Moving forward, making progress...

Taking a NEW look at formative assessment!

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*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.”

*D* Dr. Daniel Willingham, 2009.
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).
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
*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
* 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 asked to demonstrate their own learning
* 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
* 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
* 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!
Reading across the levels shows changes as quality of Implementation improves.

Formative assessment rubrics

Reading the highest Level described expert Practice.

p. 19 FAROP
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.


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
Lesson Planning with Formative Assessments in Mind

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

<table>
<thead>
<tr>
<th>Teaching Strategy</th>
<th>Effect Size</th>
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<tbody>
<tr>
<td>Feedback</td>
<td>1.13</td>
</tr>
<tr>
<td>Instructional Quality</td>
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<tr>
<td>Direct instruction</td>
<td>0.82</td>
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<tr>
<td>Acceleration</td>
<td>0.72</td>
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<tr>
<td>Remediation/feedback</td>
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<tr>
<td>Class Environment</td>
<td>0.52</td>
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<tr>
<td>Peer tutoring</td>
<td>0.5</td>
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<tr>
<td>Mastery learning</td>
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<tr>
<td>Questioning</td>
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<tr>
<td>Advance organizers</td>
<td>0.37</td>
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<tr>
<td>Simulation and games</td>
<td>0.34</td>
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<tr>
<td>Computer-assisted instruction</td>
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<tr>
<td>Testing</td>
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<td>Instructional Media</td>
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<tr>
<td>Programmed instruction</td>
<td>0.18</td>
</tr>
<tr>
<td>Team teaching</td>
<td>0.06</td>
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</tbody>
</table>
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.


*EFFECT SIZE for Progress*
Thanks!