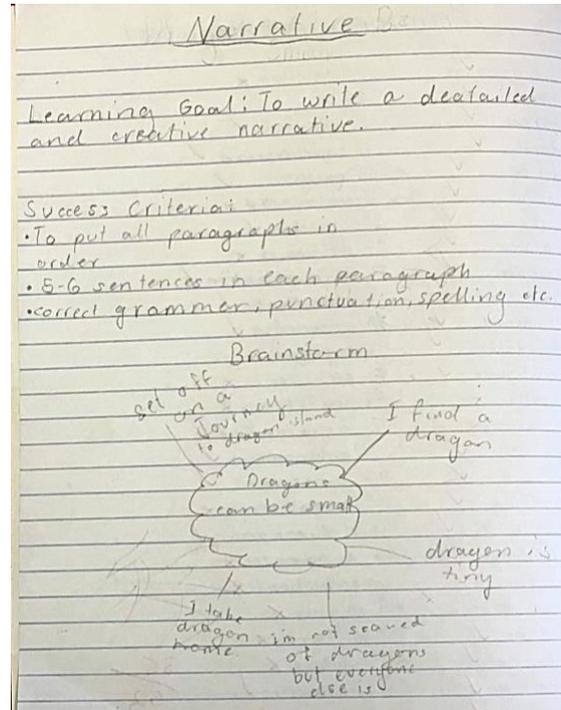


## Stage 2

### Formative Assessment Strategies

#### **Learning Goals and Success Criteria:**

Learning goals are used at Balgownie Public School to enhance student's knowledge of the outcome they are aiming to achieve. Success criteria is applied with learning goals to provide students with a clear understanding of the steps they can take to improve their skills and achieve criteria. Through these classroom strategies students develop independence in their education as they become self-regulated and reflective learners.



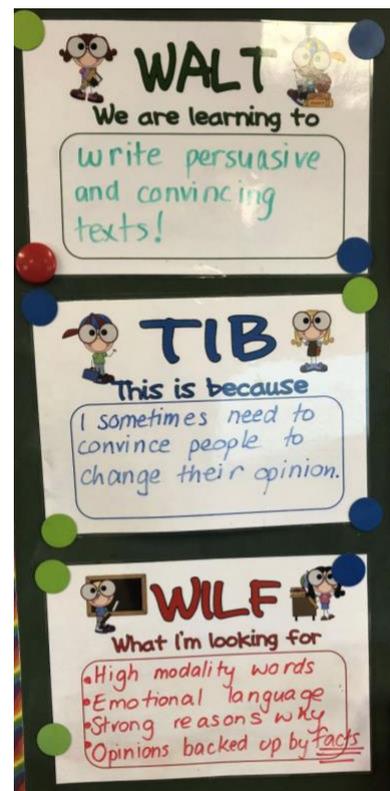
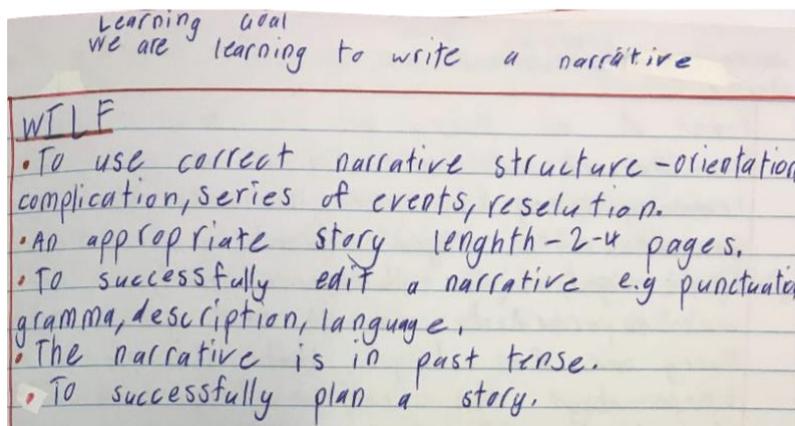
#### **Paddle Pop Sticks:**

Paddle pop sticks are a concept regularly used in stage 2 at Balgownie Public School. This strategy involves placing the names of each class member on a paddle pop stick to create a randomised selection mechanism. The paddle pop sticks encourage students to engage in discussion and compose responses to the questions posed in class, as they want to have an answer in case their name is pulled out of the paddle pop stick jar. This strategy ensures that students who are; less likely to put their hand up, have a shy personality or rely on their peers to respond, are regularly asked questions and are therefore more actively engaging in their learning. Furthermore, paddle pop sticks provide an opportunity for teachers to assess students and discover who may need extra support in areas of curriculum.



## WALT/ TIB / WILF:

WALT, TIB and WILF are acronyms used in stage 2 at Balgownie Public School to encourage students to think about the learning goal they are working towards and how they are going to successfully achieve this outcome. WALT stands for 'We Are Learning To'. This acronym is used to outline what the specific learning goal is. TIB stands for 'This Is Because'. This is used to ensure students understand why they are learning a particular concept to increase their level of motivation. WILF is the final acronym and represents 'What I'm Looking For'. This is a form of success criteria that clearly outlines the steps that must be taken to complete the learning outcome.



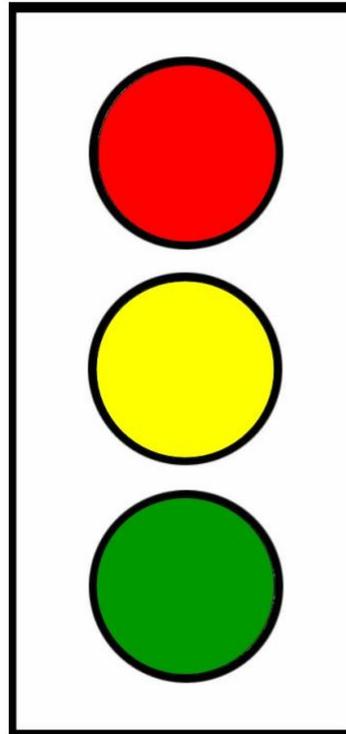
## Group Selection:

Group selection within a classroom is a non-visual, formative assessment strategy teachers use to increase peer assisted learning. At Balgownie Public School, group selections are regularly used in class to pair students that will benefit one another. For example, a student who is confident in spelling but not confident in punctuation, may be paired with a student who is confident in punctuation and not spelling. As a result, these students can provide constructive feedback for one another to guide their learning.

### **Traffic Lights:**

Traffic light colours are regularly used in the classroom to aid teachers in identifying students who would like more support, as well as ensuring students understand a concept or task completely. The colours red, yellow and green are well recognised colours used to display the level of confidence a student has towards a task. Red is used to identify students who do not understand the task and require help. Yellow symbolises students who think they understand the task but would like some support. Finally, green is the colour used to represent students who are confident to complete the task on their own. Through the traffic light colours students' regularly assess their level of confidence with tasks and are able to receive the support needed to improve

which can be in the form of the teacher or peer assisted learning. The traffic light colours are implemented in a variety of strategies including; using coloured cups, paddle pop sticks and flash cards to represent their ability to complete the task.



**I don't get it!  
I need some  
help  
understanding.**

**I think I  
understand  
but I need a  
little support.**

**I understand  
and can try  
this on my  
own.**