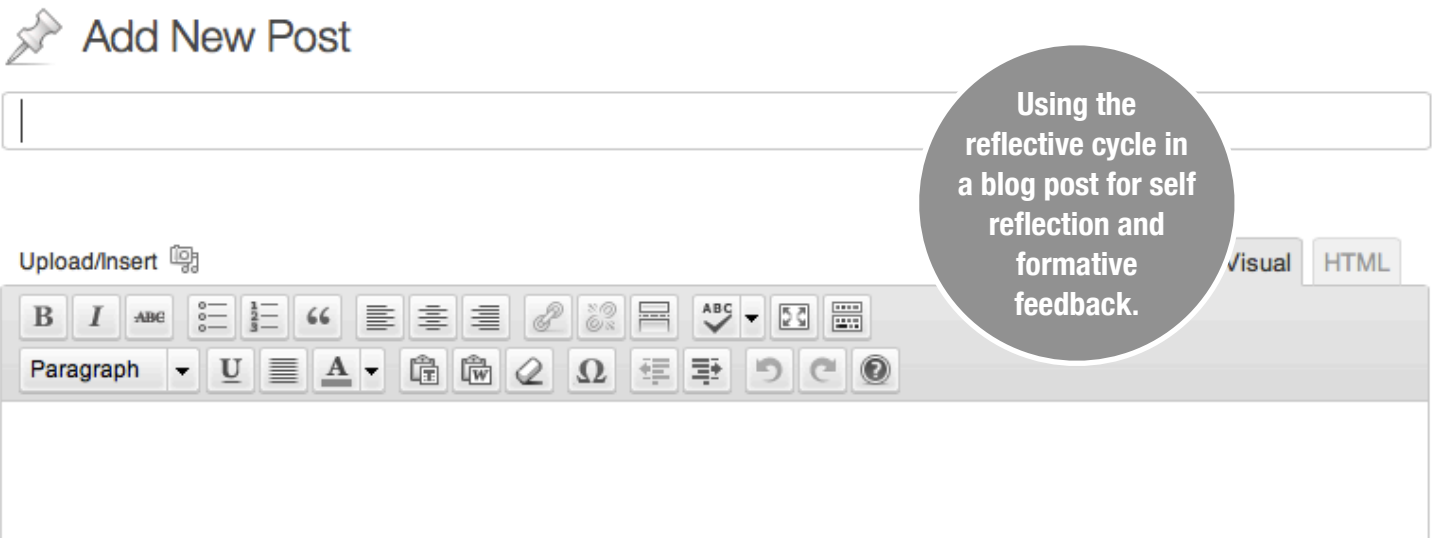


STARTER SHEET:

FORMATIVE ASSESSMENT USING THE REFLECTION CYCLE



FORMATIVE ASSESSMENT

Assessment that is interpreted and used to give directions or make decisions about next steps in learning process. This assessment is looking forward, it supports future learning and reinforces current learning. Formative assessment, while it usually comes from the teacher can be developed by the student themselves by using a reflective process as well as from his or her peers.

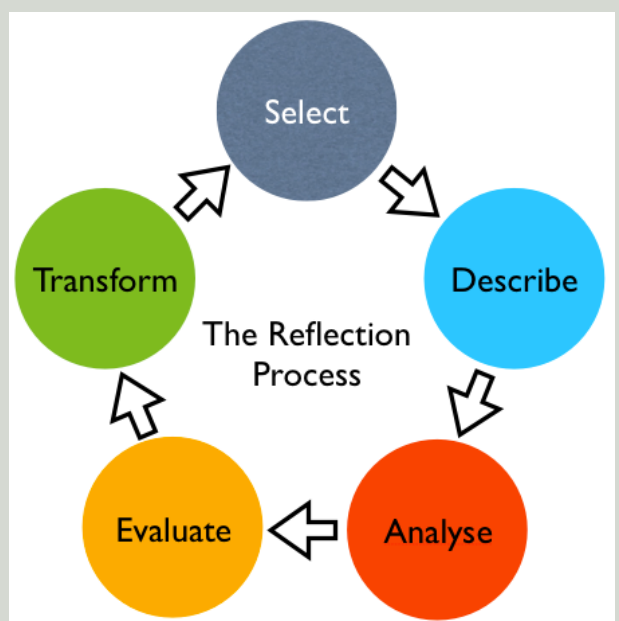
Blogs allow the student and opportunity to publish work, reflections and thoughts online using a simple and straight-forward tool. While there are many types of blogging tools they share similar characteristics:

- simple text editor,
- add links, images and alike
- Meta-tags and keywords

This provides the blog author an open page on which to write.

Many students struggle to write posts that are well constructed and show the depth of reflection that is beneficial. Often their posts are superficial, just descriptive and do not reach the real purpose of a reflection the transformation or changes that come from reflections.

Similarly, the comments left on blogs by people reading the post, may lack the depth to provide effective formative feedback.



Leave a Reply

Logged in as [Andrew Churches](#). [Log out](#) »

The comment feature in a blog is usually a plain text field. Restrictions can be set that require the commenter to log in or use an account removing the anonymity of the feedback

Submit Comment

Select

Select is the first stage in the reflective cycle. The students select something they want to reflect on or the teacher assigns them a task or question to examine. The student then states this clearly at the start of the post.

Describe is to give a detailed account. It is expected that the students would answer four of the basic questions **What, Where, When** and **Who**. This sets the scene for the higher order thinking elements of the reflection.

Describe

Analyse

Analyse breaks down the event or task into its component parts and looks at relationships. In this section the students are asked to pose and to answer the **Why** and **How** questions. How does this work, why are they related to each other etc.

Evaluate is to judge, critique, validate, review, or compare and contrast. The students are first asked to examine the **impact, importance, effectiveness** and **relationships** and then evaluate the significance of these where appropriate.

Evaluate

Transform

Transform requires the students to take the next step and decide what needs to happen as a result of their reflection. This could be that they need to change some element, adjust or manipulate an aspect, or it could equally validly be that no change is required at this time.



An Example from Math.

The students from grade 9 have been asked to investigate the speed that cars travel past the front gates of the school. Concerns have been expressed by the students and parents that the speed may be dangerously fast.



The students conduct an investigation measuring the car's speed by using a series of cones and timing the time to pass from one to the other.



The students were asked to blog the event and to use the reflective cycle to scaffold their response.

The **described** the event using **Who, what, where** and **when**. They then presented their results and examined the different parts: distance travel and time taken, position outside the school, time of day and relative volume of traffic. They presented the data in suitable graphs. This constituted their **analysis**.

Having completed this section of the reflection, they then **evaluated** the **impacts** and **importance** of their findings and decided (**Judged**) that the speeds were not generally excessive and that reminding motorists using slow signs might well be sufficient to resolve this matter. This was the recommendation or **transformation** that they presented.



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