## Lesson Plan: Assessing Learning

**45 min – 1.5 hrs total**

Lesson Description



In this lesson, participants learn about formative and summative assessment and how to check for learning throughout their lesson and workshop.



Learning Outcomes



At the end of this session participants will be able to:

1. Explain the importance of assessment.
2. Describe different types of assessment.
3. Discuss techniques for assessment of learning.
4. Identify assessment opportunities in a lesson.



Materials



* Flip chart paper
* Markers
* Tape
* CEWT Workbook – 1 per participant
* Scissors
* Assessment Techniques Activity (see end of lesson plan)
* Optional: Participants’ Nametags created using the template in the workshop introduction

Preparation



* Read and prepare lesson plan
* Prepare on separate sheets of flip chart paper:
  + One sheet of flip chart paper with the title “Formative Assessment” and the following description: “*Occurs throughout a lesson. Allows the instructor to assess learning as it is happening*”.
  + One sheet of flip chart paper with the title “Summative Assessment” and the following description: “O*ccurs at the end of a lesson or workshop. Measured the same way for all participants.*”
* Print Assessment Techniques Activity from the end of the lesson plan and cut out the cards
* Write lesson description or learning outcomes on flip chart paper
* Write the following questions on a sheet of flip chart paper:
  1. Have you ever used this technique before? (Share your experience with your partner).
  2. When would this technique be useful? (What is the purpose?)
  3. Would this technique work for assessing learning in the lesson you just created? (If you have different lessons, share your ideas with your partner)

Introduction 5 minutes



1. Ask the participants: “How will you know if your participants have met the learning outcomes? *By watching them during the lesson, reviewing assignments, listening to their responses, doing formal tests or quizzes*.
2. Explain that each of these things are a type of assessment. Give a brief definition of assessment: “*Assessment is an activity that measures how a learner is meeting learning outcomes.”*
3. Present the lesson description or learning outcomes.

Types of assessment 10 minutes



1. At the front of the room, post the flip charts with the titles “Summative Assessment” and “Formative Assessment”
2. Ask participants: “What do these terms mean?” What is the difference between formative and summative assessment?”
3. Provide the definition of formative and summative assessments. Use the analogy of a chef making soup:
   1. *Formative assessment is what happens when the chef tastes the soup and makes minor adjustments to improve the flavor while he is cooking.*
   2. *Summative assessment is what happens when the customer tastes the soup. At this point, the chef can no longer make changes to this particular batch of soup. But, it is still important to assess whether the soup has met the customer’s expectations, so the chef can improve future batches of soup.*
4. Ask the participants: “Why is formative assessment important?”   
   *Formative assessment allows you to monitor participants’ learning and understanding so you can improve your approach and provide feedback to help them learn better.*
5. Ask the participants: “Why is summative assessment important?”   
   *At the end of a training program, summative assessment allows you to compare your participants’ learning against a benchmark/ target. As a trainer, you may use summative assessment to check that participants have achieved the competencies required to get a certificate, or to assess how well your program is working.*
6. Ask participants to stand up, and to do one movement that represents formative assessment, and another movement that represents summative assessment.

Assessment Techniques 25 minutes



1. Divide participants into pairs.
2. Pass out cards from the Assessment Techniques activity (see end of lesson), ensuring that each pair has at least one card.
3. Post the flip chart with the following questions, and ask participants to discuss them with their partner:
4. What type of assessment technique is this, formative or summative?
5. Have you ever used this technique before? (Share your experience with your partner).
6. When would this technique be useful? (What is the purpose?)
7. Would this technique work for assessing learning in the lesson you just created? (If you have different lessons, share your ideas with your partner)
8. Ask each of the pairs to present 2 assessment techniques to the large group. Each pair should read the description of the assessment technique and then share what they discussed.
9. After each pair presents their assessment techniques, ask them to post it on the flip chart of formative or summative assessment.

Assessment Opportunities in Lesson Plans 10 - 30 minutes



1. Ask each pair to review the lesson plan they created earlier in the workshop. Ask them to identify how the trainer will check that each learning outcome is being met. If this is not already described in the lesson, ask them to add it.

Review 5 minutes



1. Turn on the theme music for the workshop and ask participants to put on their “Hat”.
2. Ask participants “What stage of the ADDIE model were we working on?” *Design*
3. Explain that when you are developing a workshop that requires formal assessment and testing, it’s important to create assessment tools in the design stage. Ask participants “Why would we include assessment in the design stage?” *Because how we assess influences what we put in our lesson plans?”*
4. Explain that for the purposes of this workshop it was easier to consider assessment after doing the lesson plans so participants can see how assessment fits in the flow or their lesson. We did consider assessment in the design stage of ADDIE when we discussed learning outcomes. To a large degree learning outcomes dictate our assessment strategy.
5. Add the steps “Assessment” under the design stage on the flipchart of the ADDIE model.
6. In their CEWT Workbooks, in the Design section, under the title “Assessment” ask participants to:

* write the definitions for formative and summative assessment
* explain why they are important
* provide an example of each.

Note. Participants will need to flip backward in their CEWT Workbooks to find the Assessment questions. They are in the Design section of the CEWT Workbook.

Reflections on Lesson

**Assessment Techniques Activity**

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| --- | --- |
| **Written Reflections**  Written reflections can be used to assess levels of understanding and points of confusion. Provide participants with a set of questions or open ended phrases to begin their reflection. For instance:  *Questions:*   1. *What was the most useful thing you learned today?* 2. *What are you confused about?* 3. *What question would you like to answer?*   *Open Phrases:*   1. *Something I was excited to learn was . . .* 2. *I feel . . . .* 3. *The most valuable part has been . . .* 4. *I felt challenged by . . .*   Ask participants to write their answers to these questions on a sheet of paper and hand them in, or get them to write them in a journal that they hand in periodically. | **Temperature Check**  In this quick and informal self-assessment participants rate their level of knowledge or skills in a specific topic. They can do this with their bodies, or by placing an object or dot on a line or grid. For example:   * *Place a dot or a sticker on a line between highly skilled (one side of the line) and low-skilled (the opposite side of the line).* * *Move to a certain location in the room according to your knowledge on a topic.* * *Open your arms wide if you are very skilled in the topic, close them if you are unskilled.* * *Raise your fingers according to your knowledge of a topic. Five fingers mean you know a lot; 1 finger means you know very little. Alternatively, stick your thumb up if you feel confident using the skill, down if you don’t and in the middle if you are neither confident or unconfident.* * *\*\*Participants can do the hand ratings with their eyes open or closed depending on whether you want the assessment to be anonymous or not.* |
| **One to three Sentence Summary**  Ask participants to write or verbally share a one to three sentence summary of what they learned in a lesson. The summary will give you a good understanding of what points they took away, and where there is still confusion.  Add another nuance to the summary by asking them to create it for a specific audience. For instance, how would summarize how to size a pit latrine for someone who struggles with numbers. | **Application Options**  Ask participants to create a table with skills and knowledge on one side, and application on the other. They write down everything they learned in the knowledge and skills column, and how they will apply it in the other column.   |  |  | | --- | --- | | **Knowledge or Skill** | **Application** | | *Asking effective questions* | * *Household visits* * *Group facilitation* * *With my family* | |  |  | |  |  | |
| **Participant Quiz Questions**  Divide participants into teams. Ask each team to create a set of quiz questions on the topic/s you just covered. You can use the questions for a game where one team quizzes the other. The team that answers the most questions correctly wins. Alternatively, you can use the questions to create a quiz or test.  The questions participants create, and the answers the other team provides, will give you insights into what they have learned. | **Papers and Assignments**  Askparticipants to do a take home assignment that demonstrates what they have learned in your workshop. Be creative. Participants can produce a PowerPoint presentation, write a poem, create a mind-map, produce a short video, write a story, draw a picture or poster, take photos, etc.. For instance, participants can take photos of sources of water and classify them as unprotected or protected. |
| **Listen**  Listen to a group of participants discussing the workshop content. Take note of which participants seem to understand the content, and which seem to be struggling. | **Group Work evaluations**  Create an evaluation that participants can fill out after a group project. In the evaluation participants can do a self-evaluation, assess the contributions of their peers, and explain what they learned by working with others. |
| **Report Back**  Ask participants to summarize the results of a small group discussion or assignment with the full group. | **Presentation**  Ask a participant or small group to prepare a presentation for the class on a specific topic. |
| **Observe**  Observe participants practicing a skill. Consider creating a simulation where they can demonstrate the skill in a real-life scenario. Give specific feedback on how each participant is meeting learning outcomes. | **Quizzes**  Hand out a short quiz at the beginning or end of a lesson or day. The questions on the quiz should be directly related to the learning outcomes. |
| **Exam**  Exams are generally used in courses that contribute to a diploma or certification to measure knowledge and skills. Exams questions should be closely tied to learning outcomes. They should also be tested to ensure clarity. | **Chain Question**  Pass around an envelope with a question on the front. Ask participants to write their response on a piece of paper and stick it into the envelope. |
| **Body Language**  Observe the body language of your participants. Do they look at you or do they stare downward? Do they have a confused look in their eye? Are they nodding off? All of these are signs of student engagement and their understanding. Once you pick up on a clue, be sure to follow it. For instance if participants appear confused, rephrase your question or instructions. | **Portfolio**  If you are designing a longer course or workshop you can ask participants to collect samples of how they have applied their learning.  At the end of the course they can hand in a collection of work samples, with an explanation of what each sample demonstrates about their knowledge and skills. |