

MEASURED
PROGRESS

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Developing and Implementing
The Formative Assessment Process
in Michigan

Administrative Webinar #3



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MEASURED
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Formative Assessment Strategies
& Tools

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Formative Assessment Strategies

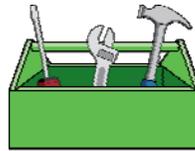
Formative assessment strategies, used primarily *by* students, are methods for involving students in the process of assessment and motivating them to reach learning targets.



Formative Assessment Strategies

The Formative Assessment Process focuses on these five strategies.

- Activating prior knowledge
- Goal setting
- Feedback use
- Self-assessment
- Peer assessment



Activating Prior Knowledge

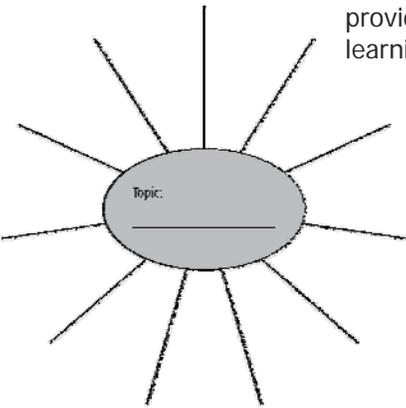
- Draws on self-assessment.
- Helps students self-assess *through deep thinking about a previous learning experiences.*
- Asks students to think about past learning experiences as preparation for upcoming learning.
- Moves students to reach more complex learning targets.
- Increases student engagement and success.



<p style="font-size: 2em; margin: 0;">3</p> <p style="font-size: 0.8em; margin: 0;">3 things I remember from last class</p>	
<p style="font-size: 2em; margin: 0;">2</p> <p style="font-size: 0.8em; margin: 0;">2 things I want to know more about</p>	
<p style="font-size: 2em; margin: 0;">1</p> <p style="font-size: 0.8em; margin: 0;">1 question I have</p>	

Student responses provide teacher with information as to what they know, what they want to know, and questions which need to be addressed.

Think about the topic _____
 Write the topic in the circle below. Then write things you learned about the topic on the lines that extend from the circle.



Students use the graphic to provide information about their learning.

Name: _____

Goal Setting

- Helps students start *thinking about their future learning and success*.
- Allows students to set goals.
- Encourages students thinking about their learning and how it will change over time.
- Focuses students on short-term goals or long-term goals based on teacher intent.



FIRST-GRADE PROGRESS REPORT

STUDENT _____ TEACHER _____
YEAR _____ REPORTING PERIOD _____

SUMMARY OF CONFERENCE NOTES

SUCCESSSES

CHALLENGES

It was a pleasure talking with you and listening to _____ discuss strengths and goals for next trimester. Please sign the Action Plan and Parent Response Sheet and return it to school by Friday. I will return a copy to you along with two to these student work samples that illustrate your child's progress.

ACTION PLAN

_____ 'S GOAL FOR NEXT TRIMESTER

ACTION TO BE TAKEN BY:

- + STUDENT
- + FAMILY
- + TEACHER

STUDENT SIGNATURE _____ TEACHER SIGNATURE _____ PARENT SIGNATURE _____

 <h3 style="text-align: center;">Goal Envelope</h3> <p style="text-align: center;"><i>Staple or tape this sheet onto an envelope.</i></p> <p>My Goal: _____</p> <p>Date: _____ to _____</p> <p>Evidence in my envelope that shows progress toward my goal:</p> <ul style="list-style-type: none">••••• <p style="text-align: right;">Signed: _____</p>	<p>Students identify goals and provide supporting evidence of progress toward the goals. Use the graphic to provide information about their learning.</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------

Feedback Use

- Allows *students to use teacher feedback to improve their understanding of learning targets.*
- Through demonstration, shows students how to effectively use feedback.
- Makes students accountable for using feedback.
- Based on use of information, provides students with verbal or written feedback on selected assignments.



What am I teaching? [State Standard(s)]	
How can I make this clear to students? [Student-Friendly Learning Target(s)]	
Provide a brief description of how students show that they've met the learning targets.	
How will I know if they understand the learning target? (Mode of Assessment & Student Evidence) <input type="checkbox"/> Product _____ <input type="checkbox"/> Conference _____ <input type="checkbox"/> Observation _____ <i>(Check all that apply.)</i> Are my assessments going to be summative or formative?	How will I teach students? (Instruction) What curricular resources will I need? How will they practice before the assessment? How much time should I plan for instruction <u>and</u> practice?
How will I involve students in the process of assessment? (Formative Strategy) <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Activate Prior Knowledge <input type="checkbox"/> Goal Setting <input type="checkbox"/> Peer Assessment What tool(s) will I use?	
What feedback will I give as students are learning and being assessed? <input type="checkbox"/> Verbal <input type="checkbox"/> Written	When will students have the opportunity to use the feedback?
What are some possible misconceptions students might have about the learning targets? How might I begin thinking about instructional revisions?	
Idea #1	Idea #2



Student-Teacher-Peer Feedback Tickets

Students give these to teachers and peers when they want feedback.

Student name: _____ Date: _____

Please give me feedback on: _____
(Include here the topic you want feedback on.)

Please pay particular attention to: _____

*Staple this ticket onto a product, photo, or written description of the assessment event.
 (Feedback written on back.)*

Completed forms provide the student, the teachers, and peers with direction for giving feedback.

Self-assessment

- Helps students *think about their thinking* (metacognition).
- Students need to be taught and practice this process of reflection.
- Able to self-assess and monitor their learning own progress.
- Prompts by teachers help students think *deeper* about their learning.



<p>I Think I Got It <u>This is what I learned:</u></p> <p><u>This is how your lesson helped me:</u></p> <p>Signed: _____</p>	<p>Tomorrow, Tomorrow Can I have help with:</p> <p>I could practice by:</p> <p>Signed: _____</p>
<p>Still Need Practice <u>I'm still struggling with:</u></p> <p><u>My biggest question is:</u></p> <p>Signed: _____</p>	<p>Teach Me More Mini-lesson idea:</p> <p><u>This would help me because:</u></p> <p>Signed: _____</p>

Adapted from Cameron, Davies, & Gregory, *Self-Assessment and Goal-Setting* (Connections Publishing, 2000)

TOPIC:		
	What I learned	What I need to practice and remember
MONDAY		
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		

Students are able to monitor learning and identify strengths and areas needing improvement.

Peer Assessment

- Encourages students to work together to *think about their thinking*.
- Helps students think about their peers' assessment evidence.
- Provides structure to students by giving them guidelines, asking students to focus on strengths, and to use criteria as a frame of reference.
- Able to monitor their own progress and the progress of their peers.



Book Review Peer Assessment

Peer Assessor: _____

BOOK REVIEW CRITERIA DEVELOPED ON 3-26-03	MET	NOT YET	PEER FEEDBACK
• Detailed—lots of detail			
• Paragraphs are separated nicely			
• Makes you want to read it • Reader will want to read the book • It makes you think about what's going to happen next.			
• Tells about the story			
• Gives your opinion of the book			
• Doesn't give away the ending			
• Is edited			

Your Book Review Best Matches Exemplar # _____.

Evidence of Match:

-
-
-

Please staple your book review to the back of this sheet and fill in all information below:

Name: _____

Book Title: _____

Author: _____

Genre: _____

BIG IDEA	SPECIFIC	MET	NOT YET	PLEASE NOTICE

Teachers need to provide students with direction and examples of effective feedback.

Assessed By: Self Teacher Peer

Peer's Name: _____

Webinar #4: March 30, 2011

**Planning for Scale
and Sustainability**

9:00am, 12:30, 4:00

http://www.measuredprogress.org/mi_administrators/

