

RIGHTS RESPECTING SCHOOLS

STUDENT PARTICIPATION ASSESSMENTS

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More Information on Rights Respecting Schools

Rights Respecting Schools: Evaluations is a section within the *Rights Respecting Schools: Toolkit for Canadian Schools*. If you are reading this guide separately from the toolkit and you wish to learn more about the initiative or obtain a copy of the toolkit, visit UNICEF Canada's Rights Respecting Schools website: www.rightsrespectingschools.ca

INTRODUCTION

Using Evaluations

As a fundamental building block of the Rights Respecting Schools Initiative, students should be provided with regular opportunities to participate in every facet of the school community. Asking for feedback from students is an important way to uphold their right to participate and express their views and opinions about decisions that affect their daily lives. This resource package contains several models of evaluation activities that students can use. They are designed to take approximately 5-10 minutes and require minimal preparation. Suggested grade levels are provided, however all activities can be modified to fit various ages and grades.

Not only do these evaluations provide a democratic way to receive feedback for particular lessons, they can also be used by students to assess whole units, assignments, tests, and daily classroom routines. Furthermore evaluations can provide student voice to issues outside the classroom such as changes in the cafeteria menu, fundraiser ideas or school sports and clubs.

About Rights Respecting Schools (RRS)

Rights Respecting Schools (RRS) is an initiative of UNICEF Canada's Global Classroom program. This initiative uses the United Nations Convention on the Rights of the Child (the Convention) as the basis for enhancing an inclusive, participatory and respectful school culture for children and adults.

As a framework for educational improvement, the initiative helps schools address the whole learning environment through a consistent, rights-based approach. It is premised on the understanding that in order for children to want to achieve, they have to feel included, that they belong and that they matter. It brings children into early contact with the universal ideals of respect for oneself and for others, in the school community and in an interdependent world.

😊 - 😐 - 😞 EVALUATION

Time: 10 minutes
Grades K-4

Preparation

- Collect chart paper and markers.

Instructions

1. Draw a chart at the front of the room that has three columns:
😊 **Great!**; 😐 **Okay** ; and 😞 **Needs Work**.
2. Ask for feedback on the lesson – beginning with what was great, then what was okay, then what needs work. Encourage students to say whatever is on their mind. Let them know that all comments are welcome.
3. Record all comments and ideas in the appropriate columns.

CHART EVALUATION

Time: 5 minutes
Grades 5-8

Preparation

- Prepare a T-Chart with three columns and the following headings: 😊 **Liked A Lot**; 😞 **Needs Improvement**; and 👍 **Exciting New Idea**.
- Collect sticky notes.

Instructions

1. Hang the T-Chart at the front of the room.
2. Hand out sticky notes to students.
3. Have students comment on aspects of the lesson under the following categories: 😊 Liked A Lot; 😞 Needs Improvement; and 👍 Exciting New Idea. Let them know that they can record as many ideas as they like on separate sticky notes and then place them under the appropriate category on the chart.

EVALUATION DICE

Time: 10 minutes
Grades 5-8

Preparation

- Make one *Evaluation Dice* per group (see page 8) with six different questions.
Examples:
 1. What is the most important idea you will take away from this lesson?
 2. What would you suggest to improve this lesson?
 3. What part of the lesson did you enjoy the most?
 4. How were the handouts/visuals effective or not effective?
 5. Was there enough time to complete the activity?
 6. Other comments?
- Copies of *Evaluation Dice Chart* (pg. 7) – one per group.

Instructions

1. Organize students into groups of 3 to 5. Hand out one pre-made *Evaluation Dice* (pg. 8) and one copy of the *Evaluation Dice Chart* (pg. 7) to each group.
2. Have students take turns rolling the dice and answering the question that lands face up. One person in the group records the answers on the chart. Have each student roll for and answer two different questions. Explain that if a group is finding they are answering the same question over and over, they may wish to roll again to answer a different question.

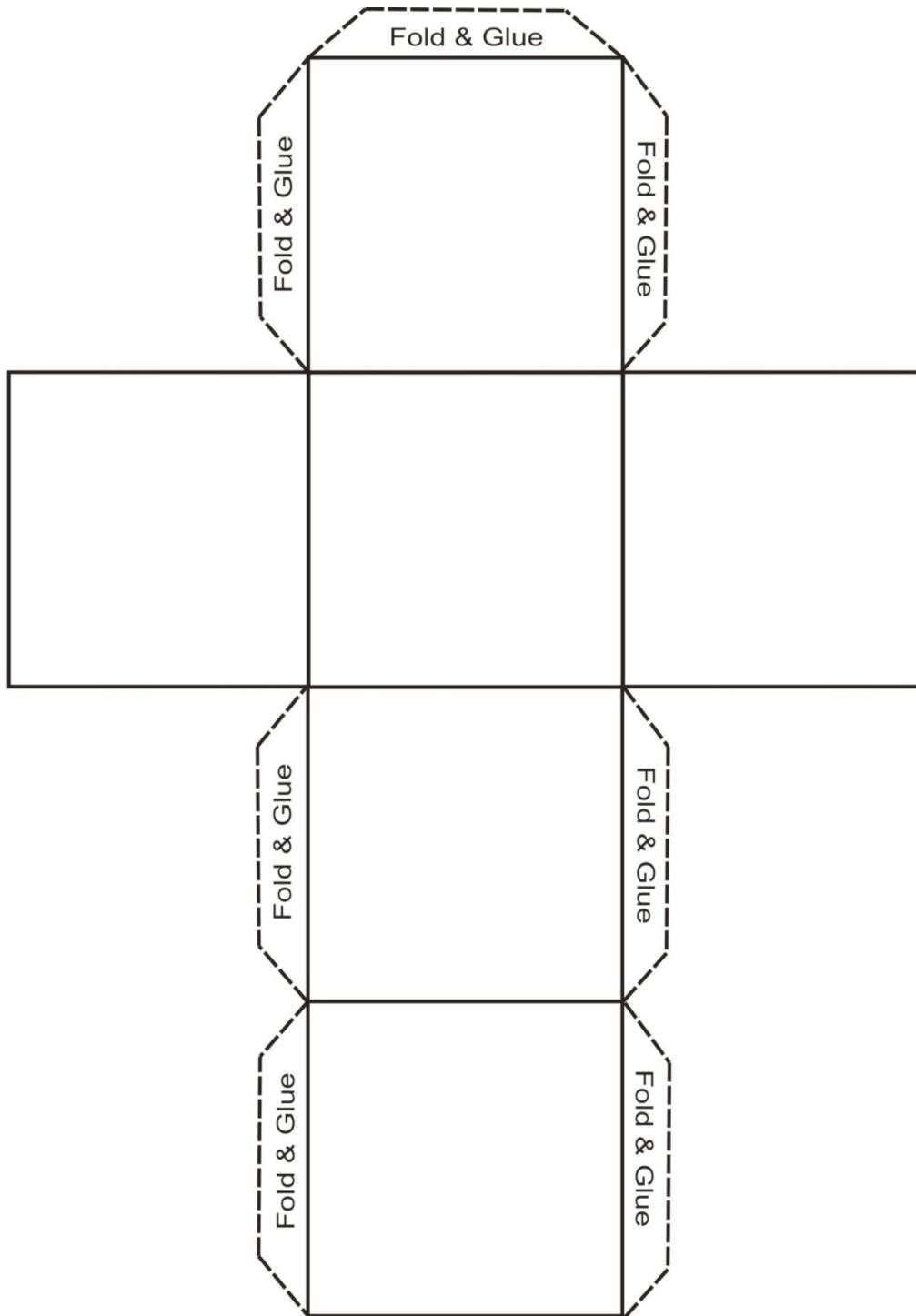
Evaluation Dice Chart

With each roll of the *Evaluation Dice* answer the question that lands face up and record the ideas shared in the appropriate space below.

Evaluation Dice Questions	Ideas Shared

Evaluation Dice

Enlarge the dice pattern below. Write one evaluation question on each face. Photocopy the page onto heavy weight paper. Cut out the pattern, fold along each line, and glue the flaps. Make one dice for each group. Students will roll the dice and answer the evaluation question that lands face up.



EVALUATION MAN

Time: 10 minutes
Grade 5-8

Preparation

- Collect sticky notes and masking tape.
- Draw a person on a piece of chart paper (see example).

Instructions

1. Stick the chart paper person on the wall where everyone can see it.
2. Point to the person's head and ask students to think about what they learned during the lesson. Have them write their ideas on sticky notes.
3. Repeat step 2 for the following, one by one:
 - What skills/ideas they will use beyond the classroom – *point to the toolbox*
 - What they loved about the lesson – *point to the person's heart*
 - What they would do without or change about the lesson – *point to the trash can*
4. Have the students come to the front of the room and place their sticky notes on the appropriate spots on the drawing.
5. Share a few ideas. Discuss some of the similarities and differences among the ideas.



Source: This activity was adapted from: *Evaluation Builder* in Gibbs, S., G. Mann, and N. Mathers, *Child-to-Child: A Practical Guide Empowering Children as Active Citizens*, Lambeth, Southwark and Lewisham Health Action Zone (2002)

GRAB AND GAB

Time: 10 minutes
Grades 5-8

Preparation

- Collect chart paper and markers.
- Collect candies (or other small items such as stones, marbles, etc.) one bowl per group
- Write one evaluation question per group, each on its own separate piece of chart paper. Ensure that each question has multiple possible answers. (Suggested questions: *What gaps or needs did this lesson overlook? What things did you enjoy about this lesson? What suggestions would you give for improvements to this lesson? What did you learn from this lesson?*)

Instructions

1. Organize students into small groups. Hand out one bowl of candies (stones, marbles, etc.) and one chart paper to each group.
2. Tell students to take one handful of the items from their group's bowl.
3. Have them count the number they drew. After they have done this, tell them that this represents the number of answers they must give to the question on their chart paper. Ask them to record all ideas on the chart paper.

STICKY NOTE EVALUATION

Time: 10 minutes
Grades 5-8

Preparation

- Collect sticky notes, chart paper and markers.
- Make a T-Chart with four columns and the following headings:
Enjoyed; Will Use; Could Have Done Without; and Would Improve and How.

Instructions

1. Hang the T-Chart at the front of the room. Hand out sticky notes to students.
2. Have students think of one aspect of the lesson that they enjoyed; another that they will use beyond the classroom; another that they could have done without; and another that they would improve and how they would suggest to improve it.
3. Have them record their ideas on sticky notes and place them on the T-Chart.

EVALUATION WHEEL

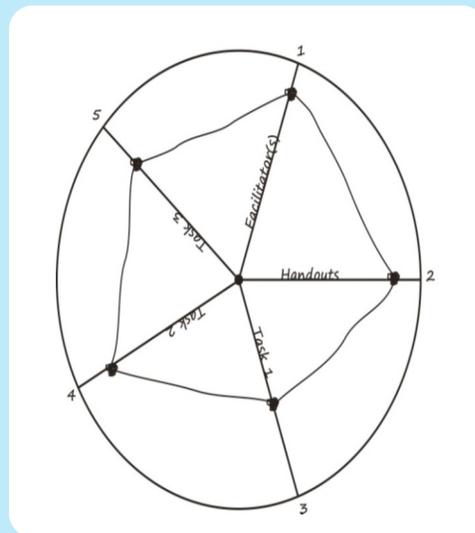
Time: 10 minutes
Grades 5-8

Preparation

- Make copies of the *Evaluation Wheel* (pg. 13) – one per student.

Instructions

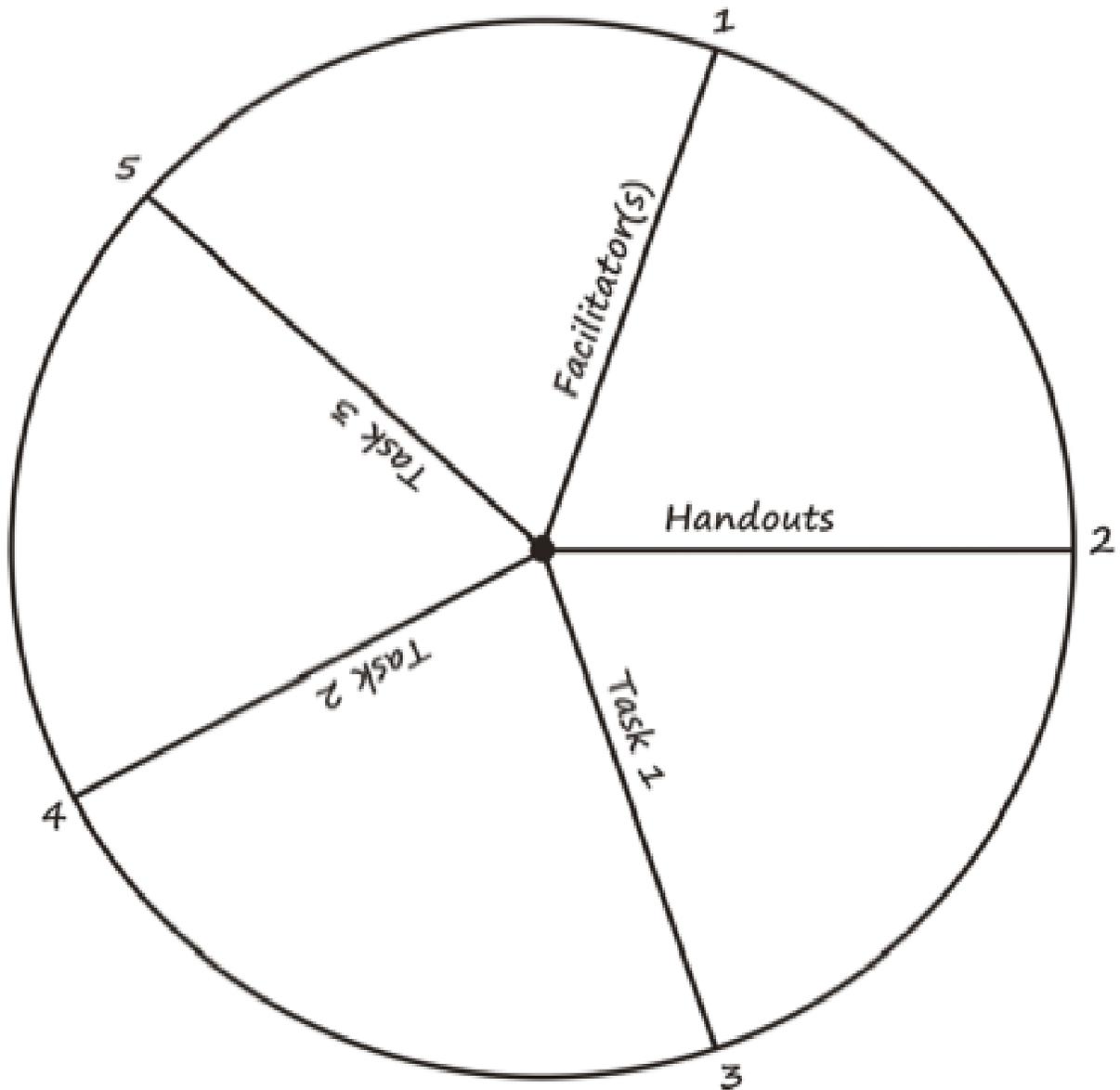
1. Hand out one copy of the *Evaluation Wheel* (pg.13) to each student.
2. Have students evaluate each aspect of the lesson by placing a dot along the appropriate wheel spoke. Ask them to imagine a spectrum along each wheel spoke from 1 at the centre out to 10 at the outer edge of the wheel. The spectrum is a measurement of effectiveness, ranging from effective (1) to ineffective (10). When students have evaluated each aspect of the lesson, have them draw a line connecting the dots. This creates a visual display that can be easily compared with other student evaluations (see example).
3. When completed, suggest students can leave their evaluation on their table and circulate to see other student evaluations (if they wish).



Source: This activity was adapted from: Pretty, Jules. *A Trainer's Guide for Participatory Learning and Action*. London: IIED (1995).

Evaluation Wheel

Evaluate each part of the lesson by placing a dot along the appropriate wheel spoke. Imagine a spectrum along each wheel spoke from 1 (effective) at the centre out to 10 (ineffective) at the outer edge of the wheel. When you have evaluated each aspect of the lesson, draw a line connecting the dots. This creates a visual display that can be easily compared with other student evaluations.



EVALUATION TARGETS

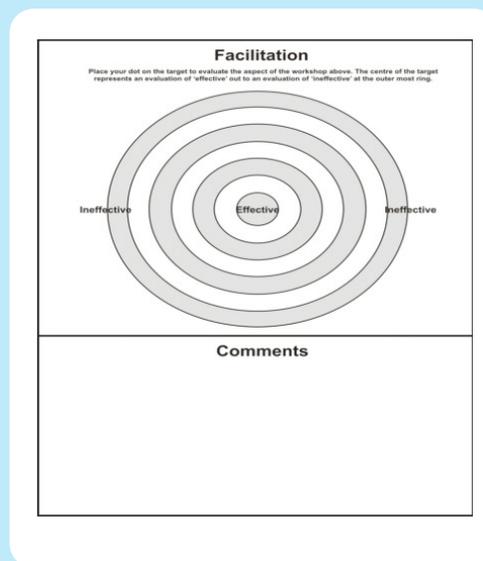
Time: 10 minutes
Grades 5-8

Preparation

- Create large *Target Evaluations* (see example) on chart paper, each with a different aspect of the lesson to be evaluated.
- Post the targets around the room.
- Collect markers.

Instructions

1. Hand out one marker to each student. Explain that everyone will evaluate the various parts of the lesson by placing one marker dot on each of the targets. Point out that each target shows the part of the lesson at the top, and identifies a continuum from the center of the target to the outer most ring (see example). Ask students to place a dot on each of the targets to illustrate the degree to which they feel that aspect of the lesson was effective.



CARD EVALUATION

Time: 10 minutes
Grades 5-8

Preparation

- Copy the *Evaluation Cards* (pg. 14) – one of each per participant.
- Create signs, each with different aspects of the lesson written on it and an envelope taped to it.

Instructions

1. Post the signs highlighting each aspect around the room.
2. Give each student two cards: one light bulb card and one hammer card.
3. Ask students to choose one aspect of the lesson that was 'a great idea'. Have them describe why they think so on the back of the light bulb card and then deposit the card in the correct envelope.
4. Then have students choose one aspect of the lesson that 'needs work'. Ask them to describe, on the back of the hammer card, what they would change and then deposit the e card in the correct envelope.

Evaluation Cards

