



# Onsite Professional Development



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Formative Assessment

November 13, 2009

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Olmsted Falls City Schools

## Goals/Outcomes

- Participants will increase understanding in three formative assessment areas
  1. Sharing learning targets and criteria
  2. Feedback that feeds forward
  3. Student self-assessment
- Participants will apply these understandings by planning formative assessments appropriate to the concepts, skills, big ideas and essential questions identified in ongoing building team work toward student proficiency goals

## Agenda

8:00-8:55	Introduction to formative assessment Sharing learning targets and criteria
9:00-9:55	Breakout sessions, building teams <i>How do we share with students the concepts, skills, big ideas and essential questions we have identified as our learning targets? [specific plans for one subject or a few concepts] For these learning targets, how do we share criteria for good work with students?</i>
10:00-10:55	Feedback that feeds forward
11:00-11:55	Breakout sessions, building teams <i>How will we build opportunities for formative feedback into student work with our concepts, skills, big ideas and essential questions?</i>
12:00-1:00	Lunch
1:00-1:55	Student self-assessment
2:00-3:00	Breakout sessions, building teams <i>How will we build opportunities for student self-assessment into student work with our concepts, skills, big ideas and essential questions?</i>

## DEFINITIONS

### **FORMATIVE ASSESSMENT or ASSESSMENT FOR LEARNING**

- a planned process in which
- information from assessment
- is used by teachers to adjust instruction AND
- is used by students to adjust studying or learning strategies.

#### **EXAMPLES:**

- Rubrics for student self-assessment during assignments
- Feedback on a first draft that helps the student improve the final paper
- Questions during class to identify misconceptions
- Exit tickets to identify student strengths and difficulties

### **BENCHMARK or INTERIM ASSESSMENT**

- administered during instruction
- to evaluate students' knowledge and skills relative to a specific set of academic goals
- in order to inform policymaker or educator decisions at the classroom, school, or district level.

#### **EXAMPLES:**

- Quarterly tests to identify specific standards for additional instruction
- Curriculum-based measurements used in RTI

### **SUMMATIVE ASSESSMENT or ASSESSMENT OF LEARNING**

- conducted after the instructional process is completed
- in order to judge or evaluate the quality of student achievement.

#### **EXAMPLES:**

- Grades and their components (e.g., unit tests, final projects)
- State tests
- Graduation tests
- End-of-course tests or other final exams

Fourth graders read a passage, then were asked to respond to a writing prompt: Pretend that you are one of the animals in the Sonoran Desert. Write what you would tell your babies before they went out into the desert. What would you warn them about? What would you tell them to see and do? Use ideas from the passage to explain to them why they should be careful.

Student One's response and teacher's feedback:

8. You should be careful because if you step on a scorpion it will poison you and you will die because theres no hosipital.

You are giving your babies good advice when you tell them to avoid the scorpion. There are many other dangers and a few other important things they should know please look back to the article and add two more details.

Student Two's response and teacher feedback:

I would tell my babies to watch out for hunters, bigger animals, don't get too close to the cactuses, if it get to hot come back to the den, if something trys to eat you hurry up and run away. I would be soooo over protectof. I would be soooo scared for my babies. I would tell them to not run into any thing or any body. I would tell them to stay away from every thing. STAY AWAY. then I would tell them to have fun. Just be carefull.

Your answer was correct and well supported using six details from the story. Your babies should understand the dangers and know what to do if they encounter danger. At the end of the essay please tell your babies some of the things they could do to have fun in the desert and still be safe.

Eighth grade pre-Algebra, solving one-step equations. Examples of teacher feedback on particular problems (from two different students' tests):

2)  $t - 8 = -4$   
 ~~$+ 8$~~   $= -4 + 8$  → Addition, not subtraction  
 ~~$t = -1$~~  Pay attention to the operations.

Solve. Show all steps! The steps are worth points! (4 pts each)

1)  $x + 3 = 9$   
 $x = 6$   
 ~~$9 - 3 = 6$~~   
 ~~$6 = 6$~~  -2

2)  $t - 8 = -4$   
 $t = +2$   
 ~~$-12 - 8 = -4$~~   
 ~~$-12 = -12$~~  -3

\*The steps we show are the "inverse operations". We are not "guessing/checking" anymore.