FORMATIVE ASSESSMENT AND ASSESSMENT FOR LEARNING

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INSTRUCTIONAL STRATEGIES

- Researched Instructional Strategies that have shown to improve student learning.
- Nine strategies to implement in lessons
- *Classroom Instruction that Works* by Marzano, Pickering, and Pollock (2001)

NINE INSTRUCTIONAL STRATEGIES

1. Identifying Similarities and Differences
2. Summarizing and Note Taking
3. Reinforcing Effort and Providing Recognition
4. Homework and Practice
5. Nonlinguistic Representation
6. Cooperative Learning
7. Setting Objectives and Providing Feedback
8. Generating and Testing Hypotheses
9. Cues, Questions, and Advanced Organizers

GANAG

- GANAG is identified by Pollock (2007) as a successful way to plan lessons.
- Goal/Target
- Access Prior Knowledge
- New Knowledge
- Apply
- Give Feedback about progress toward Goal/Target

CURRENT CONCERNS: STUDENTS LEARNING

- Students have learned to play the game
- Point collectors
- "how much is this worth?"
- "Is this for a grade?"
- What are they motivated by?
  - Points?
  - Rewards?
  - <u>Learning?</u>
- *The great 3ʳᵈ grade shift*

ASSESSMENT FOR LEARNING

A shift in why we assess and a shift in how students respond to assessment

FORMATIVE ASSESSMENT

- "Assess"
  - From the Latin *assidere*—**to sit beside**.
- …include all activities undertaken by teachers and/or students which provide information to be used as feedback to modify the teaching and learning activities in which they engage (Black and Wiliam).
- The most effective provide frequent, immediate, and specific feedback.

FORMATIVE VS. SUMMATIVE

- **<u>Summative</u>** assessments show if the student has mastered the concept/material/task/standard.
- **<u>Formative</u>** assessments show the **student** and **teacher** where the student is on the continuum of learning.
- It can show where they have been, where they are, and where they need to go.

EXAMPLES

- When the cook tastes the soup, that's formative assessment; when the customer tastes the soup, that's summative assessment.
- The coach critiquing a player's form shooting a free-throw during practice is formative; the manager keeping stats on free-throws during the game is summative.
- The Band Director telling a trumpet player he is off the beat during rehearsal is formative; the judge deducting points at the solo and ensemble competition is summative.
- The rough draft **can** be formative; the final draft **can** be summative.
- Homework **can** be formative; the test **can** be summative

BLACK AND WILIAM, 1998

Involving students in assessment and increasing the amount of descriptive feedback, while decreasing evaluative feedback, increases student learning significantly. While all students show gains, students who usually achieve the least show the largest gains overall.

EFFECT SIZE

- The meta-analysis reported typical effect size between .04 and .07
- An effect size of .07 would move the U.S. from the middle of 41 countries in Mathematics achievement to one of the top 5.

BLACK AND ET AL 2004 STUDY

- A study was conducted to examine the impact utilizing specific attributes identified as necessary for assessment to be formative.
  - Feedback, self- and peer-assessment, etc.
- The result was a 0.3 standard deviation in a variety of externally administered standardized achievement test.

FORMATIVE ASSESSMENTS

- Should provide information to
    - Student
    - Teacher
    - Parents
    - Admin/District
- The most important are the students and the teachers

5 ATTRIBUTES OF FORMATIVE ASSESSMENT

- Learning Progressions
- Learning Goals/Targets and Criteria for Success
- Descriptive Feedback
- Self- and Peer-Assessment
- Collaboration

--The Council of Chief State School Officers

1. LEARNING PROGRESSIONS

- "Learning progressions describe how concepts and skills build in a domain, and show the trajectory of learning..."
- They are the plan and scaffolding

2. LEARNING GOALS/TARGETS

- Identify and communicate the instructional goals to the student.
- Provide the criteria by which learning will be assessed.
- Understood by students

3. DESCRIPTIVE FEEDBACK

- Students should be provided evidence-based feedback linked to the Goal/Target
- Where is the student, where do they need to go, what can they do to close the gap.
- GANAG

4. SELF- AND PEER-ASSESSMENT

- Provides more opportunities for students to hear feedback
- Relieves the teacher from being the sole giver of feedback
- Students become self-reflective
- Students become concerned about peers
- Encourages Collaborative Atmosphere

5. COLLABORATION

- The final attribute
- Achieved when the previous are in place
- Encourages self-directed learning
- Addresses the concern with student apathy
- Refocus on learning and not just point collecting
- Shift in culture
  - Student
  - And Teacher

OUR FOCUS AS A DISTRICT

Popham (2008) describes four levels…

- ◉ Level 1 calls for the teacher to use formative assessments to collect information to make instructional decisions

- ◉ Level 2 calls for the student to use formative information to make decisions about learning

- ◉ Level 3 classroom climate shift

- ◉ Level 4 school wide implementation

Our district is focused on the first two this year building towards level 3 and 4.

TEACHER FEEDBACK

- What formative feedback does a teacher receive about student progress or achievement?
- Grades on assignments
- Grades on tests/papers/quizzes/projects, etc.
- Classroom monitoring
- Asking questions
- Class discussions

TEACHER FEEDBACK CONT.

- What feedback do you use to make instructional decisions?
- Week by week
- Day by day
- Minute by minute

A QUESTION: WHAT HAS THE BIGGEST IMPACT ON STUDENT ACHIEVEMENT?

- The biggest impact on a student's achievement is not:
  - Standardized Tests
  - Textbooks
  - District Initiatives
  - Computer Software
  - Economic Status
- The biggest impact is….

...WHAT HAPPENS IN THE CLASSROOM!

- However, the person with the most impact on student achievement is not the teacher...

- ...it is the student followed closely by the teacher (Stiggins, Davies, and Wiliam).

- No matter how great a teacher you are, the student has control over his or her learning.

- We must get the students involved in their learning and allow them to become self-directed learners.

STUDENT FEEDBACK

- What formative feedback does a student receive about his or her progress or achievement?

- Is it day by day, minute by minute?

- Does it show the student where on the continuum of learning they are (where have I been, where am I now, where do I need to go)?

STUDENT FEEDBACK: GRADES AND HOMEWORK

- Points and grades are not effective feedback.
- Grades are effective motivators for the highest achieving students and not for most struggling learners.
- Zero versus the D-
- When a grade is attached it becomes summative. Trashcan effect
- Students response to feedback
  - "I understand where I am, where I need to go, and **I choose to keep trying**."

STUDENT FEEDBACK: GRADES AND HOMEWORK

- Most learning comes from mistakes and failures.
- When do we give students a chance to make mistakes and learn from their failures without fear of averages, grades, and points?
- Football practice
  - 4-5 days of practice
  - Stats only kept on Gameday
- Music
  - Practice
  - Concert
- What about the real world?
  - Driving test
  - Pilots
  - Doctors

STUDENT FEEDBACK: GRADES AND HOMEWORK

- I can hear your collective thought "Students won't do it without fear of grades."
- How's that working currently? The structure of education has added to that problem.
- Fear is not an effective motivator for the struggling student (Stiggins)
- Yes, we need to change the student culture from point collecting back to learning (Guskey)
- Failing AP classes
- *It is not about being right it is about the learning!—Dylan Wiliam*

STRATEGIES FOR TEACHERS...

... to gather formative data and involve students in their learning

- Make asking questions formative
  - Only raise hand to ask a question
  - Pose, Pause, Pounce, Bounce
- Red, yellow, green
  - Cups
  - Cards
- Activotes and Activexpressions
- Create assessments that break questions into targets/standards/concepts/skills/etc
- Other Suggestions

STRATEGIES FOR STUDENT FEEDBACK…

- …to help students gather information about their learning and where they are on the continuum of learning
- Homework=practice
  - Allow students to make mistakes and learn from them without fear
- Pretest=90%=no homework or limited homework
- Target/Standard aligned pretest drives student study and homework
- Target aligned assessments show what the student has mastered and what they need to work on.

STUDENT FEEDBACK CONTINUED

- The punishment for not doing _needed_ homework or assignments should be to do them.

- A zero does not promote learning.

- Allow students to master the material/concept/target/etc.
  - If they do not master it they should continue their learning with that target/etc.
  - Allow them to show mastery again (Driver's Test)

STUDENT FEEDBACK CONTINUED

What about the highest achieving students?

- Provide assessments that represent the full range

- Satisfaction of mastery is represented by the first 3 sections of the assessment

- The last section is the challenge, or the last few questions of each section are the next level of learning.

STUDENT FEEDBACK CONTINUED

- Have students track progress on targets through visual means.
  - Bar charts
  - Graphs
  - Etc
- Video Game Effect: Level versus Points

REMEMBER

- How do you learn?
- Fixing the sink
- When you try something different in the classroom and it doesn't work well and your students didn't get it--do you get a grade and move on?
- Or, do you learn from that?
- So should our students

PROFESSIONAL DEVELOPMENT

- Learning Teams
  - A dedicated group of teachers volunteering to go deeper with formative assessment and share with his or her peers
  - Anyone can join
  - Meets monthly
- Curriculum, Instruction, and Assessment Committee
  - Board of Education Committee
  - Representation by teachers, support staff, Admins, Board Members, Parents, Community Members, and Students

OUR CHALLENGE TODAY

- Work together to find ways to increase the formative feedback to your students.
- What are you doing that others can try?
- What are ways we can help students understand where they are on the learning continuum, where they need to go, and what that looks like?
- It shouldn't be a surprise to them

CRUCIAL COMPONENTS

- Communicate the learning target (unit, lesson, activity, assignment, assessment)
  - Attribute #2
- Provide descriptive, specific, and timely feedback to the student about their progress toward that target
  - Attribute #3
- Allow students to continue to learn and show you when they have

A FEW QUOTES

"…schools everywhere have embraced 'correct-answer compromises' instead of undertaking 'risks for understanding.'"

—Howard Gardner, *The Unschooled Mind*

"It is not about being right it is about the learning!"
—Dylan Wiliam

"Don't ask 'Do I have buy-in from all the adults?,' rather you should ask… 'Is it the right decision for students?'"

—Douglas Reeves

THE GOAL...

- The goal is to refocus students' attention to learning and not points and "playing the game".
- The goal is to provide students with a clear understanding of what they should be learning and not just doing.
- The goal is student *learning*.