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, Would Like to Know, Learned Chart (KWL)
- Thumbs up/down
- Traffic light system
- 2 stars and a wish
- Tell something you like, Ask a question, Give a suggestion (TAG)
- What Went Well/Even Better If (WWW/EBI)
- Speaking and listening logs (e.g. text type, purpose, audience and comment)
- We Are Learning To and What I’m Looking For (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)