The Literacy Squad Show Notes

04 | Remaining encouraging while assessing student growth.

Multiple Assessment Types
Students who require more help or intervention can get discouraged if they are completing assessments that they lack the ability to do. One thing the teacher can do is give those students other ways to ways to show what they know, rather than only writing or typing what they know. This means they could be given multiple-choice questions, short answer responses rather than having to write longer pieces of work, or give them the tools to draw diagrams or graphic organisers to explain their ideas, fillable charts with dot points, or even the ability to record their answer where they get to say what they mean rather than have to write it.

Don't Let On
One of the most important things a teacher can do is to try and avoid a situation where the student knows that they are not doing as well in literacy as their other peers. The best way to do this is to make adjustments to their assessment without them knowing that the adjustments were made. Even though they may have been given a different worksheet, or have been provided with extra time, or given more assistance, the student and their peers don't need to know.

Multiple Opportunities to Practice
Another way to boost confidence with assessment is to give children many opportunities to practice test-taking, where they use similar formats to what they will use when doing more formal types of assessment. By getting them familiar with the style of questions and even the content that they will be tested on, they grow more confident and are more likely to grow in confidence when completing assessments. Practice is key to developing confidence.

Self-Assessment
Another good strategy to increase student motivation about what they are learning is to get them to assess their own learning. You could give them a sheet or fillable form online that includes a self-assessment scale where they rate their work from 1 - 5, and even a rubric that includes the elements that they need to show to get that rating, making sure you write them in a way that is really meaningful to the student. You could also include a space where the student writes notes about why they've chosen the rate they've chosen. You could even include a section for the student to come back to after they've revised their work or even adjust their rating and reflect on how they think they've improved.

Goal Setting

Goal setting is one of the most motivating things for children of any age, as when they set the goal themselves, they are more likely to want to learn. They have a target, something to aim for. For example, if they were writing a report on the frog's life cycle, you could ask them what they want to achieve with the report. Why are they writing it? However, an even better strategy is to set goals that are informed by the curriculum's achievement standards, where the student understands what key literacy skills they are working towards. This can be a powerful motivator for students as they can see what it is they need to do, such as being able to write compound sentences that describe the environment. The student knows what to do and can work towards that.