

Involving Students in the Assessment Process Readiness Reflection #3

<p>Formative Assessment: An intentional process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement.</p>			
<p>To what degree do you understand and or practice these key elements of formative assessment?</p>	<p>Not Yet (Red)</p>	<p>Developing (Yellow)</p>	<p>Practicing (Green)</p>
<p>Engaging Students with Effective Questioning and Dialogue</p>			
<p>I utilize various techniques to engage my students in discussions and learning tasks.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>My classroom discussions are rich and include various levels of questioning.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Adequate wait time is provided for my students to respond to questions.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Classroom discussions occur in various modes (whole group, partners, peer group)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>I use effective questions, learning tasks and discussion techniques to elicit evidence of student understanding or misconceptions.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Involving Students in Self and Peer Assessment</p>			
<p>During lessons, students are encouraged to reflect on what they have learned and what they need to improve.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>I provide students with opportunities to monitor their learning progress. (e.g., data notebooks, learning logs, portfolios)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>I provide students with opportunities to use each other as instructional resources. (e.g., using a rubric to give feedback, discussions, questions)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1. Reflecting upon your responses and what you've learned today, which understandings or practices would you like to further develop?

2. What steps do you need to take to move your own learning or practice forward?

15 Formative Questioning Strategies

1. **Wait Time Variations**: Give students time to think after you pose a question to the group. Research shows that giving students 3 to 5 seconds to process a question increases quality and quantity of responses dramatically.
2. **Volleyball, Not Ping Pong**: Changing pattern of interaction from teacher to student to- teacher to student, to student
3. **"Hands Down"**: Students are told NOT to raise their hands when a question is asked. All students should be ready to answer a question, even if the response is, "I don't know."
4. **Hand Signals**: "Fist to Five"- students are taught specific behavioral expectations for each of the numbered fingers. "Thumbs up: I understand, Thumbs sideways: I'm not completely sure, Thumbs down: I do not yet understand.
5. **Response Cards**: Index cards, dry-erase boards, magnetic boards, ABCDE Cards simultaneously held up by all students in class to indicate their response to a question or problem presented by the teacher. Information is used by the teacher to adapt and organize the ensuing discussion or lesson.
6. **Traffic Lighting**: Table tent, traffic cards, cups, or dots to indicate level of understanding or readiness of group
7. **Fact First Questioning**: Moves student thinking beyond recall of information. State the fact and follow it with a why question. Ex. Glucose is a form of food for plants. Why is glucose considered a food for plants?"
8. **Pass the Question**: Provides an opportunity to collaborate with a partner and share in the thinking process. Working in pairs, students write a partial response to a question. When time is up, they exchange their partial responses and finish, modify or add to it as the pair deems necessary.
9. **Commit and Toss**: Quick anonymous way to get different ideas without individuals being identified as having the wrong answer. Students are given a question. After completing their response on a piece of scrap paper, they crumple up the paper into a ball, and upon a signal from the teacher, toss the paper balls around the room. Students shares the response on their "caught" paper, not their own.
10. **Odd one Out**: Students choose which item from the list that does not belong and justify their reason for selecting it. Example: Length, Volume, Temperature, Mass Which one is odd? Why is it the odd one out?
11. **Friendly Talk Probes**: Two-tiered questioning with selected response and justification. Responses are posed as friend responses. Students pick the friend they most agree with and explain why.
12. **Four Corners**: Used with selected response questions to identify groups of students with similar responses.
13. **Juicy Questions**: Using Depth of Knowledge- design questions that elicit understanding: Always consider the level of the questions you are asking. If you ask recall type questions, expect discussions that are less deep in understanding of concepts.
14. **Sticky Bars**: Helps students recognize the range of ideas in the class. Post-It note responses are arranged as a bar graph.
15. **I Used To Think, But Now I Know**: Asks students to compare verbally or in written form their ideas from the beginning of the lesson to their ideas after completing the lesson.

Learning Target: Student Self-Assessment

Why should students assess their own work?

- All students are developmental learners.
- Every student has the capacity to develop his/her knowledge and skills in a given area.
- Students are valued participants in learning.
- Students are capable of being reflective learners through effective modeling.
- Students develop skills for life-long and self-motivated learning.

What is Student Self-Assessment?

Students critically examine their work with reference to previously established indicators—learning targets, criteria, exemplars, and/or rubrics

- Self-assessment may happen during a task.
- Self-assessment may take place at the end of a task, topic or unit of work.
- Self-assessment can include peer-assessment.

Benefits for Teachers

- Feedback from students will add to the information teachers already have about students.
- Students' achievements, when measured against standards, are likely to be accelerated.
- Students are able to work independently without continuous reliance on teacher direction.


What the experts say about Self-Assessment

- ◆ “Self- and Peer-Assessment make unique contributions to the development of students’ learning—they secure aims that cannot be achieved any other way.” Black, Harrison, Lee, and Wiliam, *Assessment for Learning*,
- ◆ “If Formative Assessment is to be productive, pupils should be trained in self-assessment so that they can understand the main purposes of their learning and thereby grasp what they need to do to achieve.” Black and Wiliam, *Inside the Black Box*

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Student Exit Slip Samples (Pauline and Jacob)

Pauline




Exit Slip:
 Choose the correct answer and write a brief (one or two sentences) explanation that justifies your choice.

Which is the prime factorization for 720 using exponents? Skill 5

A $2 \times 2 \times 2 \times 2 \times 3 \times 3 \times 5$
B $2^4 \times 3^2 \times 5$
C $2^3 \times 3^2 \times 5$
D $2 + 2 + 2 + 2 + 3 + 3 + 5$

because there's only 2 using the the exponent and A, C, and D dose not equal 720

Jacob



Exit Slip:
 List two persuasive techniques and give an example for each.

1.) Celeb. endorsement - Jessica Simpson
 Uses pro-active.

2.) Statistics - it works 98.5% of the time.

Learning Target Self-Assessment: Completed

Unit: Economics and Society		Grade Level: 6		
Target: I can identify the needs and wants of a society.	Date	Date	Date	
	1-5-10	1-14-10	1-22-10	
Rate your own mastery over time. Remember that your rating can change over time.				
New to me				
I got this!				
Target: I can compare and contrast the changes of different societies' needs and wants.	Date	Date	Date	
	1-5-10	1-14-10	1-22-10	
Rate your own mastery over time. Remember that your rating can change over time.				
New to me				
I got this!				
Target: I can define <u>inflation</u> and recognize the effects on the <u>Roman Empire</u> .	Date	Date	Date	
	1-5-10	1-14-10	1-22-10	
Rate your own mastery over time. Remember that your rating can change over time.				
New to me				
I got this!				
Target: I can explain the development <u>artisans</u> (specialization of jobs) as a result of the emergence of the <u>agrarian society</u> .	Date	Date	Date	
	1-5-10	1-14-10	1-22-10	
Rate your own mastery over time. Remember that your rating can change over time.				
New to me				
I got this!				

Name: _____ Date: _____

Self-Assessing Learning Targets

What are my strengths? What are my areas for improvement?

1. Please look at your corrected assessment and mark whether each problem is right or wrong.
2. Then look at the problems/questions you got wrong and decide if you made a simple mistake. If you did, put a check in the "simple mistake" column.
3. Put a check in the "more study" column for all remaining problems/questions you got wrong.

Problem/ Question	Learning Target	Right?	Wrong?	Simple Mistake?	More Study?

Self-Assessment Exit Slip

I used to think _____

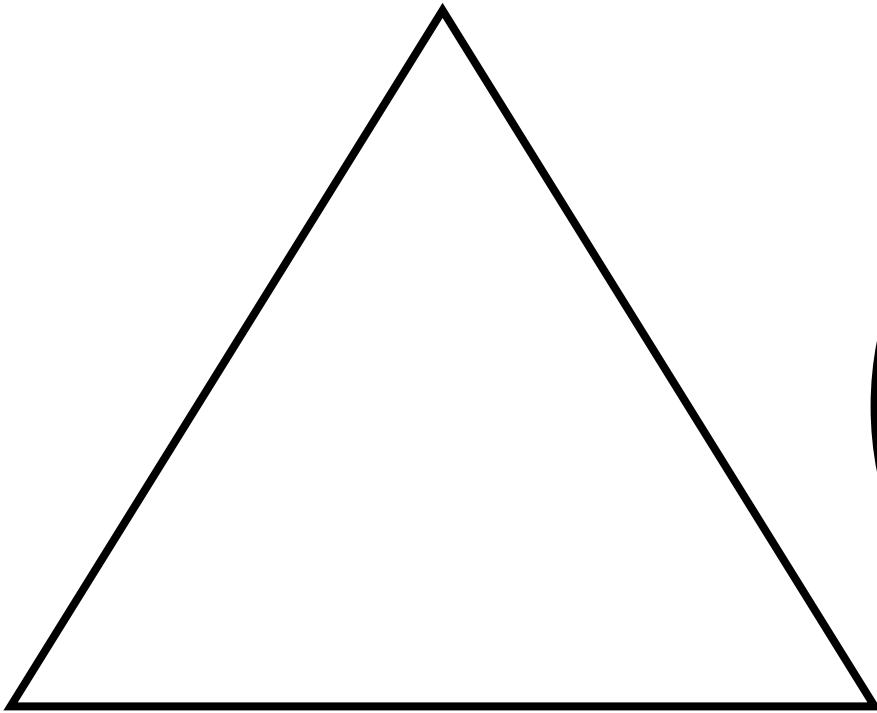
But now I know _____

3-2-1

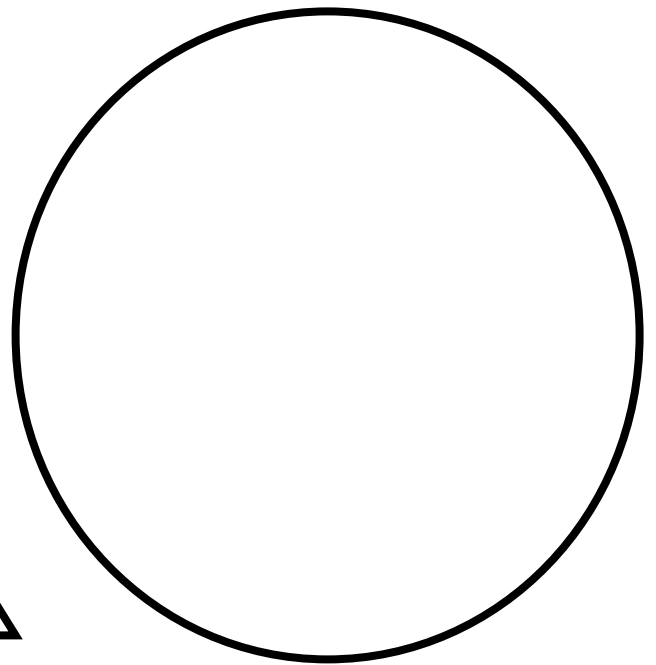
3	
2	
1	

Reflection

Something I learned that
Squares with my beliefs



Three Points to remember

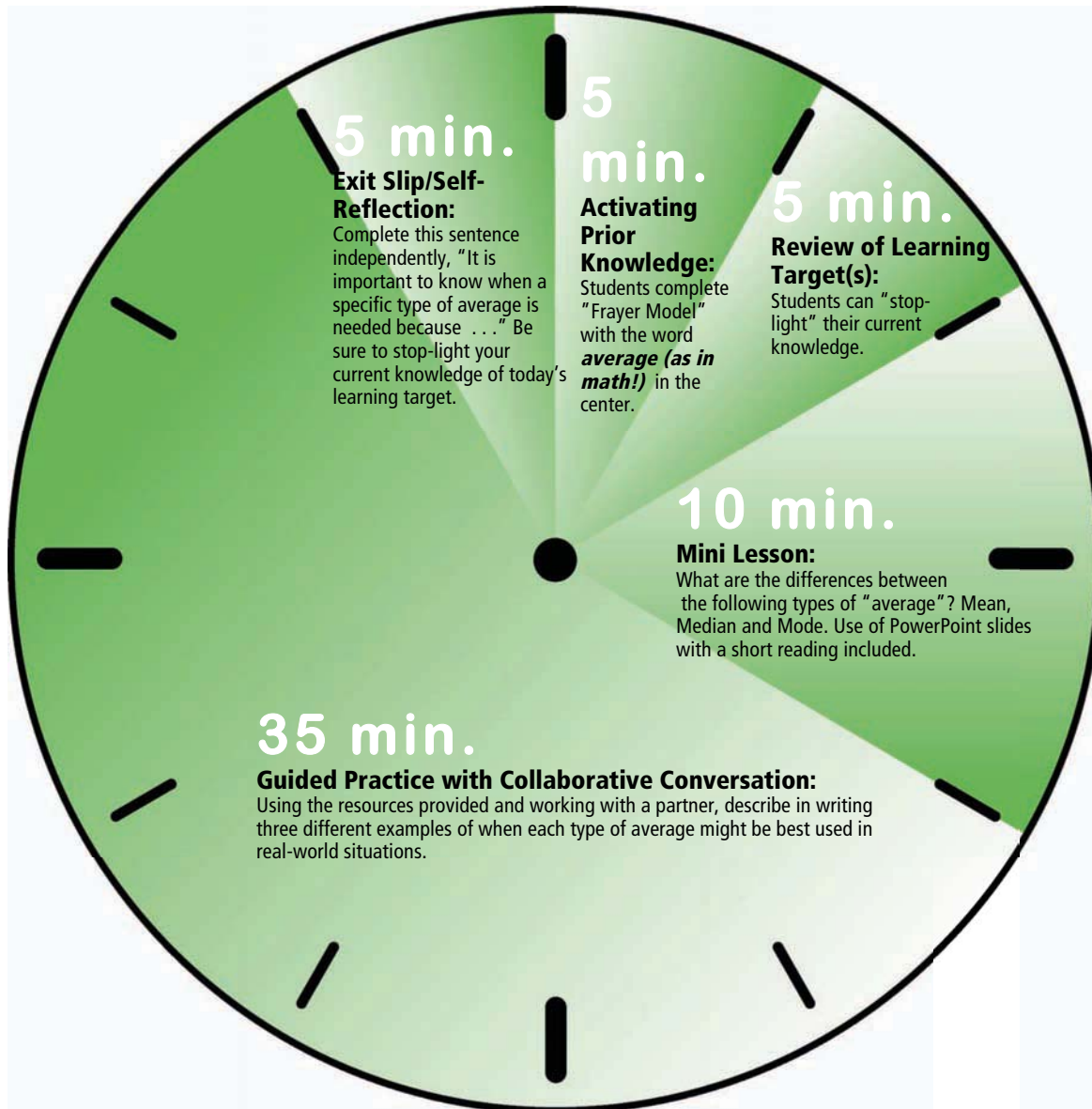


A question going
Around in my mind

Formative Assessment Lesson Planning Model (Clock Graphic)

GRADE 6 Learning Targets:

- I can determine the average of a set of numbers.
- I can use between 3 and 5 vocabulary words from the statistics unit.
- I can show my understanding of mathematics through the use of visual representations.



How does the amount of whole-group vs. individual/partner work impact using the formative strategies teachers choose in their work with students?

Cadbury Egg Statistics Activity

Grade Six Learning Targets:

- I can determine the average of a set of numbers.
- I can use between 3 and 5 vocabulary words from the statistics unit.
- I can show my understanding of mathematics through the use of visual representations.

Problem:

According to the Cadbury Chocolate Company marketing department, the following numbers of cases of Cadbury Chocolate Eggs are sold in an average year:

month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
1000's of cases sold	108	115	121	254	98	87	52	21	75	93	111	134

- How many thousands of cases of eggs are sold in an average month?
- Which season would say dominates the egg selling market?
- What reasoning did you use for determining the average that would be the most useful for the company?

Have your math partner check your work before you self-assess.

Target	Red- I am stuck on...	Yellow- I need a 5 minute consultation	Green- ready for feedback
<i>I can determine the average of a set of numbers.</i>			
<i>I can use between 3 and 5 vocabulary words from the statistics unit.</i>			
<i>I can show my understanding of mathematics through the use of visual representations.</i>			

If you add up all the data and then divide $105\frac{3}{4}$ by the # of pieces of data you get the average.

$$12 \overline{)1269}$$

AVERAGE: $105\frac{3}{4}$

Spring=Dominant

54
108
115
121
259
98
87
52
21
75
93
111
+134

1269

→
Rep

Logan,
you have found the average and the dominant month. Your use of a stem + leaf plot was a way to represent your answer visually. Your next step is to explain your reasoning for finding the mean, as opposed to the median or mode.

Teacher Feedback

2, 5, 2, 75, 87, 93, 98, 108, 111, 115, 121, 134, 254

254 is an
Outlier

because Easter
is a major egg selling
event

Rule: Add up $\sum N \div \# = A$

Key

N = Numerical
Data

= # of data in set of data

A = Average or mean

Here's more data to prove my rule:

79, 82, 104, 176, 222, 300 ← Add up
= 963

$$\begin{array}{r} 160 \frac{1}{2} \\ 6 \overline{) 963} \end{array}$$

Start w/ zero (nothing to start) Add up numerical data
then divide by # of data = Average

Cadbury Egg sales by
thousands

2	1
3	
4	
5	2
6	
7	5
8	7
9	3, 8
10	8
11	15
12	1
13	4
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	4

Key:

2 1 = 21 thousand
cases
of eggs

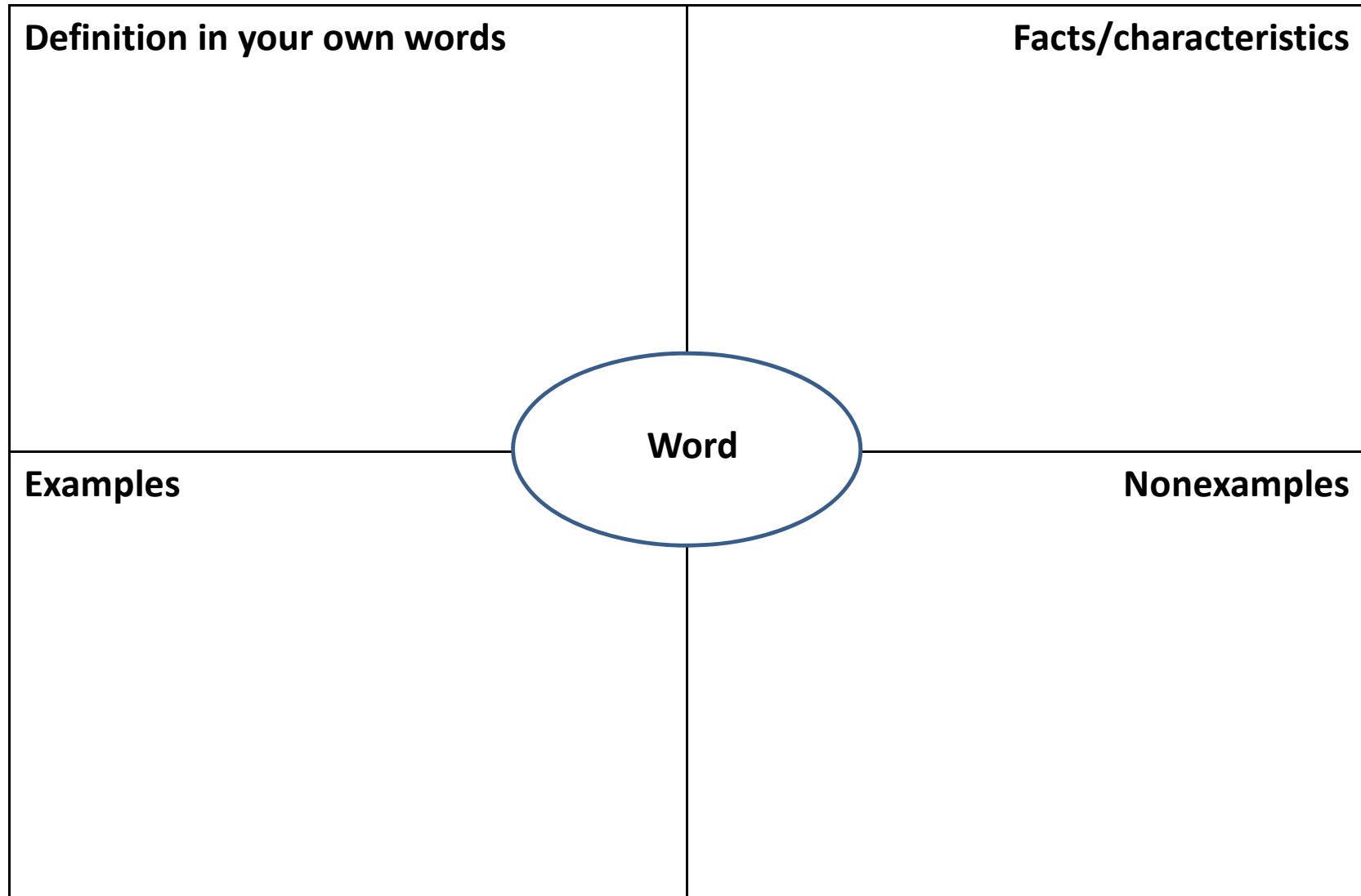
Mean = 105 $\frac{3}{4}$

Range = 233

Typical: Spring
has most sales
because Easter
is in April
there's a cluster
from 75-134

Outlier

Frayer Model



Stars and Steps: Completed

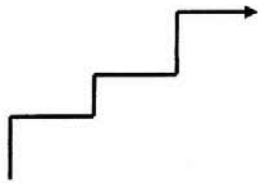
STARS and STEPS- Formative Feedback

Student Name:

Maranda



I liked how your resolution was entertaining and ended with George almost saving the world. You also used believable dialogue that would be used in real life.



I don't think you had enough details to support your conflict. Explaining what Y2K was would help. You could also include more details to lead up to the conflict.

Short Story Learning Targets

- ◆ I can use supporting details to create a believable **conflict**.
- ◆ I can write a story with a conflict that is **resolved** in a way that entertains the reader and makes sense.
- ◆ I can write and story with believable **dialogue** that supports the reader's understanding.

The Case for Student-Involved Classroom Assessment

Excerpted from the Article: **Using Student-Involved Classroom Assessment to Close Achievement Gaps**
Rick Stiggins and Jan Chappuis *THEORY INTO PRACTICE*, 44 1, 11-18

Ongoing classroom assessments can be used in far more productive ways to encourage student confidence. Three categories of powerful tools, taken together, permit us to tap a wellspring of motivation that resides within each learner. These tools include **student involvement in the assessment process, student-involved record keeping and student-involved communication**. Together, they redefine how we use assessment to excite students about their learning potential.

Student-involved classroom assessment opens the assessment process and invites students in as partners, monitoring their own levels of achievement. Under the careful management of their teachers (who begin with a clear and appropriate vision of what they want their students to achieve), students are invited to play a role in defining the criteria by which their work will be judged. They learn to apply these criteria, identifying the strengths and weaknesses in their own practice work. In short, student-involved assessment helps learners see and understand our vision of their academic success. The result will be classrooms in which there are no surprises and no excuses. This builds trust and confidence.

Student-involved record keeping encourages learners to monitor improvements in their performance over time through repeated self-assessment. For example, as students build growth portfolios of evidence of their success over time, they can reflect on the changes they see. In effect, we use such repeated formative classroom assessments as a mirror permitting students to watch themselves grow. As they chart progress, they gain a sense of control over their own learning. This can be a powerful confidence builder.

Student-involved communication invites learners to share their self-assessments with others. Student-involved parent/ teacher conferences—a significant breakthrough in communicating about student achievement—illustrate this concept in action. When students are prepared well over an extended period to tell the story of their own success (or lack thereof), they experience a fundamental shift in their internal sense of responsibility for that success. The pride that students feel when they have a positive story to tell, and then tell it convincingly, engenders commitment to further learning. And, students feel an immense sense of personal responsibility when they know that they might have to face the music of telling their parents about the specifics of their non-achievement. They will work very hard to avoid that eventuality; that prospect can drive them to productive work. In these three ways, we can use student involvement to help them see, understand, contribute to, and appreciate their own journey of achievement success. This is exactly what teachers must do to help their students understand the achievement expectations, find and follow the path of success, and feel in charge of, rather than victimized by, the assessment process.