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B1 Formative Assessment for 21st Century Learning (Grades K-5)

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What We Will Do Today


- Introduce Formative Assessment.
- Address why formative assessment matters in the Common Core Era/ 21st Century Classroom.
- Explore and learn about formative assessment strategies.
- Consider how to effectively use formative assessment in the classroom.



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What do you already know about formative assessment?

- Turn to some of your colleagues and discuss:
- What do you already know about formative assessment?



What is Formative Assessment?


- It is NOT a particular kind of measurement instrument or tool.
- It IS a **process** that is fundamental and integral to the effective practice of teaching and learning.



Qualities of *Effective* Formative Assessment

- teachers making adjustments to teaching and learning in response to assessment evidence;
- students receiving feedback about their learning with advice on what they can do to improve; and
- students' participation in the process through self-assessment.

• Black, P. J., & William, D. (1998b). Inside the Black Box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80, 139-48.



Formative Assessment and CCSS

- Formative assessment is receiving more attention with CCSS implementation.
- Often included with summative and interim assessment as part of the “balanced assessment model”

Feedback and Assessment

- Students must monitor their own learning which makes feedback critical.
- For teachers, it’s not just feedback, it’s helping students to understand how to understand learning and goals and assisting them to develop the skills to make judgments about their learning.


From Theory to Practice

Formative Assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes.”

(FAST SCASS, 2008)
Source: Formative Assessment for Students and Teachers (FAST) State Collaborative on Assessment and Student Standards (SCASS). (2008, October). *Attributes of effective formative assessment*. Paper prepared for the Formative Assessment for Teachers and Students’ State Collaborative on Assessment and Student Standards of the Council of Chief State School Officers. Washington, DC: Council of Chief State School Officers.


Seeing Formative Assessment in Action

- What do you notice about the classroom?
- What *specific* strategies are the teachers using to provide students with feedback?
- How does or how can the teacher adjust their instruction to meet the learning needs of his/her students?




Strategies: Assess and Plan with Exit Tickets


<http://tinyurl.com/n69aeug>



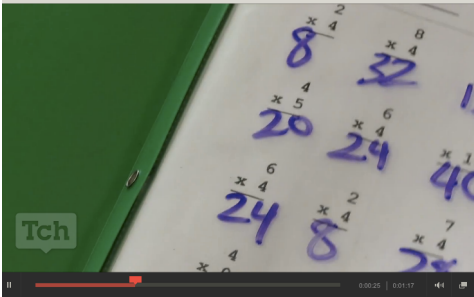
Popsicle Stick Math: Making 10
Grade: K-3 | Math | Counting



<https://www.teachingchannel.org/videos/popsicle-stick-math>



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**FORMATIVE ASSESSMENT
BUILDING BLOCKS**


Learning Progressions

“A Learning Progression clearly articulates the trajectory along which students are expected to progress to improve in an area of learning and act as a touchstone for formative assessment. “
(Heritage, 2008)

Learning Goals and Success Criteria


Learning goals and success criteria provide the standard for which performance is compared and feedback is generated.

Learning Progression provides the BIG PICTURE of learning and learning goals identify the immediate learning. (ANCHOR GOALS AND GRADE LEVEL ARTICULATIONS)



Descriptive Feedback


- Feedback in a formative assessment model is NOT in the form of a score or a grade.
- Descriptive Feedback is often manifested in ideas, strategies, and tasks that the student can use to work toward the next level of learning.
- Remember! Feedback is intended to improve learning WHILE that learning is happening.



Effective Conferencing


Here's an effective example of Classroom Conferencing

<http://www.youtube.com/watch?v=Pad1eAcsHho>




Self- Assessment and Peer Assessment

- In addition to the process of self-assessment, peer feedback provides the opportunity for students to assess a peer’s learning against the same performance criteria for their own work.




Collaboration

- Formative Assessment is a partnership between students and the teacher.




Is It or Isn't It Formative Assessment

- In groups, we will examine some vignettes.
- Based on the Formative Assessment Building Blocks: Learning Progressions, Learning Goals and Success Criteria, Descriptive Feedback, Self-Assessment/Peer Assessment, and Collaboration, determine if the vignettes are examples of formative assessment.



Putting a Plan Together

- Where do I start?
- There are templates in the Google folder that will help you to get started.
- Also refer to the online folder that I created for formative assessment (I am constantly adding materials.)





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