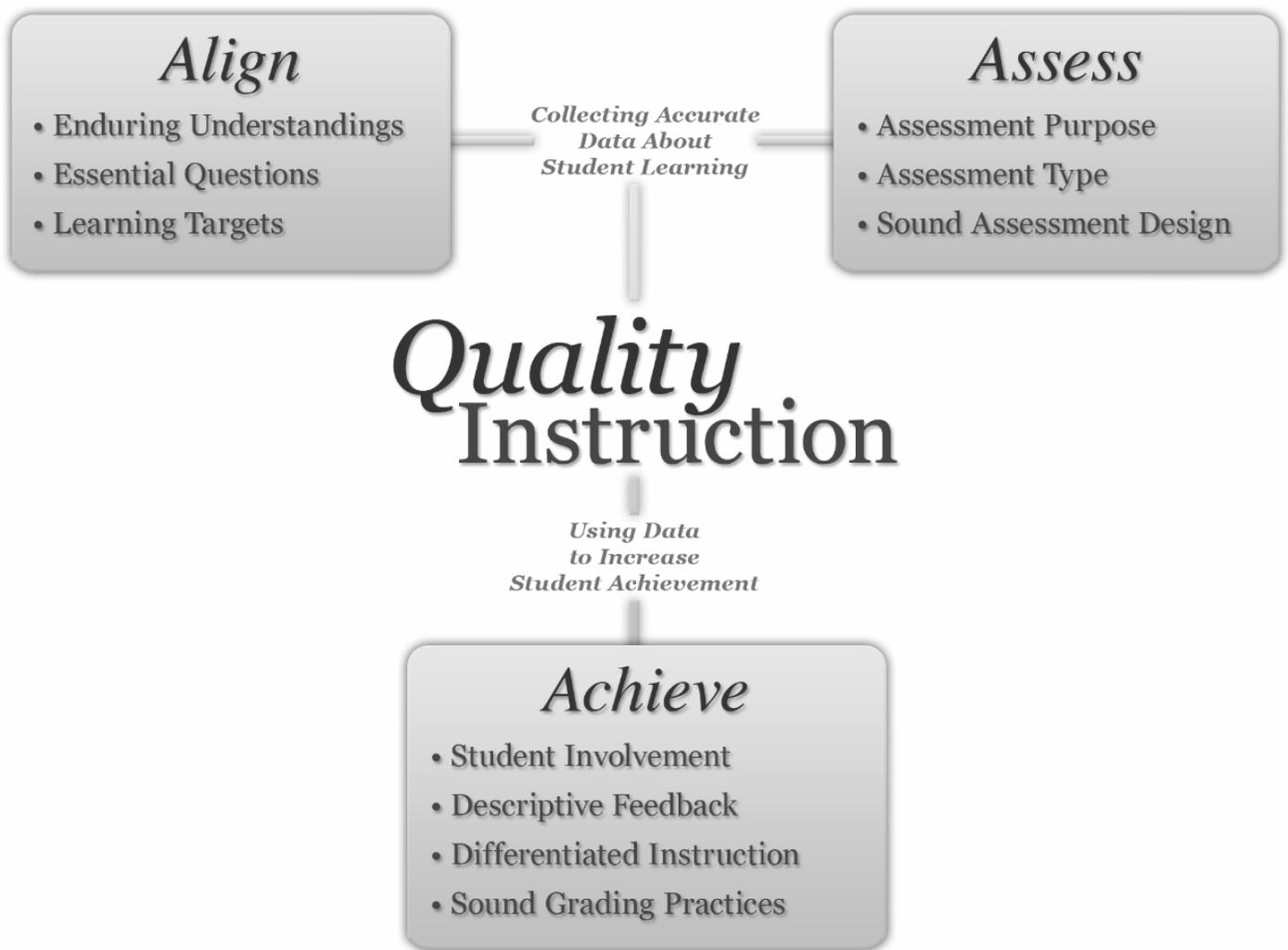


ALIGN, ASSESS, ACHIEVE:

Quality Instruction in a Standards Based Learning Environment



Day Three

Formative Assessment Resources and Contacts

Align, Assess, Achieve LLC
<http://www.qualityinstruction.org> - Website
katy@qualityinstruction.org - Katy Bainbridge
bob@qualityinstruction.org - Bob Holman

DVD: Align, Assess, Achieve - Available from Westerville City Schools,
www.westerville.k12.oh.us/aaadvd.html Phone 797-5700

DVD: Align, Assess, Achieve II - Available from Measured Progress,
<http://www.measuredprogress.org/>

ETS: Assessment Training Institute at www.assessmentinst.com

Resources:

Arter, J & McTighe (2001). *Scoring Rubrics in the Classroom*. Thousand Oaks, CA: Corwin Press, Inc.

Chappuis, J. (2007). *Learning Team Facilitator Handbook and DVD*. Portland, OR: Educational Testing Services.

Chappuis, J. (2009). *Seven Strategies of Formative Assessment*. Portland, OR: Educational Testing Services.

Fisher, D. & Frey, N. (2007). *Checking for Understanding: Formative Assessment Techniques for Your Classroom*. Alexandria, VA: ASCD.

Jackson, R. (2009). *Never Work Harder Than Your Students*. Alexandria, Virginia: ASCD.

O'Connor, K. (2007). *A Repair Kit for Grading: 15 Fixes for Broken Grades*. Portland, OR: Educational Testing Service.

O'Connor, K. (2002). *How to Grade for Learning: Linking Grades to Standards, 2nd Edition*. Glenview, IL: Pearson Education.

Pollock, J. (2007). *Improving Student Learning One Teacher at a Time*. Alexandria, VA: ASCD.

Popham, J. (2008). *Transformative Assessment*. Alexandria, VA: ASCD.

Stiggins, R., Arter, J., Chappuis, J., & Chappuis, S., (2006). *Classroom Assessment for Student Learning: Doing It Right – Using It Well*. Portland, OR: Educational Testing Service.

Wylie, C. (2008). *Formative Assessment; Examples of Practice*, Washington, DC: Council of Chief State School Officers

Day One - Reflection Sheet

Essential Question:

How can descriptive feedback increase student achievement and motivation?

Learning Targets:

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.

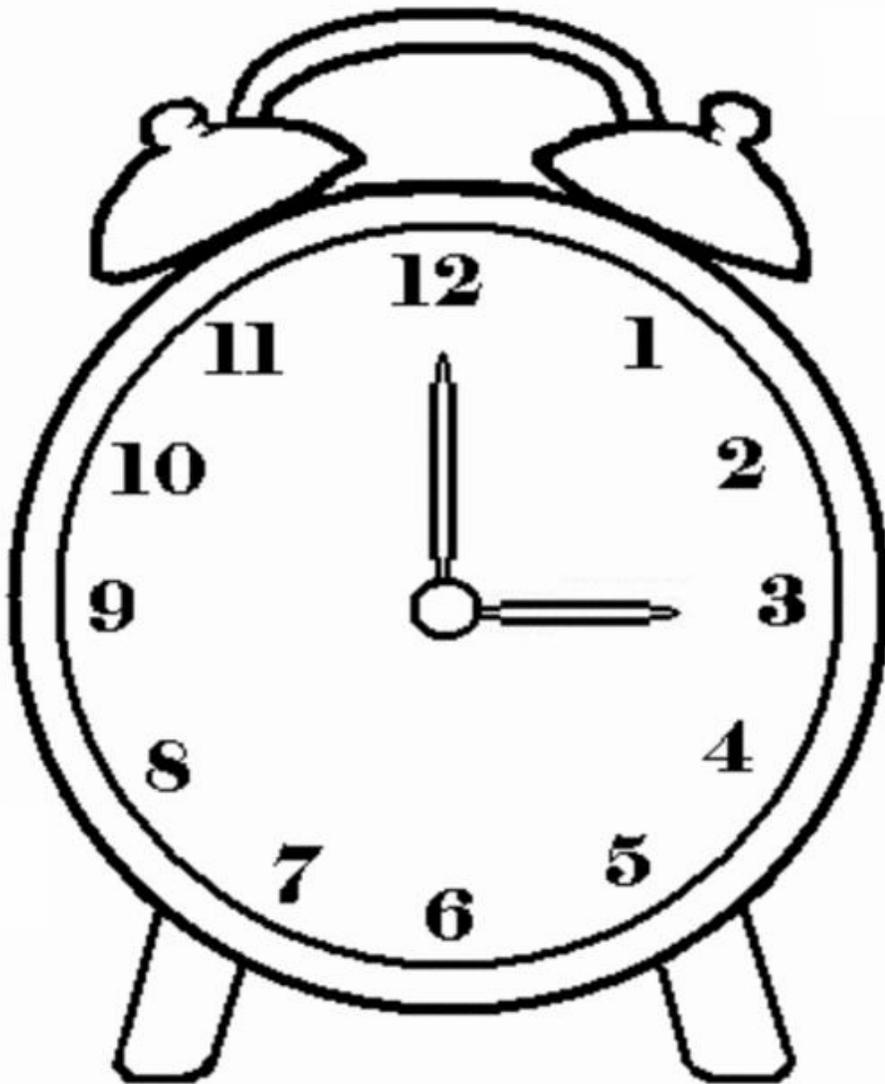
I can explain the difference between descriptive and evaluative feedback.

I can discuss strategies for providing effective descriptive feedback

Strategies

Appointment Clocks

12 o'clock



9 o'clock

3 o'clock

6 o'clock

Vignettes - Formative Assessment: Yes or No?

Vignette 1: Silent Written Dialog

A fourth grade teacher has provided her pupils with direct instruction over the powers of the federal government. Students are placed into small groups and are given an open ended question concerning how each branch of government would respond to a different situation. As the students write back and forth to one another, the teacher moves about the room reading their comments and gathering information on student understandings and misconceptions. The teacher next leads the class in a discussion of the most common misconceptions. This discussion is followed by a brief assessment to see which students have mastered the material and which need further instruction.

Formative Assessment: Yes or No?

Why? _____

Vignette 2: Thumps Up and Thumbs Down

A second grade teacher reads aloud a prepared science statement, then asks students to hold their hands under their chins and signify whether the statement is true or false by showing a “thumbs-up” for true or a “thumbs-down” for false. Depending on the number of students who respond incorrectly the teacher may continue with the lesson, may group students for continued work, or he may decide that he needs to present the same concept to the entire class using a different instructional approach.

Formative Assessment: Yes or No?

Why? _____

Vignette 3: Quiz Fervor

Paul teaches fifth-grade students at Emerson Elementary School. His daily mathematics lessons are almost always concluded by a 5-item quiz because he believes the prospect of these end-of-lesson quizzes motivates his students to pay closer attention during the lesson. Paul uses an items-correct grading system whereby his students' final grade in mathematics is based on each student's average score on these per-lesson quizzes. Because his students invariably score well on the mathematics section of the state's annual accountability tests, his principal expresses delight with Paul's frequent use of daily quizzes.

Formative Assessment: Yes or No?

Why? _____

Vignette 4: Road Maps to Learning

Mrs. Smith is teaching her kindergarten students about the characteristic of living things. She has provided her students with what she calls “roadmaps” to learning. These “roadmaps” provide students with specific learning targets and assessment points. Students use toy cars to track their individual progress on the road. Traffic lights provide logical stopping places for assessment and reflection. While students track their own progress and growth, Mrs. Smith uses a large roadmap and velcro car to track the class’s progress.

Formative Assessment: Yes or No?

Why? _____

Vignette 5: Classroom Quizzes

A first grade teacher is working with her students on high frequency words. Students are paired up and given note cards containing the words for the week. Each group is also provided with a sheet of yellow, red and green paper. The lesson begins by one student taking on the role of the assessor. The assessor holds up the high frequency word for the other student to read. If the student quickly reads the word correctly the card is placed on the green paper. If the student hesitates or struggles to read the word the card is placed on the yellow paper. If the student mispronounces or cannot read the word the card is placed on the red paper. This process continues until all words have been assessed and both students have been tested. Results are reported back to the teacher

Formative Assessment: Yes or No?

Why? _____

Seven Strategies of Effective Formative Assessment

A collaborative culture is an essential component of formative assessment. Formative assessment will be the most effective when teachers and students are partners in learning.

Where Am I Going?

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

Feature 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?

Feature 3: Students should be provided with regular descriptive feedback

Feature 4: Students should be taught peer assessment, self assessment and to set goals.

How Can I Close The Gap?

Feature 5: Students should be presented lessons that focus on one learning target or aspect of quality at a time.

Feature 6: Students should be taught focused revision.

Feature 7: Students should be engaged in self reflection. They should keep track of and share their learning.

Exit Slip - Two Facts and a Question



Based on this morning’s learning, write down two new understandings you have experienced and one question that comes to mind.

Understanding #1

Understanding #2

Question

Assess Key - Master Teacher Self-Assessment

Principle	Novice	Apprentice	Practitioner	Master Teacher
1. Start Where your students are	Has a superficial understanding of student knowledge and skills based on stereotypes, past experience or generalizations.	Recognizes that students have different levels of knowledge and skills and on occasion will gather data in a summative manner.	Recognizes that students have different levels of knowledge and skills and frequently gathers data in both a formative and summative manner.	Understands that the key to success is more than just understanding a student's knowledge and skills. It also includes understanding their backgrounds, interests values and learning styles.
2. Know where your students are going	Uses objectives provided by the state or district without a real understanding of what they mean.	Takes time to understand what the objectives mean and attempts to move students toward these objectives.	Unpacks objectives but does not align all learning activities to these objectives or break them down into steps toward mastery.	Sees course objectives as the floor rather than the ceiling. Clearly communicates objectives to students and breaks objectives down into steps toward mastery.
3. Expect to get your students to their goal	Bases expectations on his or her perceptions of who the students are and what they believe students can do.	Confronts the brutal facts but loses faith in the process.	Maintains unwavering faith without addressing the brutal facts. Looks for outside solutions rather than focusing on own actions.	Bases expectations on his or her own efficacy rather than on his or her perception of students. Maintains unwavering faith while confronting the brutal facts of their reality.
4. Support your students along the way	Has limited number of explanatory devices. Uses remediation as the sole source for helping struggling students. One-size-fits-all approach to instruction.	Differentiates instructional strategies for students at different levels. Focus is still on remediation but does begin to institute some supports within instruction.	Creates an intervention plan with red flag mechanisms along the way but waits until these mechanisms are tripped before providing support.	Proactively plans support to catch students before they fail. Spends time anticipating and unpacking confusion as a normal part of the instructional process.

Adapted from ASCD Materials

Principle	Novice	Apprentice	Practitioner	Master Teacher
5. Use feedback to help you and your students get better	Uses assessment only to evaluate performance. Creates tests after the unit has been taught.	Uses assessments to inform instructional planning (backwards design) but does not use the feedback to inform or adjust instruction.	Uses assessment to inform instruction but does not use it to provide growth-oriented feedback to students.	Uses assessment to adjust his or her own instructional practice as well as to provide growth-oriented feedback to students.
6. Focus on quality rather than quantity	Focuses on coverage and task completion versus true understanding. Just trying to get through the curriculum.	Gets through the curriculum by jettisoning some activities that do not explicitly move students toward mastery.	Focuses on quality rather than quantity by making conscious decisions about what students need to know, but attempts to teach all need-to-knows to the level of automaticity.	Focuses on quality rather than quantity by making conscious decisions about what students need to know and how well they need to know it.
7. Never work harder than your students	Does the lion's share of the work in the classroom and sets up activities and assignments so that students learn passively.	Requires that students do most of the work, including some of the work of the teacher.	Attempts to balance the workload but still rescues students when things get too uncomfortable.	Appropriately distributes the work between the teacher and the students. Allows student discomfort as part of the messiness of learning.

Jackson, Robyn. *Never Work Harder Than Your Students & Other Principles of Great Teaching*. Alexandria, VA.: Association for Supervision & Curriculum Development, 2009. Print.

Achieve Key - Descriptive vs. Evaluative Feedback

Mark each example of descriptive feedback with a **D** and each example of evaluative feedback with an **E**.

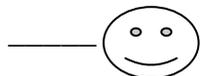
_____ Try harder next time.

_____ 70%

_____ You maintained eye contact with the audience throughout your whole presentation.

_____ Good job of getting ready for lunch.

_____ Table 3 is ready for lunch. They have their desks clear, they are sitting down, and they are quiet.



_____ +

_____ What you have written is a hypothesis because it is a proposed explanation. You can improve it by writing it as an "if...then..." statement.

_____ B+. Good work

_____ You made some simple mistakes with multiplying three-digit numbers. Next time, take a few minutes when you've finished to check your work.

_____ Emerging

_____ Your work is consistently above average.

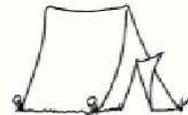


Achieve Key - Practicing Feedback

Activity 4.1 Blank Sample

14. A group of 8 people are all going camping for three days and need to carry their own water. They read in a guide book that 12.5 liters are needed for a party of 5 people for 1 day. Based on the guide book, what is the minimum amount of water the 8 people should carry all together?

Explain your answer.



Sample 7

14. A group of 8 people are all going camping for three days and need to carry their own water. They read in a guide book that 12.5 liters are needed for a party of 5 people for 1 day. Based on the guide book, what is the minimum amount of water the 8 people should carry all together?

Explain your answer.

Handwritten calculations and diagrams for Sample 7:

- Division: $12.5 \div 5 = 2.5$
- Multiplication: $2.5 \times 11 = 27.5$
- Addition: $27.5 + 1 = 28.5$
- Multiplication: $12.5 \times 2 = 25$
- Diagram 1: A large container labeled "28" with a smaller container inside it labeled "27.5".
- Diagram 2: A container labeled "28.5" with a smaller container inside it labeled "25".

Sample 8

Hand-drawn diagram for Sample 8:

- 15 stick figures are arranged in three rows: 8 in the top row, 7 in the middle row, and 7 in the bottom row.
- A bracket above the top row is labeled "50.".

A3.1,H1

Achieve Key - Feedback Quotes

Effective learners operate best when they have insight into their own strengths and weaknesses and access to their own repertoires of strategies for learning.

--Brown, 1994

Effective feedback points out successes and gives specific information about how to improve the performance or product.

--Black and Wiliam, 1998; Black, et al,
2002;
Bloom, 1989; Brown, 1994

Feedback is effective when it offers information about progress relative to the intended learning goal and about what action to take to reach the intended learning goal.

--Hattie & Timperley, 2005

Comments directed to the quality of the work-what was done well and what needs improving-increase student interest in the task and level of achievement.

--Butler, 1988

Frequently feedback is used to push students to "do more" or "do better," without being specific enough to help students know what to do. This type of feedback is generally ineffective.

--Hatti & Timperley, 2005

Feedback is effective when it addresses partial understanding. When students work demonstrates lack of understanding, feedback will not help.

--Hattie & Timperley,2005

With regard to feedback, research makes the case for the use of DESCRIPTIVE, CRITERION-BASED feedback as opposed to numerical scoring or letter grades without clear criteria.

--Butler & Neuman, 1995; Cameron &
Pierce, 1994; Kluger & deNisi, 1996

Research shows that feedback that EMPHASIZES LEARNING GOALS leads to greater gains than feedback that emphasizes self-esteem.

--Butler, 1998

When receiving feedback emphasizing self-esteem, high-performing students often attribute their performance to effort and low-performing students attribute their performance to lack of ability.

--Butler & Newman, 1995; Cameron & Pierce, 1994; Kluger & deNisi, 1996

Grading every piece of work is misdirected. A numerical grade does not show students how to improve their work. Further, students ignore comments when grades are given.

--Butler, 1998

When teachers substituted comments for grades, students engaged more productively in improving their work.

--Black, et al, 2002

Feedback that cues the individual to direct attention to *self* (praise, effort, etc.) rather than to the *quality of the task* appear to have a negative effect on learning. Many studies speak to effective teachers praising less than average.

--Cameron and Pierce, 1994; Kluger & deNisi, 1996

Intensive correction, where the teacher marks every error in every paper a student writes, is completely useless. Marking all errors is no more advantageous in terms of student growth than marking none of them.

--Hillocks, 1986

