



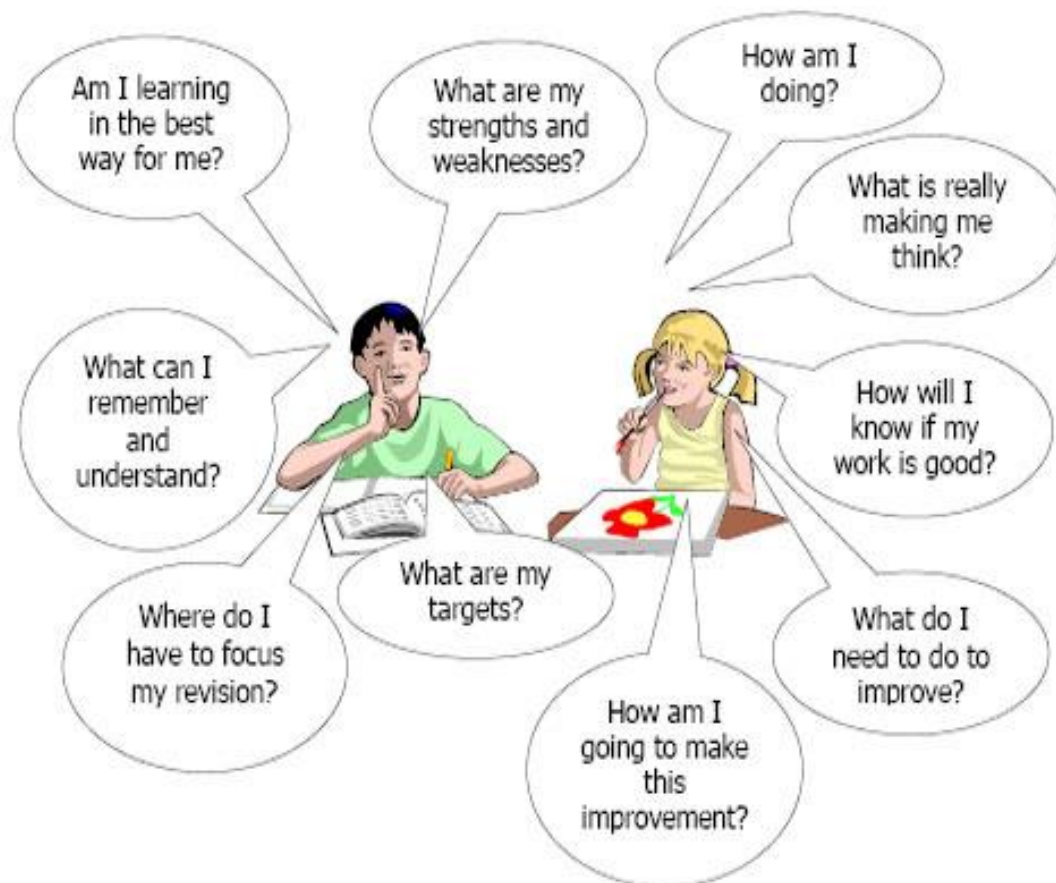
The Norwegian School in London

Founded 1982

Optimum duo mundi

Assessment for Learning Policy

1.04.2019



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ASSESSMENT FOR LEARNING POLICY

The Norwegian School in London

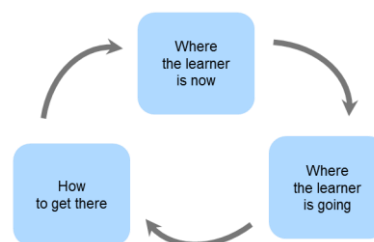
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What is assessment for learning?

Assessment for learning (AFL) is an approach to teaching and learning that creates feedback which is then used to improve students' performance. Students become more involved in the learning process and from this gain confidence in what they are expected to learn and to what standard.

One way of thinking about AFL is that it aims to 'close the gap' between a learner's current situation and where they want to be in their learning and achievement. Skilled teachers plan tasks which help learners to do this.

AFL involves students becoming more active in their learning and starting to 'think like a teacher'. They think more actively about where they are now, where they are going and how to get there.



Effective teachers integrate AFL in their lessons as a natural part of what they do, choosing how much or how little to use the method. AFL can be adapted to suit the age and ability of the learners involved.

AFL strategies are directly linked to improvements in student performance in summative tests and examinations. Research shows that these strategies particularly help low-achieving students to enhance their learning.

AFL and the relationship with formative and summative assessment

Traditionally, AFL has been closely associated with formative assessment because practices such as questioning and providing feedback help 'form' or 'shape' student learning. This differs from summative assessment which typically is an attempt to measure student attainment at the end of a period of learning.

The following table, based on the UK's [National Foundation for Educational Research report](#) (NFER 2007), classifies types of formative and summative assessment as either formal or informal.

	Formative Assessment	Summative Assessment
Informal	Questioning Feedback Peer assessment Self-assessment	Essays in uncontrolled conditions Portfolios Coursework Teacher assessment
Formal	Further analysis or tests, exams, essays Target setting	Tests Exams Essays in controlled conditions

It can be argued that all the assessment strategies in this table support AFL if their ultimate use is to help the student progress in terms of their learning.

A good example of using a summative assessment strategy in an AFL context is where a test or exam is used to identify a lack of understanding (e.g. in a particular area of the syllabus) and subsequently targets are set to rectify this.

"In AFL, it is the purpose of assessment, rather than the nature of it, that is important."

There are five main processes that take place in assessment for learning:

- 1) *Questioning* enables a student, with the help of their teacher, to find out what level they are at.
- 2) The teacher provides *feedback* to each student about how to improve their learning.
- 3) Students understand what *successful* work looks like for each task they are doing.
- 4) Students become more independent in their learning, taking part in *peer assessment and self-assessment*.
- 5) *Summative assessments* (e.g. the student's exam or portfolio submission) are also used formatively to help them improve.

How do we practice Assessment for Learning?

AFL is a natural part of our teaching. We use:

- Success criteria (kjennetegn for måloppnåelse)
- Formative assessment
- Self assessment
- Peer assessment

Our teaching is structured like this:

In the beginning of an academic process	Continuing the academic process
The teacher does a lot of teaching: To establish the pupils existing level of knowledge to... 1) Get an overview of the need for differentiation 2) Prepare the pupils for how to work further/methods we use	Students become more involved in the learning process: 1) Where is he/she academically now 2) Where is he/she going 3) How may the he/she get there

Our school year is divided into two half years, Autumn and Spring.

In the middle of each term the class teachers get together in their teams and discuss each pupils progress and achievements. After this they have a conversation with each pupil about their progress both academically and socially. The parents are invited to the same conversation later during the same term. The conversation is to end up with goals on how to work and progress further in the core subjects Maths, Norwegian and English for Year 1-6 and in all subjects for year 7-10. This will then be revisited in the following development conversation.

The success criteria are divided into three stages of achievement:

Know some	Know well	Know very well
-----------	-----------	----------------

and

Working towards expected level	Working at expected level	Working beyond expected level
--------------------------------	---------------------------	-------------------------------

During self-assessment the pupil will colour the area he/she believes they have achieved. The teacher will (in cooperation with the other teachers on the team) colour on which areas he/she has assessed the pupil. The younger pupils (Year 1-4) will self-assess their achievements within basic skills relating to specific tasks rather than an overall judgment.

This document is one of the ground documents for the conversation between the teacher and the pupil each term.

How do we document pupils progress?

We use a progress form¹ which shows the result of the pupils' achievements in the basic skills and different tests for each subject. This gives a good indication for the teacher on how each pupil and the class in general is progressing within the Basic Skills and in the subject.

Methods we use

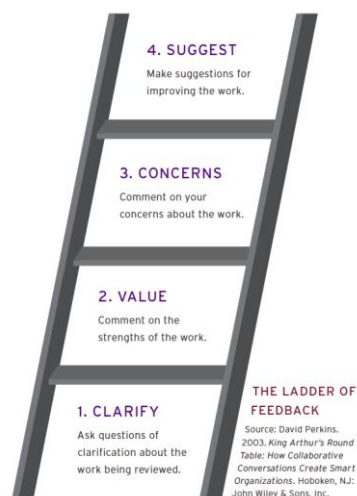
All classes (Year 1-10)

- Learning Partner (or Think Pare Share)
- Marking² (symbols for constructive comments)
- Austins Butterfly³

Learning Partner...

...involves posing one or several questions to learners based on the success criteria and giving them a few minutes to consider their response on their own. Then each learner discusses their ideas with a partner before the conversation is opened to the whole class.

This strategy encourages all learners to get involved in classroom participation. It gives them time to formulate their own ideas as well as an opportunity for all learners to share their thinking with at least one other learner. Furthermore, it encourages learners to listen to each other's ideas, and helps them to understand different viewpoints.



Year 1-4 use the 'Ladder of Feedback' **with** guidance.

Year 5-10 use the 'Ladder of Feedback' **as** a guidance for the pupils when they assess their peers to ensure that kind, thoughtful and effective feedback is given.

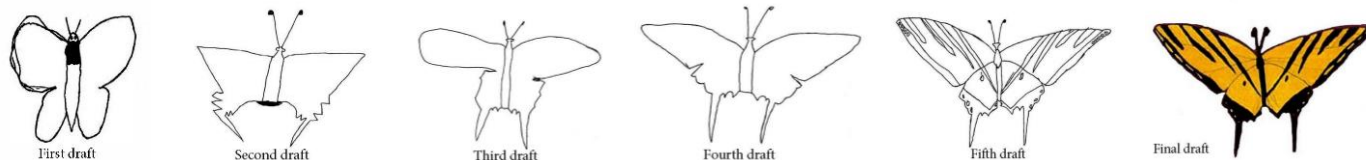
While the pupils are assessing their peers, the teacher walks around to monitor the assessment. They ensure that the ladder of feedback is properly applied.

The pupils are given time to revise their work

Marking

Instead of giving a comment that doesn't explain what the comment is for, like 'Good!' (What is good?) or 'Do better!' (What is to be done better?) a constructive comment that shows what is satisfying or excellent, or what needs to be improved and how, is given.

Austins Butterfly



(Austin grade 1, 6 years old)

Austins Butterfly is a great model of critique and revision for students and teachers of all ages; it has been used as a metaphor for improvement by students from kindergarten to high school, and by teachers and school leaders. It is a clear, visual image of the reason to have high standards and systems for improving work.

A critique group (some peers or the whole class) is facilitated by the teacher.

The critique may be split into several phases if this suits the process. The class had created rubrics for what quality would like in these two areas.

The group should be prepared to think like scientists – to observe carefully and record their observations according to the critiques – rather than just giving random feedback.

Students are asked to be Helpful, Specific and Kind in their feedback.

Students are taught to be pleased to receive suggestions for improvement. They will answer “OK” and also ask if there are suggestions they do not fully understand. They are not to argue.

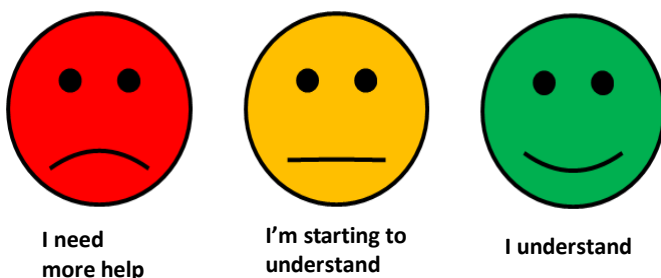
This process continues until the critique group is satisfied with the work that has been done.

Austins Butterfly video: <http://modelsofexcellence.education.org/resources/austins-butterfly>

Year 1-4

- Traffic Lights (feedback from the learner)
- Thumbs up – to the side - down

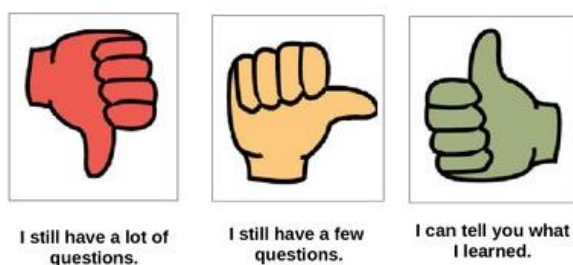
Traffic Lights...



This technique is a quick way to find out how confident learners feel about how a new concept or skill that has been covered in a lesson.

Another way of doing this with several topics or concepts would be to give a handout to the pupil with a grid on which he/she can identify the understanding level with a smiley, sad or neutral face.

Thumbs up – thumbs middle – thumbs down...



This method is very similar to Traffic Lights but is a quicker way for the teacher to get a feeling of how the whole class is experiencing the lesson. The result gives the teacher the opportunity to change the content of the lesson immediately (if possible) or change the lessons that have been/are to be planned.

Year 5-10

Marking and tracking⁴

This document can be adapted to numerous subjects. The selected aims from Kunnskapsløftet are added to the columns and are broken down into three levels. Similarly the headings in the left-hand column can be changed to suit the subject. The teacher and student then tick the appropriate box to show where the student is/thinks he or she is. This would be done during a feedback session with an individual student. The teacher would orally suggest goals towards which to aim.

Learning Triangle⁵

This is one example of several Learning Triangles (sometimes called Lærings- pyramiden in Norwegian) used in 5-10kl. By adapting the headings on the right it can be used at the beginning of a topic, in the middle or at the end and for any subject.

Oral Presentation mark sheet⁶

This template is used in English for 8/10kl. We use similar templates without grades for 5/7kl setting out the three levels in Example 1.

Fagsamtale-Elevsamtale⁷

Used by 8/10kl but will be adapted for a 7kl Fagsamtale during 2017-8 this document is the student's record of conversations with each of their subject teachers. This document, when completed, can be useful for a student to refer to, in order to reflect on their progress and act on feedback.

What do we assess?

The Norwegian curriculum contains two main parts in every subject.

- 5 Basic skills⁸ (reading, writing, oral, mathematics and ICT)
- Competence aims

The basic skills are integrated in the competence aims. Achieving the basic skills will provide each pupil with the skills required to function in society and work in the future, after they have ended their education.

The Norwegian School in London has therefore based their assessment for learning on the basic skills for each year group, divided into year 1-2, 3-4, 5-7 and 8-10.

As part of our everyday assessment and making pupils conscious of which basic skills they are developing we use a basic skills template⁹ where the pupils during or at the end of a lesson note which skills they have used and how they have used them.

When do we assess?

Our assessment grid¹⁰ shows when and how often we assess.

Common framework for Assessment for Learning

The Norwegian School in London has in cooperation with other Norwegian schools abroad (5 schools in Spain and 2 schools in Belgium) agreed on a common framework¹¹ for assessment for learning.

The framework clarifies the responsibility that lies with Governors, leadership and teachers to ensure that all pupils benefit from assessment for learning. The most important and basic question we always must ask ourselves is this: How may I teach to give each pupil the possibility to learn more?

1 NORSK 2016-17 1- 2. trinn	Kjønn	Trinn	MMO (minimum måloppnåelse)		ORDDIKTAT				MUNTlig KOMMUNIKASJON			SKRIFTlig KOMMUNIKASJON			SPRÅK, LITTERATUR OG KULTUR			...	...	Vurdering desember- 16	...	...	Vurdering juni -17
					20/9	2/10	28/10	11/11	lytte, ta ordet etter tur og gi respons til andre i samtaler	sette ord på egne følelser og meninger	fortelle sammen-hengende om opplevelser og erfaringer	Trekke lyder sammen til ord	Lese store og små trykte bokstaver	vise forståelse for sammenhengen mellom språkløyd og bokstav	samtale om begrepene dialekt, bokmål og nynorsk	samtale om personer og handling i eventyr og fortellinger	finne skjønnlitteratur og sakprosa på biblioteket til egen lesing						
ERE	M	1	H	M	H	M	H	H	M	H	M	H	M	M	H	H	H						
AF	M	1	M	L	M	M	M	M	M	M	M	M	M	M	H	M	M						
OSH	M	1	H	H	L	H	M	H	H	M	H	H	M	H	H	H	M						
SHH	F	1	M	M	M	M	M	M	M	M	M	M	M	M	H	M	M						
PL	F	1	H	M	H	H	H	H	H	H	H	H	H	H	H	H	H						
MTO	F	1	M	M	M	M	M	M	M	H	M	M	M	M	M	M	M						
EB	M	2	M		M	M	H	M	M	M	H	H	M	M	H	M	M						
EBB	M	2	M	H	M	M	H	M	H	H	M	M	M	H	M	H	M						
EC	F	2	M	L	M	M	M	M	L	M	L	L	M	M	M	L	M						
ARD	M	2	M	M	M	M	L	L	M	M	L	M	L	L	L	L	M						
EMF	F	2	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H						
WHG	M	2	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M						
JG	M	2	H	M	H	H	H	H	H	H	H	H	H	H	H	H	H						
IJTJ	F	2	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H						
DU	M	2	M	M	M	L	L	M	L	L	M	L	M	M	H	M	M						
LV	F	2	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M						
MV	F	2	M	M	M	M	M	M	M	M	M	M	M	M	H	M	M						
LTW	F	2	M	M	M	M	M	M	M	M	M	M	M	M	H	M	M						

What to add to your spreadsheet

- 1) Add subject, names and gender
- 2) In the left part of the table, add any relevant mapping/baseline tests/national test/standardised tests you may have (including the, at some point agreed “benchmark test”)
> NOTE: I previously converted the ‘national test results’ into a 1-6 scale - while they are actually given in 1-5). After conversations among some of us it was agreed that this is unnecessarily complicated and that we’ll simply stick with the levels the way they are delivered to us). For now, I suggest that we leave it to our own preference if we want to divide these levels into colours or not (for indicating how the scores “rate” in reference to the ‘Minimum Levels’ (= ‘Minimum Måloppnåelse’)
- 3) Add sub-headings reading ‘Levels December’ and ‘Levels June’
- 4) For each pupil, add X 3, (and spread out throughout the year): ‘Oral Skills’, ‘Reading’, ‘Writing’, ‘Numeracy’, ‘Digital Skills’ > The levels added for each pupil here are the ones agreed during the 3 team meetings where these will have been discussed.
- 5) Add any other subject specific assessments you do with the pupils (obviously partly informed by the basic skills level)
- 6) About using the colour coding: **Orange** for Minimum Target Level/Måloppnåelse. If the pupil is one whole level below their TML/MMO (For example if the pupil achieved an ‘M’ but had been given a Minimum Level of ‘H’) their result goes **red**. If, however, he/she performs to a level (at least) or grade better their result turn **green**.

HOW TO DECIDE ON ‘Minimum Target Level’ - MTL (or ‘Minimum Måloppnåelse’ - MMO):

This is obviously quite an important one as this the benchmark for how much progress the pupils are making (or not making...). The suggestion is, **in order of preference**, that:

- 1) We use the level achieved on the baseline test (= kartleggingsprøven) we will have decided upon using.
- 2) If not available, or if the subject is another than English/Maths/Norwegian and it’s felt that the baseline result will not be a good enough indicator... give yourself up until the first half term or 8 weeks with the pupil to decide on a TML (MMO) – for this you need to assess the pupil in the way you, as the subject teacher, find best (informed I guess by any standardised test results you might have for that pupil).

1 Fag & elev	Kjønn	Y8/9 National Test Norw. Reading	Y8/9 National Test Maths	Y8 National test English Oct-16	Carlsten Reading Test (y8 only)	Standpunkt 2016	MMO (Minimum måloppnåelse)	Globalisering (MNS)	Revolusjon	Skriftlig; Slaveri	Standpunkt Jul-16	Civil rights movement	Lekse Utv.ind. Tekst	‘Hva er fattigdom’ - lekse 21.03.17	Industriell revolusjon	Standpunkt 2017
		SAMFUNNSFAG 8-10 2016/17														
Pupil	F	Nivå 4	Nivå 4	Nivå 5	176/min	N/A	5	4+	5	5	5-					
Pupil	F	Nivå 6	Nivå 6	Nivå 6	176/min	N/A	6	5+	6	6	5+	6-	5	6		
Pupil	M	Nivå 6	Nivå 6	Nivå 6	175/min	N/A	6	5/6	6-	5	5+	5	6	6-		
Pupil	M	Nivå 5	Nivå 4	Nivå 5	111/min	N/A	5	4	4	4+	4	N/A	4	5		
Pupil	M	Nivå 3	Nivå 3	Nivå 3	123/min	N/A	4	4	4	4	4	4+	4	5		
Pupil	F	Nivå 5	Nivå 4	Nivå 5	163/min	N/A	5	5	5+	5	5	6-	6-	6		
Pupil	F	Nivå 6	Nivå 4	Nivå 6	211/min	N/A	6	6	6	6	6	6	6-	N/A		
Pupil	F	Nivå 6	Nivå 6	Absent	176/min	N/A	6	6	5+	N/A	6	6-	5-	5+		
Pupil	M	Nivå 6	Nivå 5		167/min	4	4	5	5-	4	4+	4	5	5-		
Pupil	M	Nivå 6	Nivå 6		158/min	6	6	6	5	5-	6	6	6	6		
Pupil	M	Nivå 6	Nivå 6		159/min	6	6	5	6	5-	5+	N/A	6-	5		
Pupil	M	Nivå 3	Nivå 2		124/min	5	5	4	4+	N/A	4+	4	4	N/A		
Pupil	M	Nivå 4	Nivå 5		147/min	4	4	5-	4	N/A	4	4	5	N/A		
Pupil	F	Nivå 6	Nivå 6		217/min	6	6	5+	6	6	6	6-	6	5+		
Pupil	F				159/min	4	4	4+	4+	4+	4+	6	5	4		
Pupil	F				97/min	4	4	4+	5-	5	4+	6	6-	4+		
Pupil	M				Absent	5	5	5	5-	5-	5	5	3+	4+		
Pupil	F				106/min	3	3	3-	3	3	3+	4	4	4		
Pupil	F				Absent	3	3	Abs.	3	4-	3-	5	4-	3+		
Pupil	M				160/min	6	6	5+	5-	5+	5+	5	5	5		

What to add to your spreadsheet

- 7) Add subject, names and gender
- 8) In the left part of the table, add any relevant mapping results (like national tests, reading assessments, agreed mapping tool!) > NOTE: I previously converted the 'national test results' into a 1-6 scale (as shown above) - while they are actually given in 1-5). After conversations among some of us we agreed that this is unnecessarily complicated and that we'll simply stick with the levels the way they are delivered to us). For now, I suggest that we leave it to our own preference if we want to divide these levels into colours or not (for how the scores "rate" in reference to the 'Targets Minimum Grades' (= "Minimum Måloppnåelse")
- 9) Add sub-headings reading 'Karakter Desember' and 'Karakter Juni'
- 10) For each pupil, add X 3, spread out over the year: 'Oral Skills', 'Reading', 'Writing', 'Numeracy', 'Digital Skills' > The levels added here are the ones agreed during the 3 team meetings where these have been discussed.
- 11) Add any other assessments you do with the pupils. The basic skills form part of the base you use for grading the pupils in whatever topic/skill you are assessing.
- 12) **About using the colour coding:** **Orange** for Target Minimum Måloppnåelse/Minimum Target Level/ (8-10/1-7). If the pupil is one whole grade or level below their TMG/MMO (as for 1-7 this would for example be if the pupil achieved an 'M' but had been given a Minimum Level of 'H') their result goes **red**. If, however, they do a level (at least) or grade better their result turn **green**.

HOW TO DECIDE ON 'Minimum Target Level' - MTG (or 'Minimum Måloppnåelse' - MMO):

This is obviously quite an important one as this is the **benchmark** for how much progress the pupils are making (or not making...). The suggestion is, **in order of preference**, that:

- 3) We use the most recent end of term grade the pupil were given (in other words, the summer – or Christmas grade
- 4) If not available (including if the pupil is in year 8 and have not previously been given a grade in the subject) use...
 - For English – 'FCE mock exam' - complete by the pupil within the first two weeks in school
 - For Norwegian Bokmål – use the agreed mapping test (avtalt kartleggingsprøve)
 - For Maths – Use the agreed mapping test (avtalt kartleggingsprøve)

For all other subjects, **and for norsk bokmål and maths if results from the "school agreed kartleggingsprøve" (baseline test) is not available/possible** : Give yourself up until the first half term or 8 weeks with the pupil to decide on a TMG (MMO) – for this you need to assess the pupil in the way you, as the subject teacher, find best (I suspect that this will at least be informed by any standardised test results you might have for that pupil)

Symboler til hjelp ved retting
 Symbols for Marking
 Year 1-2

Den norske skole i London

Evaluated 07.01.2017

Symbols	Mening	Meaning
✓ or R	Korrekt svar	Correct answer
X	Galt svar	Incorrect answer
S	Skrivefeil av ord som eleven burde kunne skrive riktig.	Spelling mistake
SB	Stor bokstav mangler eller plassert feil	Capital letter needed or incorrectly placed.
MT	Muntlig tilbakemelding	Oral feedback given
✓	Mangler ord	Missing word
	Mellomrom mellom ord	A finger space is needed
Rosa penn	"Rosa for ros" positiv tilbakemelding, viser hva som er riktig. Brukes både i margen og nederst etter teksten	"Tickled Pink" positive feedback, shows what has been done correctly. We use this both for comments in the margin and as a feedback of the work
Grønn penn	"Grønt for gresset som gror" Det man skal forbedre Brukes både i margen og nederst etter teksten	"Green as the growing grass" What needs further improvement We use this both for comments in the margin and as a feedback of the work

Symboler til hjelp ved retting

Symbols for Marking

Year 3-7

Den norske skole i London

Evaluated 07.01.2017

Symbols	Mening	Meaning
✓ or R	Korrekt svar	Correct answer
X	Galt svar	Incorrect answer
S	Skrivefeil av ord som eleven burde kunne skrive riktig.	Spelling mistake
SB	Stor bokstav mangler eller plassert feil	Capital letter needed or incorrectly placed.
T	Tegnsetting mangler eller plassert feil	Punctuation missing or incorrectly used
MT	Muntlig tilbakemelding	Oral feedback given
A	Argumentasjon	Argumentation
✓	Mangler ord	Missing word
	Mellomrom mellom ord	A finger space is needed
	Dårlig syntaks eller valg av ord	Poor syntax or choice of vocabulary
/	Ny linje	New line
//	Nytt avsnitt	New paragraph
?	Hva mener du? Kan du forklare?	What do you mean? Can you please explain?
	Sammensatt ord	Join words
Rosa penn	"Rosa for ros" positiv tilbakemelding, viser hva som er riktig. Brukes både i margin og nederst etter teksten	"Tickled Pink" positive feedback, shows what has been done correctly. We use this both for comments in the margin and as a feedback of the work
Grønn penn	"Grønt for gresset som gror" Det man skal forbedre Brukes både i margin og nederst etter teksten	"Green as the growing grass" What needs further improvement We use this both for comments in the margin and as a feedback of the work

Symboler til hjelp ved retting Symbols for marking Year 8-10

Den norske skole i London, april 2016

Evaluated 07.01.2017

Symbols	Mening	Meaning
✓ or R	Korrekt svar	Correct answer
X	Galt svar	Incorrect answer
S	Skrivefeil av ord som eleven burde kunne skrive riktig.	Spelling mistake
SB	Stor bokstav mangler eller plassert feil	Capital letter needed or incorrectly placed.
T	Tegnsetting mangler eller plassert feil	Punctuation missing or incorrectly used
V	Veiledning	Seek Guidance
MT	Muntlig tilbakemelding	Oral feedback given
M	Mål	Target
LH	Lærerhjelp	The teacher has helped/needs to help
FH	Foreldre-/Foresattehjelp	The parent has helped/needs to help
A	Argumentasjon	Argumentation
K	Komma	Comma
P	Punktum	Full-stop
GA	Gruppearbeid	Group work
I	Individuelt arbeid	Independent work
D	Diskusjon	Discussion
∨	Mangler ord	Missing word
	Mellomrom mellom ord	A finger space is needed
	Dårlig syntaks eller valg av ord	Poor syntax or choice of vocabulary
/	Ny linje	New line
//	Nytt avsnitt	New paragraph
?	Hva mener du? Kan du forklare?	What do you mean? Can you please explain?
—	Sammensatt ord	Join words
Rosa penn	"Rosa for ros" positiv tilbakemelding, viser hva som er riktig. Brukes både i margin og nederst etter teksten	"Tickled Pink" positive feedback, shows what has been done correctly. We use this both for comments in the margin and as a feedback of the work
Grønn penn	"Grønt for gresset som gror" Det man skal forbedre Brukes både i margin og nederst etter teksten	"Green as the growing grass" What needs further improvement We use this both for comments in the margin and as a feedback of the work

Butterfly Rubric

Shape

Self Critique	Trying to meet expectations	Almost meets expectations	Meets expectations	Comments
Does your butterfly fill the whole paper?	Does not even fill $\frac{1}{2}$ the page	Fills about $\frac{3}{4}$ of the page	Drawing comes to almost $1\frac{1}{2}$ inches of edges	
Are the butterfly wings and body in proportion to one another?	Wings and/or body are not in propotion.	Wings and body are somewhat in propotion.	Wings and body are closely in propotion.	
Are the wings symmetrical?	Wings are not symmetrical	One pair of wings are closely symmetrical	Both pair of wings are closely symmetrical	
Does the body include an abdomen, thorax, head and antennae?	Body has only 1 part and may have antennae	Body has only 2 parts and may have antennae	Body has 3 parts and antennae	

Butterfly Pattern Rubric

Name _____ Date _____

Self Critique	Trying To Meet Expectations	Almost Meets Expectations	Meets Expectations
Observed markings • eye spots • borders • stripes • scallops • veins splotches	Did not include observed markings	Includes some observed markings	Includes most of observed markings
Accurate drawing of markings	Did not accurately draw most markings	Accurately drew some markings	Accurately drew most markings

Marking and Tracking

Topic-

Year Group-

Pupil Progress- based on aims from Kunnskapsløftet.

Name of student.....

Date

From Kunnskapsløftet	Working towards the expected level			Working at the expected level			Working beyond the expected level.		
		Teacher✓	Student✓		Teacher✓	Student✓		Teacher✓	Student✓
History, Society & Culture.									
Language Learning									
Communication									

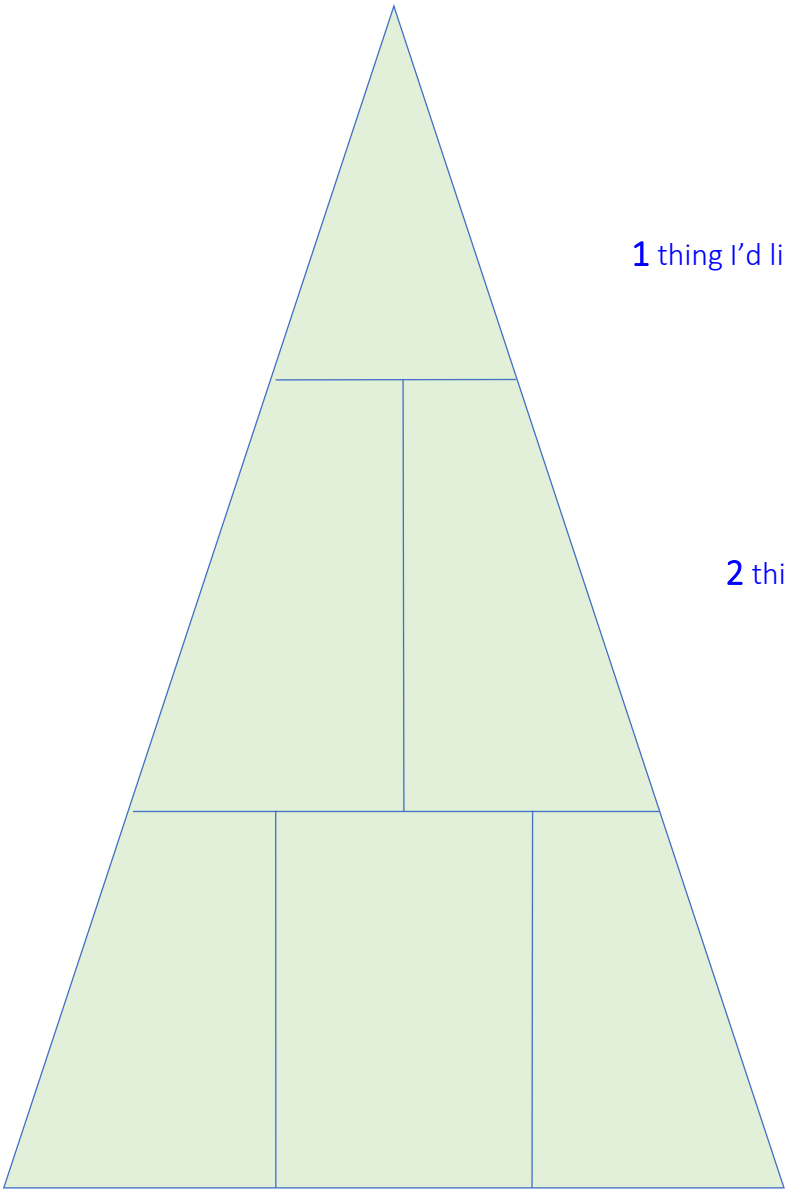
Signed Teacher Signed Student

Date

Learning Triangle



Topic: _____



1 thing I'd like to learn more about.

2 things I found interesting

3 things I have learnt.

Date
Assessment for Learning Triangle.



Oral Presentation Sheet

Date

Name kl

Theme

Criteria	1	2	3	4	5	6
Quality of information.						
Research						
Presentation skills						
Vocabulary, grammar, Pronunciation						
Overall comments						
Target to work on...						

Grade

Signed

TILBAKEMELDINGSSKJEMA, FAGSAMTALE-ELEVSAMTALE 16.03.17***Elev:***

Fag	Karakter per i dag	<i>Elevrefleksjon: Ut i fra samtaler og tilbake-melding jeg har mottatt mestrer jeg godt å.....</i>	<i>Elevrefleksjon: Ut i fra samtaler og tilbake-melding jeg har mottatt blir neste skritt å...</i>
Norsk bokmål			
Norsk sidemål			
Engelsk			
Matte			

Naturfag			
Samfunns- fag			
Kropps- øving			
Mat & Helse			
Kunst & Håndverk			

Musikk			
Språk			
Valgfag			
Utdannings- valg			
Krle			

Grunnleggende ferdigheter - Vurdering

1.-2. klasse	Nivå 1	Nivå 2	Nivå 3	Kommentar
Muntlige ferdigheter	Jeg kan snakke med andre om egen hverdag, men kan trenge hjelp for å gjøre meg forstått. Jeg kan med hjelp lytte til andre, vente på tur og stille spørsmål.	Jeg kan snakke med andre om egen hverdag, og de kan forstå meg. Jeg kan lytte til andre og vente på tur og stille spørsmål.	Jeg kan uttrykke egne opplevelser, meninger og tanker på en forståelig måte. Jeg kan lytte til andre, vente på tur og stille spørsmål i samtale.	
Skriftlige ferdigheter	Jeg kan med hjelp skrive egne sammensatte tekster for hånd og tastatur.	Jeg kan skrive egne sammensatte tekster for hånd og på tastatur.	Jeg kan skrive egne sammensatte tekster for hånd og på tastatur. Som andre kan lese og forstå.	
Lesing	Jeg kan lese og forstå enkle tekster med hjelp. Jeg kan med hjelp bruke der jeg har lest til å løse oppgaver.	Jeg kan lese og forstå enkle tekster med noe støtte. Jeg kan med noe støtte bruke der jeg har lest til å løse oppgaver.	Jeg kan lese og forstå enkle tekster. Jeg kan bruke det jeg har lest for løse oppgaver.	
Regning	Jeg kan med hjelp gjenkjenne og bruke regning i dagligdagse situasjoner.	Jeg kan med noe støtte gjenkjenne og bruke regning i dagligdagse situasjoner.	Jeg kan gjenkjenne og bruke regning i dagligdagse situasjoner.	
Digitale ferdigheter	Jeg kan bruke digitale verktøy for å løse oppgaver med hjelp. Jeg kjenner til enkle regler for bruk av digitale verktøy.		Jeg kan bruke digitale verktøy for å løse oppgaver. Jeg kjenner til enkle regler for bruk av digitale verktøy og nettvett.	

London - Vurdering for Læring – dokumentasjon av elevens utvikling i grunnleggende ferdigheter 8-10		Fag:	Tema:	Periode:	Navn:	ELEVVRURDERING LÆRERVURDERING	
Vurderingskriterier	Vurderingskriterier	Vurderingskriterier	Vurderingskriterier				
Kan noe	Kan godt	Kan veldig godt	Mål				
Leser enkle tekster, til dels med flyt og utholdenhet. Leser enkle tekster på papir og skjerm. Kan samtale om innholdet. Finner eksplisitt uttrykt informasjon som er sentralt plassert i enkle tekster. Refererer til kilder. Kan identifisere hovedtema og se enkle sammenhenger som er tydelig uttrykt i en tekst. Kommenterer innhold i enkle tekster ut fra kunnskap og egne erfaringer.	Variere lese-måte etter tekst og formål. Leser og navigerer hensiktsmessig på internett. Bruker oppklarende strategier. Bruker ulike metoder for å systematisere innholdet. Finner og kombinerer informasjon fra flere steder i tekster med konkurrerende informasjon. Vurderer om kildene er troverdige. Forstår informasjon som er implisitt uttrykt i tekster. Gir begrunnede vurderinger av form og faglig innhold i tekster.	Velger, selvstendig, relevante strategier tilpasset teksten og formålet med lesingen. Finner implisitt informasjon i komplekse tekster. Bruker kilder på en kritisk og etterprøvbart måte. Viser helhetlig og detaljert forståelse av komplekse tekster. Kan systematisere og trekke slutninger på bakgrunn av implisitt, og gjerne motstridende, informasjon. Analyserer og vurderer form og innhold på en kritisk måte. Sammenligner og systematiserer informasjon i ulike faglige tekster.					
Lager notater og bruker enkle kilder som grunnlag for skriving. Gjør enkle endringer i tekster etter tilbake-meldinger. Behersker lydrett skriving for hånd og på tastatur. Bygger opp leselige tekster. Kombinerer ulike uttrykksmidler som tegninger, bilder, symboler og verbalspråk. Uttrykker ulike perspektiver. Stiller spørsmål. Forteller, beskriver og systematiserer tekster. Uttrykker personlige erfaringer i enkle tekster. Enkle refleksjoner.	Bruker ulike notater og varierte kilder som skrivegrunnlag. Vurderer og reviderer tekster og beskriver kvaliteter ved dem. Bygger opp tekster etter skrivemåte og uttrykks-midler i faget både for hånd og på tastatur. Argumenterer ved å begrunne synspunkter. Bruker fortelling i faglig kommunikasjon, dokumenterer kunnskap og arbeids-prosesser og utformer hypoteser. Reflekterer over egen læring i arbeidet med faglige tekster.	Velger relevante skrivestrategier. Integrerer, refererer og siterer relevante kilder. Vurderer egne kilder kritisk. Bruker, på en relevant måte, spesialisert fagterminologi og ulike uttrykksmidler tilpasset fag og formål. Tar stilling til og argumenterer for og imot ulike syns-punkter. Utforsker kritisk og problematiserer faglige emner. Reflekterer og vurderer egen læring i arbeidet med faglige tekster. form og innhold på en kritisk måte.					
Gjenkjenner konkrete situasjoner som kan løses ved regning, og formulerer spørsmål til dem. Bruker enkle, hensiktsmessige strategier for å finne svar. Bruker blant annet geometriske former, måle-enheter, tabeller og grafiske framstillinger i prosessen. Bruker også enkelte slike virkemidler for å uttrykke/beskrive resultater. Vurderer om resultatet er rimelig og tar beslutning.	Analyserer tekster og situasjoner som forutsetter matematisk problemløsning i flere trinn. Forenkler problemet slik at det blir håndterbart. Uttrykker sammenhengen mellom størrelser. Velger hensiktsmessige måleenheter og gjennomfører egne undersøkelser. Presenterer resultater fra regneprosesser på en egnet måte ut fra problemstillingen. Vurderer prosessen og vurderer om andre fremgangsmåter er mer effektive og enklere å kommunisere.	Analyserer sammensatte matematiske problemstillinger i dagligdagse og faglige sammenhenger. Identifiserer størrelser som varierer og formulerer gode løsninger. Bruker et utvalg av problemløsningsstrategier og kan begrunne metodevalg. Uttrykker sammenhenger med ord og bokstavuttrykk. Presenterer resultater fra regneprosesser på ulike måter. Vurderer resultater i lys av forholdet de beskriver og gjør eventuelle justeringer.					
Leser hypertext og enkel interaktiv informasjon og bruker bildenavigasjon. Kan i enkel form skrive tekster på tastatur, lage digitale sammensatte tekster, bruke digitale verktøy og medier i presen-tasjon og kommunikasjon og følge regler for digital samhandling. Kjenner til enkle regler for person-vern på internett. Kjenner til digital kildebruk og opphavsrett.	Følger enkle regler for digital samhandling. Kjenner til regler for personvern på Internett. Lager digitale sammen-satte tekster med lenket innhold. Forstår og bruker digitale formkrav i egne tekster. Refererer til digitale kilder og bruker regler for opphavsrett. Bruker ulike digitale verktøy og medier for å formidle et budskap både i en-til-en og i gruppe-kommunikasjon. Bruker nettvett og følger regler for personvern på internett og i sosiale medier.	Innhenter og organiserer digital informasjon. Bruker relevante søkestrategier og kilder i arbeid med fag. Velger og bruker digitale verktøy formålstjenlig. Referer til og vurderer digitale kilder i aktuelle faglige situasjoner. Velger, vurderer og bruker digitale kommunikasjonsverktøy ut fra ulike faglige behov. Har evne til etisk refleksjon og vurdering av internett og sosiale medier.					
Lytter etter informasjon og argumentasjon. Skiller mellom meninger og fakta. Noe variasjon i verbalspråk kombinert med andre ressurser og virkemiddel. Forteller om og kan beskrive faglige emner og erfaringer. Argumenterer for egne meninger. Tar ordet i samtaler. Gjengir innhold med egne ord. Følger opp innspill fra andre og gir tilbakemeldinger.	Tolker muntlige tekster med konkurrerende informa- sjon. Skiller mellom informerende og argumenterende tekst. Bruker verbalspråk, og velger andre ressurser og virke-midler bevisst. Greier ut om faglige emner og prosesser. Argumenterer for egne synspunkter og tar ulike per-spektiver. Bruker fagterminologi. Videreut-vikler innspill fra andre og fremmer egne meninger aktivt. Støtter seg på andre og utnytter egne erfaringer.	Tolker komplekse tekster og reflekterer over formål og innhold. Tilpasser verbalspråk, andre ressurser og virkemidler til formål, situasjon og tilhørere. Reflekterer over faglige emner og prosesser med presis fagterminologi. Bygger opp saklig argumentasjon. Driver samtalen framover gjennom relevante innspill tilpasset formål og situasjon. Vurderer egen forståelse					

BASIC SKILLS IN ALL SUBJECTS

Basic skills are fundamental to learning and development in all subjects	We have used these skills:	This is how we used our basic skills:
ORAL SKILLS		
WRITING		
READING		
NUMERACY		
DIGITAL SKILLS		

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Vurderingsplan – Assessment Grid (Example)

**Kartlegginger, nasjonale prøver, utviklingssamtaler med mer
(Se Assessment grid for alle trinn)**

Trinn	Når	Fag/emne	Vurdering	Merknad
1	August	Lesing	Salto Oppstart 1-3	Engage
1	August	Lesing	Carlsten lesekartlegging (NY utgave)	Engage
1	September	Regning	Dahle	
1	September		Elevsamtale	Felles mal
1	Oktober	Lesing	Carlsten lesekartlegging	
1	Oktober	Lesing	Salto kartlegging 1	Engage
1	Oktober		Utviklingssamtale	Felles mal
1	Februar		Elevsamtale	Felles mal
1	Mars	Lesing	Carlsten lesekartlegging (NY utgave)	Engage
1	Mars	Lesing	Salto kartlegging 2	Engage
1	Mars	Regning	Dahle	
1	Mars		Utviklingssamtale	Felles mal
1	Uke 16-18	Kartlegging lesing	Nasjonal kartlegging	På papir
1	Uke 16-18	Kartlegging regning	Frivillig, men gjennomføres	På papir. Må bestilles.
1	Mai	Matematikk	Årsprøve (Multi)	
1	Juni	Lesing	Carlsten lesekartlegging (NY utgave)	Engage

Andre typer faste prøver

Trinn	Når	Fag/emne	Vurdering	Merknad
3-7	Ukentlig	Engelsk	"Spelling"	
3-10	Ukentlig	Norsk	Diktat/ord/ordkjede mm	

Sist oppdatert: 07.01.2017

Common framework for assessment for learning

The Norwegian schools in Europe (July 2016)

Introduction:

- In our school, we work by the the Norwegian principles for Assessment for Learning
- Assessment for Learning is a natural part of our planning, teaching and work after teaching.
- All teachers are to be loyal to the school's assessment work and the four ground principals for Assessment for Learning:

Pupils and trainees learning conditions can be strengthened if they:

1. *Understand what is to be learned and what is expected of them*
2. *Receive feedback that tells them about the quality of their work or their presentation*
3. *Are given advice on how to improve*
4. *Are involved in, amongst other things, their own learning by assessing their own work and development*

Knowledge:

- Our teaching methods are in line with the preamble and the Private school act § 3 and different sections of the national curriculum.

Leadership:

- The basic skills are just like the competence aims and the subjects purpose a central part of the assessment work.
- The principals of assessment for learning is anchored with the Governors and the leadership of the school, who works continuously for development within assessment methods.
- A resource person/-group is established in every Norwegian school in Europe who in cooperation with the leadership is the driving force and follows up the teachers in their assessment work on a regular basis.

Commitment:

- Every school has a common understanding of what lies in the concept "assessment for learning" and has developed a common language for assessment.
- We have a run through the Framework for assessment for Learning during our planning days in August.
- There will be a network meeting for the resource people during each Europe seminar.
- The school must prioritise time to work with assessment for learning and exchange of experience.
- Everyone must participate and contribute throughout the school year.