

Formative Assessment

In a Personalized Learning System

TODAY'S PRESENTERS

From the Great Schools Partnership

Ted Hall, Senior Associate

Jon Ingram, Senior Associate

Katie Thompson, Senior Associate



Is a non-profit support organization based in Portland working nationally with schools, districts and state agencies, providing coaching, and developing tools.



GSP has served as the coordinator of the **New England Secondary School Consortium** since its inception in 2009

We Believe

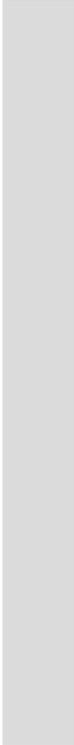
In equitable, personalized, rigorous learning for **all students** leading to readiness for college, careers, and citizenship

We Believe

That schools must simultaneously attend to
policy, practice, and community engagement

We Believe

School improvement is **context-based**,
not one-size fits all



Outcomes

Consider the role formative assessment plays in a proficiency based system



Outcomes

Identify how feedback increases student motivation and engagement



Outcomes

Use the Design Guide for Formative Assessments to identify opportunities for feedback, intervention and re-teaching in your classrooms and schools.

Proficiency-Based Learning Simplified

A Great Schools Partnership Learning Model

Graduation Requirement	Reporting Method		Assessment Method
YES	Transcripts and Report Cards	Cross-Curricular Graduation Standards 5–8 standards taught in all content areas	Body of Evidence Students demonstrate achievement of standards through a body of evidence evaluated using common rubrics
YES	Transcripts and Report Cards	Content-Area Graduation Standards 5–8 standards for each content area	Verification of Proficiency Students demonstrate achievement of content-area graduation standards through their aggregate performance on summative assessments over time
NO	Progress Reports	Performance Indicators 5–10 indicators for each cross-curricular and content-area standard that move students toward proficiency and the achievement of graduation standards	Summative Assessment Graded summative assessments are used to evaluate the achievement of performance indicators
NO	Teacher Feedback	Learning Objectives Learning objectives guide the design of curriculum units that move students toward proficiency and the achievement of performance indicators	Formative Assessment Ungraded formative assessments are used to evaluate student learning progress



This work by [Great Schools Partnership](#) is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#).

From Standards to Assessment



The Importance of Feedback

“...the most influential practice that improves student outcomes...”

—John Hattie (2012)

The Importance of Feedback

... When feedback provides **explicit guidance that helps students adjust their learning**, there is a greater impact on achievement, students are more likely to take risks with their learning, and they are more likely to keep trying until they succeed (Brookhart, 2008; Hattie & Timperley, 2007; Shute, 2008).”

—Dean, C. B., Hubbell, E. R., Pitler, H. & Stone, B. (2012).
Classroom instruction that works: Research-based strategies for increasing student achievement.
Alexandria, VA: Association for Supervision and Curriculum Development.

Why Formative Assessments Matter

Three Levels of Text Protocol

(National School Reform Faculty)

1. Read the text silently

2. Identify 1-2 passages that seem to have implications for your work

3. Rounds of sharing in groups of 3

- Person 1 reads their passage
- Person 1 says why they chose the passage
- Person 1 describes what they think are the direct implications for their own work
- Group discusses and responds to what they heard for 2 minutes

Guiding Questions

PBL is driven by the same questions for teachers and students



Where am I going?

Guiding Questions

PBL is driven by the same questions for teachers and students



Where am I now?

Guiding Questions

PBL is driven by the same questions for teachers and students



How can I close the gap?

Where am I going?

Teacher's Role:

- Give students clear statement of the learning outcomes
- Show students examples of quality student work

Student's Role:

- Consider what I know and can do based on these outcomes
- Phrase standards in my own words
- Create definitions of quality work

Where am I now?

Teacher's Role:

As students work, give them continuous, descriptive feedback on their efforts.

Student's Role:

Reflect- What are my strengths? What do I need to work on? Where did I go wrong and what can I do about it?

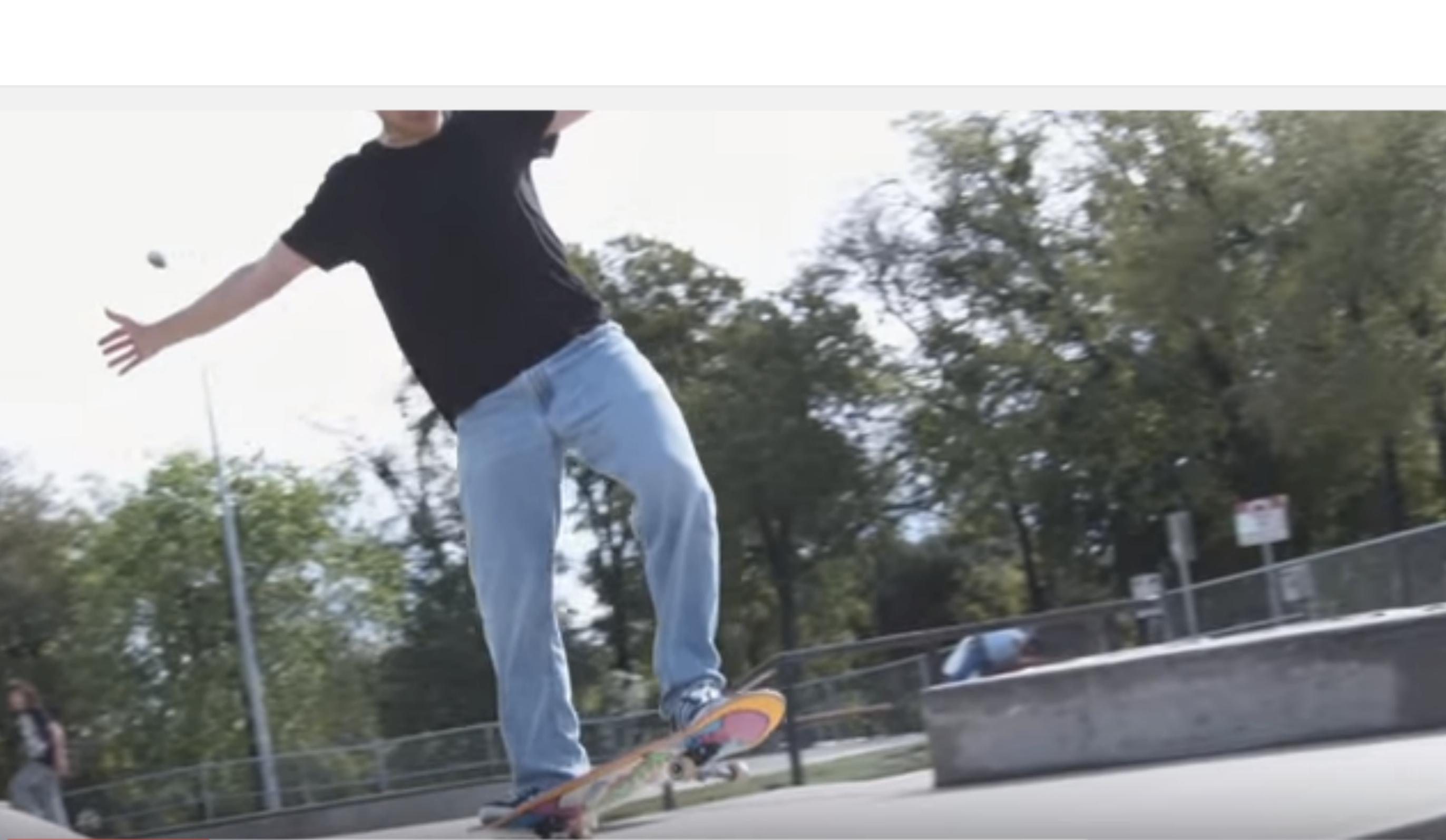
How can I close the gap?

Teacher's Role:

- Celebrate mistakes as learning opportunities
- Help students self-assess and set goals
- Design lessons to focus on one outcome at a time
- Limit feedback to the amount of advice a student can act upon

Student's Role

- Set measurable, attainable goals
- Use mistakes as learning opportunities
- Continue to respond and adjust based on feedback



2:07 / 14:50



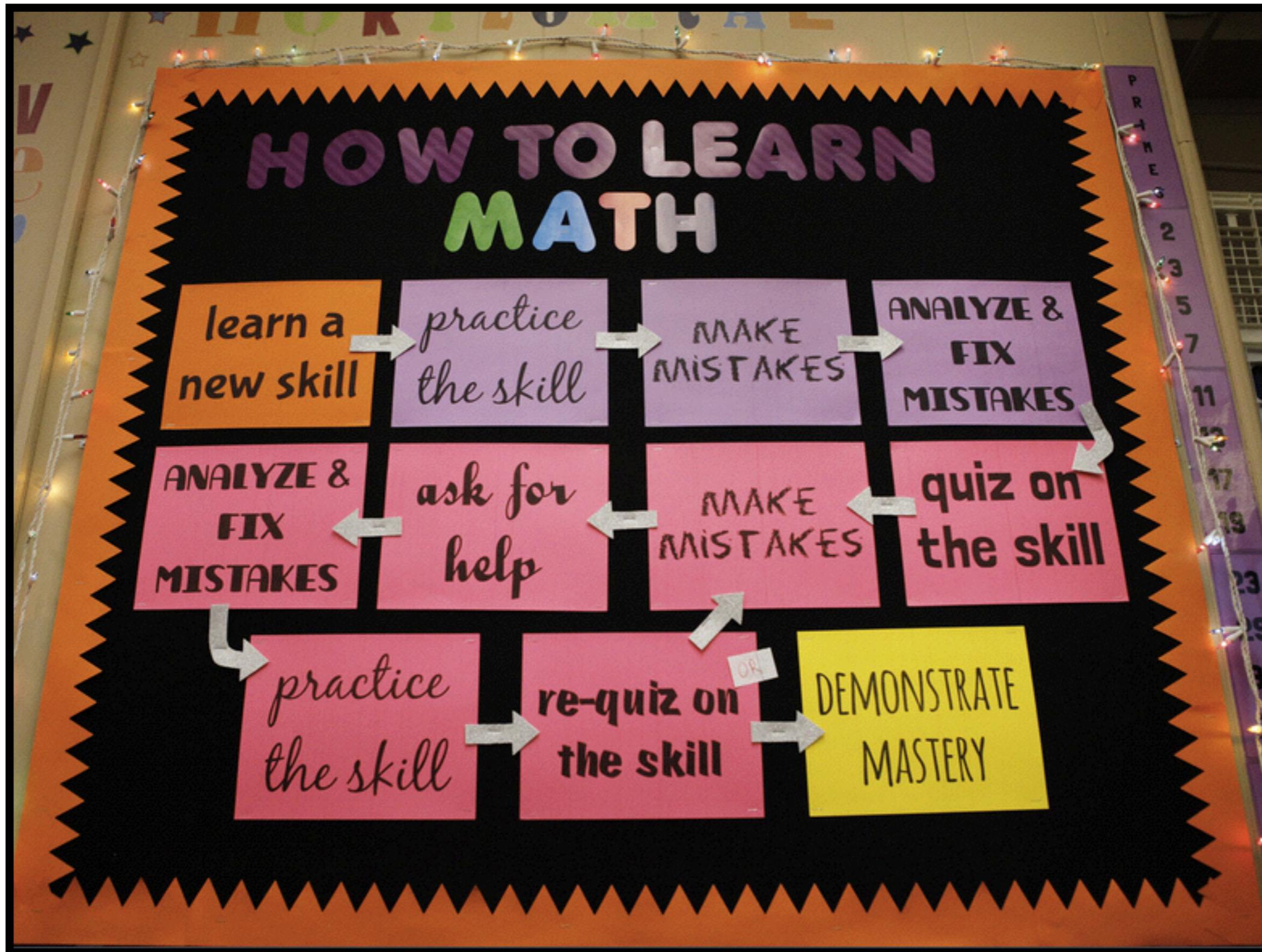
Turn & Talk

What was the skateboarder's learning goal?

How did he work to close the gap?

What could he do when he first began?

How does this relate to how students learn in your classroom/school?



Sarah Hagan's classroom, Drumright, Oklahoma

Classroom Assessment- Instruction Cycle

Pre-Assessment:

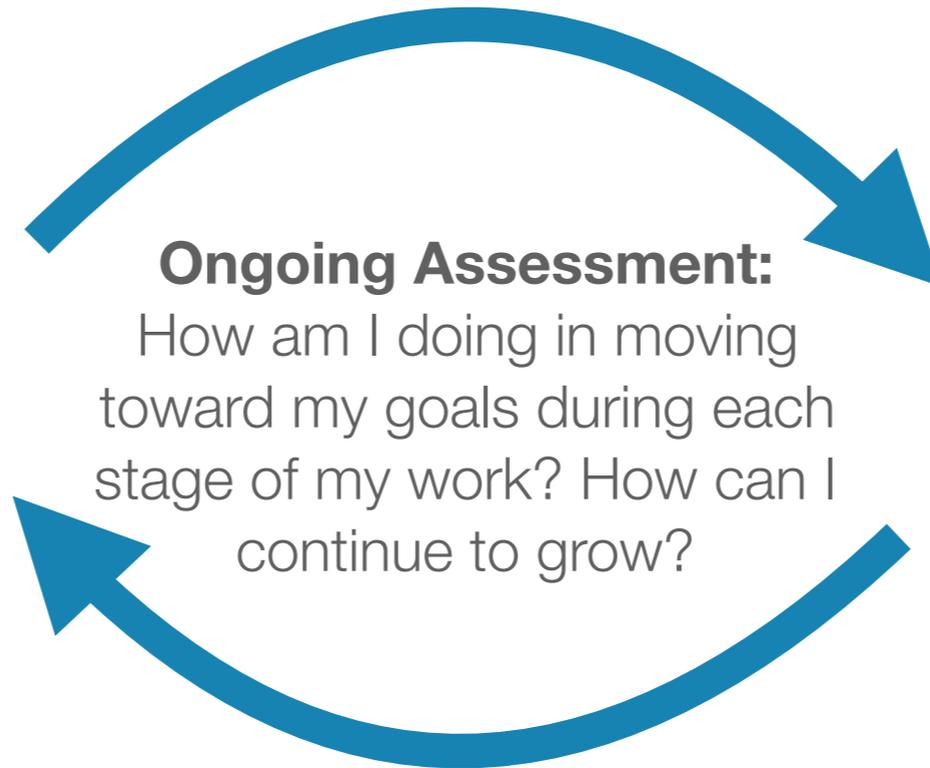
Where are my strengths and needs compared to my objectives as I begin a new phase of learning?

Ongoing Assessment:

How am I doing in moving toward my goals during each stage of my work? How can I continue to grow?

Summative Assessment:

How well did I accomplish my goals? Why or why not? What do I take forward with me as I keep learning?



	Criteria	Weaker Systems	Stronger Systems
System Design	Are standards and scoring criteria clear to students and teachers ?	<p>System of standards is not clearly framed and articulated for both teachers and students.</p> <p>Teachers must independently determine standards and define the quality of work necessary to demonstrate proficiency.</p> <p>Students are unclear about how to use standards and scoring criteria to manage their own learning.</p>	<p>Standards and scoring criteria are clearly articulated and accessible to all.</p> <p>Teachers share common practices of how to utilize standards and scoring criteria for assessment and instruction.</p> <p>Students demonstrate understanding of what is expected in their learning and the work they produce.</p>
	Is the practice of collecting, analyzing and responding to formative assessment data systematic and embedded in the planning of instruction and daily lessons?	<p>Use of formative assessment data is inconsistent, with a wide spectrum of practice from classroom to classroom.</p> <p>Expectations regarding the use of data are unclear or unstated.</p> <p>Teachers respond to data without coaching, structures, or collaboration.</p>	<p>Structures support routine collection, use and responsiveness to data by all teachers. (Ex: teaching teams, common planning time, department meetings, etc.)</p> <p>Teachers respond to data quickly (immediately or in subsequent lessons) to make adjustments to student learning experiences.</p> <p>Planning documents, data management systems, and professional development time specifically account for the collection of and response to formative and summative data.</p>

	Criteria	Weaker Systems	Stronger Systems
Assessment Design	Are the formative assessments aligned with the performance indicators?	<p>Learning targets developed from the Performance Indicators are not formatively assessed.</p> <p>Assessments are based on activities instead of on learning targets.</p>	<p>Performance Indicators are unpacked into learning targets.</p> <p>All learning targets are formatively assessed throughout instruction.</p>
	Will the formative assessment provide precise information about what students do and don't understand?	<p>All assessments focus on the lower levels of the thinking taxonomy.</p> <p>Assessments yield data but little insight into gaps in understanding or knowledge.</p>	<p>Formative assessments elicit information beyond a correct answer</p> <p>Assessments reveal student understandings and misconceptions.</p>
	Is clear feedback provided to students and do they have opportunities to act upon that feedback?	<p>Students only receive feedback when they receive a grade or final evaluation.</p> <p>Feedback is used to justify a grade or score.</p>	<p>Students know how to use feedback to improve performance.</p> <p>Students receive actionable feedback directly aligned to the learning targets and use it to improve performance.</p>
Instructional Design	Are the instructional activities aligned to the learning targets ?	<p>Instructional activities are not carefully aligned to learning targets.</p>	<p>Instructional activities support student understanding of learning targets, where they are in relation to the targets and how they can make progress toward targets.</p>
	Do teachers quickly adjust instruction based on formative data?	<p>Teachers collect data but do not use it to adjust student learning experiences.</p>	<p>Teachers adjust their instructional plans in response to the results of formative assessments.</p>
	Do students use formative assessment data to self-assess and set goals?	<p>Data is collected and used only by teachers.</p> <p>Students may self-assess or set goals, but those are not incorporated into learning experiences.</p>	<p>Students use feedback data to reflect on their progress and set goals.</p> <p>Students use feedback to adjust their performance throughout the instructional process.</p>

Reflect...

Where is our **SYSTEM** strong?

Where can we improve?

Where is our **ASSESSMENT** strong?

Where can we improve?

Where is our **INSTRUCTION** strong?

Where can we improve?

Additional Resources



NEW ENGLAND
SECONDARY SCHOOL
CONSORTIUM

Empowering the next generation of citizens, workers, and leaders

ABOUT

STATES

RESOURCES

LEAGUE

CONFERENCE

NEWS

Username

Password

LOGIN

NESSC LOGIN

LEAGUE LOGIN

WHAT ARE PERSONAL LEARNING PLANS?

A NEW LEADERSHIP
IN ACTION BRIEFING

Personal learning plans can bring greater focus and purpose to the decisions students make about their education.

[Click here to learn more](#)

CONFERENCE

ENDORSEMENT

BRIEFINGS

WEBINARS



25 Quick FORMATIVE ASSESSMENTS for a Differentiated Classroom

Resources

Judith Dodge

Teach. Learn. Grow. The education blog

ASSESSMENT LITERACY

COMMON CORE

EARLY LEARNING

FORMATIVE ASSESSMENT

RESEARCH

Teach. Learn. Grow. > Formative Assessment > Growing the List: 50 Digital Education Tools and Apps for Formative Assessment Success

Growing the List: 50 Digital Education Tools and Apps for Formative Assessment Success

By | Kathy Dyer | February 19, 2015

Category | Formative Assessment

...ity of formative
... that there is no
... and



Share 60 Tweet 182 LinkedIn Share 127 Pinterest YouTube Share

Early Childhood Assessment: Implementing Effective Practice

Download the Free W...

Download the F...

Keep In... with N...

FOLLOW OUR...

Subs...



Search



482 Congress Street, Suite 500
Portland, ME 04101
207.773.0505
greatschoolspartnership.org

THANK YOU

Jon Ingram

Senior Associate

jingram@greatschoolspartnership.org

Ted Hall

Senior Associate

thall@greatschoolspartnership.org

Katie Thompson

Senior Associate

kthompson@greatschoolspartnership.org