

Examples of materials for teachers assessing citizenship

Many schools and local education authorities are developing materials to support assessment in citizenship. This document contains examples of these assessment materials, including pupil self-assessment sheets. The approaches given here may also be helpful in supporting assessment in PSHE. The examples are offered as suggestions. They can be adapted to fit the mode of delivery chosen for citizenship and the needs of the pupils in the school.

In time, many more ideas and approaches to assessment in citizenship will be developed. Examples of these will be made available in the future.

Examples 1 and 2 show how assessment is integrated into teaching and learning activities from the earliest planning stages. The activities are drawn from the key stage 3 scheme of work for citizenship (see www.standards.dfes.gov.uk/schemes).

1. Planning assessment as part of a citizenship event
2. Planning for end-of-unit assessment in citizenship

Examples 3, 4, 5 and 6 are pupil self-assessment sheets, observation questions and peer assessment materials, drawn from work in progress in schools and LEAs. They may be adapted for different age groups and purposes according to the way in which assessment in citizenship is planned and managed in individual schools.

3. Citizenship portfolio sheet (self-assessment)
4. Citizenship log book page (self-assessment)
5. Citizenship self-assessment (skills of enquiry)
6. Self-assessment in citizenship

Examples 7, 8 and 9 were designed for use by pupils but may be adapted for use by teachers or as peer observation materials.

7. Discussion and debating skills in citizenship (self-assessment or peer/teacher observation)
8. Reviewing participation in citizenship (peer assessment)
9. Key stage 3 citizenship self-assessment sheet

Example 10 is designed to promote peer discussion about individual contributions to group activities.

10. Statements to support peer assessment discussions (identifying individual contributions to group activities)

Acknowledgements

We would like to thank the teachers, local education authorities and other individuals and organisations who have contributed to these materials. We would welcome further comments and materials as assessment practices are developed and trialled by schools.

Example 1: Planning assessment as part of a citizenship event

Key stage 3

Celebrating human rights

Pupils plan and participate in a Human Rights Day event for their year group.

Learning outcomes

Pupils know and understand the purpose of Human Rights Day.

Pupils can explain specific examples of human rights issues and recognise a range of views on such issues.

Pupils demonstrate skills related to organising and running an off-timetable event, negotiating their own contribution.

Pupils can meet deadlines and negotiate for more time if needed.

Pupils can work independently and as members of teams.

Assessment opportunities

Observation: teachers and other adults, for example mentors, use observation sheets to record pupils' contributions to planning the day and then provide feedback to pupils.

Self-assessment sheets and diaries: pupils keep their own self-assessment record

Reflection: during the debrief pupils reflect on their learning and plan ways to improve, discussing this in small groups observed by teachers or other adults

Follow-up: pupils carry out follow-up activities, for example writing an account of the day for the school newsletter or local newspaper; designing a human rights web page, producing a display for the rest of the school; arranging an assembly about the work of an organisation such as Amnesty International.

Evidence

Observation sheets and mentor assessment forms.

Pupil self-assessment sheets or diaries.

Teachers' notes and record grids.

Display of pupils' work.

Articles written for school newsletter or local newspaper, etc.

By whom

Teachers

Mentors

Pupils

Peers

Commentary

Agree when planning the event which aspects of the work will be assessed and the most appropriate way of managing the assessment process.

Observation and feedback should focus on what pupils know, understand and can do.

Example 2: Planning for end-of-unit assessment for citizenship

Key stage 3

Crime

Pupils explore crime and how it affects young people.

Learning outcomes

Pupils identify things that young people do that are against the law.

Pupils know that there is a difference between crimes and civil offences and between the treatment of each in law.

Pupils describe the special measures taken when dealing with young people who have committed crimes.

Pupils have accurate information about the measures taken to ensure that people accused of a crime receive a fair trial.

Assessment opportunities

Presentation: pupils produce and deliver a presentation for other pupils in which they identify reasons why the peak age for offending is 18.

Quiz: pupils demonstrate their understanding of the main elements of the youth justice system through a quiz.

Reflecting: pupils take part in a group discussion about the justice system from the point of view of fairness to both victim and offender.

Evidence

Presentation.
Quiz answer grid.
Records kept of small group discussions.

By whom

Pupils
Teachers
Peers

Commentary

Pupils who are likely to have difficulty because of literacy problems should be given extra support, for example one to one discussion or adaptation of the suggested framework to match pupils' understanding.

Sensitivity is required where it is known that pupils or their families or friends have been involved with the youth justice system.

Example 3: Citizenship portfolio sheet

The piece of work I have chosen for my portfolio is:

.....
.....

FOCUS

I developed the following area of knowledge and understanding through this work:

.....
.....

The skills developed through this work were:

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

ACHIEVEMENT

The aspects of this piece of work that pleased me the most are:

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

PLANNING

I could improve this area of knowledge in the future by:

.....
.....

I could further develop these skills in the future by:

.....
.....

Example 4: Citizenship log book page

Activity title..... Date of activity.....

What did we do in this activity?

We
.....
.....

What did I do?

I
.....
.....

What did I learn during this activity?

I learnt.....
.....
.....

What did I enjoy?

I enjoyed.....
.....
.....

What do I think could have been improved in this activity?

It would have been better if
.....
.....

What new things do I know, understand and do as a result of this activity?




I
.....
.....

Example 5: Citizenship self-assessment (skills of enquiry)

Name _____

Project _____

Date _____

Evidence of skill	Could do better 	Good 	Excellent 
Think about and plan questions to ask			
Identify community members to interview			
Carry out and record interviews			
Design a survey to collect information			
Select, categorise and interpret information			
Identify and use a range of sources, eg books, newspapers, journals, websites			
Question the usefulness/reliability of a source			

Assessed by _____ Pupil

_____ Teacher

Example 6: Self-assessment in citizenship

Think about the work you have done this term in citizenship. Complete the following table giving some details about how you think it has helped you to improve what you know, understand and can do. First write a brief description of the work and the main area of your learning:

.....

.....

.....

.....

Think carefully about the different things you have learnt – what you know, understand and can do. Plan what you need to do to increase your knowledge, skills and understanding.

	Most important development	What you need to move on to next
Knowledge and understanding (what you know)		
Skills (1): finding out and communicating		
Skills (2): planning, doing and reflecting		
What is the most important thing you have learnt through this work?		

Example 7: Discussion and debating skills in citizenship

What was the discussion or debate about?

.....

In which lesson did you take part in the discussion or debate?

























.....

.....

SKILLS FOCUS

Tick the box next to the face which describes your achievement in each of the skills

  
 = not very good = good = brilliant

Planning what to say	<input type="checkbox"/> 	<input type="checkbox"/>	<input type="checkbox"/> 	<input type="checkbox"/>	<input type="checkbox"/> 	<input type="checkbox"/>
Speaking in front of others	<input type="checkbox"/> 	<input type="checkbox"/>	<input type="checkbox"/> 	<input type="checkbox"/>	<input type="checkbox"/> 	<input type="checkbox"/>
Speaking without reading notes	<input type="checkbox"/> 	<input type="checkbox"/>	<input type="checkbox"/> 	<input type="checkbox"/>	<input type="checkbox"/> 	<input type="checkbox"/>
Asking other people questions	<input type="checkbox"/> 	<input type="checkbox"/>	<input type="checkbox"/> 	<input type="checkbox"/>	<input type="checkbox"/> 	<input type="checkbox"/>
Following what others say	<input type="checkbox"/> 	<input type="checkbox"/>	<input type="checkbox"/> 	<input type="checkbox"/>	<input type="checkbox"/> 	<input type="checkbox"/>
Answering others' questions	<input type="checkbox"/> 	<input type="checkbox"/>	<input type="checkbox"/> 	<input type="checkbox"/>	<input type="checkbox"/> 	<input type="checkbox"/>
Encouraging others to contribute to discussion	<input type="checkbox"/> 	<input type="checkbox"/>	<input type="checkbox"/> 	<input type="checkbox"/>	<input type="checkbox"/> 	<input type="checkbox"/>
Summing up at the end	<input type="checkbox"/> 	<input type="checkbox"/>	<input type="checkbox"/> 	<input type="checkbox"/>	<input type="checkbox"/> 	<input type="checkbox"/>

What did you do well in preparation for and during the debate?

.....

SKILLS FOCUS

Which areas do you think you need to work on to develop your debating skills?.....

.....

What can you do to improve in these areas?

.....

Example 8: Reviewing participation in citizenship

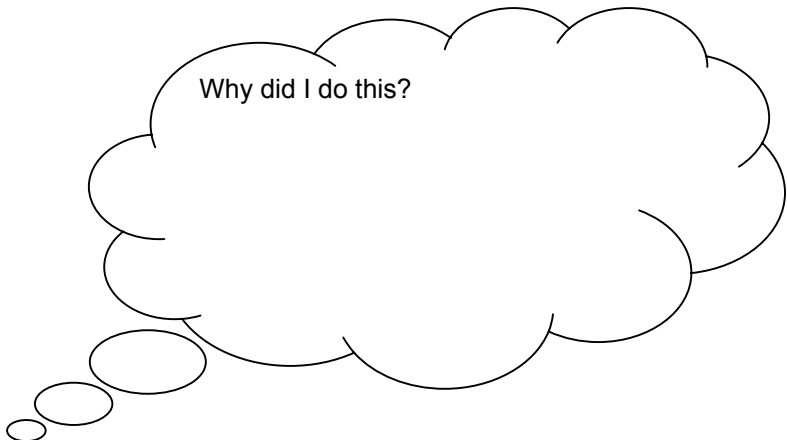
What citizenship activity have I participated in?

.....

.....

What did I do as part of the activity?

.....



CITIZENSHIP SKILLS

What skills did I use (eg research, enquiry, negotiation, decision making, cooperation, leadership, discussion, presentation)?

1.
2.
3.
4.
5.
6.

What was I happy with?

.....

.....

.....

What would I do differently next time?

.....

.....

.....

Example 9: Key stage 3 citizenship self-assessment sheet (page 1)

Citizenship activities we have learnt from:

Write your own list. Your teacher can help.

Things I know and understand:

There are rules.

Example:

People have rights.

Example:

People have responsibilities.

Example:

Communities are made up of many different people.

Example:

Democracy is about . . .

Example:

People are working for change.

Example:

The media influences us.

Example:

I also know about:

Central and local government services.

Example:

Parliament.

Example:

The work of national and global voluntary groups.

Example:

Resolving conflict fairly.

Example:

Why the media is powerful.

Example:

I can explain:

Globalisation

Interdependence

Sustainability

Example 9: Key stage 3 citizenship self-assessment sheet (page 2)

During my citizenship activities I have:

- Contributed to discussion
- Led discussion
- Listened to others
- Accepted other ideas
- Challenged others' ideas
- Backed other people's ideas
- Made decisions
- Suggested new ways of working
- Helped plan and organise
- Worked as part of a group
- Accepted the leadership of others
- Been willing to change my mind
- Identified risks
- Taken risks
- Been inventive
- Handled conflict
- Prevented conflict
- Solved problems
- Gathered my own information from sources
- Worked critically with evidence
- Detected bias
- Worked out if information is reliable
- Expressed my own opinion
- Justified my opinion

Evidence of my achievements included in my portfolio is ...

My action points for future citizenship work

Signed (pupil):.....

Signed (teacher):.....

Example 10: Statements to support peer assessment discussions (identifying individual contributions to group activities)

Statements are copied onto card and cut up. Groups use the cards as a guide and discuss what helped them complete the group task/activity. Individuals allocate cards to group members as part of assessing individual contributions to group tasks

Asked useful questions to clarify what we had learnt	Challenged someone's opinion appropriately	Helped another member of the group to develop new skills	Used verbal/reporting skills effectively
Helped to organise and allocate the tasks in the group	Identified risks in a situation	Helped to resolve a conflict in the group	Supported another member of the group, explaining things he or she did not understand
Helped the group to review its work by posing review questions	Used imagination to consider another person's experiences	Helped to identify the skills used and the way the group worked	Summarised and recorded the results of discussion
Used research skills effectively to provide group with accurate information	Identified new sources of information to enable the group to gain a balanced view of a situation	Contacted someone who could provide expert information to the group	Led the presentation of results of group enquiry
Gave technical support on developing a presentation using ICT	Involved members of the wider community in the group's activities	Suggested how learning could be applied in another situation	Expressed and explained another person's views, even though they were not his or her own