

## Creating effective assessments

### Daisy Christodoulou

- A. What assessment and marking practices do you have in place for writing currently?

- B. How effective is the moderation process when grading pieces of writing?  
What are some current challenges with moderation?

- C. List potential benefits of using Comparative Judgement for marking and grading using comparative judgement, and the use of group feedback?

- D. What concerns do you still have about marking and feedback practices?

Resources and Next Steps

<https://www.nomoremarking.com/>

<https://www.learnwithlee.net/kft-daisychristodoulou-and-jeanettebreen/>

## Improving Writing

### Daisy Christodoulou

A. What did you learn from the demonstrations of other writing assessments in today's masterclass?

B. Have you ever used short cycle formative assessment tasks, like multiple choice questionnaires, and can you see their potential benefits?

C. What concerns do you expect from your staff/colleagues about using multiple choice tasks with students?

D. What other formative assessment data could you use to inform teaching of writing in real time?

#### Resources and Next Steps

<https://www.nomoremarking.com/products/apw>

<https://daisychristodoulou.com/2012/02/why-and-how-we-should-teach-grammar/>

## Bullet-Proof Instruction for Writing Success

### Dr Nathaniel Swain

- A. How is writing currently taught in your setting, and do you have adequate focus on sentences, building to paragraph and text levels?

- B. How do teachers typically spend their time in writing lessons at your setting?

- C. What are some features of the **write to learn** materials and approach you found useful?

- D. What challenges might you have bringing these ideas into your setting?

#### Resources and Next Steps

[www.nathanielswain.com/write-to-learn](http://www.nathanielswain.com/write-to-learn)

<https://www.thewritingrevolution.org/courses/>

<https://thinkforwardeducators.org/events/swain-pearson-brandon-park>