

VOICE

Voicing children Opportunities
Interaction Collective decision
making Education

Children's participation in their assessment



H.F.R.I.
Hellenic Foundation for
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In other words...

- ▶ **children thinking (about) and collecting evidence about their learning**

A process aiming at making children feel...


- That their learning belongs to them
- That for their progress there are people and tools that can support them
- That they have direct access to the ways in which they learn and to their evaluation (or that they can self-assess & self-improve).

A process based on the view that we learn ...

- ▶ as we participate in actions that we share with others
- ▶ when these actions become progressively more complex and demanding (cognitively)

and

- ▶ when the more “experienced” ones gradually give us the responsibility of our learning.



As Rogoff (1997) says,

“How people develop and learn is the result of the way, type and evolution of their participation in various activities”

“Learning is a process of transformation of participation itself”




I am interested in

I get involved (at increasing levels of complexity - cognitive and emotional)

I insist despite difficulties, I can manage uncertainty

I communicate with others, I express ideas and feelings

I take responsibility for my learning



Traditionally, assessment is carried out
by teachers...

(We evaluate, interpret, discuss with parents
and perhaps other teachers...)

Traditionally we don't...

discuss our learning objectives with children

include students' goals in our objectives

discuss with the children their "progress" (as it happens)

In this way we create individuals who...

depend on others to understand their value and get feedback on their performance

cannot control/organise/improve their own learning - they always need someone else's help

Why seek children's participation in their assessment?

2 main reasons...

1. Research in the fields of assessment and motivation shows that...

- Environments that encourage children to set and assess their own goals create the conditions for more effective learning

It makes sense: children who are given the opportunity to participate in their (and their peers') assessment are given a) the message that they are capable of learning & b) the motivation to do something for themselves

2. If we perceive children as acting individuals with their own opinions...

- ...then they can't help but be involved in something that concerns them both cognitively and emotionally.



The process can take various forms,
but the goal is one...

Children & teachers work together to record & discuss
children's learning



In which sentences do you see
genuine collaboration between
teacher and children?

In which sentences do you see
children's participation in their
assessment?

1

We ask children how they like what they have made/drawn. We accept what they say and reward them.

2

We ask children to evaluate what they have created/drawn without any specific criteria.

3

We organise opportunities where children present their work to other children. As each child finishes, the others applaud.

4

We ask children to indicate which of their works want to include in their portfolio. We respect their wishes even if we don't agree.

5

We set the goals of an action/activity together with the children.

6

We organise opportunities where children are involved in assessing the work of their peers.

7

We tell the children what their goal(s) are before they start making something. When they are done we ask them to assess if they have achieved their goal(s).

How can children contribute to their assessment?

In 2 main ways...




1. With their self-assessment

2. Including children's voices in their assessment

1. Encouraging different 'types' of self-assessment

- We seek/encourage children's judgements of their own deeds and actions.
- We encourage children to give themselves 'instructions' on what to do.
- We give children opportunities to decide what can/should be recorded & included as evidence of their development and progress in their portfolio.
- Involve children in actions/activities that involve 'automatic feedback' (e.g. puzzles).

- 
- Encourage children to build on previous actions/work to evaluate current successes or progress.

We facilitate the above by:

- Ensuring that children have continuous access to their portfolios (with or without the teacher).
- Allowing children to change/add/remove 'evidence' of their development/progress from their portfolio

We also facilitate with activities...

...that give children the opportunity to talk about their goals and alternatives or alternative paths to a direction/goal.

"Yesterday we watched the 'how to catch a star' video, and we talked about things we really want to achieve and how we're going to try. Someone wanted to get better at drawing bears in their drawings. Many identified themselves and said what figures they couldn't draw yet, and then tried to draw them and practice. Another said he wanted to see a real dinosaur. The others suggested alternatives that could make him happy, because it is impossible to find a real dinosaur: reading books about dinosaurs, getting a dinosaur toy that someone had seen in a shop in COSMOS, or going to a museum" (G. N., kindergarten teacher).

2. Including children's voices in their assessment

- Assessment must include many perspectives to be fair and thorough - one of them is the child's (*with self-evaluation the child also gains a 'perspective'*).
- Before we 'speak' on behalf of a child who may not be able to express themselves at the moment, we look for different ways of communication and expression.
- We also include children's voices in the assessment of their peers.

Examples

- Together with the children we set criteria for evaluating their actions.
- Children choose 'sections' they want to add to their portfolios
- Children are involved in recording their learning (with different tools) (e.g. "how do you want to show your family what you can do with blocks?").

Example: "Children decide to make masks for Halloween or a performance"

Possible questions to help children set criteria for evaluating their action/ construction are:

- *What do you want the mask to look like?*
- *What does a good mask look like? What is important to have?*
- *What should you watch out for as you're making it?*
- *So you're telling me that a good mask should have/be... Should we write them (children's criteria) down to remember them?"*

Forms of children's participation* in their assessment

Participation is pre-decided by the teacher - all children are 'obliged' to participate (e.g. present themselves in their portfolio, choose a project that they found difficult, etc.)

Children are invited to participate - they have the right to refuse without consequences (e.g. to answer a questionnaire about their interests or friendships that will be put in their file)

Children are invited to participate - they have the right to negotiate how and to what extent they participate (e.g. "what else do you want us to put in your envelope?")

Children decide to participate - they negotiate the degree and type of participation themselves (e.g. "Can I put [this] in my file?")

Participation is decided and organised by a group of children

***Attention!** One form does not exclude the others. Also, one form of participation may precede or follow another

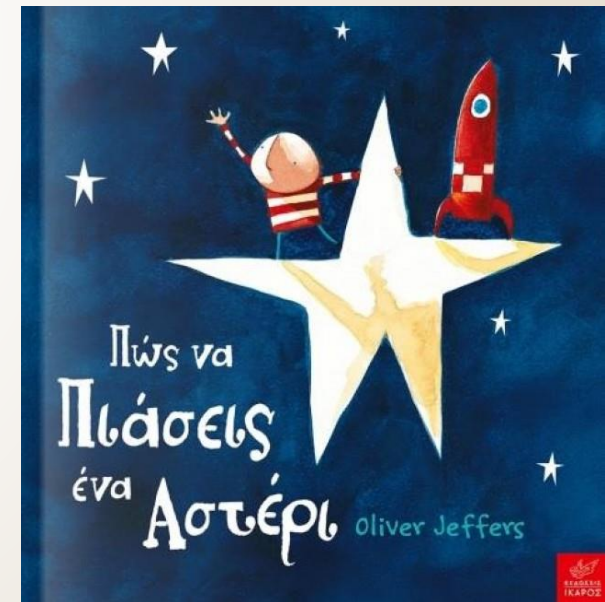
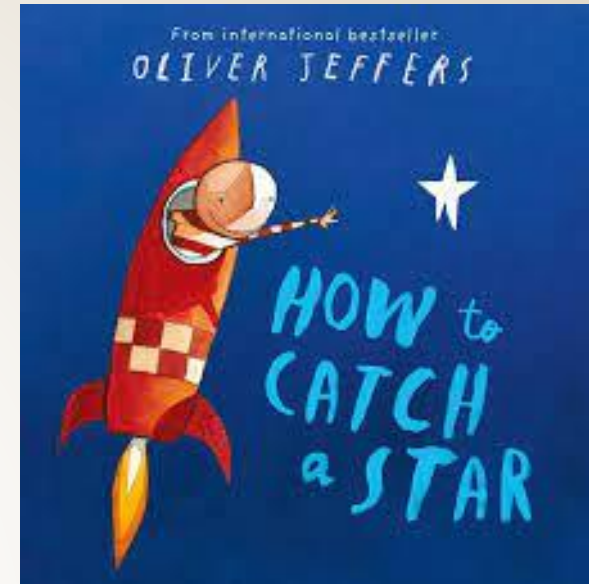
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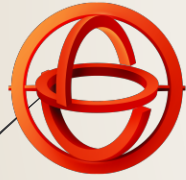
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Electronic source

- “How to catch a star”
(based on the story by Oliver Jeffers)

<https://www.youtube.com/watch?v=IJe6cOQmqlo>





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