

# 7C

## Reflection, discussion and deeper analysis

---

1. Please review the text in chapter 7A once more after you have read it. Which three points are especially important for you? Take notes and discuss them afterward in teams of two or three.
  2. With reference to paragraph 7 A.4, assessment functions: think about 1–2 examples for formative, education-oriented assessment and for summative evaluation at the end of a learning sequence from your practical experience as HLT instructor. Discuss your examples with your colleagues.
  3. Please review carefully the examples 2 and 3 in chapter 7 B. They are examples for education-oriented formative assessment. Reflect and discuss what you yourselves can do in terms of formative assessments in the next 2–3 months. Look for 2–3 examples for different age groups and implement them in your classroom.
  4. Chapter 7 A.5 describes the performance evaluation by classmates (peer assessment, peer feedback). Have you yourself already had experiences with this form of evaluation? What could you try out in this context in the next 2–3 months? Plan specific events!
  5. Chapter 7 A.6 explains individual, objective and social reference standards. For each of these reference standards, please find and discuss a valuation procedure from your own classroom teaching (i. e. one or several examples where the individual /the social/ and the objective reference standard was of central importance.
  6. Particularly important is furthering the ability of self-assessment. In this context, please find and discuss a) events, in which you exercised this in your own teaching, and b) specific events in which you can apply this in the next weeks or months.
  7. Evaluations should always be criteria-oriented in order to be transparent and fair for the students as well. Please review example 1 in chapter 7B and reflect/discuss situations in which you could proceed in a similar fashion. Plan and execute at least one specific example for the various age levels.
  8. What knowledge do you have of the practice of evaluation and correction and grading in the regular schools of the country where you currently live and work? Are there handouts or information aids (such as the downloadable brochure “evaluation and school career decisions” by the Zurich Education Department)? Please discuss these questions with colleagues of the regular classroom instruction. It is important, in the interest of your students, that your evaluation practices more or less correspond to the ones of the regular classroom teachers!
-