Professional Development Strand
Unit: Multigrade Teaching (College Option)

Module MG.3 Teaching in the Multigrade Classroom

Lecturer Support Material
Acknowledgements

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Unit outline

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Icons

- 📚 Read or research
- 👨‍💻 Write or summarise
- 🔍 Activity or discussion
- 🔄 Suggestion or comment for lecturers
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Teaching in the Multigrade Classroom Module

This guide provides additional ideas for teaching and assessing Module MG.3, Teaching in the Multigrade Classroom.

Please take note of the following:

- It is important to read through the module first, to decide what materials you will use, and what tasks and activities you will set for the students. It is also important to see how this module fits within the complete unit.
- The material is written as a resource for the teaching of this module.
- Do not expect students to work through the total module alone. There may be too much material and they will need assistance in determining the tasks required.
- The activities: Many of the activities have a number of questions to discuss and tasks to do. They are included to provide some ideas and stimulus, not necessarily to complete every part of each activity.
- The activities provide a focus for learning, and some may be suitable for developing into assessment tasks, but the activities are not written to be used as the assessment program. Ideas for assessment tasks are provided in this material.
- Suggested time allocations are provided to give some idea of how this module fits in with the others in this unit. Lecturers have the flexibility to select material and use it in a way that will fit within the lecture program.
- The Lecturer Support Material is the same as the Student Support Material, with additional notes included in the text boxes.
- Additional readings, where included as an appendix, are included as additional information for lecturers. These may be photocopied for students where appropriate.

Rationale

This module is the third of three in the three credit point college option Unit MG. Multigrade teaching. The recommended time allocation for this module is approximately 20 hours of lectures, which could be completed in six and a half weeks of the semester. The actual break up of topics and time allocation is flexible, and to be decided upon by the individual lecturer.

The first module in this unit is MG.1 Introduction to Multigrade.

The second module in this unit is MG.2 Managing the Multigrade Classroom.
Objectives

By the end of this module students will be able to

- Use a number of planning strategies to program for the multigrade class.
- Complete a curriculum scan using scope and sequence charts from subject syllabus documents.
- Develop a program from a curriculum scan, completed for your particular multigrade situation
- Develop units of work based around a thematic integrated approach, incorporating objectives found in the syllabus documents.
- Construct a timetable for a multigrade class
- Demonstrate a range of teaching strategies which could be used in the multigrade classroom
- Choose appropriate data gathering techniques (assessment tasks) for the multigrade classroom.

How to use this material

This module is written as a series of topics, identified in the table of contents, and by their large subheadings. Each topic includes some readings and activities to complete.

It is the lecturer’s responsibility to develop a course overview, according to the credit point loading and available time within the semester for each module. As this will vary between colleges running semester programs and those running trimester programs, lecturers will need to select topics which are most relevant to the needs of their students.

Assessment

Assessment tasks should be developed at the unit level, recognising the development of knowledge, skills and attitudes across the three modules that make up this unit.

The number of assessment tasks will be determined by the credit point loading given to the unit. See the unit guide for suggestions.

Assessment tasks should consider students’ different learning styles. This module offers many practical assessment ideas which students could take with them into the classroom.

- Complete a curriculum scan for given grades. Photocopy and distribute as resource material for teachers.
- Plan a thematic unit of work for a multigrade class.
- Complete a timetable for a multigrade class.
- Select one teaching strategy described. Design a unit of work which uses the strategy, and choose appropriate assessment techniques for the unit.
References

The student support materials contain all the readings necessary to complete the unit. These readings have been adapted from the following texts:


Planning and programming in the Multigrade classroom

Many teachers are worried and confused when asked to teach a multigrade class. They are not sure how to plan for two, three or more classes at once and so they try to create separate programs for each of the grades. Trying to do this is extremely difficult to plan and manage. It would be impossible to cover all the work for each grade level in a number of separate programs.

The multigrade teacher needs a strategy to help with planning so that

- One program is created for the class, with different objectives and outcomes for different groups in the class
- Objectives which need to be covered in the syllabus documents are included, and common elements in the grade programs are identified

In this module, we will look at ways of planning the yearly program to meet the needs of the students and the requirements of the syllabus documents. In order to plan successfully for the needs of your students, you need to understand something of the way students learn.

The learning continuum

For many years, curriculum in schools has been prescriptive, inflexible and expected all students to learn at the same rate. Teachers taught the grade curriculum to everyone, aiming their lessons at the average student, and sometimes considering the others who were either bored, or struggling to cope with the work presented. There was a certain amount of content to be covered, and every student would be required to complete it, whether it was suitable for their needs or not.

Learning is a developmental process and not all students will be operating at the same level. As teachers it is important to recognise this. As multigrade teachers, it is essential that we recognise this.

Provide students with the opportunity to discuss their understandings of multigrade so far. Discuss their learning as a developmental continuum and provide examples which make them think about their own learning experiences.

Provide syllabus documents so students can look at the scope and sequence charts to identify how the objectives are changing across the grade levels.
**MG.3 Activity 1**

In the boxes below, the vernacular objectives for Grade 3, 4, and 5 reading are given. They are not in the right order. Read the objectives carefully and write the grade level you think matches each objective.

| Read with some critical understanding a range of unfamiliar vernacular texts for a range of purposes, such as making judgements about a character in a story and evaluating information from expository texts | Read with understanding a range of unfamiliar vernacular texts for a range of purposes, such as recognising character types in stories and extracting information from expository texts | Read with critical and increasing speed a wider range of vernacular texts for more sophisticated purposes, such as suggesting a character’s motives in a story and selecting relevant information for various purposes. |

What is similar about each level of the objective?

What is different? (read them carefully)

What can you say about the differences between the three grade levels for this particular outcome?

In the multigrade class, and indeed in any classroom, you may find students operating at any one of these levels. In your multigrade classroom of Grade 3/4/5, you will have students working at all these levels and maybe more. There will be Grade 3 students who may be meeting Grade 4 objectives, Grade 5 students who are working on Grade 3 objectives. The learning should be geared to the needs of the student, not necessarily according to the grade level to which that student belongs.
We don't need a separate curriculum for each grade in the multigrade classroom, but a continuum or progression of challenges in our teaching which will meet the needs of students in our class.

Programming: The Reform Curriculum

There is no one syllabus program for teaching multigrade. A program needs to be developed using the new syllabus documents for Lower and Upper Primary. The new curriculum gives the teacher much greater flexibility in providing for the needs of students in their class. The objectives and suggested content areas are given, but it is up to the teacher to plan and organise the learning experiences best suited to the students in the class.

The new syllabus is particularly well suited to the multigrade situation. Some teachers are frightened by the idea of planning for a number of grades, but once a process of programming is understood by the teacher, it allows the teacher to use the same process for any combination of grades they may be asked to teach.

As part of your Professional Development studies so far, you have learnt about programming using themes as a basis for your teaching. From there, you have developed units of work, weekly and daily plans.

With a multigrade class, the process is the same. For each unit of work or weekly plan, the whole class will work on the same topic or theme. However, the activities completed by each student will depend on what you want them to learn, based on the syllabus documents you are using and the students’ level of development. There are methods and strategies that teachers can use to assist with their planning for a multigrade class.

The Curriculum Scan

What is a curriculum scan?

A curriculum scan is completed by scanning (or looking) through all the curriculum documents which are relevant to the multigrade class you are teaching, and selecting the relevant sections. After selecting all the relevant sections from the different syllabus documents, you will be looking for common elements and themes from which to build your program. If you remember that learning is a continuum, or a process of building on, you will see that the themes in the subject areas cover a number of grades, with the learning objectives building on from what has been taught before.

The following pages outline the steps in completing a curriculum scan.
Step 1. Identify the grade levels you will be programming for and find the relevant scope and sequence pages in the syllabus documents.

Make sure you only use the overview or scope and sequence charts from each syllabus.

Environmental Studies Scope and Sequence Chart, showing Grades 3, 4 and 5 content

If you were teaching a Grade 3/4/5 multigrade class, you would need to use all the scope and sequence charts. If you were teaching a Grade 3/4, you would only use the scope and sequence charts for these grades.
**Step 2. Photocopy, cut and paste or write just the parts of the scope and sequence that you will be teaching. Paste or write these on to a large sheet of paper.**

These charts can have many uses in your classroom. You can check off which topics you have completed, and see what you have yet to teach.
Step 3. Look for common topics or themes across the curriculum. Brainstorm some main themes, and try to fit the topics under a heading.

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNITE: My Area</td>
<td>UNITE: My Area</td>
</tr>
<tr>
<td>Groups</td>
<td>Groups</td>
</tr>
<tr>
<td>Students</td>
<td>Students</td>
</tr>
<tr>
<td>Work</td>
<td>Work</td>
</tr>
<tr>
<td>My Environment</td>
<td>My Environment</td>
</tr>
<tr>
<td>Customs and Celebrations</td>
<td>Customs and Celebrations</td>
</tr>
</tbody>
</table>

**Groups**
- Families
- My community
- Relationships
- Helping Others / roles
- Our Neighbours
- Lifestyles
- Healthy Body and Mind

**Work**
- Families
- My community
- Relationships
- Helping Others / roles
- Our Neighbours
- Lifestyles
- Healthy Body and Mind

**My Environment**
- Families
- My community
- Relationships
- Helping Others / roles
- Our Neighbours
- Lifestyles
- Healthy Body and Mind

**Customs and Celebrations**
- Families
- My community
- Relationships
- Helping Others / roles
- Our Neighbours
- Lifestyles
- Healthy Body and Mind

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**Step 4. Write your main themes on a large piece of paper and list topics underneath**

**FAMILIES**
- My family
- My community
- Relationships
- Helping Others / roles
- Our Neighbours
- Lifestyles
- Healthy Body and Mind

**GROUPS**
• Types of groups
• Groups to which you belong
• Groups in your community
• Differences in groups
• Population / Counting People
• Migration – Past and Present
• Rules and Regulations
• Our Leaders
• Outstanding People
• Our Government
• Healthy Family and Community

WORK
• Types of work people do
• In the family
• In the community
• In the wider community
• Using things for work
• In the family
• In the community
• In the wider community
• Work in different regions

MEETING NEEDS
• Needs of my family; food, shelter, clothing
• Types of houses in my area
• Housing in other areas
• Types of clothing in my area
• Resources which help us to meet our needs.
Step 5: Set your themes out on a grid

Remember, if you are programming for two grades, your themes will cover two years of work. If you are programming for three grades, your themes will cover three years of work. It doesn’t matter in what year your themes are completed, because you will have the same class for the period of your plan.

Example: Grade 3/4/5 program which will cover three years

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Families</td>
<td>My Environment</td>
<td>Work</td>
<td>Celebrations and Customs</td>
</tr>
<tr>
<td>Year 2</td>
<td>Groups</td>
<td>Meeting Needs</td>
<td>My Environment</td>
<td>People and Resources</td>
</tr>
<tr>
<td>Year 3</td>
<td>Looking after my Environment</td>
<td>People and Resources</td>
<td>Work</td>
<td>Looking After my Environment</td>
</tr>
</tbody>
</table>

Step 6. Transfer your topics to a term program

<table>
<thead>
<tr>
<th>Week</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>My Family</td>
<td>My Environment: Plants and Animals</td>
<td>Work: Work in my family</td>
<td>Customs and practices in my community</td>
</tr>
<tr>
<td>Week 2</td>
<td>My Family</td>
<td>Plants and Animals</td>
<td>Work in my family</td>
<td>Customs and practices in my community</td>
</tr>
<tr>
<td>Week 3</td>
<td>My Family</td>
<td>Plants and Animals</td>
<td>Work in the community</td>
<td>Ceremonies</td>
</tr>
<tr>
<td>Week 4</td>
<td>My Community</td>
<td>Land, sea and forest</td>
<td>Work in the community</td>
<td>Ceremonies</td>
</tr>
<tr>
<td>Week 5</td>
<td>My Community</td>
<td>Land, sea and forest</td>
<td>Work in the community</td>
<td>Ceremonies</td>
</tr>
<tr>
<td>Week 6</td>
<td>Easter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Helping Others</td>
<td>Land, sea and forest</td>
<td>Using things for work</td>
<td>Legends and Stories</td>
</tr>
<tr>
<td>Week 8</td>
<td>Helping Others</td>
<td>Weather</td>
<td>Using things for work</td>
<td>Legends and Stories</td>
</tr>
<tr>
<td>Week 9</td>
<td>My Neighbours</td>
<td>Weather</td>
<td>Work in different regions</td>
<td>Past and present customs</td>
</tr>
<tr>
<td>Week 10</td>
<td>My Neighbours</td>
<td>Seasons</td>
<td>Work in different regions</td>
<td>Past and present customs</td>
</tr>
</tbody>
</table>

A good way to start is to put one major theme in each term. You will find that you may need to split some major themes so you might do half the topics in one year, and the other half in the next year e.g. major theme: **My Environment**. One year you may complete the topics plants,
animals, food gathering, the next year, land, sea, forest environments and the use of things in my environment.

The themes identified in the examples in this booklet are not the only ones you can have. As long as you are basing your program on content from the syllabus documents, you may come up with a different set of themes or topics. There are a number of ways that the content could be arranged by the teacher.

**MG:3 Activity 2**

In groups, complete a part curriculum scan for a Grade 4/5 using the scope and sequence charts from Community Living, Health and Environmental Studies. If you have Upper Primary drafts, you could use those instead. Go through Steps 1 to 5 of the curriculum scan. You don’t need to use all the syllabus documents and complete all the steps. The activity is to give you an experience of completing a curriculum scan.

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**Curriculum scan and themes posters**

To help you plan for your multigrade and if there are no syllabus documents available to you, a poster has been included with this module, which you can assemble and display in your classroom.

The curriculum scan poster has the whole Lower Primary Syllabus scope and sequence charts summarised, and assembles into one large poster, showing on one page all the information that you need to help you with your planning. The instructions for assembling the poster are included. You should photocopy the pages, or perhaps your lecturer could organise for them to be photocopied for you.

It is intended to produce an Upper Primary poster when the syllabus drafts have been completed.

This poster is also useful to assist you in seeing what areas you have covered, and what you have left to teach. You could mark off content completed as you teach it, and you will have a clear visual picture of your teaching program for you and the inspector to see.

A poster showing possible themes developed from the scan of all Lower Primary syllabus documents is also included. Use this to assist you in your planning if you wish.
What next?

After you have transferred your general themes to your term timetable, you can then work on objectives and content for your theme or unit of work. You can then look for more specific objectives that you wish to cover from the syllabus documents. If you have a Grade 4/5, then you would make sure you have some objectives from both the Grade 4 and Grade 5 syllabus documents included in your plan.

Planning using a proforma


Trying to plan a theme or unit of work on a blank page is very difficult. If you use some form of planner, or proforma, it can act as a prompt and a guide as you work through the process of creating your unit. Using a proforma usually means

- There is greater consistency throughout the school / department if all teachers are planning together and in the same way
- The planning process itself is made easier by having a written structure to work through
- Units can be compared and revised more easily, and the form is useful for evaluation purposes

There are many different ways to present your planning. The Programming Guide for Lower Primary offers a few ways of planning your thematic programs by using theme webs etc. Another example is given on the following page.

Having an **English focus** and a **Maths focus** ensures that the skills and topics selected are presented in context. For example, the genre of report writing could be taught during this theme and students may be asked to present a factual report on one natural disaster. Narrative writing could also be included, where students write stories about being caught in a natural disaster.

There are many areas of measurement across Grades 3, 4 and 5 which could be included in this theme, e.g. making maps. Grade 3s might make simple maps with grid coordinates, Grade 4, time line graphs showing when natural disasters have occurred in PNG, Grade 5 may work on maps to scale, including measurement and symbols.

Once you have your objectives, sequence of activities and skills to be taught decided upon, it is then possible to look at differentiating the activities (designing different levels of difficulty) for the different groups in your classroom.

A blank copy of the proforma has also been included for your use.

There are many ways to plan and students should experience a variety of forms.
**Unit Theme:** Natural Disasters  
**Grade Level:** 3/4/5  
**Host curriculum area:** Environmental Studies  
**Main understandings:** Changes in the environment can be caused by natural disasters. Papua New Guinea has a history of natural disasters.

<table>
<thead>
<tr>
<th>Stage of Unit</th>
<th>Objectives</th>
<th>Resources, preparation</th>
<th>Sequence of activities</th>
<th>Grouping</th>
<th>Strategies and Skills</th>
</tr>
</thead>
</table>
|               | To investigate different types of natural disasters and how they occur e.g., What is a volcano? Earthquake, flood, drought, landslide tsunami, cyclone. To research and describe natural disasters in PNG. | Find some stories and pictures about natural disasters in books, magazines, or tell a story. Develop vocabulary list for theme words in English and vernacular. Prepare materials for activities Investigate your area to see if there is any evidence of changes to the environment from natural disasters. Organise some guest | Introduce topic with a story or a visitor who can tell a story about a natural disaster. Brainstorm with students to develop a list of all natural disasters known to them. Draw a number of pictures to use in activities. Select a number of natural disasters to study. Students to research a topic in groups. 1. classify causes of natural disaster by matching pictures e.g., earth disasters, sea disasters, weather disasters. 2. Prepare a poster giving information about a particular natural disaster and how it occurs. 3. Make a model of a volcano, wall story about a landslide etc. | Whole class | Brainstorming  
Listening  
Recalling  
Classifying  
Grouping  
Working with a partner  
Questioning  
Sharing  
Interpreting  
Creating  
Discussing  
Presenting  
Recording  
Locating Information  
Designing  |
|               |            |                        | How have natural disasters changed the environment? Compare pictures of | Pairs / group work | English related focuses  
Report writing  
Narrative text  |
|               |            |                        | Whole class | Maths related focuses |
| | To explore the effect of natural disasters on the environment and community. | speakers; from Emergency services, police, etc. to discuss what to do in a natural disaster. | Rabaul, Aitape, drought areas in 1997. List and discuss the changes that occurred after the natural disaster. Develop a disaster plan for your area if a tsunami was travelling towards your village. Write a story about a disaster in your village. | Group work Learning Centre activities | Measurement – Area /Geometry  
- Draw grids and coordinates to show position  
- Time line graphs  
- Use scales to calculate distance |

<p>| Lecturer Support Materials | 15 |</p>
<table>
<thead>
<tr>
<th>Unit Theme Grade Level</th>
<th>Host curriculum area:</th>
<th>Main understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stage of Unit</td>
<td>Objectives</td>
<td>Resources, preparation</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

- **English related focuses**
- **Maths related focuses**
MG.3 Activity 3

Using the blank proforma and some syllabus documents, plan a unit theme. First consider the theme, then the main understandings you want the students to have. Find some objectives from the relevant grade level syllabus documents and plan the sequence of activities. Consider how you will group and what skills are being taught.

Timetabling in the Multigrade classroom

Block timetables work best in multigrade classrooms. This allows the teacher time to integrate aspects of the curriculum. Learning is developed in context, rather than broken up into discrete small sections of content.

The multigrade block timetable operates much the same as it would in a traditional class. Subjects or thematic time is planned for the whole class, however within that time, groups will be completing different activities.

The time allocations for Lower Primary and Upper Primary subjects are listed below:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Suggested teaching time (minutes/week)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assembly / Home room</td>
<td>75 75 75</td>
</tr>
<tr>
<td>Language</td>
<td>570 450 405</td>
</tr>
<tr>
<td>Mathematics</td>
<td>210 210 210</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>180 210 210</td>
</tr>
<tr>
<td>Community Living</td>
<td>150 180 210</td>
</tr>
<tr>
<td>Arts and Craft</td>
<td>150 150 150</td>
</tr>
<tr>
<td>Health Education</td>
<td>90 90 90</td>
</tr>
<tr>
<td>Physical Education</td>
<td>105 135 150</td>
</tr>
<tr>
<td>Religious Education</td>
<td>60 60 60</td>
</tr>
<tr>
<td>Block Time</td>
<td>60 90 90</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1650 1650 1650</strong></td>
</tr>
<tr>
<td>Subject</td>
<td>Suggested teaching time (grades 6,7 and 8) (minutes/week)</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>Language</td>
<td>180</td>
</tr>
<tr>
<td>Mathematics</td>
<td>180</td>
</tr>
<tr>
<td>Life Skills</td>
<td>360</td>
</tr>
<tr>
<td>Personal Development (including Phy. Education)</td>
<td>240</td>
</tr>
<tr>
<td>Science</td>
<td>180</td>
</tr>
<tr>
<td>Social Science</td>
<td>180</td>
</tr>
<tr>
<td>Arts</td>
<td>180</td>
</tr>
<tr>
<td>Religious Education</td>
<td>60</td>
</tr>
<tr>
<td>Local Courses</td>
<td>90</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1650 minutes</strong></td>
</tr>
</tbody>
</table>

In the multigrade classroom working with a number of grades and in block thematic teaching situations, you have to be a little flexible in your time allowance. Some grade levels require more time per subject than others, but if you average the time, and take into account the subject’s integration with others, you will find that you are adequately covering the recommended times for each subject.

Two timetables are shown on the following pages. Timetable 1 shows all subjects entered in blocks, with an analysis of time included on the right hand side of the page.

Timetable 2 integrates Community Living, Environmental Studies and Arts and Crafts into blocks labelled Thematic Studies. Sometimes, you may spend an afternoon on thematic work which includes objectives from Environmental Studies, and some Art and Craft. You would need to make sure that you indicated somewhere in your planning what the main focus of the session was, but for the purposes of the timetable, Thematic Studies gives you the opportunity to integrate subjects into a meaningful context.
## Grade: 3  
### Timetable 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Subjects</th>
<th>Time Alloc.</th>
<th>Mins per lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.00 – 8.30</td>
<td>Assembly</td>
<td>Mathematics</td>
<td>Assembly</td>
<td>Mathematics</td>
<td>Assembly</td>
<td>Assembly</td>
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<td>3 x 30</td>
</tr>
<tr>
<td>8.30 – 10.00</td>
<td>Language</td>
<td>Language</td>
<td>Language</td>
<td>Language</td>
<td>Language</td>
<td>Language</td>
<td>570</td>
<td>5 x 90</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Mathematics</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Health</td>
<td>90</td>
<td>3 x 30</td>
</tr>
<tr>
<td>10.00 – 10.30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Physical Education</td>
<td>150</td>
<td>3 x 30</td>
</tr>
<tr>
<td>10.30 – 11.00</td>
<td>Maths</td>
<td>Maths</td>
<td>Maths</td>
<td>Maths</td>
<td>Maths</td>
<td>Christian Education</td>
<td>60</td>
<td>1 x 60</td>
</tr>
<tr>
<td>11.00 – 11.30</td>
<td>Language</td>
<td>Language</td>
<td>Language</td>
<td>Language</td>
<td>Language</td>
<td>Environmental Studies</td>
<td>180</td>
<td>1 x 60</td>
</tr>
<tr>
<td>11.30 – 12.00</td>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Health</td>
<td>Health</td>
<td>Health</td>
<td>Community Living</td>
<td>150</td>
<td>1 x 60</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Arts and Crafts</td>
<td>150</td>
<td>3 x 30</td>
</tr>
<tr>
<td>12.00 – 1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>TOTAL</td>
<td>1650</td>
<td></td>
</tr>
<tr>
<td>1.00 – 1.30</td>
<td>Community Living</td>
<td>Environmental Studies</td>
<td>Environmental Studies</td>
<td>Environmental Studies</td>
<td>Physical Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.30 – 2.00</td>
<td>Art and Crafts</td>
<td>Art and Crafts</td>
<td>Art and Crafts</td>
<td>Community Living</td>
<td>Community Living</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.00 – 3.00</td>
<td>Environmental Studies</td>
<td>Community Living</td>
<td>Physical Education</td>
<td>CRE</td>
<td>Arts and Crafts</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class Teacher's Comments</th>
<th>Supervisor's Comments</th>
<th>Inspector's Comments</th>
</tr>
</thead>
</table>

Lunch
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Subjects</th>
<th>Time Alloc.</th>
<th>Mins per lesson</th>
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</thead>
<tbody>
<tr>
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<td>Assembly</td>
<td>Mathematics</td>
<td>Assembly</td>
<td>Mathematics</td>
<td>Assembly</td>
<td>Assembly</td>
<td>90</td>
<td>3 x 30</td>
</tr>
<tr>
<td>8.30 – 10.00</td>
<td>Language</td>
<td>Language</td>
<td>Language</td>
<td>Language</td>
<td>Language</td>
<td>Language</td>
<td>570</td>
<td>5 x 90</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Language</td>
<td>210</td>
<td>5 x 30</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Health</td>
<td>90</td>
<td>3 x 30</td>
</tr>
<tr>
<td>10.00 – 10.30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Physical Education</td>
<td>150</td>
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</tr>
<tr>
<td>10.30 – 11.00</td>
<td>Maths</td>
<td>Maths</td>
<td>Maths</td>
<td>Maths</td>
<td>Maths</td>
<td>Christian Education</td>
<td>60</td>
<td>1 x 60</td>
</tr>
<tr>
<td>11.00 – 11.30</td>
<td>Language</td>
<td>Language</td>
<td>Language</td>
<td>Language</td>
<td>Language</td>
<td>Environmental Studies</td>
<td>180</td>
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</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>Community Living</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Arts and Crafts</td>
<td>150</td>
<td>5 x 30</td>
</tr>
<tr>
<td>11.30 – 12.00</td>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Health</td>
<td>Health</td>
<td>Health</td>
<td>Physical Education</td>
<td></td>
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<tr>
<td>12.00 – 1.00</td>
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<td></td>
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<td>Total</td>
<td>1650</td>
<td></td>
</tr>
<tr>
<td>1.00 – 1.30</td>
<td>Thematic Studies</td>
<td>Thematic Studies</td>
<td>Thematic Studies</td>
<td>Thematic Studies</td>
<td>Physical Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.30 – 2.00</td>
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<td></td>
<td></td>
<td></td>
<td>Thematic Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.00 – 3.00</td>
<td>Physical Education</td>
<td>CRE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Class Teacher's Comments</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Supervisor's Comments</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Inspector's Comments</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Some factors to consider when developing your multigrade timetable

- Program language and maths activities in the morning where possible, when the students are fresh and their concentration is better.
- Your timetable should be planned to make sure that you, the teacher, are able to give the maximum amount of attention to the different groups in your classroom and that you are able to teach all the necessary subjects.
- Some subjects may be taught to the whole class, others may be taught in groups and your timetable should take account of this.
- Your timetable should be displayed clearly and be familiar to the students.
- Make sure you balance your teaching time equally, so sufficient attention is given to all students.
- Consider the maturity and attention span of the pupils. Young students need to change their activities frequently, so their lessons must be shorter. They need more physical activity too, both inside and outside the classroom.

\[ \text{MG:3 Activity 4} \]

*Using your unit theme developed in the last activity, and the block timetable example, complete a one-day program for your theme. Show your subject focuses in the thematic studies times.*
Teaching strategies for the Multigrade classroom

1. Differentiated instruction
2. Peeling off
3. One input many outputs

1. Differentiated instruction

Adapted from PASTEP National Workshop presentation by Dr. Steve Pickford.

What is differentiated instruction?
- Differentiated instruction is a STRATEGY used in multigrade classrooms
- Differentiated instruction is a STUDENT CENTRED strategy
- Differentiated instruction provides MULTIPLE approaches to assessment, teaching and learning processes, and learning outcomes to meet students’ needs and abilities.

How do you prepare for differentiated instruction?
- Shift the teacher focus from teaching to learning
- Explore what each student is capable of doing independently and in groups
- Provide tasks of varying difficulty
- Provide each student with a choice of learning outcomes.

How is differentiated instruction organised?
- Plan to provide different students with different levels or kinds of content, or
- Organise different ways that students can learn, understand and use content, or
- Design different learning outcomes for different students.

Differentiation occurs through adapting lesson content, teaching and learning processes, and learning outcomes to meet the differing needs of students.
**Differentiating lesson content**

Students in different grades can be given different content or the same content but be asked to use it differently. Bloom’s taxonomy is sometimes used to differentiate lesson content.

<table>
<thead>
<tr>
<th>Knowledge:</th>
<th>Requires memory only in order to repeat information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension:</td>
<td>Requires rephrasing or explaining information</td>
</tr>
<tr>
<td>Application:</td>
<td>Requires the application of knowledge to determine answers</td>
</tr>
<tr>
<td>Synthesis:</td>
<td>Requires making predictions, producing original communications or problem solving with more than one possible solution</td>
</tr>
<tr>
<td>Evaluation:</td>
<td>Requires making judgements or offering supported opinions.</td>
</tr>
</tbody>
</table>

**Differentiating teaching and learning processes**

This means providing varied activities or strategies to support different students learning. It is important to give students alternative pathways to understanding ideas. For example, students may use graphic organisers, maps, diagrams or charts to differently demonstrate their comprehension of the concepts covered. The following are examples of differentiated teaching and learning strategies:

- **Flexible grouping**
  
  Students move between independent work, pair, small and large group work depending on their purpose. Flexible grouping allows students to be appropriately challenged and supported. Students should not be kept in the same groups all the time.

- **Learning preferences**
  
  Students can be assigned tasks according to their learning preferences, e.g.
  
  - Auditory (students who learn best by hearing information)
  - Visual (students who learn best through seeing information in charts or pictures)
  - Active (students who learn best by using concrete examples, or need to move around while learning)
  - Putting students in a preferred learning environment quiet or noisy, sitting at the desk or on the floor, inside or outside the classroom)

- **Anchoring activities**
  
  These are activities that a student may do at any time. For example, when they have completed assignments or for a short period at the beginning of each class as students organise themselves. They may include problems to solve, journals to write, project work, etc. These activities may also provide the teacher with time to provide additional specific help and instruction to students.
• **Tiered activities**

Tiered activities are a series of related activities that increase in difficulty. The activities are linked to key understandings and skills students need to acquire. Teachers organise different activities around the same objectives, different ways of reaching the same goals.

• **Adjusting oral and written questions**

During large group discussion activities, teachers adjust questions for students with different needs. In written tests, the teacher may assign specific questions for different grades or groups of students.

• **Learning centres**

Learning centres may contain both differentiated and compulsory activities. However, a learning centre is not differentiated unless the activities take into account different students’ abilities and level of readiness. It is important that students understand what is expected of them at the learning centre and encouraged to manage the use of their time. The degree of structure that is provided will vary according to student and independent work habits.

• **Independent and shared study projects**

Independent study projects are research projects where students learn how to develop skills for independent learning. The degree of help and structure will vary between students depending on their ability. Shared study projects are where two or three students work together on a project. All students share the research, analysis and organization of the information but each student must complete an individual project to demonstrate learning has taken place.

---

**How to prepare for differentiated instruction**

- Shift the focus from teaching to learning
- Explore what students are capable of doing independently
- Provide tasks of varying difficulty
- Encourage learners to work on tasks with a partner
- Help learners to analyse tasks
- Provide the learner with a choices for the outcome of what they are doing
- Help learners verbalise the strategies they are using, asking them, “How did you do this?”
- Help students to engage and remain engaged in small group and whole group situations
- Explore ways of putting learners in control of their learning
- Explore ways of working with individual students in one-to-one teaching situations and then in small group and whole class discussions.
MG.3 Activity 5

Choose one of the differentiated learning strategies from the reading above. Show how you could use the strategy in a Maths lesson in the multigrade classroom.

A model of differentiation in a multigrade class
Adapted from a presentation by Dr Steve Pickford, 3rd PASTEP National Workshop, Lae.

Setting: Multigrade 7 –8

Activity: Combining a Grade 7 unit on Location, and a Grade 8 unit on Culture

- Identify and select **key objectives** and **major concepts** for both units
- Identify the **focus skills** for each grade: summarising for Grade 7 and classifying and comparing for Grade 8.
- Provide opportunities for independent learning in which students engage in developing concepts, achieving objectives and practising skills for their specific grade level.
- Organise students into flexible groups that combine students from both grades, and plan projects that integrate learning about location and cultures of the world.

<table>
<thead>
<tr>
<th>Group #1—Grade 7-8</th>
<th>Major Concepts: Location(Grade 7) and Culture (Grade 8)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Large Group (6 students, both grades)</strong></td>
<td></td>
</tr>
<tr>
<td>- Have the group select three different cultures for exploration. These may include cultures of the neighbouring countries.</td>
<td></td>
</tr>
<tr>
<td>- Explain the project and what is expected for both independent and group learning activities.</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment and Evaluation</strong></td>
<td></td>
</tr>
<tr>
<td>- Provide opportunities for student self-assessment, and for teacher assessment of students’ independent and group work.</td>
<td></td>
</tr>
<tr>
<td>- Provide students with assessment criteria, based on objectives, prior to their work</td>
<td></td>
</tr>
<tr>
<td><strong>Small Group #1A (three grade 7 students)</strong></td>
<td><strong>Small Group #1B (three grade 8 students)</strong></td>
</tr>
<tr>
<td>1. Give this group a project that requires them to explore the concept of location through the three chosen world cultures.</td>
<td>1. Give this group a project that requires them to explore the concept of culture through the three chosen world cultures.</td>
</tr>
</tbody>
</table>
### MG.3 Activity 6

Your lecturer should model the process of completing this task on the chalkboard with the group before asking you to complete the activity.

This activity would be suitable for assessment.

1. Study the model and note the sequence of instruction, the different group organizations and the various roles for teachers and students
2. Using the model and skills list from the Upper Primary documents, design a differentiated multigrade unit for Grade 6/7
3. Differentiate any activities using Blooms taxonomy
4. Try to differentiate outcomes and assessment criteria.
5. Present your unit to the group.
2. Peeling off: a strategy for the Multigrade classroom

Peeling Off is a strategy which allows for a common input with ‘layered’ outputs; that is the whole class begins with a concept being taught by the teacher in a direct teaching method.

PEELING OFF - COMMON INPUT WITH LAYERED OUTCOMES

After the teacher has completed the first part of the teaching, one group ‘peels off’ or leaves the teacher to complete an activity. This group will complete an activity at the simplest level of outcomes. The activity should be designed so the group can complete the task without the assistance of the teacher.

Direct teaching again takes place with the students remaining. The teacher will continue to build on and extend the outcomes for this group. When the teacher has completed teaching to the level of outcome expected, a second group will ‘peel off’ and leave the teacher to complete an activity which is more challenging than the first group’s activity.

The teacher will remain with the last group of students who will be working on more difficult concepts or outcomes. After some direct teaching, this group will ‘peel off’ to complete activities at the most difficult level.

The teacher concludes the lesson by bringing the groups together to share their work and summarise the main teaching points.

The example on the next page is based on a Mathematics lesson developing the concept of area, using the context of gardening. You will see that the first group are required to explore area using common units, the second group, square metres and the third group square metres and parts of square metres.
MATHEMATICS – GRADE 3/4/5

TOPIC – AREA

CONTEXT: GARDENING

COMMON INPUT

- Visit to Garden
  - Discuss what area is.
  - Demonstrate using common units to find area.

TEACHER

- Discuss need for standard unit – square metre, demonstrate use.

TEACHER

- Discuss need for accurate measure. Demonstrate using square metres / part squares.

TEACHER

- Teacher supports children to complete activities.

TEACHER

LAYERED OUTCOMES

Find area of plots using common unit.

Find area of plots using square metres.

Find area of plots using square metres and part square metres.

Class discussion – sharing of findings.
MG.3 Activity 6

You are teaching graphing skills in Mathematics to your 4/5 multigrade class. Using the Mathematics syllabus documents, design a peeling off activity for three groups requiring different outcomes.

3. One input, many activities, shared output

This is a strategy that teachers can use in a multigrade setting. Teachers plan for a shared experience with the whole class, for example, the experience could be shared reading with a Big book or an excursion to an interesting venue. The experience is used as a springboard to develop different learning activities. The activities are designed to meet the learning objectives identified by the teacher for the multigrade; i.e., they will cover more than one grade. Students work in groups on different tasks, which meet different outcomes. Representatives from each of the groups come together and share their completed work. Each representative talks about the work that has been done and how it was completed. The unit may be completed by bringing all groups together for a shared output, where students create a ‘class’ piece of work representative of all groups in the classroom.

A simple example of this strategy could be when a teacher reads a story to the 3/4 class; group one draws a picture from the story, group two writes the story in vernacular, or in their own words, group three creates a different ending for the story. The level of difficulty and outcomes expected are varied for each group.

Language activity: Grades 3/4

This example uses a shared reading of the story “Hornbill Feathers” found in the PNG School Journal 1, 1998, written by Neville Unduka.

Step 1:
Teacher reads the story to the whole class, discussing features of the language.

Step 2:
Students work in mixed groups assigned by the teacher on a number of different activities. The activities cover a range of...
objectives in Language which the teacher wishes to cover.
Examples of these worksheets are shown below.
MG:3 Activity 7

The teacher introduces and discusses the following picture with a 4/5/6 class as part of the theme Customs and Traditions. Write your objectives and design three activities with different outputs that students in this class could complete. How would allow for sharing of work at the end of the lesson?

Assessment and evaluation in the multigrade classroom


As we understand more about how students learn, many changes have been occurring in the way we teach. It is now known that students must be active in their own learning and assume responsibility for their own actions and activities. How students learn is equally important as what they learn.

With the move towards integrated, student centred learning comes changes to the way we measure that learning. We have to look at the way we assess students and make sure the assessment reflects what is actually being learnt.

There are a number of myths that we can discuss which have arisen from traditional practices of assessment and evaluation. Some people think these statements are true, but they are NOT.

MYTH #1: Assessment and evaluation are separate from instruction.

It is common practice in many classrooms for the teacher to prepare lessons, teach them, and then test the students for knowledge acquired. This is done in a sequential way.
Assessment and evaluation in integrated programs, on the other hand, are part of the instructional process. They are ongoing and are centred both in the classroom and in the daily activities of the students.

Instead of teachers trying to capture one moment in time, like a snapshot from a camera, they try to capture the student’s shifting patterns of growth and development. As assessment and evaluation are ongoing, they form the basis of daily instructional decisions.

**MYTH #2: Tests tell us what students know**

Of course they do not. Tests tell us only what students know about a small sample of knowledge chosen for the test.

**MYTH #3: Evaluation is testing**

Testing is only one small part of the process of assessment, that is, gathering information for purposes of evaluation. Testing should support the teacher’s judgement and never define it. What teachers should be doing is gathering a profile of growth and identifying those areas in need of attention.

**Information gathering techniques**

As teachers, we are looking for data-gathering techniques that reflect our beliefs about curriculum development and learning.

When teachers make assessment and evaluation decisions they need to plan, observe, collect information, analyse, interpret, synthesise, reflect, take action and report.

The multigrade class is no different to any other classroom where student centred learning is taking place. In an integrated student centred classroom, learning is individualised and meets the needs of each student in the class. So too should the assessment and evaluation procedures take account of the individual’s progress.

There are a number of techniques teachers can use to gather reliable information about their students. This information should form the basis of all evaluative and reporting procedures.

**Observation**

Observation is one of the most important and comprehensive means of assessing and evaluating all behaviour and learning in the classroom. By observing students thoughtfully, sensitively and systematically within the natural setting of the classroom, the teacher:

- Learns about students
- Begins to identify each student’s unique interests, personality, learning style, strengths, differences and learning needs
- Uses this information to plan programs that best meet the needs of every student in the class

As a classroom teacher, your observations of the students are the most valuable source of data on which to make professional judgements and evaluations.
How can you make your observation data most useful?

- Observe and record regularly as part of the classroom routine. Build it into your daily work plans.
- Plan for focussed observations of specific students. Choose one or two students per day and decide on what it is you wish to observe about that student.
- Choose a variety of settings for the observations (e.g. in the playground, library, during assembly time or group work).
- Record your observations as close to the time they are done as possible.
- Plan time to share your observations with the students.
- Think: *What questions do I ask myself when I observe a student, when do I observe and how do I observe?*

How do I observe using checklists

Checklists are useful in planning for learning in the classroom, monitoring learning and shaping it. They are also useful for gathering information about students’ learning. They can be used by the teacher and by students as a means of self-evaluation.

The following example is a checklist developed for oral presentations. The teacher has determined the criteria before the talk, and the students have a copy so they are aware of what is required. The teacher uses one for each student and indicates the level of achievement as the talk is being presented. This checklist can later be discussed with the individual student.
## Sample checklist for oral presentations

**A Child as speaker**

<table>
<thead>
<tr>
<th>Area</th>
<th>Behaviours demonstrated</th>
<th>Consistently</th>
<th>Sometimes</th>
<th>Never</th>
<th>Comment</th>
</tr>
</thead>
</table>
| **1 Topic content**| • Varies topic, e.g. personal, social studies, science  
• Selects topics of interest to group  
• Talks about generalised topics, e.g. mammals                                                                                                           |              |           |       |         |
| **2 Topic organisation** | • Introduces topic and gives statement of intention, e.g. I'm going to.....  
• Provides background information, e.g. time, place in a recount  
• Includes introduction, main points and conclusion in formal report  
• Elaborates detail  
• Maintains topic  
• Completes topic with reflective comment or concluding statement                                           |              |           |       |         |
| **3 Language**    | • Speaks fluently without false starts  
• Uses conjunctions, e.g. and, then, because  
• Uses more complex conjunctions, e.g. when, but, if, so, why  
• Uses specific vocabulary e.g. clearly labels referent  
• Explains unfamiliar terms to others  
• Uses reflective verbs, e.g. think, know, remember                                                                                       |              |           |       |         |
| **Vocabulary**    |                                                                                                                                                                                                                       |              |           |       |         |
| **4 Pragmatics**  | • Uses voice appropriately  
• Maintains appropriate eye contact  
• Maintains appropriate rate  
• Responds to audience on request e.g. answers question, elaborates  
• Talks for an appropriate amount of time                                                                                                           |              |           |       |         |
Self evaluation

It is also valuable for students to assess their own performances against measured criteria. The teacher is provided with valuable information about what the student sees as their strengths and weaknesses. Self-assessment checklists also help students develop a sense of responsibility for their own learning.

This self-evaluation measures the student’s perception of performance and can be compared with the teacher’s checklist results.

Sample oral presentation

Self-evaluation

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
<th>Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you speak clearly?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Did you read your information from a sheet?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Did you use eye contact during your presentation?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Did you show diagrams or pictures?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Were you interesting?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Did you learn anything new from your presentation?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>What did you do well?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What will you work on for next time?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Make sure your checklists:

- Require a simple yes/no response about specific aspects of learning components of the program
- Focus on only one item or aspect at a time
- Are completed as soon as possible

Below is another example of a self-evaluating checklist, this time used by students before they bring their work to the teacher for conferencing. This helps the student make sure they have done as much as they can first, and saves the teacher time also.
### SAMPLE EDITING CHECKLIST

<table>
<thead>
<tr>
<th>I need to:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Read my writing aloud to check it makes sense.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Have I:</strong></td>
<td></td>
</tr>
<tr>
<td>{ said all I want to say? }</td>
<td></td>
</tr>
<tr>
<td>{ crossed out unwanted words? }</td>
<td></td>
</tr>
<tr>
<td>{ added missing words? }</td>
<td></td>
</tr>
<tr>
<td><strong>2. Check my punctuation</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Have I:</strong></td>
<td></td>
</tr>
<tr>
<td>{ used a capital letter at the start of every sentence? }</td>
<td></td>
</tr>
<tr>
<td>{ used a .? or  At the end of every sentence? }</td>
<td></td>
</tr>
<tr>
<td>{ used a capital letter for special names? (E.g. Ben, Emerald, Friday) }</td>
<td></td>
</tr>
<tr>
<td><strong>3. Check my spelling</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Have I:</strong></td>
<td></td>
</tr>
<tr>
<td>{ looked on charts and in books around the room, to find the correct spelling? }</td>
<td></td>
</tr>
<tr>
<td>{ Circled words I am unsure of? }</td>
<td></td>
</tr>
<tr>
<td><strong>4. Now I can read my writing aloud to a friend.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>5. Make changes to make my writing better.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>6. Now I can take my draft, a pencil and my personal dictionary to an adult for conferencing.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>7. Publish my writing</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Rating scales

Rating scales are useful for gathering information about students' learning. Rating scales are created according to predetermined criteria. They recognise that learning develops along a continuum and differentiate between degrees of performance or behaviour.

Rating scales can be numerical, the lowest number representing the minimum and the highest number the maximum performance. Word, phrase or letter scales can also be used. Most students will be familiar with ratings of A for high performance through to E or F for failure, or such terms as excellent, very good, good, fair, and limited. Consistency can also be rated by scales using such terms as always, usually, sometimes, rarely, and never.

### Anecdotal notes

An anecdotal note is a descriptive comment made by the teacher about significant student behaviour. The comment usually relates to incidental learning and learning not covered in the formal evaluation program.

Anecdotal notes might relate to:

- Some aspect of a student's physical development
- An area of interest outside the formal curriculum
- Interest in learning and work habits
- Ability to follow instructions
• Ability to participate in class activities
• Relationships with others in the class.

Anecdotal notes can be organised in a number of ways;
• Use an exercise book with one page allocated for each student, or use filing cards, (one per student)
• On a class list, leave space for notes about each student. You could aim to cover all students in a week, a fortnight, or a month. At particular times you might just focus on one subject or one group of students.

Work samples
Samples of students' work collected over a period of time can provide a valuable data base for both teacher and student. The best way to do this is to have a file for each student and add samples of work at regular intervals. The work should be dated for ready identification.

A careful analysis of an example of a student's work, against a set criteria or a number of objectives or outcomes can provide a wealth of information about a student's progress.

MG:3 Activity 8
Your lecturer will give you a topic to speak about for three minutes to a partner. Design a checklist for the teacher (your partner) and a self-evaluation form for you. Present your three-minute talk and ask your partner to rate you, then self evaluate your talk using your form. Swap roles.

Organising the information
Creating a file or a portfolio of students' work is one way of organising information collected for assessment.

The purpose of a portfolio is to create an accurate picture of a student's growth in learning. Comparing work completed over the year enables the teacher to see the individual improvements made and areas of learning which require further attention.

• Use a folder, file box or pamphlet file.
• Include a balanced selection of samples covering the processes and products of learning, e.g. some work in draft form, best work examples, typical work completed in class. (Remember to have a reason or criteria for keeping the work. Don't collect too much or the portfolio will become too unmanageable)
• Date each entry and arrange in chronological order for easy access.
• Involve the student in selection of work for the file.
• Keep anecdotal records in order, in an envelope in the file.
Selecting the samples

- Samples of work collected in the first few days of the year will provide a benchmark for progress. File early samples of writing, maths, checklists for reading or anecdotal notes.
- Samples should be placed in the portfolio at least monthly, although this can be varied according to needs.
- Where a student is working on a particular skill, more frequent selections will be appropriate.
- Collection will need to coincide with school organisation and reporting procedures. (It's a good idea to set yourself a schedule for collection of samples throughout the term)

Use the portfolio

- Guard against the portfolio becoming a storage file.
- Review contents frequently
- Share your analysis with students frequently and encourage students to use it to develop self-evaluation skills.
- Use the portfolio to inform teaching and learning and school reporting.

Interpreting the information

- Evaluation of the material collected for assessment falls into three main categories;
- As a starting point to establish a benchmark
- Development markers showing growth
- Markers for success.

Interpretation of the data collected requires teachers to call on their knowledge and professional skills. Evaluation comes from a clear picture of the student's progress, provided by the evidence in the portfolio.

The more rigorous you are in evaluating the student portfolio, the more balanced will be the picture of the student's growth and development.
MG.3 Activity 8

Design a checklist for what should be included in a student's portfolio. You may like to list the type of work samples, and the dates they should be included. What type of work do you think would be valuable to include?

If you remember that learning in the multigrade class is student-centred, then assessment and evaluation should also be. It is not necessary to rely on tests to see whether students have achieved an objective or mastered an outcome. Teachers can determine this by observing students at work.

If you also remember that learning is a continuum, a gradual progression from one stage of learning to the next, you will be looking for improvements in understanding and progression to more difficult concepts.

Remember, we should be looking at what a student CAN do, rather than what they CANNOT.
Summary

This module has introduced some useful strategies and perhaps different ways of thinking about learning in the multigrade classroom.

It is very important to remember that these ideas and practices are relevant in ALL classrooms, not just with multigrade groups. All teaching should be student centred, and the teacher should be making every effort to accommodate the learning needs of each student in the class.

It is helpful to try out just one or two of the strategies at first in your classroom, and then when you feel confident, add another to your list.

If you have the opportunity to teach a multigrade class, take the challenge and enjoy the experience.

Self evaluation

What have I learnt during this module?
What puzzles or worries me?
What would I like to know more about?

Take the opportunity to relate this self-evaluation with the work completed earlier. How does this assist with learning?