

Oral Language Assessment:

*Assessment is about building a picture over time of a child's progress and/or achievement in learning across the Primary School Curriculum. Information about **how** the child learns (the learning process) as well as **what** the child learns (the products of learning) shapes this picture. The teacher uses this information to identify and celebrate the child's current learning, and to provide him/her with appropriate support for future learning (NCCA, Assessment in the Primary School Curriculum, p.7).*

Self-assessment Peer assessment Teacher assessment:

- Rubrics designed by/with/for the pupil
- Know, **W**ould Like to Know, Learned Chart (**KWL**)
- Thumbs up/down
- Traffic light system
- 2 stars and a wish
- Tell something you like, **A**sk a question, **G**ive a suggestion (**TAG**)
- **W**hat **W**ent **W**ell/**E**ven **B**etter **I**f (**WWW/EBI**)
- Speaking and listening logs (e.g. text type, purpose, audience and comment)
- **W**e **A**re Learning **T**o and **W**hat **I**'m Looking **F**or (**WALT and WILF**)

Conferencing, conversations and interviewing:

- Teacher-child
- Peer to peer
- Small groups
- Whole class

Portfolios:

- Work samples (e.g. video and voice recordings)

Concept mapping:

- Mind map before/during/after

Questioning:

- Teacher or Peer (be aware of the importance of Higher Order and Lower Order)

Teacher Observation:

- Informal/Formal observation notes

Teacher Designed Tasks and Tests:

- Rubrics
- Checklists
- Questionnaires
- Rating scales

(First Steps, 2013; NCCA, 2007)