

## Post-it Notes

### Aims of the assessment

- Help students reflect upon their learning at the end of a lesson
- Students are given the opportunity to anonymously state any queries or issues

### Type of assessment

- Review
- Self Assessment

### What group and description of what you did

- 1<sup>st</sup> years -
- 2<sup>nd</sup> years - Human Reproduction
- 5<sup>th</sup> years – Oxidation and Reduction

### Description of techniques and how you carried out the assignment

- Hand out two post-its per student (One red, the other green)
- Ask them to:
  - Write down a problem they are still experiencing with their learning on one the red post-it
  - Write down something they liked about the lesson on the green post-it
- Students then stick their notes on to a poster consisting of two columns, as they leave the room
- The red post-it is placed in the column with a sad face and the green post-it is placed in the column with the smiley face.

### Outcomes and benefits of this type of assessment

- Quick and easy feedback
- Helps focus next lesson
- Students confidence improves

## Class Football

Aims of the assessment

- Help students reflect upon their learning at the end of a lesson

Type of assessment

- Review
- Game

What group and description of what you did

1<sup>st</sup> years – acids and bases

2<sup>nd</sup> years –

Description of techniques and how you carried out the assignment

- Pass a soft ball to one student to give one main idea from the lesson to share with group.
- The ball then passes to another student to give another main point of the lesson.
- Once a student has taken part he cannot be passed the ball again.
- This continues until the teacher thinks the main points have been given.

Outcomes and benefits of this type of assessment

- Quick feedback given
- Students do the explaining
- Students have fun

## **Mini Whiteboards**

### Aims of the assessment

- Encourage group work along with peer and self assessment

### Type of assessment

- Peer
- Self

### What group and description of what you did

- 2<sup>nd</sup> years – chemical bonding (covalent/ionic bonding)

### Description of techniques and how you carried out the assignment

- Students are put into groups of two
- Each group is given a mini whiteboard (laminated white paper) and whiteboard marker
- The class is asked a question
- Answers are written on the mini whiteboards

### Outcomes and benefits of this type of assessment

- Students helping students
- Teamwork
- Improve confidence