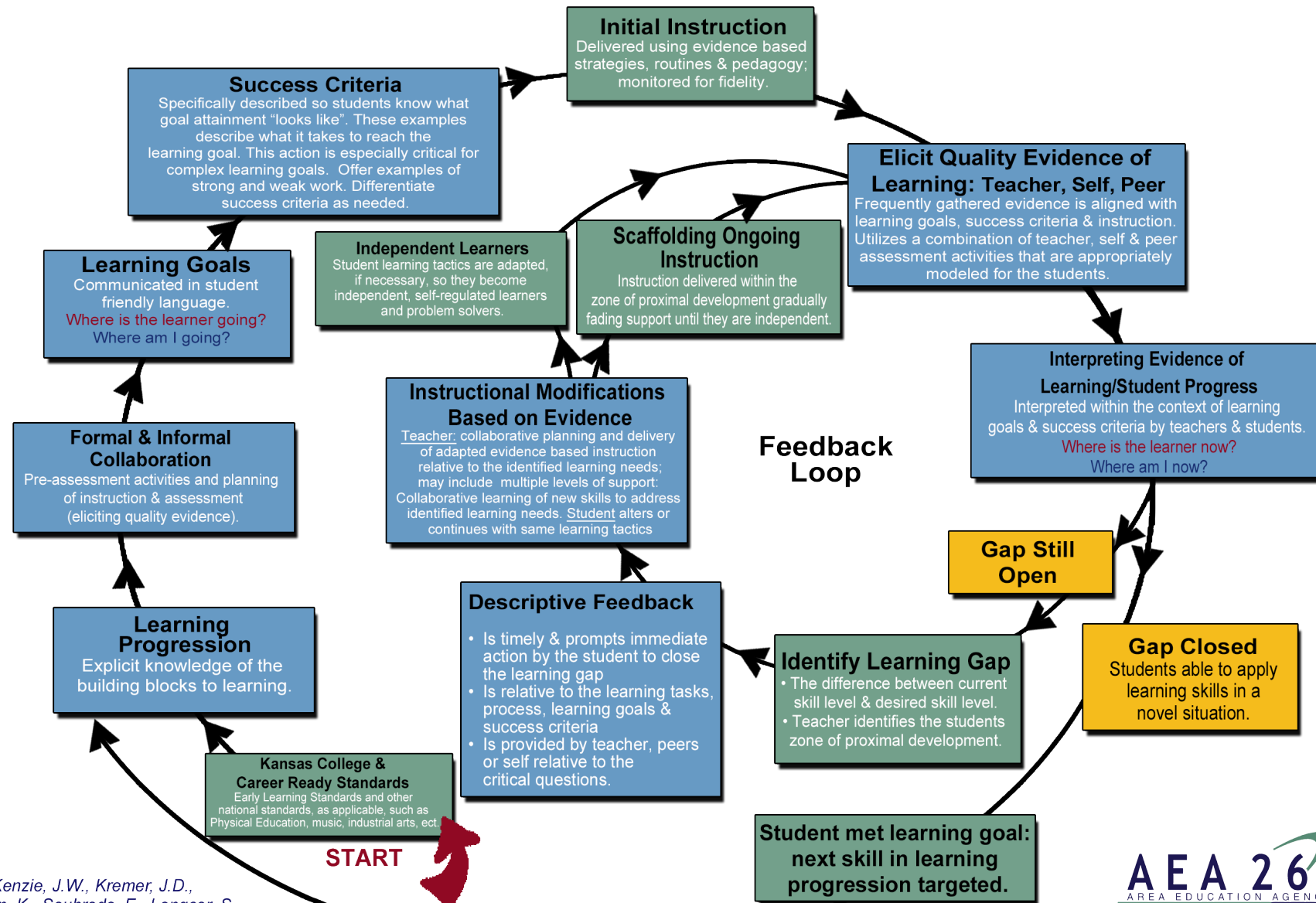


APPLYING THE FORMATIVE ASSESSMENT/INSTRUCTIONAL PROCESS

Collaborative Learning Environment

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McKenzie, J.W., Kremer, J.D., Stein, K., Souhrada, E., Longcor, S., & Schemmel, M. (2013) Applying the formative assessment / instructional process.



The Six Attributes of the Formative Assessment/Instructional Process

1. Learning Progressions
2. Learning Goals & Success Criteria
3. Eliciting Evidence/Instructional Modifications Based on Evidence
4. Self & Peer Assessment
5. Descriptive Feedback
6. Collaboration

Critical Questions addressed by Teachers and Students throughout the entire process.:

- Where is the learner going?
- Where am I going?
- Where is the learner now?
- Where am I now?

- What do I need to do to help the learner close the gap?
- What do I need to do to close the gap?

(Answered at many points during the process)

- Attribute
- Action
- Decision

The Six Attributes of the Formative Assessment/Instructional Process

(Provided in Student Friendly Language)

1. Learning Progressions:

Learning progressions describe a conceptual or procedural sequence of learning that moves from novice to mastery across and within disciplines. Implicit in a learning progression is the notion of continuity and coherence. Thus, learning is not conceptualized as a series of separate events, but as a path of development over time that connects knowledge, concepts and skills within a domain.

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2. Clear Learning Goals & Success Criteria:

Learning Goals: Are broad statements of important/intended learning outcomes that make it clear to students the type and level of performance they are expected to attain. Usually written as “Understand that...statements.”

Criteria for Success: Are specific statements, relative to the learning goal, that make it clear to students that the desired learning is progressing or has occurred. Usually written as “I can... statements.” These statements can be differentiated as necessary to address individual learning needs. Thus, clear learning goals and success criteria help the student to answer the critical question: Where am I going?

3. Eliciting Quality Evidence/Instructional Modifications Based on Evidence:

Teachers should consistently plan for, integrate and follow through with appropriate and timely formal and informal eliciting evidence strategies/tools within and across lessons. Further, curriculum, instruction, assessment, electing strategies and student responses must all be aligned and also be at the appropriate level of rigor. When this occurs teachers can more easily identify student’s zone of proximal development relative to the success criteria and learning goals. With this information teachers can provide quality descriptive feedback which increases the likelihood of students mastering learning goals and success criteria. At this point, teachers can answer the critical question, Where is the learner now?

4. Self & Peer Assessment:

Metacognition (thinking about one’s thinking) is the collection and analysis of elicited evidence by learners’ or peers and it provides a means for students to use self-directed internal feedback to make adjustments to their learning when they are not moving forward successfully or to keep learning in the same fashion, if progress is being made. These reflections will provide students with a repertoire of strategies on how to adjust their learning, if needed, to better align with the learning goals and success criteria.

Peer assessment further promotes metacognition and learning by having students provide descriptive feedback, based on clear learning goals and success criteria, to fellow students. This process enables students to help struggling students to gain a clearer picture of the learning goals and success criteria and if needed to cause them to reflect on the effectiveness of their learning tactics. This process also helps students to develop a lifelong skill of learning how to learn and greatly increases student involvement and ownership. To make self and peer assessment effective, teachers must model and teach all the other attributes. Self and Peer assessment assists students in answering the critical questions: Where am I now? What do I need to do to close the gap?

5. Descriptive Feedback:

Timely, positive suggestions or discussions that are specifically based on the learning task and process that, if acted on but the students, can prompt them to systematically improve their ability to meet the pre-determined learning goal/success criteria. Descriptive feedback should not provide students with the solution, but it should guide them to discover it, thus building their confidence. The feedback provider (teacher or peer) must give the student the opportunity to determine a more effective and efficient path of learning that will increase the odds that they will master the success criteria and attain the learning goal. Thus, descriptive feedback helps the student answer all critical questions: Where am I going? Where am I now? What do I need to do to close the gap? Feedback should not focus on the student or their effort but instead on the learning task or process.

6. Collaboration

Shared knowledge among teachers and students—although the teachers have vital knowledge about content, skills and instruction they value and build upon students’ knowledge, personal experiences, language, strategies and culture.

Shared authority among teachers and students— teachers invite students to help set specific goals, provide options for activities, encourage students to assess what they learn at a pre-specified level, treat each other respectfully, focus on high levels of understanding, listen to diverse views and opinions, engage in critical and creative thinking, support knowledge claims with evidence, and participate in meaningful dialogue.

Teachers as mediators— as the role of teaching increasingly emphasizes mediated learning, there is a sharing of knowledge and authority among teacher and students.

Heterogeneous grouping of students – the various perspectives, experiences and backgrounds of all students are important and shared to enrich learning in the classroom. Thus, a critical characteristic of a collaborative classroom is that students are not segregated during core instruction according to supposed ability, achievement interests or any other characteristic. Periodic grouping based upon identified learning needs may be necessary during targeted and/or intensive instruction.