Learning Agreements

• Be present.
• Step up and step back.
• Listen as a learner & stay curious.
• Acknowledge one another as equals.
• Embrace ambiguity and messiness.
• Pause in moments of discomfort.
Intended Learning Outcomes

• A System of Formative Assessment (understand, apply)
• Characteristics of a Formative Assessment Classroom (understand)
• Formative Assessment Techniques (recall, understand, apply, analyze, create)
• The Formative Assessment Process (recall, understand, apply, analyze, evaluate, create)
What is assessment?

The use of techniques & tools to gather information about the nature & degree of student learning.
Assessment in a Nutshell

C
What do we *intend* for students to know, be able to do, and to value?

A
What *evidence* would dependably convince us that each student has these?
<table>
<thead>
<tr>
<th></th>
<th>Benchmarks</th>
<th>Quizzes</th>
<th>Daily Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Intended Learning Outcomes</strong></td>
<td></td>
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<td></td>
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<tr>
<td><strong>Scope</strong></td>
<td></td>
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<tr>
<td><strong>Creator(s)</strong></td>
<td></td>
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<tr>
<td><strong>Proximity to Instruction</strong></td>
<td></td>
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<tr>
<td><strong>Mode</strong></td>
<td></td>
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</tbody>
</table>
What’s True of All of These?

- Progress student learning
- Make student learning visible
- Necessitate feedback (immediate and near-term)
- Facilitate instructional decision making (immediate and near-term)
Turn & Talk...

• How frequently do students engage in these 3 types of formative assessment in your setting?
• In your experience, what happens with the student work generated by each of these types of formative assessment?
• How does/could each of these types of formative assessment progress student learning?
### A Balanced System of Formative Assessment

<table>
<thead>
<tr>
<th>Number of Intended Learning Outcomes</th>
<th>Benchmarks</th>
<th>Quizzes</th>
<th>Daily Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many</td>
<td>Several</td>
<td>1 or 2</td>
<td></td>
</tr>
<tr>
<td>Scope</td>
<td>Yearlong</td>
<td>Unit/Chunk</td>
<td>1-3 Days</td>
</tr>
<tr>
<td>Creator(s)</td>
<td>Teacher/Division</td>
<td>Teacher/Textbook Company</td>
<td>Teacher</td>
</tr>
<tr>
<td>Proximity to Instruction</td>
<td>Separate/Long-term</td>
<td>Close, but Separate</td>
<td>Part of It</td>
</tr>
</tbody>
</table>
Formative Assessment: An Intentional Process

Elicit & Capture

Analyze & Infer

Communicate & Use

Provide Feedback

Adapt Instruction

Teacher OR Student

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Tea
Formative Assessment

- Elicit & Capture
- Communicate & Use
- Analyze & Infer
What’s needed to do this well?
Knowledge of...
- concepts and structure of content area
- appropriate pedagogies
- assessment practices
- common misconceptions and errors

Skills in...
- creating supportive culture
- making accurate inferences; interpreting evidence correctly
- translating interpretations into instructional actions

Disposition to...
- view FA and instruction as inseparable
- consider teachers and students as partners in learning
- believe that assessment should inform learning

(Heritage, 2007)
Characteristics of a FA Classroom

- The classroom culture values ideas, not answers.
- The class is a discourse community.
- Students know the intended learning outcomes and the success criteria.
- Students are willing to take risks.
- Students listen carefully.
- Students respond respectfully.
- Students are adept at giving and receiving feedback.
- Students are engaged in their learning.
- Students engage in frequent reflection & metacognition.
- The teacher is not the only teacher in the room.
- The teacher is a facilitator/conductor.
- The teacher is cognizant of and uses common misconceptions & errors effectively.
- Instruction is intentional.
Formative Assessment

- Elicit & Capture
- Communicate & Use
- Analyze & Infer
“FA is NOT a set of techniques you adopt or add. FA is a philosophy of teaching that holds that the purpose of assessing is to inform learning, not merely audit it.”

(Moss & Brookhart, 2009, p. 14)
ABC Brainstorming
Agree/Disagree Statements*
Analogies
Bunny Ears*
Calendar Play*
Carousel Brainstorm
Charades
Checklist
Choral Response
Cloze Procedure
Commit & Toss
Concept Maps
Conferences
Confidence Indicator
Counting Choir*
Create the Problem*
Demonstration Stations
Discussions
Double Entry Journals
Drawings
Effort Meter
Every Graph Tells a Story*
Examples/Non-Examples*
Exit Slips (License to Leave)
Fact Storming
Feedback Request
Find Someone Who...
Fishbowl
Fist to Five
Four Corners
Give One/Get One
Graffiti Wall (Collage)
Human Scatter Graph*
Graphic Organizers
Human Place Value*
Idea Wave
Inside/Outside
Is It Fair?*
Know/Want to Know/Learned (KWL)
Learning Logs & Charts
Mad Minute*
Matching Cards*
Mathematician's Ideas Comparison*
My Textbook Page
Non-Verbal Signals
Numbered Heads
Numbers on the Line*
Observations
Odd One Out*
One-Minute Essays
One-Minute Fluency
Open-Ended Questions
Pass the Problem*
Planning Charts
Pictionary
Picture Notetaking
Placemats
Pop-Up Indicator
Portfolio
Problem Solving
Process Exemplars
Product Exemplars
Progress Maps
Questionnaires
Questioning
Reflection Journals
Repeat Pre-Assessments
Repeated Directions
Rubric Application
Rubric Translation
Self-Marking Quizzes
Sentence Prompts
Sniglets
Socratic Seminar
Sorts (Open & Closed)
SOS Summary
Spinner
Sticky Bars*
Strategy Probe*
Student-Generated Test Questions
Take a Stand
Teach a Friend
Think-Pair-Share
3D
Three Facts and a Fib
3,2,1
Thumbs Up, Thumbs Down
Traffic Light
Turn & Talk
Twelve-Word Summary (Tweet It)
Vote with Your Feet
What I Know/Don’t Know
What Not to Do
Whip Around
Whiteboards
Why Boxes
Writing Continuums
TIME FOR A BREAK
Here’s a little story...
ABC Brainstorming
Agree/Disagree Statements*
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Why Boxes
Writing Continuums
How would you sort these FA Techniques?

• Charades
• Dry Erase Boards
• Exit Slips
• Goal Setting Charts
• Graffiti Wall
• Graphic Organizers
• Mad Minute
• Socratic Seminar
• Turn & Talk

I would sort these FA Techniques by ____________________________.
Formative Assessment Techniques are comprised of a constellation of factors.
Components of Formative Assessments

- Purpose
- Mode
- Assessed
- Timing
- Assessor
- Preparation
Purpose

What is my intended learning outcome? What do I want to know about current student learning?

Progress
Affect
Cognition
Mode
How will I assess?

Written
Oral
Visual (Non-Linguistic)
Kinesthetic
Timing
Where are we in the teaching/learning process?

Before Instruction
During Instruction
After Instruction
Preparation
What will I need? What do I have?

Nothing
Space
Supplies
Technology
Time
Who will do the assessing?

Student
Peer
Teacher
Assessed
Who will be assessed?

- Individual students
- Partners
- Small groups
- The whole class
Four Corners

Definition:
Students respond to statements/questions by moving to parts of the room labeled agree, disagree, unsure, and abstain. The teacher elicits explanations, discussion, debate, etc. regarding their responses.
Before, During, After Instruction

Create statements ahead of time.

Four Corners

Purpose

Mode

Timing

Preparation

Assessor

Assessed

Teacher & Peers

Whole Class & Individual

Cognitive & Affective

Kinesthetic & Oral

Create statements ahead of time.
During Instruction

Have butcher paper and space to post it in the room.
Graffiti Wall

Definition:
Working to capture many ideas about one topic or unit, students add drawings, captions, doodles, quotes, lyrics, etc. to a long stretch of paper.
I have enough time to create and photocopy a learning activity.

Purpose: Written

Mode: During Instruction

Timing: Assessed

Assessor: Individuals

Teacher & Peers: Preparation

Cognitive (Understand, Apply, Analyze, Evaluate)
Odd One Out

Definition:
Given a set of multiple options, students select the one that is different from the others and offer an explanation for their choice.

EXTENSION: Using the same topic create 4 new questions with a different odd one out.
Design a Formative Assessment Technique
Rapid Teams

Question 1:
Share one thing you’ve learned or one thing that’s surprised you this morning.

Question 2:
Share one thing you have questions about.
Time For A Break
Rock, Paper, Scissors
FA Techniques from this morning?
Intentional Process

Elicit & Capture

? → [Diagram]
On the Fly

Analyze & Infer

Communicate & Use

On the Fly

After the Fact

On the Fly

After the Fact

On the Fly

After the Fact

Provide Feedback

Adapt Instruction
Intentional Process

Analyze & Infer
Upon receiving a response, the teacher or the student has to decide what the evidence tells him/her. Is the student developing? misunderstanding? mastering?
Does = Learning Targets

C
What do we intend for students to know, to be able to do, and to value?

A
What evidence would dependably convince us that each student has these?
Look for Misconceptions

• Has the student misunderstood...
  • the prompt or task?
  • the concept?
  • the criteria for quality?
• Has the student used an inappropriate or ineffective strategy?
• Has the student given a relevant answer but needs to explain better?
Look for Patterns

Do responses follow a pattern?

OR

Is there no discernible pattern to responses?
Look for Outliers

Is the outlier response “way out there” good?

OR

Is the outlier response “way out there” bad?
What will you be looking for evidence of?

- Accuracy
- Depth
- Clarity
- Precision
- Breadth
- Logic
- Significance
- Fairness

- Relevance
- Level of Assistance
- Frequency
- Duration
- Degree
- Interest
- Preference
- Progress

Interpretations must be accurate.
Intentional Process

Communicate & Use

Provide Feedback

Adapt Instruction
Characteristics of Good Feedback

- honest
- specific
- timely
- constructive
- accurate
Informed Instructional Decision Making

- Review?
- Increase cognitive demand?
- Introduce new content/skills?
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Students 2, 5, 6</td>
<td>Students 1, 3, 8, 9, 11, 13, 14, 15</td>
<td>Students 4, 7</td>
<td>Students 10, 12</td>
</tr>
<tr>
<td>Student 1</td>
<td>Student 2</td>
<td>Student 3</td>
<td>Student 4</td>
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</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓+</td>
<td>✓</td>
</tr>
<tr>
<td>Student 5</td>
<td>Student 6</td>
<td>Student 7</td>
<td>Student 8</td>
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<tr>
<td>X</td>
<td>✓-</td>
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<td>Student 10</td>
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<td>X</td>
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<td>Student 18</td>
<td>Student 19</td>
<td>Student 20</td>
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<tr>
<td>✓</td>
<td>✓</td>
<td>✓+</td>
<td>✓+</td>
</tr>
</tbody>
</table>

**KEY:**

- ✓+ complete and accurate
- ✓ Incomplete and accurate
- ✓- incomplete and inaccurate
- X missing
Comma Problems
Needs Work: Student 3, 5, 6, 8, 9, 11, 12, 14, 15, 16
(8 of these were because of compound sentences!)
Excellent: Student 10

Embedding Citations
Needs Work: Students 2, 3, 4, 5, 6, 8, 10, 11, 12, 14, 15, 16
(8, 12, & 14 didn’t do it at all; the others were clunky)
Excellent: Students 1, 7, 9, 13

Use of Specific Examples
Needs Work: Students 4, 5
Excellent: Students 1, 2, 3, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
## Formative Assessment Planning Template

<table>
<thead>
<tr>
<th>Knowledge, Skills, &amp; Dispositions</th>
<th>Elicit &amp; Capture (make student thinking visible)</th>
<th>Analyze &amp; Infer (make sense of what you “see”)</th>
<th>Communicate &amp; Use (progress student learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intended Learning Outcomes</td>
<td>Technique</td>
<td>Teacher (on the fly &amp; after the fact)</td>
<td>Feedback (on the fly &amp; after the fact)</td>
</tr>
<tr>
<td></td>
<td>Purpose:</td>
<td>Student(s)</td>
<td>Instructional Decision Making (on the fly &amp; after the fact)</td>
</tr>
<tr>
<td></td>
<td>Mode:</td>
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<tr>
<td></td>
<td>Timing:</td>
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<td></td>
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<td></td>
<td>Preparation:</td>
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<td></td>
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<td></td>
<td>Assessor:</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Assessed:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
observations  insights  challenges  suggestions

PollEv.com/sarahhylton261
Time for a Break
Ms. Arraza’s geometry class has been learning about the properties of triangles so they can use those properties in their proofs. On Tuesday, Ms. Arraza modeled her thinking about triangles and how to use their properties (such as exterior angles and remote interior angles) to solve problems. Students then engaged in group work to practice applying this information. At the end of class, they completed exit slips on which...
<table>
<thead>
<tr>
<th>Next Steps for Me</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Red Traffic Light" /></td>
</tr>
<tr>
<td><img src="image" alt="Yellow Traffic Light" /></td>
</tr>
<tr>
<td><img src="image" alt="Green Traffic Light" /></td>
</tr>
</tbody>
</table>
one word