



# CAMBRIDGE

## Formative assessment kit

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English Qualifications



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## About this guide

Our mission in Cambridge Assessment English is very similar to your goal as a teacher: we want to *help people learn English and prove their skills to the world*. We mainly do that through our quality assessment tools, and while we are best known for our summative qualifications and tests, we always emphasise the importance of integrating learning and assessment through a learning-oriented assessment approach.

Formative assessment, also known as assessment for learning, is a powerful concept for teachers and learners.

With the disruptions that COVID has brought to learning trajectories, it is essential to focus on how we can gather evidence in the classroom about the strengths and areas of development of our learners. This is why we have devoted many of our webinars and online sessions since the beginning of the pandemic to going over the what, why and how of formative assessment, and how it integrates with summative assessment tools and qualifications.



This formative assessment toolkit is a set of simple and practical tools to implement an assessment for learning strategy in your classroom. Each tool presented here has a short introduction, and has been referenced in our online sessions and in the resources you can find in our [Cambridge Pathfinder](#). They are not an exhaustive catalogue of resources, but some essentials to get you started along the journey. We hope you bring them into your classroom, and that you let us know how things went!



## Resource #1: Classroom traffic light

Getting feedback from your learners during the lesson is vital – a good teacher always registers the responses of their learners, both verbal and in their expressions and body language... but this is difficult to do when they are wearing face masks!

Classroom traffic lights are great way of getting a sense of where your learners are at a glance. You can use thumbs up/down or red/amber/green signs (like a traffic light).



### ★ Top tips

Learners can use these signs to signal how much they understand or follow what is going on in the lesson.

You can encourage them to raise the signs when they feel like giving feedback / ask for help.

You can also ask specific questions that they respond by lifting the correct sign.

They are a great introduction to self-assessment and are usually paired with simple prompts (“Did you understand this?” or “How do you feel about this new topic?”), but you can use them with any question or topic – your imagination is the only limit!



## Resource #2: KWL chart

A KWL chart is a graphic organiser that helps learners recap and reflect on what they have learned in class and do an initial self-assessment of the points they need to explore further.

CAMBRIDGE		My KWL chart
Name: .....	Date: .....	
I know...	I want to know...	I learned...

KWL charts activate background knowledge (“I know...”), develop a purpose for further learning (“I want to know...”) and summarise recent learning (“I learned...”). These processes help learners develop content knowledge and metacognitive skills and help generate and sustain engagement.

They also give teachers information for needs analysis and to set the pace of future lessons and units

You usually ask learners to complete a KWL chart at the end of lessons or units. You can also use them at the beginning and then repeat the process at the end, comparing the results and setting new goals.

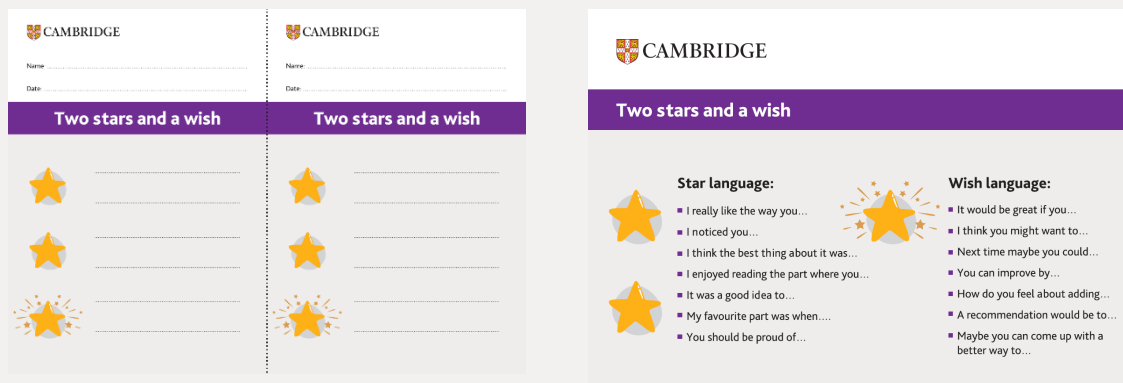
### ★ Top tip

To extend the activity, you can add a fourth column with one of the following options:

- S: “I still want to learn about...”
- I: “This is important:”
- R: “I want to remember....”
- E: “I will need this for my exam!”

## Resource #3: Two stars and a wish

*Two stars and a wish* asks learners to write two stars (areas where the student's work was especially good) and one wish (an area where there can be some improvement). You can use this tool for self- or peer-assessment.



The image shows three versions of the 'Two stars and a wish' form. The first two are blank templates for peer or self-assessment, each with a name and date field, a title bar, and three star icons with lines for writing. The third is a language scaffold with 'Star language' and 'Wish language' sections, each with a star icon and a list of prompts.

You can administer this tool in many different ways. An introduction to the strategy can be to present an anonymous piece of writing to the whole class and then ask all students to fill in the template for that piece.

### ★ Top tips

For peer-assessment, break up the class in pairs and ask learners to provide feedback on each other's writing.

For self-assessment, ask learners to take up a piece of their own writing (preferably some time after they have finished it) and to critique it.

The table with feedback language scaffolds the language they will need, promotes good feedback practices and can be a useful reminder of areas to consider. You can give each student a copy of the table, put it up on a wall as a class poster or display it on a screen/whiteboard while they are doing the activity.





## Resource #4: Exit ticket

Exit tickets are quick prompts you give students at the end of a lesson or unit. It can be any quick question that they can reflect on in the final minutes, and they are supposed to hand in their slips before leaving the classroom. They are a complement or alternative to KWL charts.

### ★ Top tip

They can be used in many different ways, from formative assessment to quick summative measures or student self-assessment (of their own learning, of their performance in class or as feedback to the teacher). You can also use verbal tickets, recordings, a digital form or quiz, or a comment that they can leave on a Learning Management System or on a social media platform.

Exit tickets are a great foundation to build your next lesson and decide when learners are ready to advance to the next topic. It is also a simple way to keep a communication channel open with your students, and to keep a record of student progress over time.

The image shows two identical exit ticket forms side-by-side. Each form has a header with the Cambridge logo. Below the logo are fields for 'Name' and 'Date'. A purple bar contains the instruction 'Write three things you have learnt today'. Below this are three horizontal lines for writing. At the bottom, there is a section titled 'How did you feel today?' with the instruction 'Circle the emoji that reflects how you feel.' and five emoji options: a fire emoji, a happy face with wide eyes, a neutral face, a sad face, and an angry face.

This version of exit ticket uses a simple open question and emojis to keep the “light and friendly” tone and to cater for learners with lower language competence, but you can expand and adapt it to adjust to your needs.



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I've got it!





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Doing fine







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**Help!**



# My KWL chart

Name: ..... Date: .....

**I know...**

**I want to know...**

**I learned...**

Name: .....

Date: .....

## Two stars and a wish



.....  
.....



.....  
.....



.....  
.....

Name: .....

Date: .....

## Two stars and a wish



.....  
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.....  
.....

## Two stars and a wish



### Star language:

- I really like the way you...
- I noticed you...
- I think the best thing about it was...
- I enjoyed reading the part where you...



- It was a good idea to...
- My favourite part was when....
- You should be proud of...



### Wish language:

- It would be great if you...
- I think you might want to...
- Next time maybe you could...
- You can improve by...
- How do you feel about adding...
- A recommendation would be to...
- Maybe you can come up with a better way to...

Name: .....

Date: .....

**Write three things you have learnt today**

.....

.....

.....

.....

.....

**How did you feel today?**

Circle the emoji that reflects how you feel.



Name: .....

Date: .....

**Write three things you have learnt today**

.....

.....

.....

.....

.....

**How did you feel today?**

Circle the emoji that reflects how you feel.

