

Mentor interaction: Planned assessment opportunities

A teacher has reflected on the purpose of an assessment opportunity they have planned for their next lesson.

They answered the four questions in the following way:

Question	Answer
What are you trying to assess?	I want to assess whether my pupils have grasped the concept of a coordinating conjunction.
Why are you trying to assess this?	I am assessing their knowledge of this for two reasons: <ol style="list-style-type: none">1. To determine which, if any, of my pupils are ready for independent practice.2. To help me decide where to direct my attention in the next part of the lesson.
What are you going to do with the information?	The assessment information will tell me whether I can move onto the next part of the lesson, which will focus on pupils' independent practise of the knowledge.
How are you going to feed back the information to pupils?	The feedback to pupils is going to be almost immediate, as I will give them the answers to the multiple-choice questions. Based on their score, I will direct them towards the next task in the lesson. This may be independent practice, or a reteach by me.

This progression is usually a *thought process* undertaken when planning and is not typically written down. However, this is a good opportunity to take a few minutes to capture your thoughts and be able to discuss them with your mentor.



Mentor submission

Select an upcoming assessment opportunity you have planned. This could be from an individual lesson or the summative assessment of a unit of work.

Consider the purpose of the assessment and answer the following questions. Submit your thought process to your mentor using the assignment tool ready to discuss at your next interaction.

- What are you trying to assess?
- Why are you trying to assess this?
- What are you going to do with the information?
- How are you going to feedback the information to pupils?