

Center for Assessment ccee  
California Collaborative  
for Educational Excellence

## Module 4: Closing the gap, Part 2: Involving students and their peers in the formative assessment process

*Micro-Course 2:  
Learning Acceleration Using Formative Assessment Processes in the Classroom (Advanced Version)*

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National Center for the Improvement of Educational Assessment

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### Warm-Up

Metacognition is described as *thinking about one's own thinking*.

In what ways do students in your class engage in self-monitoring and demonstrate that they are *thinking about their own thinking*?

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### Formative Assessment Process

*"...a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners."*

Council of Chief State School Officers (2018, p. 2). Revising the Definition of Formative Assessment. Retrieved from <https://ccso.org/resource-library/revising-definition-formative-assessment>

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### Self- and Peer-Assessment



	Where the learner is going	Where the learner is now	How to get there
Teacher	Clarifying, sharing, and understanding learning intentions and success criteria	Engineering effective discussions, tasks, and activities that elicit evidence of learning	Providing feedback that moves learning forward
Peer		Activating students as learning resources for one another	
Learner		Activating students as owners of their own learning	

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### Students as Owners of Their Own Learning



- **Where am I going or what are the goals?** At this point students must understand the learning target and success criteria.
- **Where am I now or what progress is being made toward the goal?** This requires ongoing formative assessment including self- and peer-assessment. And
- **What do I need to do next or what activities need to be undertaken to make better progress?** In order for students to close the gap between the intended and current learning, instructional adaptations are made by the teacher and learning adjustments are made by the student.



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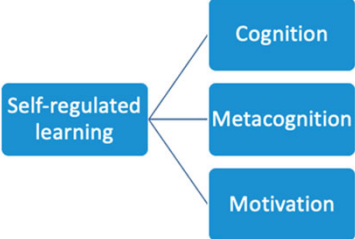
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### Self-Regulating Learners

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**Metacognition**

Metacognitive Knowledge	Identifying what one knows
Metacognitive Skills	Identifying what one can do
Metacognitive Ability	Identifying what one knows about one's own cognitive abilities
Metacognitive Experience	Identifying what one has learned from previous experiences

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**Goal Setting**

**Self-assessment questions:**

- Where am I going?
- Where am I now?
- What do I need to do next?

Consider a goal that you have created for yourself. How have you considered the self-assessment questions and the metacognitive lenses when you created this goal?

**Metacognitive Lenses:**

- What I know
- What I can do
- What I know about my own cognitive abilities
- What I have learned from previous experiences

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**Self-Assessment**

*...a formative assessment process in which students:*

- 1) practice applying concepts and skills
- 2) recognize the successful characteristics of concepts and skills in their work
- 3) translate judgments into action plans for improvement

Andrade, H., Huff, K., & Brooke, G. [Assessing Learning: A blend of practices can create a balanced, student centered assessment system.](#) (2012) Education Digest.

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**Formative Self-Assessment** Center for Assessment CCEE  
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Right click on the image to open the hyperlink and watch a 5-minute video on self-assessment or use the hyperlink below.

<https://www.youtube.com/watch?v=CkFWbC91PXQ&t=1s>

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**Strategies/Tools for Formative Self-Assessment** Center for Assessment CCEE  
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Strategies for self-assessment range from those that focus on one particular lesson, assignment, or topic to those that are more broad and encompass self-assessment over a period of time (e.g., end of unit, end of the school year, etc.)

A couple broad self-assessment strategies include:

- reflective journaling** where students are asked to think back on their learning growth and progress over a specified amount of time
- students gathering work to put into a **portfolio** intended to demonstrate growth or achievement and share their reflections with their parents during student-led conferences



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**Strategies/Tools for Formative Self-Assessment** Center for Assessment CCEE  
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**I Understand**

	<b>I Got It!</b> I understand everything.
	<b>I Mostly Get It.</b> I understand most of it, but not all of it.
	<b>I Sort of Get It.</b> I am still a little confused.
	<b>I Don't Get It.</b> I don't understand at all and I am very confused.

Example self-assessment tools: [Checking work against success criteria with highlights](#) | [Traffic light code](#) | [Reflection: I used to think...now I think](#) | [Two stars and a wish](#) | [What happened...what's next reflection](#)

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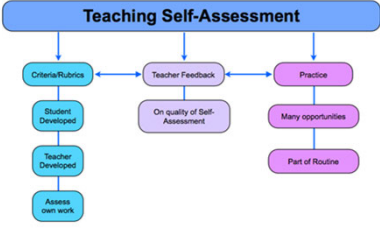
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## Effective Formative Self-Assessment



The flowchart shows a cycle between 'Criteria/Rubrics' and 'Practice'. 'Criteria/Rubrics' leads to 'Student Developed' (Teacher Developed) and 'Assess own work'. 'Practice' leads to 'Many opportunities' and 'Part of Routine'. 'Teacher Feedback' is in the center, with 'On quality of Self-Assessment' below it. Arrows connect 'Criteria/Rubrics' to 'Teacher Feedback' and 'Practice' to 'Teacher Feedback'.

**Does the student...**

- accurately identify strengths and weaknesses
- internalize the self-assessment process
- evaluate their own work regularly
- set goals and monitor their progress
- ask questions
- see mistakes as opportunities for learning

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## Peer Feedback

*“Research shows that the people providing the feedback benefit just as much as the recipient because they are forced to internalize the learning intentions and success criteria in the context of someone else’s work, which is less emotionally charged than one’s own.”*

William, D. (2006). [Does assessment hinder learning?](#) Paper presented at ETS International Seminar, p.5

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## Peer Feedback: A secondary presentation example...

**Success Criteria:**

- Introduce your topic in a way that engages your audience
- Appeal to pathos (emotion), logos (logic), and/or ethos (credibility)
- Use a combination of visuals and multimedia to reinforce important points
- Provide an ending that provides a call to action

*Starting your speech with an imagined “what if” scenario was a good way of getting the audience’s attention and set the tone for the rest of the speech. I think that the ending could have been strengthened if you returned to the scenario when you had your call to action. By the end of the speech, I had forgotten why you had this call to action. Your visuals were really helpful as you made each of your points and they really appealed to my emotions.*



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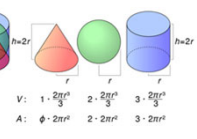



### Peer Feedback: A secondary math example...

**Success Criteria:**

- I can explain what it means to find the volume of a solid figure and how volume is measured.
- I can find the volume of cylinders, pyramids, cones, and spheres by using formulas.
- I can solve real-world math problems using my understanding of volume.

We noticed you correctly identified the formulas for cylinders, pyramid, cones, and spheres, but when you went to apply the formulas in the context of the real-world math problem you seemed to have a hard time applying the correct formulas. Consider breaking the complex figure into distinct solid figures first and then applying the formulas. We use our pencil to draw over the complex figure to help visualize the different solid figures within the complex figure.



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### Peer Feedback: An elementary science example...

**Success Criteria:**

- Explain what you want to measure and what tools will be used
- Identify the key variable and factors that are controlled and held constant
- Make predictions about what would happen if a variable changes

Your design shows that you know what you are going to measure as time. You've identified the control variable as the height that you will drop the feather and the tested variable as the size of the feather. But we're not clear about your predictions of what will happen with changing the size of the feather. Can you provide a prediction with an explanation?



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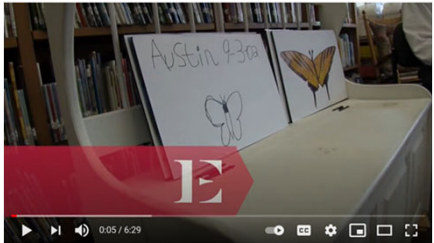
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### Peer-Assessment



Right click on the image to open the hyperlink and watch a 5-minute video on peer-assessment or use the hyperlink below.

<https://www.youtube.com/watch?v=hqh1MRW2jms>

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## Peer Feedback Tools

**What are our success criteria?**  
*"All the way you..."*  
*"Slow me where..."*  
*"I think you could..."*  
*"I think you could add..."*  
*"I think you could change..."*  
*"I think you could see..."*  
*"I think you could improve..."*

Peer Feedback for \_\_\_\_\_  
 From \_\_\_\_\_

**Peer-Assessment Starters**

Use these sentence starters when you're assessing someone's work.

- What went well?** The things you did well on... You should be very proud of...  
Use this to give positive feedback.
- Even better if...** To improve your work you need to...  
Use this to give constructive feedback.
- Next step:** How can you improve... to make this even better?  
Use this to give constructive feedback.

**THE LADDER OF FEEDBACK**

- SUGGEST**  
Make suggestions for improvements. "Maybe you could..."
- STATE CONCERNS**  
Calmly express your concerns. "I notice that..."
- VALUE**  
Express what you like giving detailed examples. "I really like... because..."
- CLARIFY**  
Ask questions to help you understand fully.

Example peer assessment tools: [Ladder of Feedback](#) | [Prompts](#) | [Sentence Starters](#) | [Glow & Grow](#)

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## Strategies for Instruction

- Sentence Starters:
  - "Have you thought about ...?"
  - "I wasn't clear what you meant when you said..."
- Model... Model... Model along with think-alouds
- Fishbowl

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## Characteristics of Useful Formative Feedback

Feedback from Peers	Student Self-Assessment
<ul style="list-style-type: none"> <li>• Students engage in peer assessment and become activators of thinking for one another</li> <li>• Students are provided supports, such as rubrics or other success criteria formats, to help them engage in the process</li> <li>• Models of student performance can assist students as well</li> <li>• By engaging in this process, students not only help one another, they also have the opportunity to refine and deepen their own thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback is used to engage students as they become self assessors</li> <li>• Students may use a rubric, model, or other success criteria to determine where they are in relation to mastery of the learning target</li> <li>• Armed with this knowledge, they then plan revisions for their work and set goals for future learning</li> <li>• Teachers monitor this process and provide scaffolds as necessary</li> </ul>

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## Going Deeper: Micro-Course 2

**Module 1**  
 > **Overview:** Formative assessment processes and learning acceleration (Advanced)

**Module 2**  
 > **Where the learner is going:** Clarifying, sharing, and understanding learning intentions and success criteria

**Module 3**  
 > **How to get there:** Providing feedback that moves student learning forward

**Module 4**  
 > **Closing the gap, Part 2:** Involving students and their peers in the formative assessment process

	Where the learner is going	Where the learner is now	How to get the learner there
Teacher	Clarifying, sharing, and understanding learning intentions	Eliciting evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Student		Activating students as owners of their own learning	

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## Reflection Questions

1. Describe the benefits of self- and peer-assessments as part of the formative assessment process.
2. Examine upcoming assignments and create a plan for students to engage in either self-assessment and/or peer-assessment.
3. Based on what we discussed in this module and your prior knowledge, what are some additional ways that students can learn how to self-assess their work?
4. Explain the role of self-regulation and metacognition in self- and peer-assessments.
5. What is one key takeaway and one lingering question you have after listening to this module?

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