FUTURE CLASSROOM: STUDENTS EVALUATION SYSTEM

To begin with, it may be a good idea to distinguish between **EVALUATION** and **ASSESSMENT**.

Assessment is a process that gives feedback to the teacher about how and what students are learning through both, observation and direct feedback from students. Assessment also involves providing criteria that help students see how they are doing and how they can improve. Assessment helps teachers to determine what students need to learn.

Evaluation occurs at the end of the process and involves final grades, tests, exams and determining what students still need to learn in order to reach a number of objectives.

The Purpose of...

assessment is to INCREASE quality.

evaluation is to JUDGE quality.

Too short and not enough leaves. C-

FUTURE ASSESSMENT

Now, the next step is to make a difference between:

ASSESSMENT OF LEARNING is to certify or inform parents or others about students' level of learning, reporting detailed information that can be used to decide the next steps in students' learning. It is accompanied by number or letter grade (in Spain we use numbers, from 0 to 10)

ASSESSMENT FOR LEARNING is to assess each student's progress and learning needs in relation to the curricular goals using different methods to make students' skills and understanding visible.

 So we can say that if we ASSESS our students properly we may be giving them the key to SUCCESS.
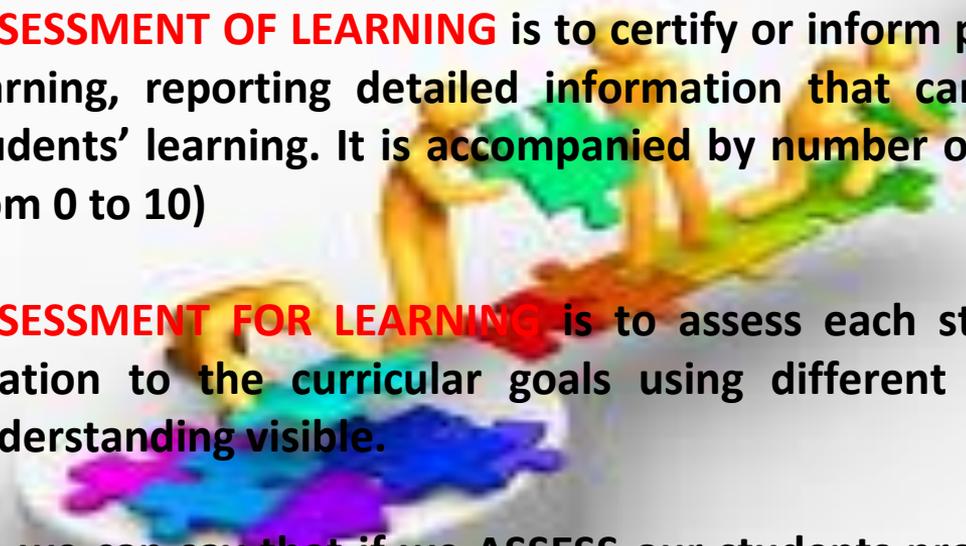
How long do we spend evaluating our students?

A lot. We actually spend much time checking tests.

Is it necessary? Could we do that in a different way? Could we use that time in a more productive way?

If the idea of education is that students create, produce, do something, then we may change our way of evaluating.

So, it's time to stop and think….
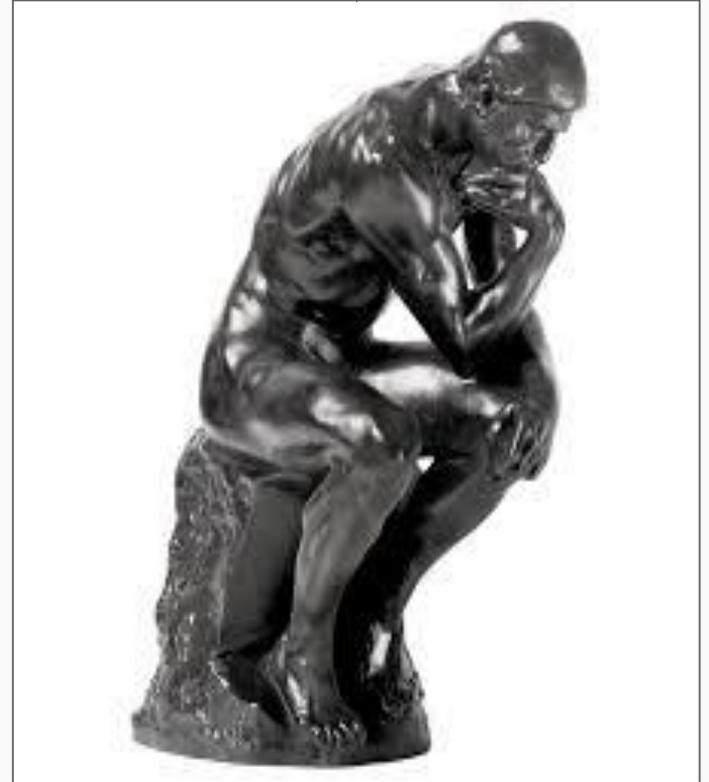
FUTURE ASSESSMENT

What are we doing now?

SUMMATIVE EVALUATION ⬛➡ It refers to assigning a grade for student's achievement at the end of a term, course or programme. It's based on assessment through daily observation and assessment of quality at the end of the process through:

- **Rubrics**

- **Written tests**
- **Creative assignments**
- **Presentations**
- **Portfolios**
- **Written reports**
- **Projects/products**
- **Practical examinations**
- **Peer/Self evaluation (COEVALUATION/SELFEVALUATION)**

Content ⊹ Assessment ⊟ Grade

How do we evaluate in the **Summative Evaluation**?

Through a daily monitoring of homework, classwork, projects, tests and attitude.

We use rubrics that define the main competences students have to get related to personal skills. But, the problem comes now, when we have to assign a grade to the final work

Our criteria evaluation percentages change from one subject to another. For instance, in Languages they are:

- TESTS — 40%
- HOMEWORK — 15%
- CLASSROOM WORK — 15%
- PROJECTS — 30%
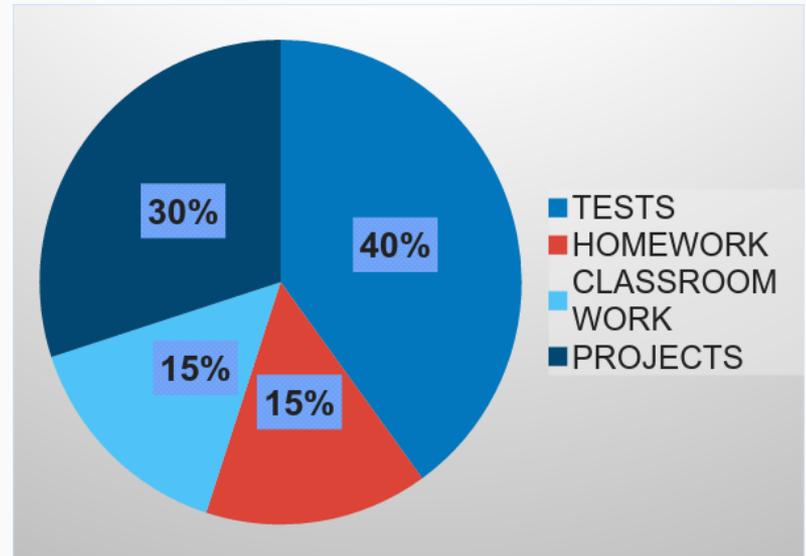
Our purpose/goal in the future is to reduce the percentage given to tests and evaluate just taking into account the student daily work…. but how will we do that in 15 years?

We think future education will be mainly based in the **COOPERATIVE LEARNING**, so the evaluation process will be placed within a cooperative learning framework.

In previous presentations we have already talked about Cooperative Learning. This is something we started to use at IES Las Banderas some years ago. With CL all students start their work from the same starting point and all of them have the opportunity to reach the same objective.

How can we implement Cooperative Learning?

- Flexible groups
- Games
- Group Projects
- Peer Pair
- Different techniques (Jigsaw)

We believe that with Cooperative Learning students will get some of the key competences they are supposed to achieve for a lifelong learning: a combination of knowledge, skills and attitudes.

but ... **HOW WILL WE EVALUATE INDIVIDUAL WORK IN A TEAM WORK???**

INDIVIDUAL ↔TEAM

For us ASSESSMENT means both, learning to cooperate and learning by cooperating. One of the main techniques we think will be used to evaluate in the future :

JIGSAW TECHNIQUE

 Each member of the group has to work one part of the topic. Then all the members share each part and put them together. In this way each member becomes an "expert" in his own way.

With this method we will evaluate individual work and at the same time cooperative learning. We will also evaluate different competences: **learning to learn, interpersonal and social competences.**

At the same time this type of activity can imply a COEVALUATION since they evaluate their partners.

FUTURE ASSESSMENT

On the other hand we can define EVALUATION as the process of keeping enough information about quality and quantity of the change experimented by a student in a period of time.

In this sense at IES Las Banderas we use **THE PORTFOLIO**.
We think in the future Portfolio will be an important tool to demonstrate students skills in a practical/real way.

A Portfolio is a collection of student work that demonstrates their efforts, progress and achievements in given areas.

Portfolio materials can be:

- **ESSAYS/COMPOSITIONS**
- **POETRY/CREATIVE PROSE**
- **ARTWORK, PHOTOS,...**
- **AUDIO/VIDEO RECORDINGS**
- **PERFORMANCES**
- **....**

This is the link to our Portfolio:
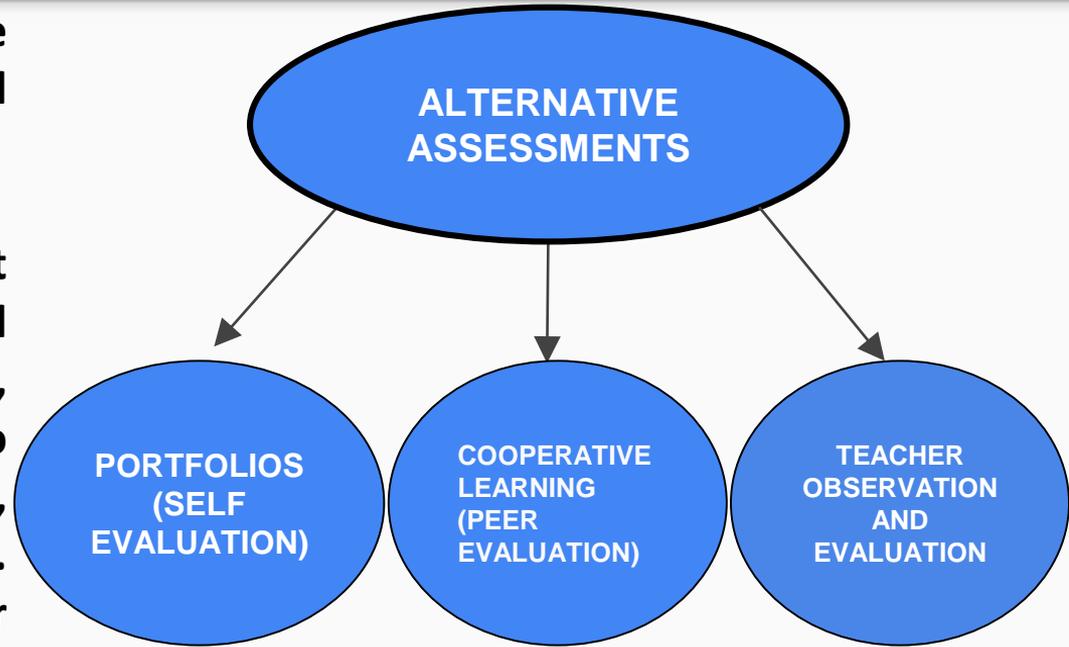**Portfolio 15-16**

To make a meaningful Portfolio we must revise periodically (at the end of each term...) the students work and offer a qualitative evaluation of the Portfolio

Nevertheless evaluation procedures are rigid, presencial, bureaucratic and disciplinary.

Most of them measure just processes but not results, past and not future, parceled knowledge and not integrated knowledge, without taking into account the ability to create new knowledge because after all, learning is creation not consumption. Knowledge is not something a learner absorbs, but something a learner creates.

If we go beyond tests, we must find alternatives in assessment too.

ALTERNATIVE ASSESSMENTS

PORTFOLIOS (SELF EVALUATION)

COOPERATIVE LEARNING (PEER EVALUATION)

TEACHER OBSERVATION AND EVALUATION

FUTURE ASSESSMENT

In addition to the contents and objectives known as part of the curriculum may be a good idea to give a leading role to other aspects which in practice often take a secondary role in the evaluation.

If we start with the idea of educating people so they can become self-sufficient in their work and social life for good adaptation to the context in which they live , perhaps we should give priority to the following elements in the future assessment :

- Critical judgement ability
- Autonomous resolution
- Skills in oral, written and visual expression
- Capacity for cooperation and collaboration with peers
- Ability to relate ideas, find solutions and internalize what they have learnt.

We think keep in mind these objectives in addition to facilitate students the content and skills required for each level may form more socially competent people.

Our working method is based on this approach:

- **Cooperative learning group:**

  1. assessment of personal skills and individual goals. We also evaluate the degree of involvement , effort, responsibility and proper response .
  2. evaluation of the achievement of the overall objectives of the group
  3. self-assessment

- **Project work (Portfolio)**
  1. Evaluation of the final project
  2. Continuous assessment of the project process and not as isolated knowledge , but to achieve a particular overall objective.

We wouldn't like to finish our presentation without mentioning one important aspect in the future assessment. We think **emotion** must be an important tool to form our future doctors, lawyers, policemen or computer programmers. Although it's necessary to do an evaluation of learning we must take into account that an outstanding student may be very different of another outstanding student so we should focus our **evaluation/assessment** to teach our students to be able to manage their emotions in a positive way into the labour world. As César Bona,a spanish teacher and writer, says:

" Every child is a universe. All children are unique and it is not enough to fill their heads with facts, but also with tools that facilitate such understanding , empathy and sensibility so they can emerge stronger from adverse situations . They should know that if they propose something and fight for it , they can get it, and that it depends on them to make the world a better place."