

# Monitoring Student Learning: Formative Assessment Strategies



**K20CENTER**  
**THE UNIVERSITY OF OKLAHOMA**

Aimee Myers  
Lindsay Williams



# First Word Last Word

**A**

**S**

**S**

**E**

**S**

**S**

**M**

**E**

**N**

**T**



# Instructional Strategies

# OBJECTIVES

- Participants will be able to identify the differences between formative and summative assessments.
- Participants will be able to understand the reasons for using formative assessments.
- Participants will be able to select instructional strategies that support gathering student data in order to adapt instruction.

The screenshot shows the Teaching Channel website interface. At the top, the logo 'Tch Teaching Channel' is displayed with the tagline 'Inspired Teaching. Inspiring Classrooms.' and a 'Sign up now' button. Below the logo is a navigation bar with 'HOME', 'VIDEOS', 'TEACHERS', and 'WORKSPACE' tabs, along with a search icon. A sidebar on the left contains filters for 'SUBJECTS', 'GRADES', and 'TOPICS'. The main content area features a video player with a '2 min' duration indicator. The video thumbnail shows the 'Tch' logo and the text 'Teaching Channel Lesson Planner'. Below the video, there is a 'TCH SPECIAL' section with the title 'A Personal Assistant for the Holidays' and a 'Tch Tools / Your Personal Assistant' link.

SUBJECTS	All
English Language Arts	67
Math	55
Science	48
History/Social Sciences	17

GRADES	All
K-2	42
3-5	101
6-8	105
9-12	71

TOPICS	All
Planning	22
Class Culture	23
Behavior	17
Assessment	27

<https://www.teachingchannel.org/videos/ups-strategy-as-assessment-tool>

## Guiding Questions:

- How is the assessment in the video different than traditional assessment?
- How could the data gathered from this strategy be used to guide instruction?
- How can students use this strategy to assess their own understanding?

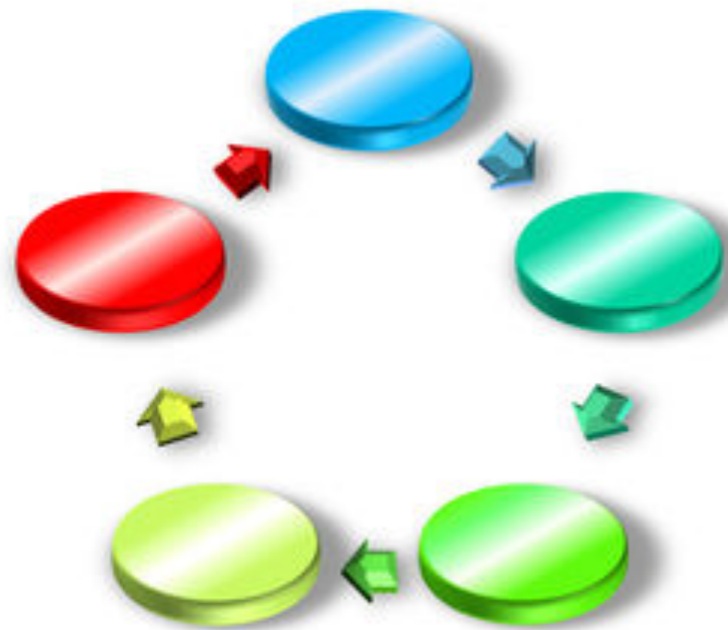
# Paired Verbal Fluency

How is the assessment in the video different than traditional assessment?

How could the data gathered from this strategy be used to inform instruction?

How can students use this strategy to assess their own understanding?

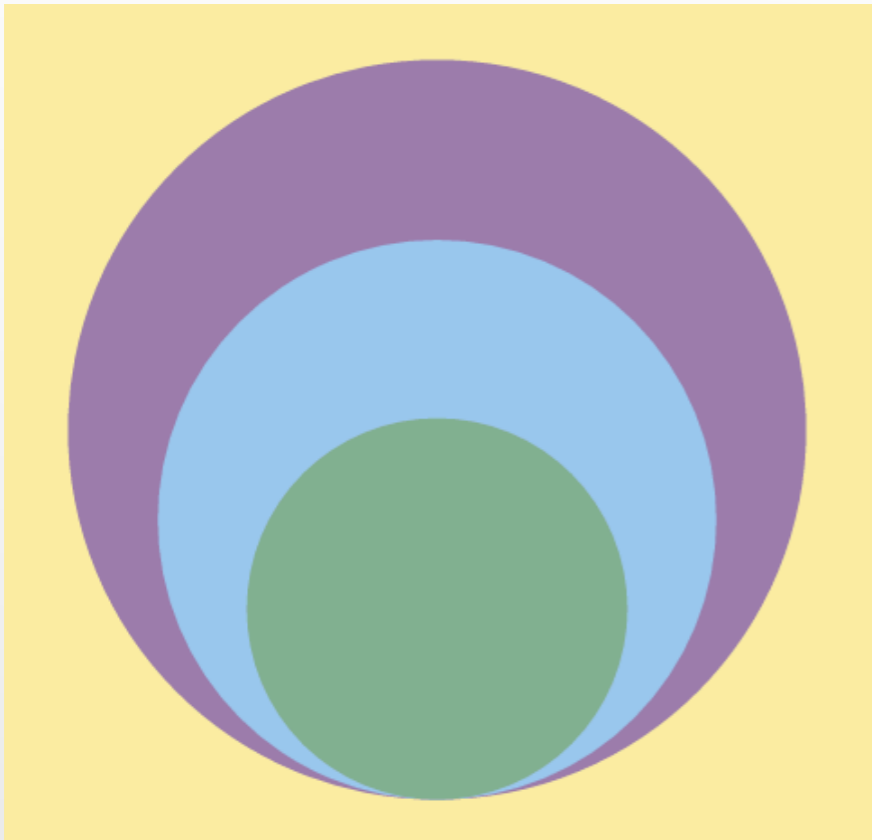
# First Turn/Last Turn



Read your assigned selection and highlight 3-4 things you found significant or meaningful

- First person shares a highlighted part and reads it out loud, but they cannot give any commentary
- Each person in the group goes around, round-robin style, and comments on the highlighted text. No cross talk during the round-robin.
- Last person should be the person who originally shared the highlighted text. They now get to share their comments on the highlighted text.

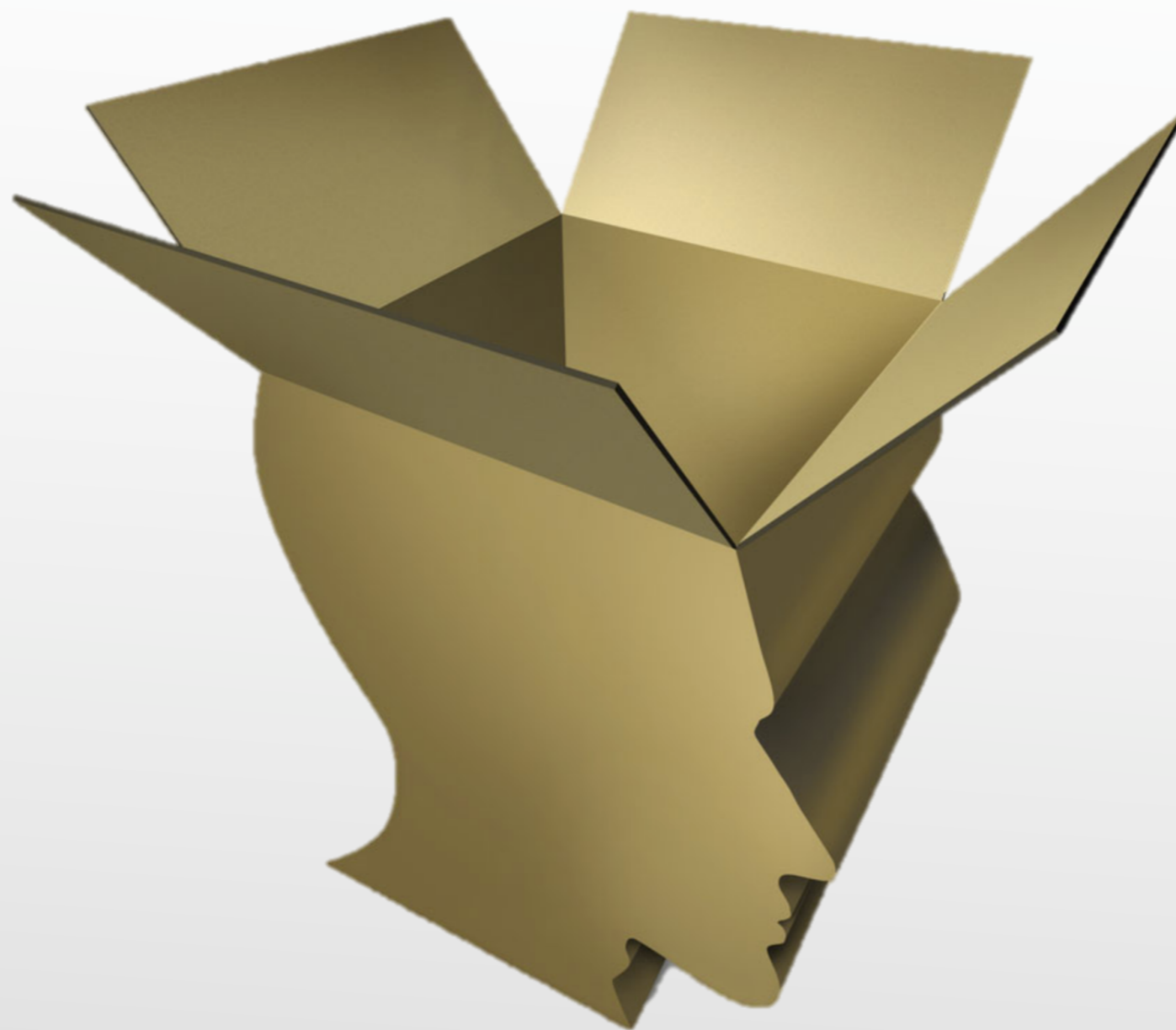
# Inside Out



- ❖ Get into groups of 3
- ❖ Jot down any prior knowledge over Formative Assessments in the innermost circle of your graphic organizer
- ❖ Read your assigned part of the reading
- ❖ Take turns sharing key information within your group
- ❖ Write down shared key information



# Synectics



**Four Box Synectics**  
(using The Constitution )

a school	a tricycle
a guitar	a Walmart store

The Constitution is like a tricycle because it divides the government into three branches and because a tricycle has three wheels.

the speed limit	a college degree
<b>Summative Assessments</b>	
voting	death

Summative Assessments are like \_\_\_\_\_ because  
\_\_\_\_\_.

a trip to the doctor	a map
<b>Formative Assessments</b>	
painting	shoe shopping

Formative Assessments are like \_\_\_\_\_ because  
\_\_\_\_\_.

# First Word Last Word

**A**

**S**

**S**

**E**

**S**

**S**

**M**

**E**

**N**

**T**



## Instructional Strategies



Higher-Order  
Thinking



Disciplined  
Inquiry

# Authentic Teaching

Value Beyond  
School



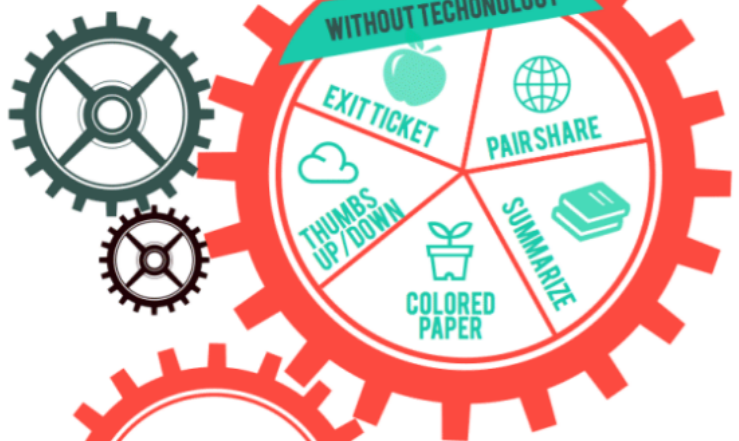
Implicit View of  
Students



# FORMATIVE ASSESSMENT

FORMATIVE ASSESSMENT IS NOT A PART OF THE GRADE PROCESS, BUT A PART OF THE INSTRUCTION PROCESS.

## WITHOUT TECHNOLOGY



RED = I DON'T KNOW  
YELLOW = PARTIAL UNDERSTANDING  
GREEN = I KNOW THIS

TRY A WHITEBOARD SPLASH: SUMMARIZE LEARNING IN 10 WORDS OR LESS AND WRITE AS THEY LEAVE THE CLASSROOM.

## USING TECHNOLOGY

- 01 GOOGLE FORM
- 02 POLL EVERYWHERE
- 03 SOCRATIVE
- 04 TWITTER
- 05 VOICE THREAD
- 06 IPHONE PICTURE
- 07 INFUSE LEARNING

## SMARTPHONE

USE NOTES ON IPHONE TO BRAINSTORM. SHARE WITH A FRIEND. CHOOSE 2 TO TEXT TO THE INSTRUCTOR. TRY POSTING TO LINDY OR PADLET.

TWITTER  
CREATE A CLASS HASHTAG. FOLLOW THE CONVERSATION ON TWEETDECK OR TWITTERFALL. USE A TWEET AS AN EXIT TICKET.

CREATED BY  
PAM JIMISON  
EDUCATIONAL TECHNOLOGIST  
WILLIAM JESSUP UNIVERSITY  
@PLJIMISON



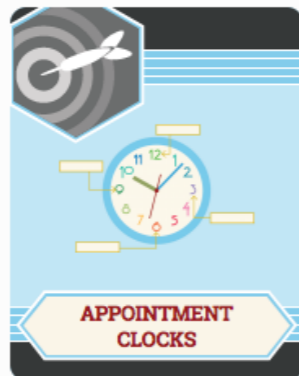
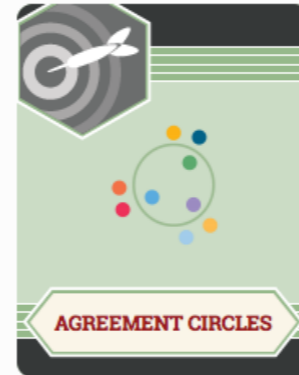
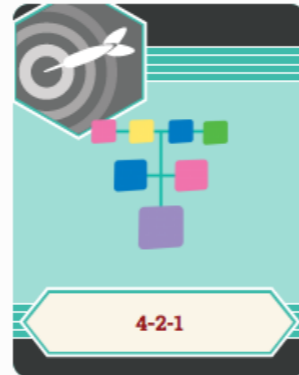
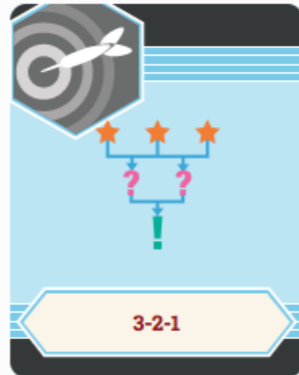
FOLLOW MY BLOG:  
[HTTP://WJUEDTECH.WORDPRESS.COM](http://wjuedtech.wordpress.com)



# COLLABORATION TIME

## Instructional Strategies

Show/Hide Filters Clear Filters Flip Cards



<https://learn.k20center.ou.edu/strategy/find.html>





**K20**  
L•E•A•R•N  
*beta*

HOME

FIND LESSONS

LOGIN

**SUBJECTS**

- MATH
- ELA
- SCI
- SOC

**GRADE LEVELS**

- 1ST
- 2ND
- 3RD
- 4TH
- 5TH
- 6TH
- 7TH
- 8TH
- 9TH
- 10TH
- 11TH
- 12TH

**What was the Progressive Era?**

PROGRESSIVE ERA

**Grade Level(s)**  
9th, 10th, 11th, 12th

**Subjects**  
Social Studies

**Duration**  
200 minutes

**Time Frame**  
4-5 class periods



Students will explore the idea of Progressive Era through photos. After the photo deconstruction, students will learn more in-depth about several reform movements of the Progressive Era through an analysis of primary source documents. Students will then create a platform speech of their own for one of the protest movements.

**The Value of a Dollar**

INFLATION AND COST OF LIVING/DATA ANALYSIS

**Grade Level(s)**  
8th, 9th, 10th, 11th

**Subjects**  
Mathematics

**Time Frame**  
3-4 class periods



Students will track and graph the cost of living from World War 2 until today through the perspective of Japanese Americans who were detained in the 1940's and then given a cash settlement in 1988. Students will use the internet to research the cost of various goods and services as well as average incomes over the previous century.

**The Why of Where?**

CHARACTERISTICS OF LOCATION

**Grade Level(s)**  
GRADE LEVEL(S)



CHARACTERISTICS OF LOCATION  
THE WHY OF WHERE?

**I Got Caught**

ALGEBRA 2/FUNCTIONS

**Grade Level(s)**  
GRADE LEVEL(S)



ALGEBRA 2/FUNCTIONS  
I GOT CAUGHT

# K20 LEARN

learn.k20center.ou.edu



# HOW DID WE DO?

- Participants will be able to identify the differences between formative and summative assessments.
- Participants will be able to understand the reasons for using formative assessments.
- Participants will be able to select instructional strategies that support gathering student data to inform instruction.



KEEP  
CALM  
AND  
EVALUATE