

Evaluation & Assessment

12 Ideas!

- 1) Use 'roles' in the community of enquiry. Ask one or two volunteers to keep a check on chosen areas for assessment (e.g. listening, reasoning, fairness etc.) Ask them to give feedback & suggestions during or after the enquiry.
- 2) Mystic Marge Saw It All. Mystic Marge has been floating above the community during the enquiry. What advice would she give the community for improving the next enquiry?
- 3) Use cartoons with speech bubbles for participants to fill out; one might reflect on the *content* of the enquiry (the question topic), and another on the *process* (the enquiry itself).
- 4) Long and short term assessment. Invite the Head or a colleague in to observe the class, and then again weeks or months later. What changes did they observe? (Give them a score sheet?)
- 5) Pick three participants to focus on in particular (one quiet, one average, one noisy?), and chart their progress.
- 6) Where possible, involve the participants in finding solutions to difficulties in the enquiry process. For example, what do **they** think would improve listening to each other?
- 7) Target just a few things to assess in each enquiry (there's so much going on!), and consider sharing them with the community before you start. Perhaps one skill, and one content aim?
- 8) Have a "Community Evolution" time chart on the wall; a displayed record of how well they think they are advancing as a community with good skills, atmosphere, enquiry discoveries & questions they chose.
- 9) Use video, transcripts, audio tapes to record part of an enquiry process. You might ask participants to evaluate specific things on them. (Transcripts take time but are very revealing!)
- 10) Ask participants to keep a Thought Diary (not to be marked with grades) that they could jot their ideas in. (Useful long term evaluation).
- 11) Check whether there has been a change in pupil's writing abilities in your or colleagues' subjects (better? longer? more reasons given?)
- 12) Celebrate the good stuff! Ask participants to stand next to or point at someone who really listened well / gave good reasons / etc. in the enquiry. Or use certificates to recognise good P4C skills.