

** Moving forward,
making progress...*

Taking a NEW look at formative assessment!

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KSDE Training of Trainers

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Willkommen

WELCOME



Bienvenido

Bienvenue

*WELCOME!

*Please write *your* definition for:

1. **Formative** assessment:

2. **Interim** assessment:

3. **Summative** assessment:

4. **Curriculum-embedded** tests:

5. **Diagnostic** assessment:

6. **Universal screeners**:

7. **Progress-monitoring** tests:



* **QUICK WRITE!**

1. **Formative** assessment...
2. **Interim** assessment: Given periodically; predictive, evaluative, instructional
3. **Summative** assessment: Given after conclusion of instruction at end point in time; meet local, state and federal accountability requirements.
4. **Curriculum-embedded** tests: Deliberately incorporated into instructional activities.
5. **Diagnostic** assessment: Targeted to determine knowledge student does/does not possess; used when students are not making sufficient progress over time.
6. **Universal screeners**: Brief tests given to all students at a particular grade level periodically (2-3 times per year); monitor students' progress and/or identify students at risk.
7. **Progress-monitoring** tests: Typically given weekly or biweekly to gauge students' progress toward mastery of targeted curriculum, skills, or knowledge.



QUICK WRITE Answers!

* “We are motivated
by knowledge gaps,
but put off by
knowledge chasms.”

* Dr. Daniel Willingham, 2009.



**Follow
Along**



**Using the Formative Assessment Rubrics,
Reflection and Observation Tools to
Support Professional Reflection on
Practice (FAROP)**

Commissioned by the Formative
Assessment for Teachers and
Students (FAST) State
Collaborative on Assessment and
Student Standards (SCASS) of the
Council of Chief State School
Officers (CCSSO)

Member States: Arkansas, Connecticut,
Hawaii, Illinois, Iowa, Kansas, Kentucky,
Maryland, Michigan and North Carolina

**By Caroline Wylie and Christine Lyon,
Educational Testing Service May 2013**

* “Formative assessment is a ***process*** used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievements of intended instructional outcomes.”

(FAST SCASS; 2007).



* **What IS *formative* assessment?**

Formative assessment IS...

- ✓ An ongoing, continuous process
- ✓ Participatory and interactive
- ✓ Part of the learning process
- ✓ Used by teachers AND students
- ✓ Used during instruction
- ✓ Designed to provide feedback and evidence
- ✓ Designed to adjust ongoing teaching and learning
- ✓ Designed to improve student achievement
- ✓ Linked to attributes and dimensions
- ✓ A model of true mastery learning

Formative assessment is **NOT**

- A test, assessment, or quiz given at the end of a learning period
- Just another test
- “Once and done...”
- A comparison of a student against other students
- Necessarily graded
- A requirement for a grading period

***What it IS; what it ISN'T...**

- * *Clarify intended learning*
- * *Elicit evidence*
- * *Act on evidence*
- * *Interpret evidence*

* **PURPOSES of FORMATIVE
ASSESSMENT**

- * 1. Learning progressions
- * 2. Learning goals and criteria for success
- * 3. Descriptive feedback
- * 4. Self-and Peer assessment
- * 5. Collaboration

*** 5 ATTRIBUTES of EFFECTIVE
FORMATIVE ASSESSMENT**

1. Learning Goals
2. Criteria for Success
3. Tasks and Activities that Elicit Evidence of Learning
4. Questioning Strategies that Elicit Evidence of Learning
5. Feedback Loops During Questioning
6. Descriptive Feedback
7. Peer Assessment
8. Self-Assessment
9. Collaboration
10. Use of Evidence to Inform Instruction

*** 10 DIMENSIONS of
FORMATIVE ASSESSMENT**

*“The purpose of formative assessment is to close the gap between students’ current status and the intended learning goal. This is not the same as the ‘achievement gap’ that describes the gap in achievement between some subgroups of students and others. Students who are learning something new should have a gap, otherwise learning is not advancing.”

Margaret Heritage

***Formative assessment...**



* Learning goals should

- * Focus students' attention on what it is they are to learn, as opposed to the task they are to complete
- * Be clearly identified
- * Be communicated to students
- * Help students make connections
- * Be aligned to standards

* 1. *Learning Goals*

- * **2. Criteria for success should be**
 - * Clearly identified
 - * Communicated to students
 - * Have expectations that are explicitly identified to students
 - * Helpful to students in understanding what quality work looks like
 - * Helpful to students when ask to demonstrate their own learning

*** 2. *Criteria for Success***

- * Student work products (task/activity)
(Examples: worksheets, lab experiments, performance tasks, essays, quizzes, journals..)
- * Provide evidence of understanding
- * Access to appropriate support to complete task
- * Formal or informal review process (evaluation tool)
- * Teacher synthesizes evidence

* 3. *Tasks & activities to elicit evidence of learning*

The TEACHER

- * Uses a range of questioning strategies
- * Uses questioning strategies to collect evidence of learning from ALL students in systematic ways
- * Asks questions to assess student progress
- * Provides appropriate wait time.
- * Adjusts instruction according to student responses.
- * Also elicits evidence based on the types of questions STUDENTS ask.

*** 4. Questioning strategies to elicit evidence of learning**

- * Provide evidence-based feedback to help students understand content and develop ideas.
- * Is immediate and corrective feedback about how to improve the QUALITY of the work without comparison to other students
- * Extends thinking on topic
- * May be initiated by teacher or student
- * Back-and-forth discussions between teacher, students, and each other

* **5. Feedback loops during questioning**

- * Linked to instructional outcomes and criteria for success
- * Written or oral on a not-yet-graded specific piece of work
- * Students may review feedback and/or ask questions for clarification of understanding
- * Students apply feedback on current and/or future assignment(s)

* ***6. Individualized descriptive feedback***

- * Student-to-student feedback to improve quality of work
- * Task is meaningful to all students
- * Task is modeled for students or exemplars are provided
- * Structured to support all students to complete peer assessment with feedback that supports learning
- * Time to read and revise own work from peer assessment review
- * Has positive impact on quality of all student work
- * Builds content mastery

* **7. *Peer assessment***

- * Critical for understanding and improving one's own learning
- * Task is meaningful for all students
- * Designed and structured as for peer assessment
- * Helps student identify ways to improve work
- * Provides evidence to teacher about student perceptions of learning that will direct next instructional steps

* 8. *Self-assessment*

- * Promotes thinking and learning and student autonomy
- * Develops a classroom climate where teachers and students are partners in learning
- * Student participation is spontaneous yet respectful
- * Student questions and responses deepen learning with teacher guidance
- * Multiple viewpoints are sought and respected
- * Builds content mastery
- * Teacher promotes positive learning attitudes

* 9. *Collaboration*

The TEACHER

- * Systematically collects evidence of student learning throughout the lesson
- * Uses multiple sources of evidence
- * Analyzes evidence to identify patterns of understanding/misunderstanding
- * Makes inferences based on evidence about student strengths and weaknesses
- * Uses evidence to shape instructional decisions that advance student learning.

*** 10. Teacher use of evidence to inform instruction**



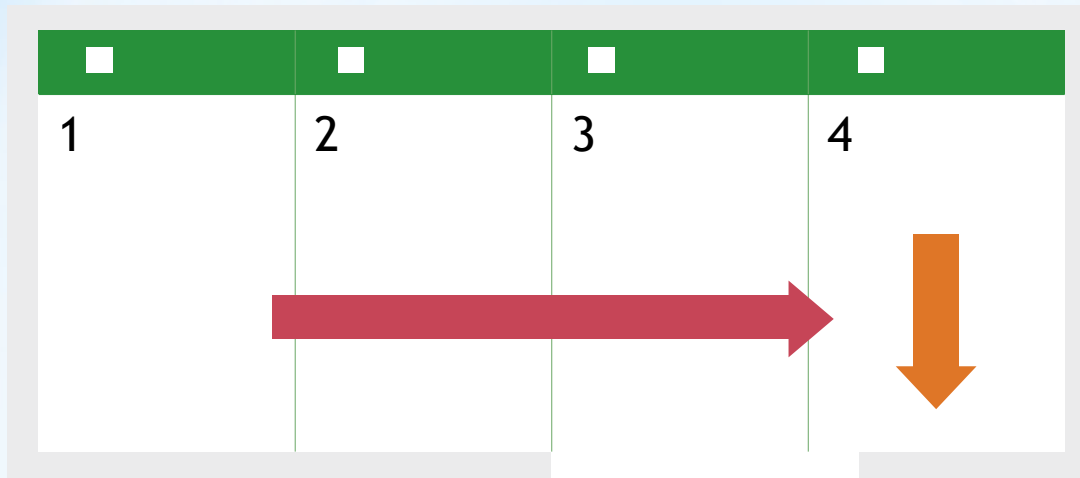
*Welcome Back

* As you watch the video segment of Olivia and her ELA classroom, practice observing the classroom interactions by focusing on the rubrics for LEARNING GOALS and CRITERIA for SUCCESS found in FAROP Document. We will have reflection time after each video clip.

* Starts on p. 29 FAROP



* **VIDEO PRACTICE!**



Formative
assessment
rubrics

Reading across the
levels shows changes
as quality of
Implementation improves.

Reading the highest
Level described expert
Practice.

**Videos are located under the heading of:
Classroom Videos of Teachers Using
Formative Assessment**

**Margaret Heritage Assessment
Preconference which opens to Gabby
and Olivia videos.**

[http://community.ksde.org/Default.aspx?
tabid=5803](http://community.ksde.org/Default.aspx?tabid=5803)

Note: If you were unable to view the videos, we apologize. As an alternative, copying/pasting the URL into your browser, or using a different browser (Firefox, Safari...) should do the trick.



* “Assessment for learning involves teachers in using a classroom assessment process to advance, not merely to check on learning.”

Rich Stiggins, 2002

* **Formative assessment!**

***Elements to consider...**

- 1. Backward planning**
- 2. Learning goals**
- 3. Learning progressions**
- 4. Activities with checks for understanding**
- 5. Anticipating/addressing misconceptions**
- 6. Feedback loops**
- 7. Evaluating/making adjustments**
- 8. All 10 dimensions of formative assessment**

***Lesson Planning with
Formative Assessments in Mind**

Kansas Formative Assessment Lesson Title:

Grade Level:

Lesson Materials:

Lesson Duration:

SBAC Formative Assessment Attribute	Dimension	Description
Clarify Intended Learning	Learning Goals/Targets (Common Core)	
	Success Criteria	I can...
	Tasks and Activities	
Elicit Evidence	Questioning Strategies -Key Misconceptions -Questioning Strategies	
	Self-Assessment	
	Feedback Loops During Questioning -Feedback Probes	
Interpret Evidence	Individualized Descriptive Feedback -Written -Oral	
	Peer-Assessment	
	Use of Evidence to Inform Instruction -Instructional Modifications -Scaffolding or Independent Learning	
Act on Evidence	Collaboration	This may be moved from Act on Evidence

* Lesson Planning with Formative Assessments in Mind

*SAMPLE LESSON PLANS

- * Can you identify 4 elements of formative assessment?*
- * Can you locate 5 attributes of effective formative assessment?*
- * How are the samples similar to/different from your planning?*

*** Lesson Planning with
Formative Assessments in Mind**

YOUR TURN

HEY YOU!

IT'S YOUR TURN

it's
your
turn

YOUR
TURN

*** Lesson Planning with
Formative Assessments in Mind**



***Let's develop a
lesson together....**

***Lesson Planning with Formative
Assessments in Mind**

An effect size is the measurement of the strength of a phenomenon, the magnitude of the outcome of something. According to New Zealand researcher, John Hattie, it answers the question, "What works best?"

According to Hattie's research, .4 is the "hinge point." Anything above .4 has a **SIGNIFICANT** impact on learning; anything below .4 has an insignificant impact.

An effect size of 1 or higher has a **TREMENDOUS** impact on learning.

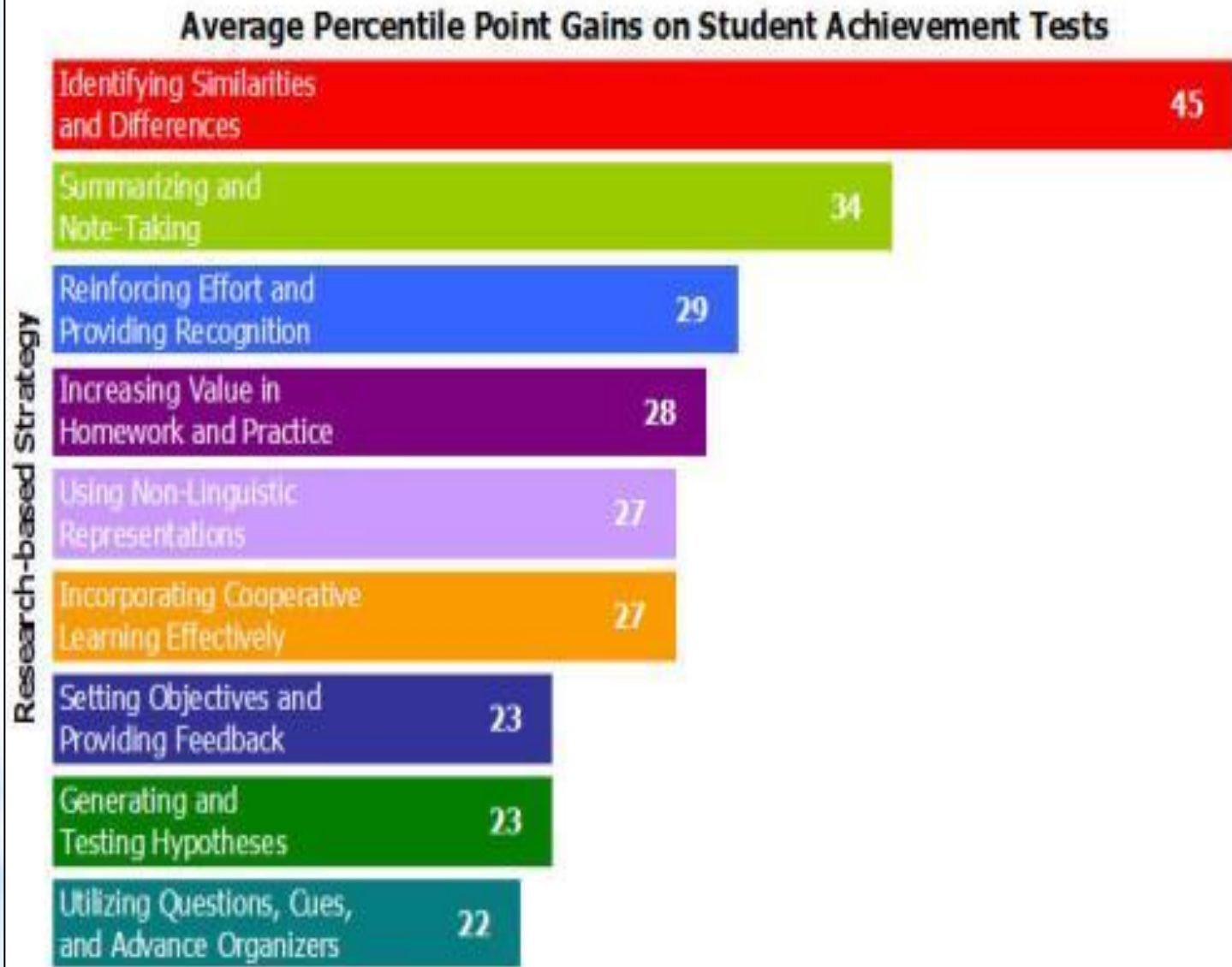
John Hattie's Effect Size Indicators

Teaching Strategy	Effect Size
Feedback	1.13
Instructional Quality	1
Direct instruction	0.82
Acceleration	0.72
Remediation/feedback	0.65
Class Environment	0.52
Peer tutoring	0.5
Mastery learning	0.5
Questioning	0.41
Advance organizers	0.37
Simulation and games	0.34
Computer-assisted instruction	0.31
Testing	0.3
Instructional Media	0.3
Programmed instruction	0.18
Team teaching	0.06

EFFECT SIZE for Progress

Robert Marzano's 9 Instructional Strategies

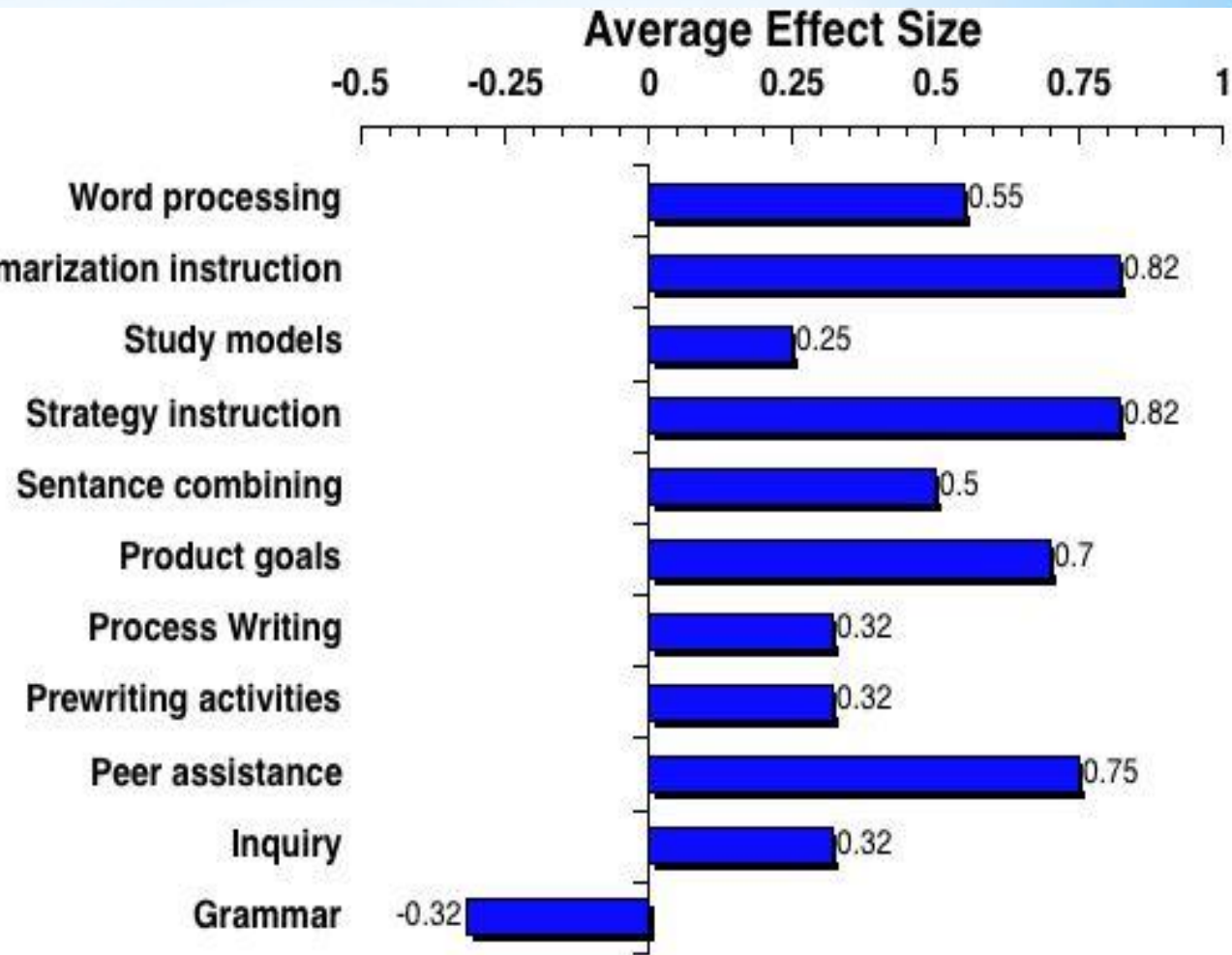
Shown are Marzano's 9 instructional strategies with the percentage of improvement students gain compared to those students who were NOT taught the 9 instructional strategies.



* **EFFECT SIZE for Progress**

Researchers Steve Graham and Dolores Perin studied various ways of teaching writing to students in grades 4 through 12, with a closer look at strategies that were effective for all students, but were particularly effective for students with a special education identification.

Writing Instruction Method



Source: Graham, S., & Perin, D., (2007). A meta-analysis of writing instruction for adolescent students. *Journal of Educational Psychology*, 99, 445-476.

*EFFECT SIZE for Progress



*Wrap-Up and Next Steps...

Thanks!



thank
you!

