Module 1: Formative Assessment Processes and Learning Acceleration (Advanced)

Micro-Course 2:
Learning Acceleration Using Formative Assessment Processes in the Classroom (Advanced Version)
What are the first words that come to mind when you think of the words “formative assessment”?
Defining 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.”

## Two Main Types of Classroom Assessment Processes

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Summative Classroom Assessments</th>
<th>Formative Classroom Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document student achievement of state content standards at a point in time (assessment of learning)</td>
<td>Elicit evidence of student learning to adjust teaching and learning to better meet students’ needs (assessment for learning)</td>
<td></td>
</tr>
<tr>
<td>Administration</td>
<td>Typically administered at the end of a unit of instruction</td>
<td>On-going; occurs before, during, and after instruction</td>
</tr>
<tr>
<td>Feedback Mechanisms</td>
<td>Graded and reported to parents and students</td>
<td>Not graded; feedback shared with students</td>
</tr>
</tbody>
</table>
Misconception Alert

• Assessments are not formative or summative by design, they are formative or summative based on use.
• The same exit ticket, quiz, test, or performance task can be used summatively or formatively (as long as student thinking is made visible and students are involved in the process).
## Embedded Formative Assessment Strategies

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Where the learner is going</th>
<th>Where the learner is now</th>
<th>How to get there</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Clarifying, sharing, and understanding learning intentions and success criteria</td>
<td>Engineering effective discussions, tasks, and activities that elicit evidence of learning</td>
<td>Providing feedback that moves learning forward</td>
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<table>
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<th>Peer</th>
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# Embedded Formative Assessment Strategies

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**Big Idea:**

“Evidence about student learning is used to adjust instruction to better meet students’ needs. In other words, teaching is adaptive to the learner’s needs.”

Connection to Learning Acceleration

End of Unit Learning Goals
Learning Intentions & Success Criteria

The **learning goals**, sometimes called “learning targets,” should be aligned to and derived from the broader curricular goals and state standards.

**What will my students be trying to learn?**

**What does success, or hitting the target, look like?**

- Make sure students are aware of what they are trying to learn and the success criteria.
Elicit Evidence of Student Learning

There’s both the *for what purpose* and *how* components of eliciting evidence of student learning for formative purposes.

Identify student **learning strengths/needs** before, during, and/or after instruction.

Inform **future instruction** and **differentiated instruction** by making student thinking visible.

Engineer effective classroom **discussions, tasks, activities, and observations**.

**Formative assessment practices** that can be plugged into any curriculum:
- 60 Formative Assessment Techniques
- Formative Assessment Classroom Protocols and Strategies
Misconception Alert

- Formative assessment data has no appropriate use in student evaluation such as student grades.
- Numerous studies have shown that when students see a grade on their paper along with comments, they only look at the grade.
- Grading can also have harmful effects on student motivation and future learning.
Feedback that Moves Learning Forward

The Quality & Type of Feedback
- Related to the learning targets and success criteria.
- Actionable, descriptive, and specific.
- Appropriate to the student’s zone of proximal development (i.e., Goldilocks principle--not too far out ahead, not too far behind, but just right)

The Source of Feedback
- Teacher
- Student Self-Assessment
- Peer

The Purpose of Feedback
- Inform instruction (monitor and adapt)
- Adjust student learning goals
- Motivate and improve student learning
Peers as Learning Resources

Collaborative Learning

- Students must work interdependently, not divide and conquer (group goals)
- Individuals must be held accountable for their contributions

Reciprocal Teaching

- Students become the teacher in small group settings

Peer Assessment

- Students are not grading/evaluating each others work, but providing feedback that helps their peers improve the quality of their work

“You never really understand something until you try to teach it to someone else.” (Wiliam, 2018, p. 166)
Students as Owners of their own Learning

“For students to be actively involved in their learning, they must understand a learning goal, aim for it, and use assessment evidence along the way to stay on course” (p. 3).

Three formative assessment questions:

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

• **Metacognition**, or “thinking about one’s own thinking,” is the internal dialogue taking place in the mind of a learner.

• **Teachers support students** as active agents in this process when they **think-aloud** and **model** for students what they are thinking so students can hear their internal dialogue and internalize that process for themselves over time.
Examples of Aligned Teacher Practices

There are many ways a teacher can demonstrate these formative assessment strategies.

The follow resource provides a set of rubrics that qualitatively describe what a teacher might do along a continuum related to each formative assessment process:

- Rubrics for the implementation formative assessment processes (pages 37-71)
Remembering the Systems Component


Formative assessment processes operate within a classroom assessment and instructional system.
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

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Reflection Questions

1. Create a web or concept map that explains the formative assessment process.

2. Describe a couple ways in which your formative assessment practices could shift as a result of listening to this module.

3. Think about an area of performance you tried to improve in recent years (e.g., writing, cooking, etc.). What type of feedback contributed to your improved performance? How does that relate to what was discussed in this module with respect to the quality and type of feedback that is more/less useful?

4. Explain how formative assessment processes operate within a classroom assessment and instructional system.

5. What is one key takeaway and one lingering question you have after listening to this module?
For Additional Reading...