



Formative Assessment Training

How can descriptive feedback increase student achievement and motivation?

Day Three

8:30am – 3:00pm

Learning Targets: Day Three

- *I can discuss the strategies of formative assessment.*
- *I can discuss the general research supporting profound effects of formative assessment on student motivation and achievement.*
- *I can explain the difference between descriptive and evaluative feedback.*
- *I can discuss strategies for providing effective descriptive*

feedback.

8:30 – 8:45	Welcome Back and Master Teacher Trajectory – Hot/Cool Spot
8:45 – 9:00	Targeted Reflection
9:00 – 9:30	Formative Assessment Vignettes
9:30 – 10:00	Research Article Jigsaw
10:00 – 10:15	<u>Break</u>
10:15 – 10:45	Research Article Discussion Groups
10:45 – 11:15	Seven Strategies of Formative Assessment
11:15 – 11:30	Seven Strategies Individual Application
11:30 – 12:30	<u>Lunch</u>
12:30 – 1:00	Assessment Brainstorm
1:00 – 1:15	Feedback – Descriptive vs. Evaluative
1:15 – 1:30	Linking Assessment and Feedback
1:30 – 1:45	Feedback – Direct instruction
1:45 – 2:00	Math Feedback and Feedback Quotes
2:00 – 2:15	<u>Break</u>
2:15 – 2:30	DVD Feedback
2:30 – 2:45	Student Generated Feedback
2:45 – 3:00	Scrambled Sentence

Welcome Back!

Day 3
Trainers: Bob Holman
Katy Bainbridge

Essential Question:
How can descriptive feedback increase student achievement and motivation?

Target Reflection page 3



Master Teacher Self-Assessment
page 10 and 11

Hot spot/cool spot

Classroom and Individual Formative Assessment

Classroom data ~ Taking the temperature of the entire class through write chats, hands down questioning, response cards, think pair shares

Individual data ~ Finding out what each child knows and can do through exit slips, conferences, selected response (paper pencil), traditional assessments

Formative Assessment Vignettes
page 5 and 6

Clock Partner page 4

Jigsaw Formative Assessment Research Articles

Article 1: page 1
Article 2: page 8
Article 3: page 13
Article 4: page 19
Article 5: page 24
Article 6: page 32

Seven Strategies of Formative Assessment page 7

Where Am I Going?

Strategy 1: Students should be provided with a **clear vision** of the ultimate learning goal and the progression of learning targets to get there.

Strategy 2: Students should be provided with examples of both **strong and weak work**. Students should use these examples to develop and clarify the criteria for quality

Where Am I Now?

Strategy 3: Students should be provided with regular descriptive **feedback**.

Strategy 4: Students should be taught both **peer and self-assessment**.

How can I close the gap?

Strategy 5: Design lessons to focus on one aspect of quality at a time.

Strategy 6: Teach students focused revision.

Strategy 7: Students should be provided opportunities to set **learning goals**, self-reflect, track and share their learning.

Seven Strategies of Effective Formative Assessment page 7

Please think about the value of these 7 strategies in your class or school. Determine which strategy you use **most**. Why do you think this benefits students' learning?

Please think about the strategy you use the **least** in your classroom or school? What makes this difficult to implement?

Lunch Ticket page 8

Assessment Brainstorm

<p>Classroom</p> <ul style="list-style-type: none"> • Response Cards 	<p>Individual</p> <ul style="list-style-type: none"> • Hot spot cool spot
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Types of Feedback Clips

<p>Descriptive Feedback</p>	<p>Evaluative Feedback</p>
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Evaluative Feedback

<p>Grades A, B, C, Smiley Face, Check Plus, etc.</p>	<p>Behavior or Compliance "add in detail" "do number 5 and 7 again"; "Sit down and work more carefully"</p>	<p>Effort or Praise "You work so hard" "You did such a good job!"</p>	<p>Teacher Voice Give the directions louder I said you had to have 10 sentences per paragraph.. How many sentences do you have?</p>
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Sadler's 3 Questions Effective Descriptive Feedback

- Where am I going?
 - Roadmap Feedback
- Where am I now?
 - Descriptive Feedback
- How can I close the gap?
 - Descriptive Feedback

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Descriptive vs. Evaluative Feedback

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Where am I going? Roadmap Feedback

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Where Am I Now? Descriptive Feedback

Make Thinking Transparent

Hard to give kids feedback without getting a glimpse for their thinking.

Strategies:

Post-it notes, work mats

Hot spots

Write chats

Double Entry Journals

Three minute conference

Interactive Writing

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Where Am I Now? Descriptive Feedback

Criterion Reference Feedback

- Identify what is done correctly or
- Describe a feature of quality present in the work or
- Point out effective use of strategies

Self Reference Feedback

- Identify progress in learning
- Describe new features of quality
- Point out new strategy

(Provides HOPE)

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How can I close the gap? Next Steps Descriptive Feedback

- Identify a correction
- Describe features of quality that need to be improved
- Offer a reminder
- Make a suggestion
- Ask a question (i.e., Can you provide another example to support your main idea?)

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How can I close the gap? Next Steps Feedback

Feedback Cautions

Make sure the feedback does not **think** for the students or do the **work** for the student

Goldilocks feedback ~ "just right" ~ kids must **improve** as a result of feedback

Re-write this section (too broad)

This not a good word in this sentence (too specific).

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Effective Descriptive Feedback Strategies

- Star and stairs
- That's good, now this
- Codes ~ codes for correction cues
- Immediate feedback for younger students

Right, I need to practice

- Peer Feedback
- The three minute conference

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Stand and make eye contact

"... teachers often talk with good students as if they were active, self-regulated learners but often just tell poor students what to do."

Brookhart, *How to Give Effective Feedback to Your Students*, p. 35

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Math Feedback

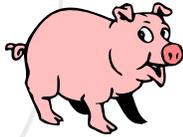
Page 13 and 14

DVD Section 2 Assessment and Feedback

Essential Question:
In what ways can descriptive feedback effectively shape student achievement and motivation?

Evidence from the DVD

You don't fatten
the pig by
weighing it



Feedback quotes

Page 15 and 16

Scramble Sentences Essential Question

Feedback



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Thank you for your time and hard work!!

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