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Module 4: Formative Assessment: Supporting teachers as they involve students and their peers in the formative assessment process

Micro-Course 3:
Supporting teachers to accelerate learning using formative assessment processes in the classroom

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Warm-up

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List at least two **self-assessment and** two **peer-assessment strategies** that you could look for when conducting brief walk throughs or more formal teacher observations.

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Formative Assessment Process

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*"…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://ccsso.org/resource-library/revising-definition-formative-assessment

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Going Deeper: Formative Self- and Peer Assessment

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	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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Formative Assessment Process Discussion Tool

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In this module, school leaders will examine self- and peer-assessment in more detail in ways aligned to the teacher module.

The goal is to help school leaders support the implementation and change process around these practices in their schools and districts.

Formative Assessment Process Discussion Tool for School Leaders

Peers as learning resources	How does the teacher activate peers as learning resources for one another (collaborative learning, peer teaching, peer assessment)?
Students as owners of their own learning	How does the teacher activate students as owners of their own learning so they know where they are going, where they are now in the process, and what they need to do next to stay on track?

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Students as Owners of Their Own Learning

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- *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.

WHERE ARE WE HEADED?
• Learning Goals
• Criteria for Success

SUPPORTIVE LEARNING CONTEXT
• Collaborative Culture of Learning

USING EVIDENCE TO ADJUST INSTRUCTION

WHERE ARE WE NOW?
• Tasks & Activities
• Questioning Strategies
• Self Assessment

HOW TO CLOSE THE GAP?
• Extending Thinking
• Descriptive Feedback
• Peer Feedback

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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-Regulated Learners

Self-regulated learning
- Cognition
- Metacognition
- Motivation

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Self-Regulated Learners

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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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

Self-Assessment
Reflections from Students and Teachers

0:00 / 5:45

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

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

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Effective Formative Self-Assessment

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Identifying 'Look Fors' & Supporting Best Practices

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

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See Self Assessment (pages 64-66) in the following document:

- Using the Formative Assessment Rubrics, Reflection and Observation Tools to Support Professional Reflection on Practice: Rubrics for the implementation of formative assessment processes

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Peer Feedback

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"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."

Wiliam, D. (2006). *Does assessment hinder learning?* Paper presented at ETS International Seminar, p.5

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

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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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Peer Feedback Tools

Things we might say when we are peer assessing…

"What are our success criteria?"
"I like the way you…"
"Show me where…"
"I think you could…"
"I think you could add…"
"I think you could change…"
"I think you could use…"
"I think you could improve…"

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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Identifying 'Look Fors' & Supporting Best Practices

Formative Assessment Process Discussion Tool for School Leaders

Peers as learning resources	How does the teacher activate peers as learning resources for one another (collaborative learning, peer teaching, peer assessment)?	Take a few minutes and identify what you could look for related to formative peer-assessment as you do walk throughs or observe teaching in your school or district. Then try it out. What did you notice after conducting brief walk throughs? What types of resources, conversations, or others supports might teachers need to build their professional practice in this area? How can you support that development?

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

N Not Observed	B Beginning	D Developing	P Progressing	E Extending
Students are not provided with any opportunities to engage in the assessment of their peers' work. — or — The teacher asks students to mark their peers' work for a summative grade.	The teacher asks students to assess a peer's work and provide feedback on a trivial task, such as a spelling test, a math facts worksheet, or a state capitals quiz. The task provides limited opportunities to comment on the quality of the work. Rather, the assessment is focused on completeness or accuracy.	The teacher asks students to assess a peer's work and provide feedback to improve the quality of the work. Few students take the peer feedback task seriously or engage with it meaningfully. The peer feedback task lacks structure and does not support students. Most students struggle to complete the task and cannot provide feedback that supports learning. The feedback is of low quality, or no time is provided for students to apply what they learned from the feedback.	The teacher asks students to assess a peer's work and provide feedback to improve the quality of the work. Most students take the peer feedback task seriously and engage with it meaningfully. The peer feedback task is structured in such a way that some students are able to complete the task and provide feedback that supports learning, but the structure may not be adequate for most students. Some students receive adequate feedback of adequate quality while others receive low-quality feedback, or limited time is provided for students to apply what they learned from the feedback.	The teacher asks students to assess a peer's work and provide feedback to improve the quality of the work. Most students take the peer feedback task seriously and engage with it meaningfully. The peer feedback task is structured in such a way that most or all students are able to complete the task and provide feedback that supports learning. All students receive feedback of adequate quality, and sufficient time is provided for students to apply what they learned from the feedback.

See Peer Feedback (pages 60-62) in the following document:

- Using the Formative Assessment Rubrics, Reflection and Observation Tools to Support Professional Reflection on Practice: Rubrics for the implementation of formative assessment processes

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Micro-Course 3 Outline

Module 1
➢ **Accelerating Learning:** Supporting high-quality formative assessments in the classroom
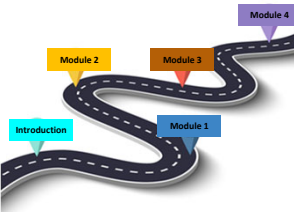
Module 2
➢ **Accelerating Learning:** High-quality discussions between school leaders and teachers about formative assessment processes

Module 3
➢ **Accelerating Learning:** Supporting teachers as they create or select formative assessments during or after instruction

Module 4
➢ **Accelerating Learning:** Supporting teachers as they involve students and their peers in the formative assessment process

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Reflection Questions

1. Describe the benefits of self- and peer-assessments as part of the formative assessment process.
2. Conduct brief walk throughs or observe teaching for self-assessment or peer-assessment. What did you notice? What did you learn? What do you wonder about?
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- or peer-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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