

WORKSHOP

Learning, Teaching and **Assessment** (Moderation Hub)

Open and closed questioning

Activity 1

From a block of learning you are currently delivering, write down some closed questions that might be asked as part of the learning. Use this as the basis on which to develop an open-ended question that could allow you to assess your learners’ level of understanding more fully.

Closed question	Open-ended question
What is the next number in the sequence?	How did you work that out?
What do we call the process green plants use to make food?	What are the differences between the processes of photosynthesis and respiration?

Crafting hinge questions

Activity 2

- Working with a colleague, develop a small bank of hinge questions that could be used to assess learners' progress in a lesson or series of lessons you are currently planning
- Go on to consider how you wish learners to provide their answer (e.g. 'show me' boards/SMART responses) and anticipate how you will deal with any likely incorrect answers

Creating high quality assessments

Activity 3

Working with at least one other colleague, plan and create a high quality assessment to be used as part of a planned block of learning/learning experience in one of the four context of learning:

- Select a bundle of Es and Os which reflect the planned learning
- Create a high quality assessment which requires the learner to:
 - draw on a range of learning
 - demonstrate an appropriate level of challenge
 - demonstrate higher order thinking skills
 - apply their learning in a new and unfamiliar situation

Creating high quality assessments

Now use the following self-evaluation questions to moderate the high quality assessment you have created and make any necessary adjustments in light of your collegiate discussion:

- Is the high quality assessment based on an **appropriate bundle** of Es and Os that link concepts appropriately?
- Are the chosen Es and Os taken from a **range of organisers**?
- Is the question at the **appropriate level**?
- Does the question enable the teacher to **gather evidence** of learning against the selected Es and Os?
- Will this question require the learner to draw on a **range of learning**?
- To what extent does the question **promote higher order thinking skills**? Which HOTs are most needed?
- Are **breadth, challenge** and **application** evident?

Moderation questions.

The following slide contains some examples of questions that could be used when moderating planning for learning, teaching and assessment.

This is not a prescriptive or exhaustive list and in practice these questions would not all be used at one time, rather a few pertinent ones chosen depending on the focus or purpose of the moderation activity.

Moderating learning experiences and assessment

- Describe the learning activities you have planned, including the planned assessment.
- Have you linked the learning within a context?
- How have you taken account of the principles of curriculum design (challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance)? Discuss each one.
- Are there any ceilings?
- Have you used any hinge questions?
- How do you know your planned learning experiences are at the correct level?
- Describe your ongoing assessments
- Have you used a range of assessment approaches?
- Does this include self and peer assessment?
- Are the learners receiving ongoing feedback?
- Is this based on the success criteria?
- Have you planned any periodic/high quality assessments?
- Does this allow the learner to demonstrate breadth, challenge and application?



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