ASSESSMENT FOR LEARNING - CLOSING THE FEEDBACK LOOP

Formative assessment is "an active and intentional learning process that partners the teachers and the students to continuously and systematically gather evidence of learning with the express goal of improving student achievement" (Moss & Brookhart, 2009, p. 6).

	Assessment FOR learning	Assessment AS learning	Assessment OF learning
Why assess?	To enable teachers to determine next steps in advancing student learning	To guide and provide opportunities for each student to monitor and critically reflect on his/her learning and identify next steps	To certify or inform parents or others of the proficiency in relation to curriculum learning outcomes
Assess what?	Each student's progress and learning needs in relation to the curricular outcome	Each student's thinking about his/her learning, what strategies s/he uses to support or challenge that learning, and the mechanisms s/he uses to adjust his/her learning	The extent to which students can apply key concepts, knowledge, skills, and attitudes related to curriculum outcomes
What methods?	A range of methods that make students' skills and understanding visible	A range of methods that elicit students' learning and metacognitive processes	A range of methods that assess both product and process
Ensuring quality	• Accuracy of observations and interpretations of student learning • Clear detailed learning expectations • Accurate, detailed notes for descriptive feedback to each student	• Accuracy and consistency of student's self-reflection, self-monitoring, and self-adjustment • Engagement of the student in considering and challenging his/her thinking • Students record their own learning	• Accuracy, consistency, and fairness of judgments based on high quality information • Clear detailed learning expectations • Fair and accurate summative reporting
Using the information	• Provide each student with accurate descriptive feedback to further his/her learning • Differentiate instruction by continually checking where each student is in relation to the curricular outcomes • Provide parents or guardians with descriptive feedback abut student learning and ideas for support	• Provide each student with accurate, descriptive feedback that will help him/her develop independent learning habits • Have each student focus on the task and his/her learning (not on getting the right answer) • Provide each student with ideas for adjusting, rethinking, and articulating his/her learning • [provide conditions for the teacher and student to discuss alternatives • Students report about their learning	• Indicate each student's level of achievement (not necessarily equal to his/her learning) • Provide the foundation for discussion on placement or promotion • Report fair, accurate, and detailed information that can be used to decide the next steps in a student's learning • Can be used formatively and diagnostically depending on the type of assessment task

(Accessed at https://curriculum.gov.mt/en/Assessment/Assessment-of-Learning/Documents/assessment_of_for_as_learning.pdf on 6 July, 2017)

STAGES OF FORMATIVE ASSESSMENT

1. Formative assessment prior to instruction		
Uses	**Strategies and tools**	**Instructional response**
1. Clarification of prior knowledge and skills 2. Insight into depth of prior knowledge 3. Identification of predispositions, values and beliefs 4. Identification of prior learning sources 5. Guidance on goal pursuit and attainment 6. Cognitive preparation for learning	1. Entrance slips 2. K-W-L 3. Voting cards 4. Corners 5. Gallery 6. Sticky notes	1. What does the data tell me? 2. What level of understanding must each learner have in order to move forward with the planned instruction? 3. How many students have the necessary skills and knowledge to proceed with instruction? 4. How must I adjust my teaching in response to the data (change lesson plan, use different teaching resources and strategies, identify those in need of remediation, change the planned summative assessment, change the rubric weightings, etc)?
2. Formative assessment during instruction		
Uses	**Strategies and tools**	**Instructional response**
1. Quick pulse measurements of group understanding 2. Insight into individual progress 3. Support for benchmarking (comparing learning outcomes against standards) 4. Development of critical thinking skills 5. Insight into changes in beliefs and dispositions 6. Support for learners' self-assessment	1. Voting cards 2. Fingers-up 3. Line-up 4. Graphic organisers 5. Bump in the road 6. Questioning 7. Electronic response systems 8. Quickdraw/quickwrite 9. Think-pair-share	1. Make the content more accessible 2. Adjust the pace or sequence 3. Change the setting (whole-class, grouping) 4. Provide specific feedback and opportunities for choice
3. Formative assessment after instruction		
Uses	**Strategies and tools**	**Instructional response**

1. Insight into remaining gaps in understanding
2. Guidance on final interventions
3. One more set of data for charting growth
4. Opportunity to reflect on learning
	Sum-up and review:
	• 3-2-1
	• Nutshelling
	• Ball toss
	• Q&A mix-up
	• Grab bag
	• Peer and self-assessment:
	  • Muddiest point
	  • Journaling
	  • Critiques
	  • Stars and wishes
	  • Rubrics
		1. Pinpoint gaps in knowledge so that these areas can be targeted
		2. Consider modifying assessment to allow learners to choose how to demonstrate their learning
		3. Learners face the decision about what to do next
		4. Teachers help learners use the data to make a learning plan, to obtain resources
		
		(Adapted from Greenstein, 2010)

FORMATIVE LESSON PLAN WITH FASs/TPTs

Lesson learning target:			
	Concept/lesson step	**FASs/TPTs examples**	**Rationale**
1	Attention grabber	Brainteaser, picture, video clip, props	Establishes a positive tone and anticipatory mindset
2	Connection to prior learning	Review of prior lesson or earlier experience	Begins to establish meaning and form patterns
3	Pre-assessment	Entrance slips, K-W-L, Voting cards, corners, gallery	Identifies rudimentary knowledge and potential gaps
4	Initiation	Describe goals and objects, new content, relevance of the topic, story/case study, snippet of video	Previews new learning, focuses the upcoming learning, captures students' interest
5	Instruction	Delivery of content and skills; consider challenge levels, pacing, and learning links	Provides opportunity to engage multiple intelligences, differentiate instruction
6	Embedded formative assessment	Graphic organisers, quickdraw, quickwrite, nutshelling, think-pair-share	Monitors learning during instruction
7	Application, activity, practice	Experiments, skits, games, write a story, create, produce	Provides practical application and stimulates the kinaesthetic and social brain
8	Memory prompts	Mnemonic, song, memory cards, visual images	Embeds learning
9	Reflection	Journal, self-evaluation, future needs assessment	Personalises meaning
10	Post-assessment	Common formative assessment	Informs teaching and learning

(Extracted and adapted from Greenstein 2010: 24, 93)

References:

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