LET’S GET STARTED!

Check to see that you have the following materials before we get started:

1. Chart – Assessment for Learning/Assessment of Learning
2. Response Sheet – Inside the Black Box
3. 3-2-1 Response Sheet
4. K-W-L Chart
DEFINITION OF FORMATIVE ASSESSMENT

Formative assessments are ongoing assessments, observations, summaries, and reviews that inform teacher instruction and provide students feedback on a daily basis. (Fisher and Frey, 2007).
WHAT IS FORMATIVE ASSESSMENT?
### TRADITIONAL VERSUS FORMATIVE ASSESSMENT

<table>
<thead>
<tr>
<th>SUMMATIVE</th>
<th>FORMATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessments that provide evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness.</td>
<td>Formal and informal processes teachers and students use to gather evidence for the purpose of improving student learning.</td>
</tr>
</tbody>
</table>

**It’s what you **DO** with it that matters!**
# Assessments of and for Learning

<table>
<thead>
<tr>
<th>Reasons for Assessing</th>
<th>Assessment of Learning</th>
<th>Assessment for Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document individual or group achievement or mastery of standards; measure achievement status at a point in time for purposes of reporting; accountability</td>
<td>Promote increases in achievement to help students meet more standards, support ongoing student growth; improvement.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Audience</th>
<th>Others about students</th>
<th>Students about themselves</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Focus of Assessment</th>
<th>Achievement standards for which schools, teachers, and students are held accountable</th>
<th>Specific achievement targets selected by teachers that enable students to build toward standards</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Place in Time</th>
<th>An event after learning</th>
<th>A process during learning</th>
</tr>
</thead>
</table>

| Primary Users | Policy makers, program planners, supervisors, teachers, students, parents | Students, teachers, parents |
# ASSESSMENTS OF AND FOR LEARNING

<table>
<thead>
<tr>
<th></th>
<th>Assessment of Learning</th>
<th>Assessment for Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Typical Uses</strong></td>
<td>Certify student competence, sort students according to achievement; promotion and graduation decisions, grading</td>
<td>Provide students with insight to improve achievement; help teachers diagnose and respond to student needs; help parents see progress over time; help parents support learning.</td>
</tr>
<tr>
<td><strong>Teacher’s Role</strong></td>
<td>Administer the test carefully to ensure accuracy and comparability of results; use result to help students meet standards; interpret results for parents; build assessments for report card grading</td>
<td>Transform standards into classroom targets; inform students of targets; build assessments; adjust instruction based on results; offer descriptive feedback to students; involve students in assessment</td>
</tr>
<tr>
<td><strong>Student’s Role</strong></td>
<td>Study to meet standards; take the test; strive for the highest possible score; avoid failure</td>
<td>Self-assess and keep track of progress; contribute to setting goals; act on classroom assessment results to do better next time.</td>
</tr>
<tr>
<td><strong>Primary Motivator</strong></td>
<td>Threat of punishment; promise of rewards</td>
<td>Belief that success in learning is achievable.</td>
</tr>
<tr>
<td><strong>Examples</strong></td>
<td>Achievement tests; final exams; placement tests; short cycle assessments (unit, chapter tests)</td>
<td>Using rubrics with students; student self-assessment; descriptive feedback to students.</td>
</tr>
</tbody>
</table>
CRITICAL CONDITIONS

1. The assessment is designed so that it aligns directly with the content standards to be learned.
2. All of the assessments terms or tasks match what has been or will be taught.
3. The assessment provides information of sufficient detail to pinpoint specific problems, such as misunderstandings, so that teachers can make good decisions about what actions to take, and with whom.
4. The results are available in time to take action with the students who generated them.
5. Teachers and students do indeed take action based on the results.
WHAT DOES THE RESEARCH SAY?

INSIDE THE BLACK BOX
3-2-1 ACTIVITY
THE ADVANTAGE OF FORMATIVE ASSESSMENT

- Helps focus instruction learning targets.
- Allows for customized learning, helping to build both basic skills and high level learning in a way that is relevant and responsive to all learners.
- Encourages teachers and students to work together toward achievement.
- Increases student engagement and motivation.
- Ensures grades accurately reflect students progress toward standards.
- Increases coherence between curriculum, instruction, and assessment.
A CLASSROOM VIEW
THE CYCLE OF FORMATIVE ASSESSMENT

- Identification of Objectives, Goals, Standards
- Targeted Instruction
- Data Gathering
- Data Analysis
- Responding to Data
TEACHER INVOLVEMENT

• Who is and is not understanding the lesson?
• What are this student’s strengths and needs?
• What misconceptions do I need to address?
• What feedback should I give students?
• What adjustments should I make to instruction?
• How should I group students?
• What differentiation do I need to prepare?
STUDENTS INVOLVEMENT: THREE GUIDING QUESTIONS

Where am I going?
1. Provide clear vision of learning target
2. Use examples of strong/weak work

Where am I now?
3. Offer regular descriptive feedback
4. Teach students to self-assess and set goals

How can I close the gap?
5. Design lessons to focus on learning target
6. Teach focused revision
7. Engage students in self-reflection, keep track of and share their learning

Adapted from Atkin, Black, & Coffey, 2001
THE SECONDARY LEVEL IMPERATIVE

Formative Assessment will boost student engagement and potentially reduce dropout rates.

Providing frequent feedback and choices is an essential element of formative assessment, and research shows that as students see progress in their learning and feel supported by their teacher, they often experience a positive change in motivation.

Prepares students for postsecondary education and for success in changing global economy depends on fostering higher-level and critical thinking skill and formative assessment in secondary classrooms helps bridge the gap between core knowledge and higher-level skills of analysis and applications.
LETS GET STARTED

Boyd County Public Schools
Formative Assessment Book Study

Home  Book Study Calendar  Related Resources  Participants
Chapters 1 and 2 Discussion  Chapters 3 and 4 Discussion  Chapter 5 Discussion
Chapters 6 and 7 Discussion

Introduction to our Book Study – What Teachers Really Need to Know About Formative Assessment
February 24th, 2011 — Uncategorized

Welcome to the online book study of Laura Greenstein’s book, What Teachers Really Need to Know about Formative Assessment. As we learn more about
Resources


