

Formative Assessment Institute Day 2

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Published by *K20 Center*

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Time Frame 3 Hours

Essential Question(s)

What is the role of assessment in the design of effective learning environments?

Summary

During this second day of the Formative Assessment Institute, participants focus on distinguishing assessment of learning, assessment for learning, and assessment as learning.

Learning Goals

- Define formative assessment.
- Determine the purposes of formative assessment in the classroom.
- Explain the difference between assessment of learning, assessment for learning, and assessment as learning.

Attachments

- Concept Card Mapping—Formative Assessment Institute Day 2.docx
- Concept Card Mapping—Formative Assessment Institute Day 2.pdf
- Formative Assessment for the Classroom Teacher—Formative Assessment Institute Day 2.docx
- Formative Assessment for the Classroom Teacher—Formative Assessment Institute Day 2.pdf
- Note Catcher—Formative Assessment Institute Day 2.docx
- Note Catcher—Formative Assessment Institute Day 2.pdf
- Presentation Slides—Formative Assessment Institute Day 2.pptx
- The Purposes of Formative—Assessment Formative Assessment Institute Day 2.docx
- The Purposes of Formative—Assessment Formative Assessment Institute Day 2.pdf

Materials

- Presentation Slides (attached)
- Note Catcher (attached; one per participant)
- Formative Assessment for the Classroom Teacher (attached; one per participant)
- Concept Card Mapping (attached; one per group)
- Paper
- Chart paper (one sheet per small group)
- Markers, crayons, colored pencils, etc.
- Sticky notes (a few notes per participant)
- Highlighters
- Pens or pencils
- Laptops or other personal device (one per participant)
- Wifi

Engage

Presenter's Note: Setting Up

1. Have handouts and materials available on the table for participants. All participants should receive a copy of the Note Catcher and Formative Assessment for the Classroom Teacher. Tables work best when organized into small working groups.
2. Concept Mapping Cards will need to be printed on card stock and laminated if possible.
3. Mentimeter—set up a response Mentimeter that will allow your participants to share their Six-Word Memoirs at the end of the session.
4. Insert the whole group definition that was created on Day 1 of the institute on slide 9.
5. Insert a photo of the anchor chart that was created on Day 1 of the institute listing their purposes for formative assessment in the classroom on slide 26.

Welcome participants and briefly introduce yourself. Using the attached **Presentation Slides,** display **slide 2** and welcome your participants to the Formative Assessment Institute.

Display **slide 3**. Share with your participants that this is just day two of a four-day professional development institute covering formative assessment in the classroom.

Slides 4-6 are the GEAR UP for the FUTURE, O+K=C, and MY SUCCESS goals. Share the appropriate grant goals with your participants and hide the other two slides.

Display **slide 7** and share the essential question for the institute: *What is the role of assessment in the design of effective learning environments?*

Display **slide 8** and share the session objectives with your participants:

1. Define formative assessment.
2. Determine the purposes of formative assessment in the classroom.
3. Explain the difference between assessment of learning, assessment for learning, and assessment as learning.

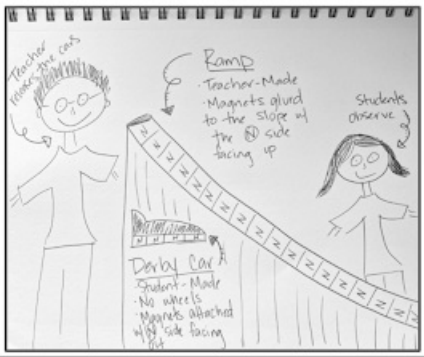
Display **slide 9** and remind your participants of the definition they wrote together of assessment by saying, "*Yesterday we created a group definition of assessment that includes summative, diagnostic, and formative assessment. Let's take a look at that definition again.*"

Display **slide 10** and share the instructional strategy How Am I Feeling? What Am I Thinking? Tell your participants that you want to gauge how they are feeling and thinking based on the first day of the institute. Just like it's important to check in on their students, it's important for you to check in on them.

Explore

Display **slide 11** and share the instructional strategy Cognitive Comics with your participants. Say, *"Our first activity today is to get you thinking about classroom learning environments by asking you to think of a learning experience you had in the past that was memorable and/or helped enrich your learning. We will revisit this later in today's session."* Have participants close their eyes and think back to a memorable classroom learning experience from their childhood that stuck with them.

Move to **slide 12,** and share an example with participants of what they will be creating.



At the end of a unit on magnets, my fourth grade teacher had each student build a derby car without wheels. When we brought our cars into school, my teacher glued magnets to the bottom of them and then he would release the cars down the ramp. Before we arrived that day though, he glued magnets down the ramp as well with the north side of the magnets facing up. We talked about what has happening and what made the cars slide down the ramp when it had magnets on the bottom.

Display **slide 13,** and remind your participants that they should be drawing a picture of their learning experience, providing key details of the learning experience, and including a caption that describes what occurred. Share with your participants that they will be returning to this later on in the session so including as much detail as possible now is important.

Explain

Display **slide 14** and say, *"We have created a definition of assessment that identifies three main types of assessment but there are other ways to think about the purposes of assessment. One way that many people use is to think about how three simple prepositions can change the meaning of how we approach assessment in different situations. Different types of assessment have certain things in common: gathering evidence, interpreting that evidence, and using the interpretation in some way. But how each of these things is carried out is determined by the purpose of the assessment."*

Display **slide 15.** Read the three short descriptions of each of these ideas, and discuss how the preposition describes a different purpose for learning in each one. See the following examples for each:

1. A teacher gives her students a comprehensive final at the end of a unit on biodiversity. What makes "**of**" appropriate here? What type of assessment might this be (summative, diagnostic, or formative)?
2. A teacher asks his students to do an Exit Ticket describing the three things they learned and two things they still need to know more about. What makes "**for**" appropriate here? What type of assessment might this be (summative, diagnostic, or formative)?
3. A teacher asks students to peer edit paragraphs written by others and then discuss their edits. What makes "**as**" appropriate here? What type of assessment might this be (summative, diagnostic, or formative)?

Display **slide 16** and share the following video, "Formative Assessment," which summarizes what participants have looked at so far.

Embedded video
https://youtube.com/watch?v=OxPcSne3pEg

Display **slide 17** and share the instructional strategy I Think, We Think with your participants. As the scenarios are shared, instruct your participants to think about whether it is describing assessment **as** learning, assessment **for** learning, or assessment **of** learning.

Begin by moving to **slide 18.**

Slide 18: One-Pagers

Display slide 18 and read the scenario to your participants:

"Ms. Cobb's students are studying the dangers of traditions by reading *The Lottery* by Shirley Jackson. Paired with the short story is an informational text describing how traditions work in society and how they sometimes persist despite putting people in danger. Ms. Cobb asks students to write a One-Pager petitioning for the removal or addition of a school tradition. Using the One-Pager strategy, students summarize their knowledge of the topic and provide evidence and reasoning for their argument. The One-Pagers are then peer-assessed and revised by the **students.**"

Provide your participants with a minute to think about which assessment type is being described. Once they have had time, have your participants discuss the scenario in a small group until they come to a consensus. Ask a couple of groups to share out their thinking.

*This scenario represents assessment **as** learning.*

Slide 19: Collaborative Google Docs

Display **slide 19** and read the scenario to your participants:

"In Mr. Jacobs' class, students begin using Google Earth to locate and identify landforms and features across the United States. Students work in pairs and use Google Docs as a tool to collaboratively record their findings. Rather than just grade their final documents, Mr. Jacobs views the history of each document and gives immediate feedback to students. He also looks for evidence of students' understanding of the concepts underlying the activity. Next, students plan what they need to do to clarify the document according to their own understanding and based on how other readers might want to use the information."

Provide your participants with a minute to think about which assessment type is being described. Once they have had time, have your participants discuss the scenario in a small group until they come to a consensus. Ask a couple of groups to share out their thinking.

*This scenario represents assessment **for** learning.*

Slide 20: Card Matching

Display **slide 20** and read the scenario to your participants:

"An algebra class begins reviewing domain and range in preparation for learning about asymptotes. Students use guided notes to learn about and formalize their understanding of graphing rational functions before they apply what they have learned. As they complete the day's lesson, the teacher changes gears to assess what they have learned. She distributes a card-matching activity that includes equations of rational functions, graphs, and asymptotes. When students finish, she grades their card matches and finds many of the students can apply their knowledge to the matching activity."

Provide your participants with a minute to think about which assessment type is being described. Once they have had time, have your participants discuss the scenario in a small group until they come to a consensus. Ask a couple of groups to share out their thinking.

*This scenario represents assessment **of** learning.*

Slide 21: Memes

Display **slide 21** and read the scenario to your participants:

"During a class discussion on the major political causes of WWII, the teacher recognizes that several students have confused the purpose of the Treaty of Versailles. Several others have confused the countries who came together to form the Axis of Powers. The teacher decides to change the sequence of the topics she was planning to teach. She develops some additional activities for students to review the events leading up to WWII, including those which ended WWI. After this, she asks students to create a meme summarizing these events in their own words."

Provide your participants with a minute to think about which assessment type is being described. Once they have had time, have your participants discuss the scenario in a small group until they come to a consensus. Ask a couple of groups to share out their thinking.

*This scenario represents assessment **for** learning.*

Teacher's Note: P-E-O Probes

Display **slide 22** and read the scenario to your participants:

"During science class, Ms. Moore makes use of a P-E-O (predict-explain-observe) probe. Students make predictions about an outcome before launching into their investigations. After explaining the reasons for their predictions to classmates, students are very engaged in investigating. As they investigate, they observe and collect data. Many of the students' observations and data analyses do not match their predictions. Students then revisit their initial ideas and work to figure out a new explanation."

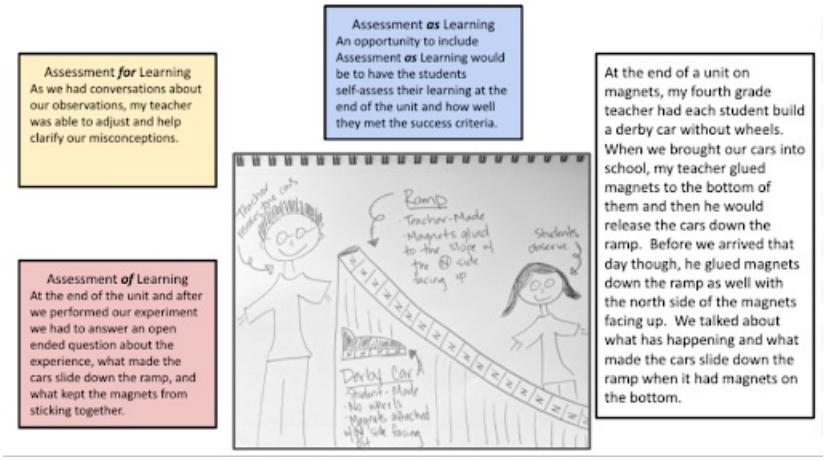
Provide your participants with a minute to think about which assessment type is being described. Once they have had time, have your participants discuss the scenario in a small group until they come to a consensus. Ask a couple of groups to share out their thinking.

*This scenario represents assessment **as** learning.*

Display **slide 23** and instruct your participants to retrieve their cognitive comics from earlier. Say, *"We are now going to go back to your cognitive comics and have you label instances where assessment **of**, **as**, and/or **for** learning are occurring. Think about whether or not learner-centered, knowledge-centered, assessment-centered, and community-centered environments were integrated into that learning experience and discuss why this is important."*

- Assessment **as** Learning: Blue
- Assessment **of** Learning: Pink
- Assessment **for** Learning: Yellow

Display **slide 24** and share the example from earlier with the added assessment types labeled.



Display **slide 25** which includes the example and the instructions together.

Display **slide 26** and ask participants, "*let's go back to our Anchor Chart and look for patterns. In thinking about the purposes for formative assessment, what stands out as a big idea or two about what formative assessment is used for?*"

Display **slide 27**, pass out the attached reading, **The Purposes of Formative Assessment**, and say, *"Here are some ideas from Page Keeley in her book about purposes for which formative assessment can be used in the classroom. After the break, you will do a variation on a card sort to see how you might match up these purposes with different kinds of strategies from the LEARN site."*

Display **slide 28**, pass out the attached **Note Catcher**, and provide participants time to reflect on the assessment strategies that they have participated in up to this point. Have participants answer the question, *"How was (the strategy) used and how can I use it?"*

Once they finish this activity, give your participants a break.

Extend

Teacher's Note: Concept Card Mapping Prep

Before you begin this portion of the lesson, print and cut out sets of the attached **Concept Card Mapping** activity. You'll need one set of cards for each small group of participants.

Display **slide 29**. Share the instructional strategy Concept Card Mapping with your participants. Make sure each small group has a copy of the attached **Concept Card Mapping Cards**. Instruct them to spread their cards out on their chart paper and read through each card. As a group, they should discuss which of the strategies relate to which of the purposes of formative assessment, keeping in mind that multiple strategies will fit for multiple purposes and vice versa. Once they have organized their cards, have them glue them in place and show the multiple relationships by connecting them with lines.

Display **slide 30.** Once all of your participants have completed their maps, share the instructional strategy Gallery Walk. Instruct your participants to walk around the room and look at each other's concept maps. If participants have questions, they should write each question on a sticky note and leave it on the chart paper.

Display **slide 31** once your participants have finished their Gallery Walk. Hold a group discussion about what they noticed—similarities and differences—and provide them an opportunity to answer any questions that were left on their chart paper. The purpose of this is for participants to walk away with the idea that this learning is not about the strategies themselves, but more about the purpose and intent behind using them. What do participants expect to see or get by using the strategy?

Evaluate

Teacher's Note: Mentimeter Prep

Before the next activity, prepare by creating a Mentimeter for your class. To do so, navigate to https://www.mentimeter.com/ and select "Sign up." Create a new Mentimeter, and add a question such as "Summarize your learning in six words or less to reflect the purposes of formative assessment." Be sure to set the appropriate question type (such as "open-ended") and use the "Share" button at the top right to generate a link. Share your Menti with participants.

For more information on how to set up and share your Mentimeter, see the K20 Center's Mentimeter Tech Tool card.

Display **slide 32** and share the instructional strategy Six-Word Memoir with your participants. Have your participants summarize their learning in six words or less that best reflect the purposes of formative assessment. Distribute your premade Mentimeter link, and have participants share their memoirs via Mentimeter on any device.

Display **slide 33** and bring your participants' attention back to their Note Catchers. Provide them time to reflect on the assessment strategies that they have participated in up to this point. On their Note Catchers, they should answer the question, *"How was it used and how can I use it?"*

Before your participants leave for the day, instruct them to bring in samples of student work for the next session.

Research Rationale

Analyzing the current skill level of students in a classroom at any given time and determining the best course of action to ensure they all meet the target learning goals can be a challenge, even for seasoned teachers. The idea of using formative assessment to meet students' individual needs is not new. In fact, researchers as far back as Benjamin Bloom have shown that one-to-one tutoring is the most effective form of instruction because of the tutor's ability to pinpoint misconceptions and provide immediate feedback and correctives (William, 2011). Despite continued research that shows formative assessment can enhance student success, many teachers struggle to use the full array of formative assessment practices available. The question then becomes: What can teachers do to effectively improve and enhance their use of formative assessment in the classroom environment?

Resources

- K20 Center. (n.d.). Cognitive comics. Strategies. https://learn.k20center.ou.edu/strategy/198
- K20 Center. (n.d.). Concept card mapping. Strategies. https://learn.k20center.ou.edu/strategy/123
- K20 Center. (July 2021). Formative assessment. YouTube. https://youtu.be/OxPcSne3pEg
- K20 Center. (n.d.). Gallery walk / carousel. Strategies. https://learn.k20center.ou.edu/strategy/118
- K20 Center. (n.d.). How am I feeling? What am I thinking?. Strategies. https://learn.k20center.ou.edu/strategy/187
- K20 Center. (n.d.). I think / we think. Strategies. https://learn.k20center.ou.edu/strategy/141
- K20 Center. (n.d.). Mentimeter. Tech tools. https://learn.k20center.ou.edu/tech-tool/645
- K20 Center. (n.d.). Six-word memoirs. Strategies. https://learn.k20center.ou.edu/strategy/75
- Keeley, P. (2016). Science formative assessment: 75 practical strategies for linking assessment, instruction, and learning (Vol. 1). Thousand Oaks, CA: Corwin.
- Wiliam, D. (2011). What is assessment for learning? *Studies in Educational Evaluation*, 37(1), 3-14. doi:https://doi.org/10.1016/j.stueduc.2011.03.001