Objectives
You will be able to:
• Design criteria for success that correlates with mastery objectives
• Analyze the critical attributes of descriptive feedback
• Define and discriminate the different categories of assessment

Itinerary
• The Big Ideas behind Formative Assessment
• The Mastery/Criteria/Evidence/Feedback Cycle
• Building Your repertoire of questioning and formative assessment strategies
• Next steps back at your school
Essential Question

How do you know that your students have learned it? How do you collect evidence of their learning? What do you do with it after you have collected it?

Formative versus Summative Assessment
The Value of Formative Assessment:


Formative versus Summative Assessment

http://www.teachingchannel.org/videos/class-warm-up-routine
Stoplight VIDEO

Processing Pause:

- The brain needs time to go inside and link the present with the past and future. Without this, learning drops dramatically.”
  Eric Jensen

Triangulation of Data

A minimum of three data points increase the reliability and validity of the conclusions you are drawing.
Think-Write-Pair-Share

“In the formative assessment-driven classroom, everyone is consciously engaged in practices that promote further learning, as opposed to those that merely assess student achievement”

Stiggins, 2002

Expanding Your Formative Assessment Repertoire
**Reciprocal Teaching**
- Predicting
- Questioning
- Clarifying
- Summarizing

**Interactive Notebooks**

**Assessment AS Learning**
Activating students as owners of their own learning...
Feedback

Providing feedback that moves learners forward...

Austin’s Butterfly
Effective Feedback

Effective feedback has three elements:

1. Recognition of the desired goal/standard of performance
2. Evidence about present position in relation to the goal/standard
3. Some understanding of a way to close the gap between the two—a system of corrective procedures

Black & Wiliam, 1998
Impact of Effective Feedback

Academic achievement in classes where effective feedback is provided to students is considerably higher than the achievement in classes where it is not. **21 to 41 percentile points**

**Feedback**

Academic feedback is more strongly and consistently related to achievement than any other teaching behavior.

“This relationship is consistent regardless of grade, socioeconomic status, race, or school setting.

“When feedback and corrective procedures are used, most students can attain the same level of achievement as the top 20% of students.”

Bellon, Bellon, & Blank, 1992, pp. 277-278

**Feedback**

“Good feedback is descriptive of the work and the process used to do the work, not the learner.”

Brookhart, 2012
The Three Story Intellect for Days Five and Six

The Three Story Intellect Debrief

- Going through each level of the “house” describe activities that you have observed that engage in that use that kind of thinking.
- How might these thinking strategies provide formative assessment data?

The Important Thing Summarizer
Learning How To Think...

Analysis Skills

https://www.teachingchannel.org/videos/teach-students-to-think

Observe...
Notice Patterns...
Draw Conclusions...

Application
• Developing a Culture of Thinking:
• Investigating Visible Thinking Strategies
• Self-Assessment
http://www.visiblethinkingpz.org/VisibleThinking_html_files/VisibleThinking1.html
The LAST Protocol...

Making Thinking Visible
Project Zero: Harvard U

Headlines!
Headlines!

1. Clever, pithy headline that captures the essence of formative assessment
2. Three supporting details for your principle
3. A picture or symbol which represents formative assessment
4. A slogan or motto to remember your principle

Some Favorites

Application

- Share what you are discovering and the connections you can make to your work.