



BEYOND THE BENCHMARK TEST

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ACTIVITY #1- FOUR CORNERS

Take a post-it note and place it on the wall under the sign that best describes your knowledge of *formative assessments*.

- ▶ The Dirt Road- I don't really know much about formative assessments
- ▶ The Paved Road- I use formative assessments but would like to learn more
- ▶ The Highway- I know all about formative assessments and use them in my classroom.
- ▶ The Interstate – I know all about formative assessments and could easily explain it to someone else.

GOALS/LEARNING TARGETS

You will be able to:

- ▶ Differentiate between formative and summative assessments
- ▶ Recognize and use effective descriptive feedback
- ▶ Identify and use various formative assessment tools.
- ▶ Use formative assessment to guide your instruction.

ACTIVITY #2-

1. Read the article: "Staying Focused on Formative Assessment"
2. Complete the task listed on your Formative Assessment activity card
3. Share out with the group

ASSESSMENT FOR LEARNING

- ▶ Assessments for learning happen while learning is still underway.
- ▶ These are **the assessments that we conduct through out teaching and learning to diagnose student needs**, plan our next steps in instruction, provide students with feedback they can use to improve the quality of their work, and help students see and feel in control of their journey to success.
- ▶ On these occasions, the grading function is laid aside. This is not about accountability- this is about getting better.

FORMATIVE ASSESSMENT

- ▶ Observing cooperative learning groups in action allows you to effectively assess students' work and understanding. Cooperative learning groups also offer a unique opportunity for feedback from peers and for self-reflection.
- ▶ Research has shown that when implemented properly, students in cooperative learning classrooms outperform their peers in traditional classrooms.

WHAT IS FORMATIVE ASSESSMENT?

- ▶ Formative assessment is:
 - ▶ student focused,
 - ▶ used after learning
 - ▶ instructionally informative
 - ▶ for grades
 - ▶ outcomes based

"The true purpose of assessment must be, first and foremost, to inform instructional decision making. Otherwise, assessment results are not being used to their maximum potential—improving student achievement through differentiated instruction."

--Ainsworth and Viegut, 2006, pp. 21-22

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THREE TYPES OF FEEDBACK

- ▶ Motivational Feedback
 - ▶ Evaluative Feedback
 - ▶ Descriptive Feedback**
- ▶ **validated by research to be the most effective type of feedback for improving achievement

WHAT IS **MOTIVATIONAL FEEDBACK**?

- ▶ Intended to make the learner feel good; to encourage & support
- ▶ It does not give guidance on how to improve performance or reasoning
- ▶ Example: Nice work! You are such a good writer!

WHAT IS **EVALUATIVE FEEDBACK**?

- ▶ Intended to measure student achievement; awards a score or a grade
- ▶ It does not give guidance on how to improve performance or reasoning
- ▶ Examples: 73%
Level III
Satisfactory

WHAT IS **DESCRIPTIVE FEEDBACK**?

- Specific
- Relates directly to the learning
- Comparison to models, samples, exemplars
- Related to performance, not personal

DESCRIPTIVE FEEDBACK IN THE CLASSROOM

- ▶ <http://www.edugains.ca/newsite/aer/aervideo/descriptivefeedback.html>
- ▶ <http://vimeo.com/38247060>

THOUGHTS?

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ACTIVITY # 3 –CATERPILLARS AND LEAVES

- ▶ Review the mathematical goal and standards for the lesson.
- ▶ Review the student work and as a group:
 - ▶ Make some notes on what their work reveals about their current level of understanding, and their problem solving approaches.
 - ▶ Write one or two descriptive feedback statements for the student.

“The power of formative
classroom assessment
depends on how you use
the results.”
Guskey

SKITTLES ACTIVITY

Objectives: Grade 7

- ▶ **1.01** Develop and use ratios, proportions, and percents to solve problems.
- ▶ **4.01** Collect, organize, analyze, and display data to solve problems.

Develop an assessment for one or both of the objectives using the Skittles.

IMPLICATIONS FOR CLASSROOM PRACTICE

- ▶ Being confident that every student can improve.
- ▶ Creating a learning environment which supports a partnership between teacher and students.
- ▶ Using assessment to inform teaching and learning
- ▶ Sharing assessment results with students and constructing clear and accessible learning goals with them
- ▶ Clarifying or co-constructing learning outcomes and ensuring that students understand them
- ▶ Involving students in self and peer assessment and giving them opportunities to reflect on their learning.
- ▶ Providing feedback that helps students recognize their next steps and how to take them.