

# FORMATIVE ASSESSMENT - SESSION 2

## NOTES AND POWERPOINT PDF

1. Formative assessment prior to instruction		
Uses	Strategies and tools	Instructional response
<ol style="list-style-type: none"> <li>1. Clarification of prior knowledge and skills</li> <li>2. Insight into depth of prior knowledge</li> <li>3. Identification of predispositions, values and beliefs</li> <li>4. Identification of prior learning sources</li> <li>5. Guidance on goal pursuit and attainment</li> <li>6. Cognitive preparation for learning</li> </ol>	<ol style="list-style-type: none"> <li>1. Entrance slips</li> <li>2. K-W-L</li> <li>3. Voting cards</li> <li>4. Corners</li> <li>5. Gallery</li> <li>6. Sticky notes</li> </ol>	<ol style="list-style-type: none"> <li>1. What does the data tell me?</li> <li>2. What level of understanding must each learner have in order to move forward with the planned instruction?</li> <li>3. How many students have the necessary skills and knowledge to proceed with instruction?</li> <li>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)?</li> </ol>
2. Formative assessment during instruction		
Uses	Strategies and tools	Instructional response
<ol style="list-style-type: none"> <li>1. Quick pulse measurements of group understanding</li> <li>2. Insight into individual progress</li> <li>3. Support for benchmarking (comparing learning outcomes against standards)</li> <li>4. Development of critical thinking skills</li> <li>5. Insight into changes in beliefs and dispositions</li> <li>6. Support for learners' self-assessment</li> </ol>	<ol style="list-style-type: none"> <li>1. Voting cards</li> <li>2. Fingers-up</li> <li>3. Line-up</li> <li>4. Graphic organisers</li> <li>5. Bump in the road</li> <li>6. Questioning</li> <li>7. Electronic response systems</li> <li>8. Quickdraw/quickwrite</li> <li>9. Think-pair-share</li> </ol>	<ol style="list-style-type: none"> <li>1. Make the content more accessible</li> <li>2. Adjust the pace or sequence</li> <li>3. Change the setting (whole-class, grouping)</li> <li>4. Provide specific feedback and opportunities for choice</li> </ol>
3. Formative assessment after instruction		
Uses	Strategies and tools	Instructional response
<ol style="list-style-type: none"> <li>1. Insight into remaining gaps in understanding</li> <li>2. Guidance on final interventions</li> <li>3. One more set of data for charting growth</li> <li>4. Opportunity to reflect on learning</li> </ol>	<p>Sum-up and review:</p> <ul style="list-style-type: none"> <li>• 3-2-1</li> <li>• Nutshelling</li> <li>• Ball toss</li> <li>• Q&amp;A mix-up</li> <li>• Grab bag</li> <li>• Peer and self-assessment: <ul style="list-style-type: none"> <li>• Muddiest point</li> <li>• Journaling</li> <li>• Critiques</li> <li>• Stars and wishes</li> <li>• Rubrics</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Pinpoint gaps in knowledge so that these areas can be targeted</li> <li>2. Consider modifying assessment to allow learners to choose how to demonstrate their learning</li> <li>3. Learners face the decision about what to do next</li> <li>4. Teachers help learners use the data to make a learning plan, to obtain resources</li> </ol> <p>(Adapted from Greenstein, 2010)</p>

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

## LESSON PLANNING TEMPLATE

	Lesson learning target:		
	<b>Concept'/lesson step</b>	<b>FASs/TPTs examples</b>	<b>Rationale</b>
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

## Debating Grid

Debate this question: “Can ANAs/systemic standardised tests be used for formative purposes?”

NAME: \_\_\_\_\_

<p>1. <b>Give your opinion and explain your rationale.</b> Record your opinion and explain your reason for it.</p>	<p>2. <b>Add a supporting argument.</b> Read your classmate's response. In this box, add another reason that would <u>support</u> your classmate's response in box 1.</p>
<p>3. <b>Add an opposing argument.</b> In this box, record a reason that might be used to <u>argue against</u> what is written in boxes 1 and 2.</p>	<p><b>Add your "two cents".</b> Read what is written in the three boxes. Add <u>your opinion</u> and <u>your reason</u> for it in this box.</p>

(Adapted from Himmele and Himmele, 2011, p. 95)

# FORMATIVE ASSESSMENT

## PRE-ASSESSMENT QUESTIONNAIRE

Circle the choice that best represents how you feel about each of the topics. There are no right or wrong answers.

<b>Using formative assessment in my regular classroom practice</b>			
How much do I know about this?	a lot	a little	not much
How skilled am I at doing this?	very	somewhat	not very
How often do I do this?	routinely	sometimes	not often
How important is this to me?	very	somewhat	not very
How interested am I in learning more about this?	very	somewhat	not very
<b>Setting and sharing goals for students' learning</b>			
How much do I know about this?	a lot	a little	not much
How skilled am I at doing this?	very	somewhat	not very
How often do I do this?	routinely	sometimes	not often
How important is this to me?	very	somewhat	not very
How interested am I in learning more about this?	very	somewhat	not very
<b>Soliciting and listening to students' comments, answers, questions, or problems related to learning goals</b>			
How much do I know about this?	a lot	a little	not much
How skilled am I at doing this?	very	somewhat	not very
How often do I do this?	routinely	sometimes	not often
How important is this to me?	very	somewhat	not very
How interested am I in learning more about this?	very	somewhat	not very
<b>Providing effective feedback on student work</b>			
How much do I know about this?	a lot	a little	not much
How skilled am I at doing this?	very	somewhat	not very
How often do I do this?	routinely	sometimes	not often
How important is this to me?	very	somewhat	not very
How interested am I in learning more about this?	very	somewhat	not very
<b>Asking questions that encourage students to think</b>			
How much do I know about this?	a lot	a little	not much
How skilled am I at doing this?	very	somewhat	not very
How often do I do this?	routinely	sometimes	not often
How important is this to me?	very	somewhat	not very
How interested am I in learning more about this?	very	somewhat	not very

(con't)

<b>Encouraging student self-regulation</b>			
How much do I know about this?	a lot	a little	not much
How skilled am I at doing this?	very	somewhat	not very
How often do I do this?	routinely	sometimes	not often
How important is this to me?	very	somewhat	not very
How interested am I in learning more about this?	very	somewhat	not very
<b>Using formative assessment information in instructional planning</b>			
How much do I know about this?	a lot	a little	not much
How skilled am I at doing this?	very	somewhat	not very
How often do I do this?	routinely	sometimes	not often
How important is this to me?	very	somewhat	not very
How interested am I in learning more about this?	very	somewhat	not very

(Extracted from Brookhart, 2009: 19-20)

## PRESENTATION 14 SEPTEMBER 2021 PDF



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