in or confused about.										
45 Notes review 1 – finding the gaps	18	25	14	8	2	6	27	8	3	111
Give learners two minutes to check their learning notes to make sure they understand what they've written and to fill in any gaps.										
46 Private plenary – notes for the teacher	6	20	8	2	3	4	27	8	3	81
At the end of the lesson, ask learners to spend just one minute writing down what they understand the lesson's main points to be. They should then add a note about anything they didn't understand. <i>These can be left anonymous if it improves the quality of the comments.</i> Tell learners this is to help you alter next lesson or the support you provide so that no one is left behind.										
47 'Itch your arm' if you don't understand	6	60	4	14	1	2	1	4	3	95
In a lesson, if a teacher asks if everyone understands, there is often a great reluctance by learners to say publicly that they don't. Instead, try saying something along the lines of: 'Itch your arm if you don't understand'. A slightly more overt version of this is to say: 'Give me a show of thumbs!' These should be kept close to their chests. Thumbs up, sideways or down give the teacher a feel for what s/he may do next.										

Note to the users of this resource: there is space for a further three assessment strategies. If you have an inventive strategy you think others could benefit from, do please send me a note at: tony@ccqi.org.uk. Very many thanks!