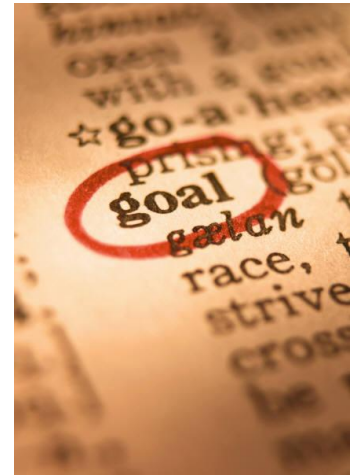


Formative Assessments

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Learning Goals for Today's Workshop



- I can explain what makes an assessment formative.
- I can summarize the formative assessment process and purpose.
- I can differentiate between descriptive and evaluative feedback.
- I can use Formative Assessment strategies in my classroom.

What do you know about Formative Assessment?

- Go to student.infuselearning.com
- Enter Room ID 24931



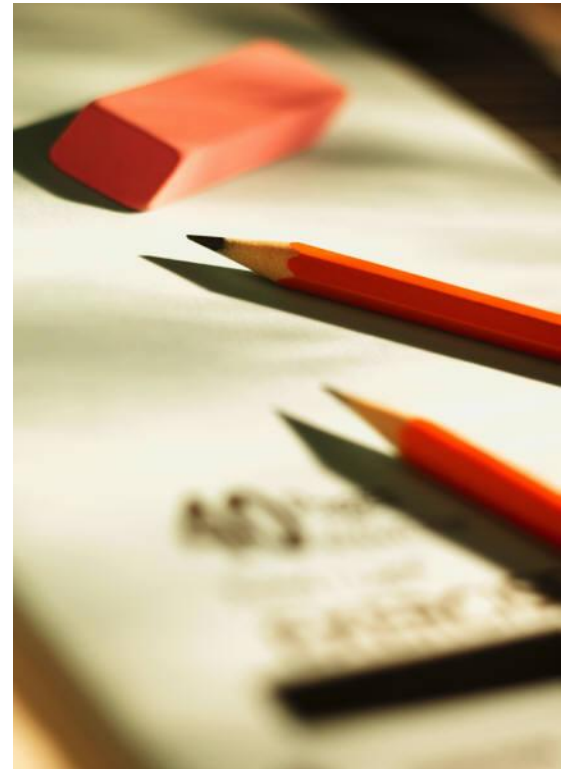
Defining Formative Assessment

ACTIVITY

Find a partner.

Sort the terms/phrases into groups.

- This is a characteristic of a formative assessment.
- This is a characteristic of a summative assessment.



- Everything students might SAY, DO, or CREATE has the *potential* to be formative because it can:
 - Provide information about how much students understand about a particular concept.
 - Assist the teacher in planning the next steps of instruction.
- However, not everything is formative.



Formative assessment is a process in which teachers use various tools and strategies to determine what students know, identify gaps in understanding, and plan future instruction to improve learning.

Learning Point Associates

Huge Student Gains

- Earliest research done by Benjamin Bloom in early 1970s.
- In 2006, Wiliam reported that teachers given supports to implement formative assessment techniques were able to rapidly close student achievement gaps by 50 percent.
- Average effect sizes ranged from 0.4 to 0.7. An effect size of 0.4 would move an average student's score to an upper percentile range.
- More recent studies (2009 meta analysis) shows a median effect of 0.25, that rises to 0.79 when effective communication strategies are used. (I.e. providing effective feedback and helping students to analyze their strategies for doing the work.)

Essential Elements of Formative Assessment

- Shared learning targets and criteria for success.
- Strategies that identify the gap between what students currently know and what they need to know.
- Teachers provide **specific feedback** to the student on where they are in the learning process and how to get to the next step.
- Students are actively involved in their learning; they develop a shared knowledge about their current learning status and what **they** need to do to progress in their learning.
- Teachers create learning progressions that break down the larger learning goal into smaller, more manageable sub-goals.

Low achievement is often the result of students failing to understand what teachers require of them.

(Black & William, 1998)



Identify Essential Outcomes

- Power Standards
 - Life
 - Learning
 - High Stakes Tests
- Learning Targets/Learning Goals
 - Written in student friendly terms



Questions/Thoughts of Teachers Who Use Formative Assessment

- What is the learning goal?
- Where exactly is each student in relation to that goal?
- What effective feedback can I provide that will give specific suggestions for students on how to reach that goal?
- An essential skill that I must teach students is how to regulate their own learning.
- Students can be great resources for each other.
- Motivation for learning is something that I can and should help students develop.

Students

- Where am I going?
- Where am I now?
- What strategy or strategies can help me get to where I need to go?



Reminders for Students

- The teacher's job is to provide you with a clear understanding of what it is you are expected to learn/know.
- What is most important is what you know *at the end* of the unit of study than at the beginning.
- The purpose of school is for you to learn.
- The teacher's job is to facilitate your learning



When are Formative Assessments Used?

- Immediate
 - Usually unobtrusive and done early in the learning process.
- Near-Future
 - Gives teachers time to tailor an instructional response.
- Last-Chance
 - Relatively close to the summative assessment or to moving on to the next concept.



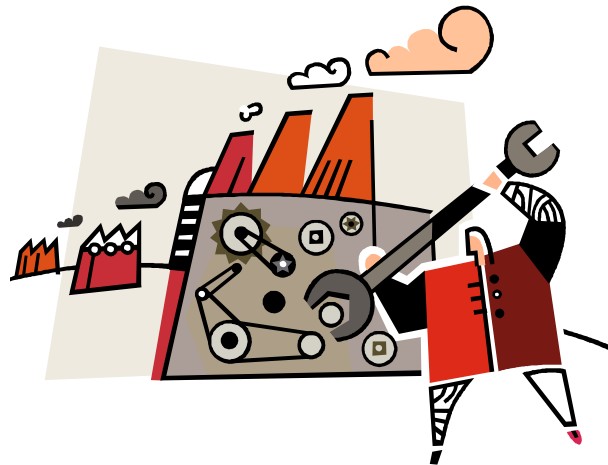
What Level of Performance triggers an Adjustment?

- Ask yourself:
 - “What constitutes an acceptable performance level for students?”
 - “How many students must fall below that level to warrant an adjustment?”
 - This will likely vary depending on the importance of the concept.



When Do You Make Adjustments?

- The sooner the better!
- BUT it is more important to have an effective adjustment that comes later than an ineffective adjustment done earlier.



Possible Source of Confusion	Potential Adjustments
Teacher's explanation was not clear.	<ul style="list-style-type: none"> • Re-explain using different metaphors or examples. • Try a different approach of instruction.
Students do not understand the learning goal.	<p>Clarify the intended learning goal:</p> <ul style="list-style-type: none"> • What needs to be learned? When? Why? • Explain the criteria that will be used to assess their knowledge or skill.
Key learning components were not addressed or were not taught to the appropriate level of understanding required.	<ul style="list-style-type: none"> • Determine if any key prior knowledge or skills were not taught. • Decide if prior adjustment triggers were too low.
Students have not received adequate modeling.	<ul style="list-style-type: none"> • Provide a detailed rubric. • Conduct a demonstration. • Provide a model or example. • Buddy a struggling student with one who has mastered the content.
Students have not had sufficient time on task.	<ul style="list-style-type: none"> • Provide additional practice in either small groups or independently.

Strategies for Immediate Instructional Adjustments

- Thumbs up – Thumbs down.
 - True or False.
 - Self-reports of level of understanding.
- Fist to Five.
- Letter cards.
 - Multiple choice responses.
- Dry Erase Boards.
- Traffic Signal cards.
 - Calibration.
- Todaysmeet.com



Near-Future Strategies

- 3-2-1 Protocol
 - 3 Things you found interesting. (Knowledge/ Comprehension)
 - 2 Things you have questions about. (Application/ Analysis)
 - 1 Thing you would like to try. (Synthesis, Evaluation, Create)
- Infuse Learning/ Socrative.
- Exit slips.
- Smart Cards.
- Graphic Organizers.
 - Webs, Quick Writes, Venn Diagram.
- Paper and Pencil quizzes.



Last Chance Strategies

- Write About.
- Write a News Article.
- Collage.
- Everything I know about...
- Misconception Check.
- QIC. (*Questions, Insights, Connections*)
- Test/quiz.



Effective Feedback is:



- Descriptive of the work and the process used to do the work, not the student. (Brookhart, *Educational Leadership*, 2007)
- Directs attention to the intended learning, showing strengths, and offering specific suggestions to guide improvement.
(Chappulis, *Seven Strategies for Assessment of Learning*, 2009)
- Happens during learning while there is still time to act on it.
- Begins with what the student knows.
- Does not do the thinking for the students.
- Is given in manageable chunks and does not overwhelm the student.

Feedback Starters

- Your thinking shows...
- One thing to improve on...
- You need more...
- You need less...
- When explaining your topic you...
- Your writing tells me...
- Your next steps might be...
- You might try...



Feedback

Evaluative or Formative?

- 89%! B+! Good Work! I am proud of you.
 - **Evaluative**
- You maintained eye contract throughout your entire speech; now you might work on your enunciation.
 - **Descriptive**
- You solved the equation; however, you need to include a written or visual explanation of your thinking.
 - **Descriptive**
- Your writing has definitely improved.
 - **Evaluative**

A couple more examples

- I noticed some simple mistakes on your timeline. Double check to make sure that your time intervals are all the same length.
 - **Descriptive**
- You are so close to proficiency. With a little more work, you should be at a level 3.
 - **Evaluative**
- Your topic sentence is clear; your next step might be to add specific details to support it.
 - **Descriptive**

Formative Assessment Summary

- Begins with clearly defined goals or learning targets related to learning.
- Teachers frequently measure where students are in relation to meet the learning goal(s).
- Teachers provide students with concrete information (feedback) on how to improve.
- Students make adjustments in their learning.
- The growth students experience helps build their confidence as learners.

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