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

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

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Warm-Up

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."*

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

Two Main Types of Classroom Assessment Processes

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

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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

	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	

Wiliam, D. (2018). *Embedded formative assessment, 2nd ed*. Bloomington, IN: Solution Tree Press.

Embedded Formative Assessment Strategies

	Where the learner is going	Where the learner is now	How to get there
Teacher	**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**."		
Peer			
Learner			

Wiliam, D. (2018). *Embedded formative assessment, 2nd ed*. Bloomington, IN: Solution Tree Press.

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.	Engineer effective classroom **discussions, tasks, activities, and observations.**
Inform **future instruction** and **differentiated instruction** by making student thinking visible.	**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	The Source of Feedback	The Purpose of Feedback
Related to the learning targets and success criteria.	Teacher	Inform instruction (monitor and adapt)
Actionable, descriptive, and specific.	Student Self-Assessment	Adjust student learning goals
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)	Peer	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).
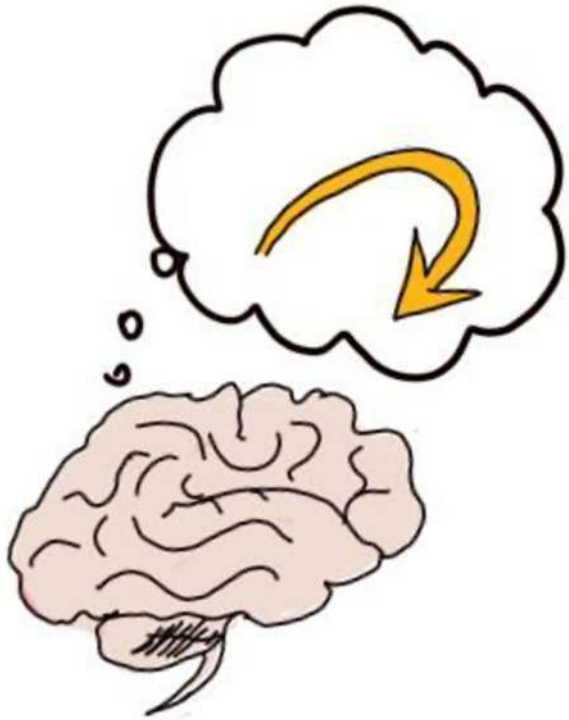
Three formative assessment questions:

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

Connected to **self-regulated learning** (e.g., metacognition and motivation)

Brookhart, S., & Lazarus, S. (2017). Formative assessment for students with disabilities. Washington, DC: Council of Chief State School Officers.

Metacognition

- **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.

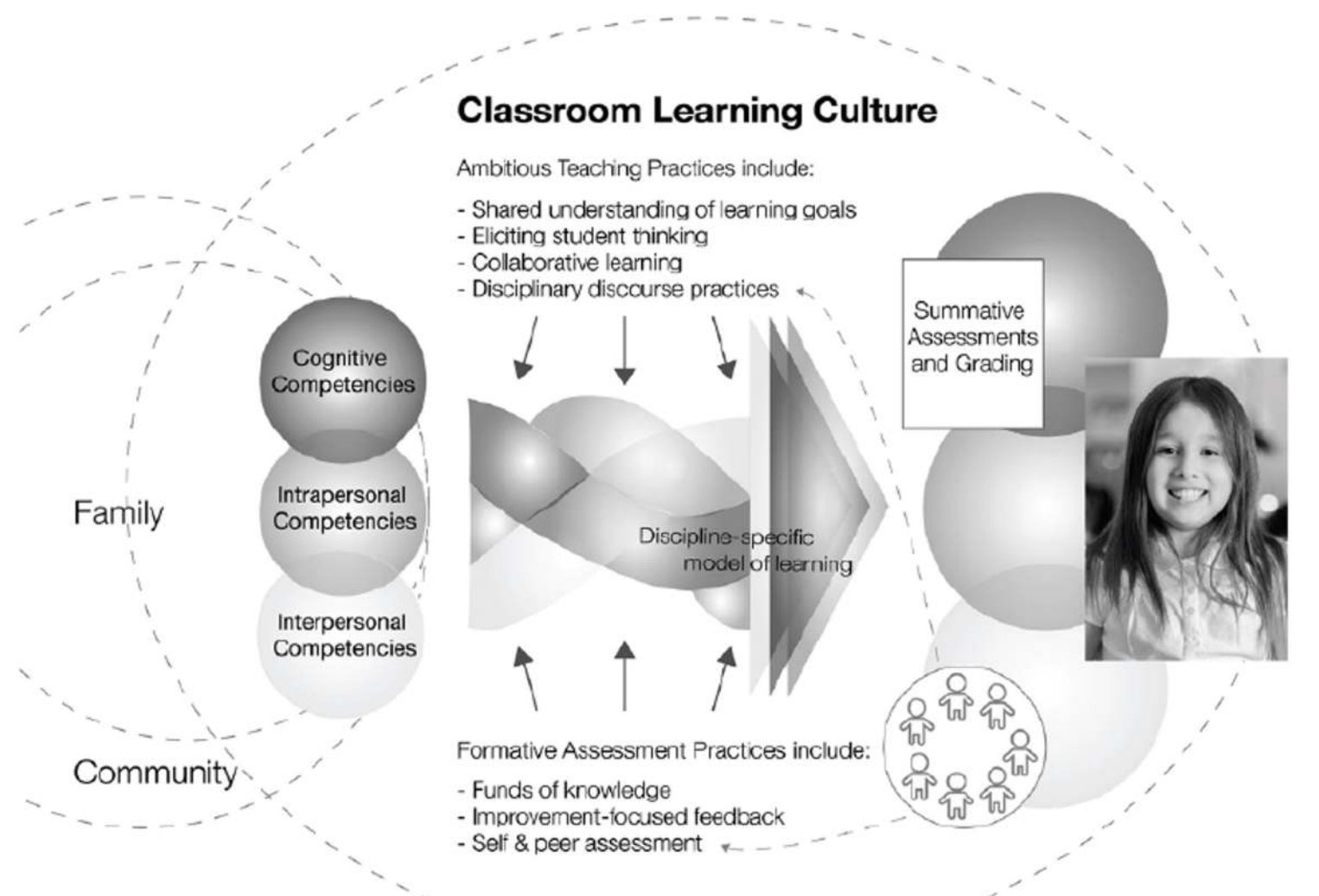# Examples of Aligned Teacher Practices

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

Classroom Learning Culture

Ambitious Teaching Practices include:
- Shared understanding of learning goals
- Eliciting student thinking
- Collaborative learning
- Disciplinary discourse practices

Cognitive Competencies

Intrapersonal Competencies

Interpersonal Competencies

Family

Community

Discipline-specific model of learning

Summative Assessments and Grading

Formative Assessment Practices include:
- Funds of knowledge
- Improvement-focused feedback
- Self & peer assessment

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

Shepard, L. A. (2019). Classroom assessment to support teaching and learning. In The Annals of the American Academy of Political and Social Science (pp. 183–200). Retrieved from https://doi.org/10.1177%2F0002716219843818

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	

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...