

# The Power of the Formative Assessment

- New Assessment Perspectives
- Formative Assessment Strategies for  
the Classrooms

Work with a partner to determine  
the difference between  
formative and summative  
assessments.

**\* Formative Strategy:** We are activating prior knowledge and pre-assessing to help us more successfully guide instruction in our learning environment.

# Formative or Summative?

- \_\_\_ Used for certification and public reporting
- \_\_\_ Descriptive feedback is crucial
- \_\_\_ Provides the next steps for instruction
- \_\_\_ Shows what students know about themselves and their learning
- \_\_\_ Achievement status to determine mastery
- \_\_\_ Allows teacher to adjust instruction
- \_\_\_ Shows what others, local and state level know about students
- \_\_\_ Shows what happens after learning i.e. report cards
- \_\_\_ Shows what success looks like through clear models
- \_\_\_ Shows what to do next to improve over time
- \_\_\_ Used by policy makers, school leaders, teacher
- \_\_\_ Allows student to understand and decide how to do better
- \_\_\_ Promises students the belief that success is within reach
- \_\_\_ Used to see bigger picture, for curriculum adjustments
- \_\_\_ What happens during the learning process and diagnoses student's needs

## Formative: ASSESSMENT FOR LEARNING

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Summary Statement: See next slide

## Summative: ASSESSMENT OF LEARNING

- Used for certification and public reporting
- Shows what others (local and state level) know about students
- What happens after learning i.e. report cards
- Used by policy makers, school leaders, teachers
- Achievement status to see if mastery has been achieved
- Used to see bigger picture for curriculum adjustments
- Used to gauge cumulative student learning of content standards

# *Formative vs. Summative*

It isn't the method which determines whether the assessment is summative or formative.....

but how the results are *used*.

(Diagnosis or Autopsy)

**Formative assessment** means checking for understanding as the learning is taking place.

**Summative assessment** means determining what was learned at the end of instruction.

# \* Formative Strategy:

## Think-Ink-Share

- Give students a topic to think about or write about for 1-2 minutes
- Have students share with a partner and then share what their partner said
- Makes students accountable for listening, thinking, and redelivery
- Gives teacher opportunity to check for understanding and re-teach if necessary

# \* Think-Ink- Share

## You try it...

- Think about the following question, write your ideas, and share with your partner
- **Can an assessment be used as both a formative and summative evaluation?**

**Why or why not?**

# \* (Continuous) Formative Strategy: Students as owners of their learning

## Colored Cups:

- Each student has 3 cups (green, yellow, and red in a stack)
- If student is doing fine and understands, they display a green cup
- If student is doing ok but not sure of current topic or discussion, they display a yellow cup
- If student is lost or needs to ask a question....THEN the teacher has students with green or yellow cups answer the questions of the red cups

# \* (Continuous) \* Formative Strategy:

## Fist of Five

As teachers discuss new information, constantly check for understanding by asking for a show of hands:

- Fist of 5... they know it at a deep level and can explain it to others
- Fist of 3 or 4 ...they “get it” somewhat but need more depth of understanding
- Fist of 2 or 1 ...they are struggling to understand the concept and may need help soon

# ***AHEAD OF THE CURVE***

## *The Power of Assessment to Transform Teaching and Learning*

Featuring:

Rick Stiggins

Doug Reeves

Anne Davies

Robert Marzano

Larry Ainsworth

Ken O'Connor

Thomas Guskey

Stephen White

Dylan Williams

Research says...

Quality classroom assessment has the largest positive impact of any strategy on student learning and achievement that has been documented.

Crooks, 1987; Black & William, 1998, 2001; Miesels et al., 2003; Rodrigez, 2004

Research says...

Students engaged in  
quality classroom assessment  
learn more and do better on external  
tests.

This is especially true for students  
who struggle.

Crooks, 1987; Black & William, 1998, 2001; Miesels et al., 2003; Rodrigez, 2004

Research says...

**When teachers use formative assessments, if they:**

- involve students in assessment process
- increase the amount of descriptive feedback
- decrease evaluative feedback

**student learning increases significantly !**

While all students show gains, students who usually achieve the least show the largest gains overall.

Black & Wiliam, 1998



## Research says...

- The feedback that best supports student learning is specific and descriptive. It tell students:
    - What to do more of...
    - What to do less of...
    - It does not include coded evaluative feedback such as letter grades, marks, or other encoded information
- Black & Wiliams, 1998; Butler & Nisan, 1986, Butler, 1987; Shepard & Smith 1986-87

# \* Formative Strategy: Descriptive feedback for student motivation

Teacher gives two Stars and a Wish:

Teacher writes:

- I like this because...
- I like this because...
- Next time I wish that you would do this  
....because....

What is the value of  
**Student Involvement in  
Assessment?**

# Research says...

- When students are involved in their own assessment, mistakes become feedback they can use to adjust what they are doing.
- When student mistakes are identified by others and feedback is limited to marks or letter grades, students are less likely to know what to do differently next time.

## Research says...

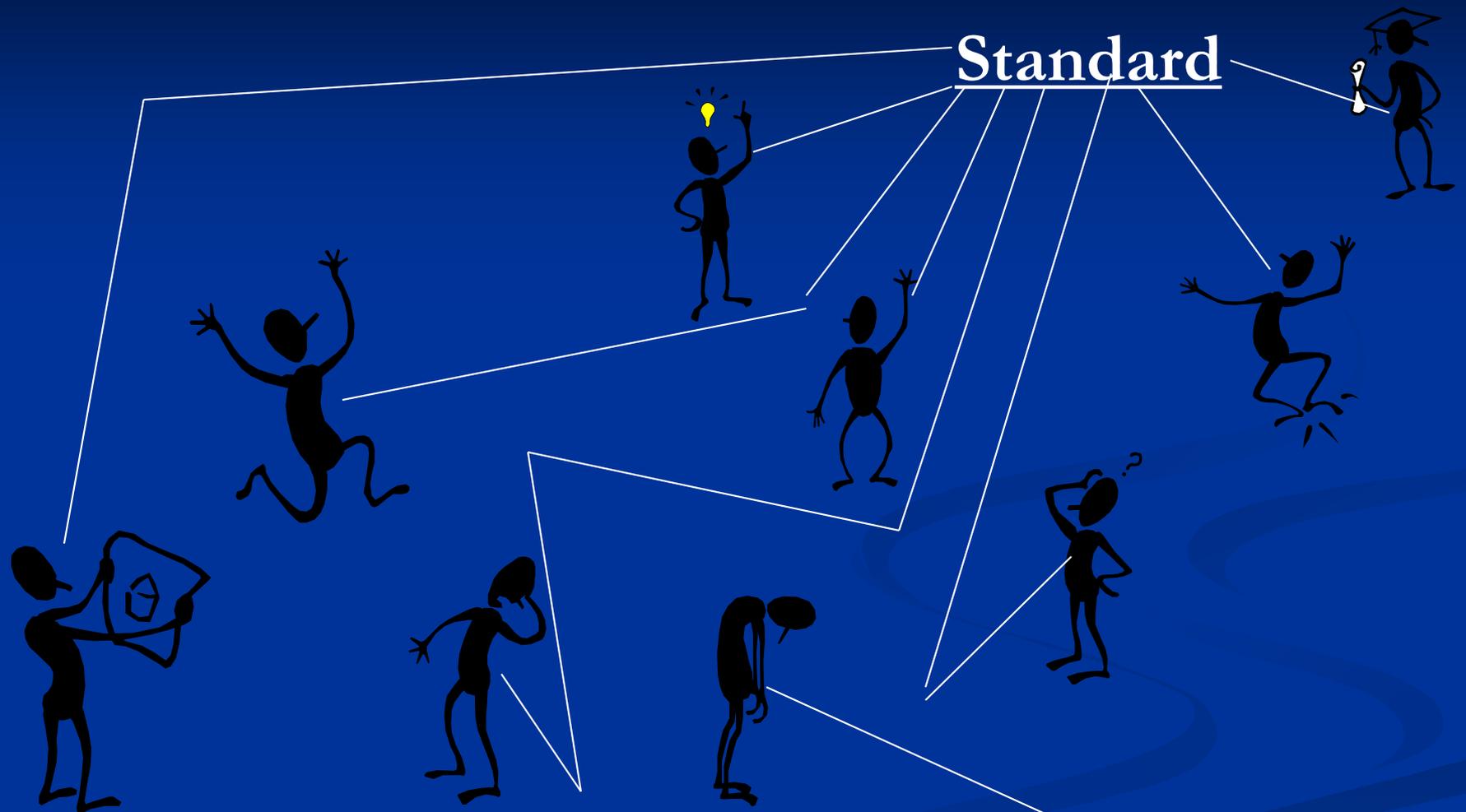
- Co-constructing criteria for assessment with the students changes the teaching and learning environment.
- Having criteria for achieving the learning targets results in more students being engaged and learning at higher levels.

## Research says...

- Self-assessment asks **students** to **make choices** about what to focus on next in their learning.
- When students make choices about their learning, achievement increases
- When choice is absent, learning decreases.

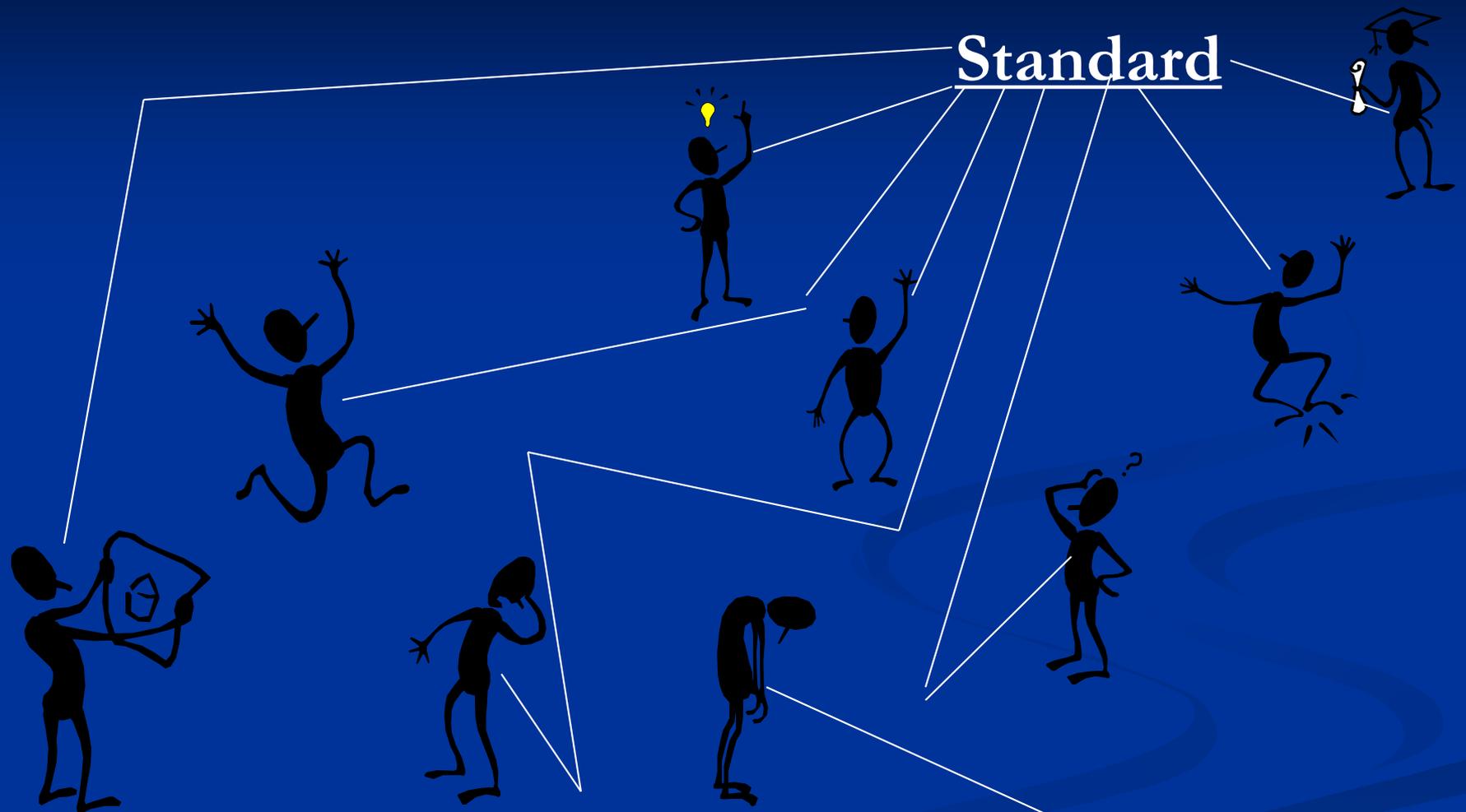


The Learning Journey.....with teachers serving as the GPS system!



1<sup>st</sup> day of learning a new topic

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# \* Formative Strategy: Engaging Students in Co-creating Assessments

Since it's human nature to prefer doing what we want over doing what we're told to do, set up the assessment process so that students are taking charge of their own learning.

- 1. Make a brainstormed list.
- 2. Sort and categorize the list.
- 3. Make and post a T-chart.
- 4. Use and revisit and revise.

When students participate in developing the standards of quality that they must reach, they understand the learning expectations better and feel more committed and enthusiastic about striving to meet the criteria that they helped to set.

Anne Davies (2008)

# \* Co-creating Criteria

## You try it...

- Brainstorm ideas for evaluating a formative assessment
- Sort and categorize
- Make and post a T chart
- Use and revisit and revise

# Consider the Student Response to Assessment

## Productive Response to Assessment Results:

- I understand these results
- I know what I need to do next
- I'm OK
- I choose to keep trying

## Counterproductive Hopeless Response to Results:

- I don't understand
- I have no idea what to do next
- I'm no good at this stuff anyway
- I give up

A few more ideas for  
Formative Strategies...

# Formative Strategy: Give less feedback and make students more accountable:

- Example: Tell a student that 5 of their 20 problems are wrong but don't indicate which ones are wrong
- Have students review their test and find the errors and correct them.....either individually or with a partner.

# Formative Strategy: Essay Commentary

- Students create a written response or essay on a current topic of study
- Teacher writes descriptive feedback on a separate piece of paper (small note size) but does NOT attach feedback to the essay
- Teacher returns student essays to groups of 3 or 4 students along with the unattached feedback slips
- Teacher asks students to read each of the essays in their group, determine which feedback slip goes with which essay.
- After discussion with group members write a short summary of why each specific feedback went with each selected essay

• **Formative Strategy:** Choose a Quote That Speaks to You and Say Why  
(Either in 4 Corners or With Elbow Partner)

1. “We have reached the tipping point; We either change our assessment beliefs and act accordingly, or we doom struggling learners to inevitable failure.” Stiggins (2008)
2. “Scores and grades are what kids use to see how they fit into the world.” Stiggins (2008)
3. “The greatest motivator is success...not intimidation.” Stiggins (2008)
4. “Assessment always has more to do with helping students grow than with cataloging their mistakes.” Tomlinson (1999)

# (Summary) \* Formative Strategy: Whip Around

- Write 3 statements or facts that are important to you about formative assessments
- All stand and one at a time read your three statements
- If someone before you mentions one of yours cross it out
- When all of your statements are mentioned by you or someone else, sit down

# A Formative Evaluation of This Session

Please give descriptive feedback for your learning experience today, so that I can improve the learning environment for you next time:

- I liked \_\_\_\_\_ because....
- I liked \_\_\_\_\_ because...
- Next time I wish you would \_\_\_\_\_ because...
- Please do more of \_\_\_\_\_ because...
- Please do less of \_\_\_\_\_ because...