Formative Assessment

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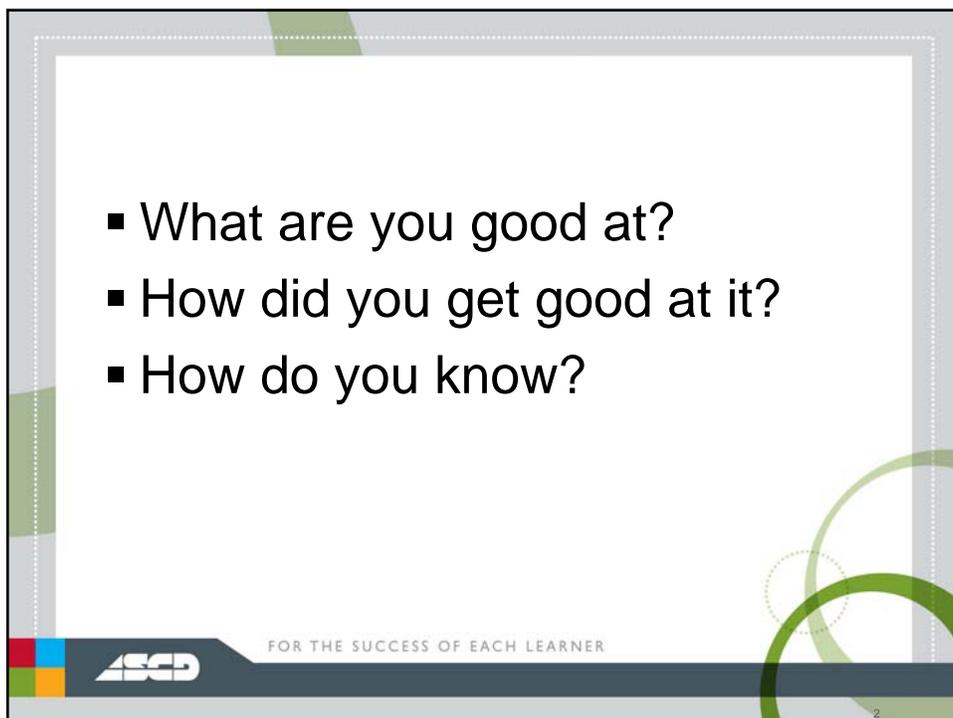
- What are you good at?
- How did you get good at it?
- How do you know?

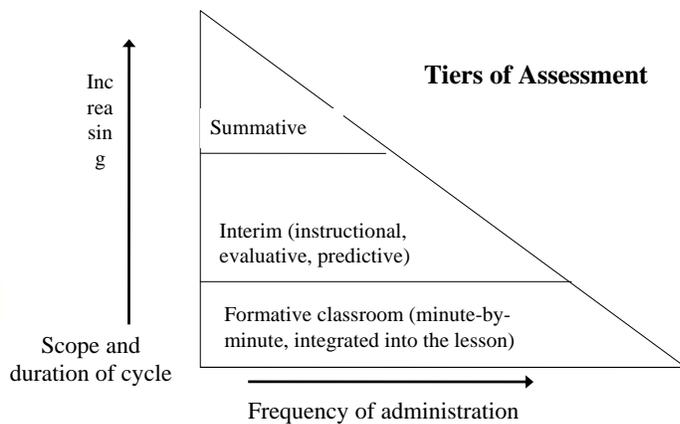## Formative, Interim/benchmark, and Summative Assessment

- See handout page 2
- Three kinds of assessments, depending on purpose
- Today we're going to talk mostly about one of them
  - FORMATIVE

Tiers of Assessment

Increasing

Scope and duration of cycle

Summative

Interim (instructional, evaluative, predictive)

Formative classroom (minute-by-minute, integrated into the lesson)

Frequency of administration

Source: Perie, Marion, & Gong (2009)

Formative assessment emphasizes student involvement

- STUDENTS are involved in
  – Generating AND
  – Using
  assessment information for the improvement of their own learning
- TEACHERS provide the opportunities and support that make this happen, and also use the results for planning instruction

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Formative Assessment
Professional Development
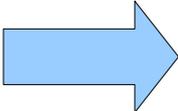
Strategies
& Tools → Philosophy

Formative Assessment in the classroom

- Sharing learning targets and criteria for success
- Feedback that feeds forward
- Student goal-setting
- Student self-assessment
- Planning for and asking strategic questions
- Engaging students in asking effective questions

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Starting with Shared Learning Targets

Feedback that Feeds Forward

Engaging Students in Asking Effective Questions

Student Goal-Setting

Sharing Learning Targets and the Criteria for Success

Strategic Teacher Questions

Student Self-Assessment

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**Sharing learning targets and
Criteria for success**

What is this?

- Assuring that students comprehend what the learning goal *means*
- Convey the vision of what good work looks like so that students can see it (and see their way to it)

**Sharing learning targets and
Criteria for success**

How does this affect learning and motivation?

- Understanding what they are to "get out" of the work makes students' efforts more purposeful, more focused, and more effective
- Supports self-regulation: If students feel like they understand the criteria by which their work will be judged, they are more likely to feel like they have control over their work, that they know what to do and to look for in their own work

Sharing learning targets and Criteria for success

Common misconceptions
- Telling students what the learning target is or writing it on the board is sufficient.
- Sharing a rubric with students will ensure they understand the criteria for success.

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Sharing learning targets and Criteria for success

Specific strategies
- Assignments "embody" (not just align with) learning targets
- Using examples (exemplars)
- Using rubrics proactively
- Questioning, predicting, planning and envisioning
  - Objective on the board is not enough
  - Use student language and student talk

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Video spot

In the second example (elementary writing):

- Who owns this rubric?
- What could have happened before and during the student's writing to give this student more ownership of the rubric?

Feedback that feeds forward

What is this?

- Feedback is the teacher's response to student work with the intention of furthering learning
  - Based on the criteria for success
  - Describing the student work in light of the criteria for the specific learning goal
  - Suggesting ways to improve or learn more

Feedback that feeds forward

How does this affect learning and motivation?
- Helps students focus on specific strengths and weaknesses
  - Identify and explain misconceptions
  - Suggest what to study or practice next
- Increases students' feelings of autonomy and persistence
  - Student knows what to do next
  - And how to do it

Feedback that feeds forward

Common misconceptions
- Graded work is effective feedback.
- Detailed correction makes effective feedback.

Feedback that feeds forward

Specific strategies
- Timely
- Individual when possible
- Focus on the student's work and work process
- Be descriptive (not judgmental)
- Compare work with criteria (and sometimes student's own past performance)
- Be positive, clear, and specific
- Contain suggestions for next steps
- Imply that the student is the agent

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With a partner

- Look at either the English (handout p. 3-4) or Math feedback example (handout p. 5)
- What are the strengths of this feedback?
- Are there any things you might do differently?

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Video spot

- What *criterion-referenced* feedback did this teacher give?
- What *self-referenced* feedback did this teacher give?
- What did she say that was *evaluative*?
- What did she say that was *descriptive*?

Student self-assessment

What is this?
- Students' review and appraisal of their own work to identify strengths and weaknesses for the purpose of improving performance
- Comparing their own work against their conception of what they were trying to accomplish

Student self-assessment

How does this affect learning?

- Increases achievement compared with students who are not taught and required to self-assess
- Must be taught (doesn't come naturally):
  - Clear concept of goals & criteria
  - Skill at recognizing these characteristics when they see them in their work
  - Skill at translating self-assessment judgments into action plans for improvement

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Student self-assessment

How does this affect motivation?

- Increases self-efficacy
  - "Students with greater confidence in their ability to accomplish the target task are more likely to visualize success than failure" (Ross et al., 2002)
- Increases self-regulation because self-assessment is a requisite skill for self-regulation
- Increases student feelings of competence, autonomy, and control

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Student self-assessment

Common misconceptions
- Self-assessment means having students grade their own work.

Student self-assessment

Specific strategies
- Use self-assessment for learning goals students already know something about
- Teach self-assessment skills
- Rubrics and highlighters
- Indicator systems
- Before and after tests
- Self-assessment of effort
- Graphing and interpreting progress over time

Video spot

- How did this student comprehend his current work and what he needed to do next?
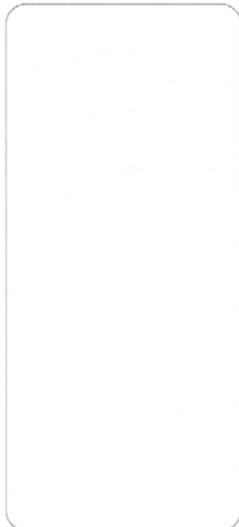- What had the teacher done to help lead him to this understanding?

MOST AND LEAST CLEAR
STUDENT TOOL

Learning target or assignment: _____

These points were **most clear** to me. | These points were **least clear** to me.

Example of a self-assessment student guide. How might you use the most and least clear concept in your class?

[Hint: your plan doesn't have to include using this guide.]

Video spot

- What was the goal?
- Who set the goal?
- Did you see any evidence that the *student* could have set his own goal (did the student self-assess, and if so what did he notice about his work)?
- What might that goal have been, and how might he have planned to work on it?

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Below is a link to ASCD's online Professional Development Feedback Survey. We encourage all participants to complete the online evaluation within the next ten (10) days. All responses will be anonymously reported to ASCD.

http://surveys.ascd.org/wsb.dll/4/ossd_oct-dec09.htm

Thank you for taking the time to honestly evaluate the program. The results we receive help us to improve the quality of services you receive.

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