

What thinking/learning will this formative assessment uncover?

**Linking Formative Assessment to
Instructional Decisions:
Taking a Closer Look**

Dr. Karin Hess

www.Karin-hess.com

@drkarinhess



Session Overview

- Clarify what is meant by “formative assessment” and explore its forms and uses
- Consider when and how to use *common* formative assessments
- Use Hess **PLC Tool #10** to:
 - Analyze a range of examples
 - Analyze and develop (or modify) your assessments
 - Reflect on what this means in your classrooms
- Use the Hess **Tool #25** to consider unit planning

Resources posted at www.karin-hess.com

- **Karin's blog page:**
 - Rethinking formative assessment: Use learning progressions to fuel student success
 - Sample “What I need to do” rubric
- **Karin's Formative and Performance Assessment Page:**
 - An interactive version of **PLC Tool #10** (analyze a formative assessment)
 - An interactive version of **PLC Tool #12** (student work analysis)

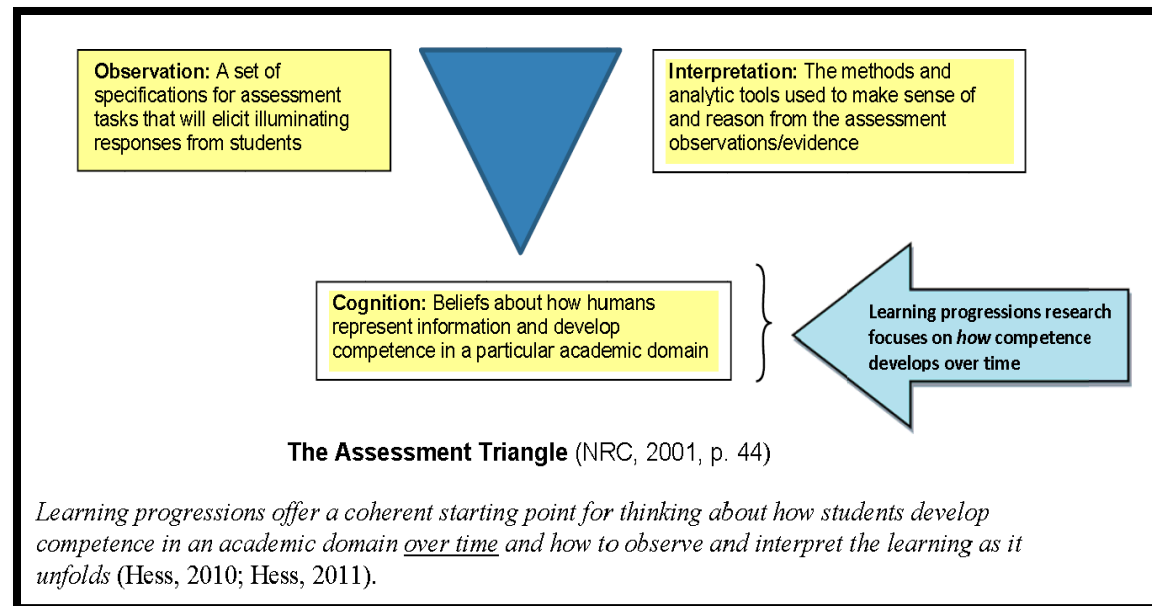
Formative Assessment: 5 Key Ideas

© Karin Hess (2018) *A Local Assessment Toolkit*, pp. 235-236

- **Key Idea #1:** Authentic assessment is continuous. Formative assessment is both integral to the cycle of learning and part of a balanced assessment system.
- **Key Idea #2:** Formative assessment may take different forms; but should always inform instruction and learning – is *actionable*.
- **Key Idea #3:** Feedback is multi-faceted and used to gauge how close a student is to the intended learning target.

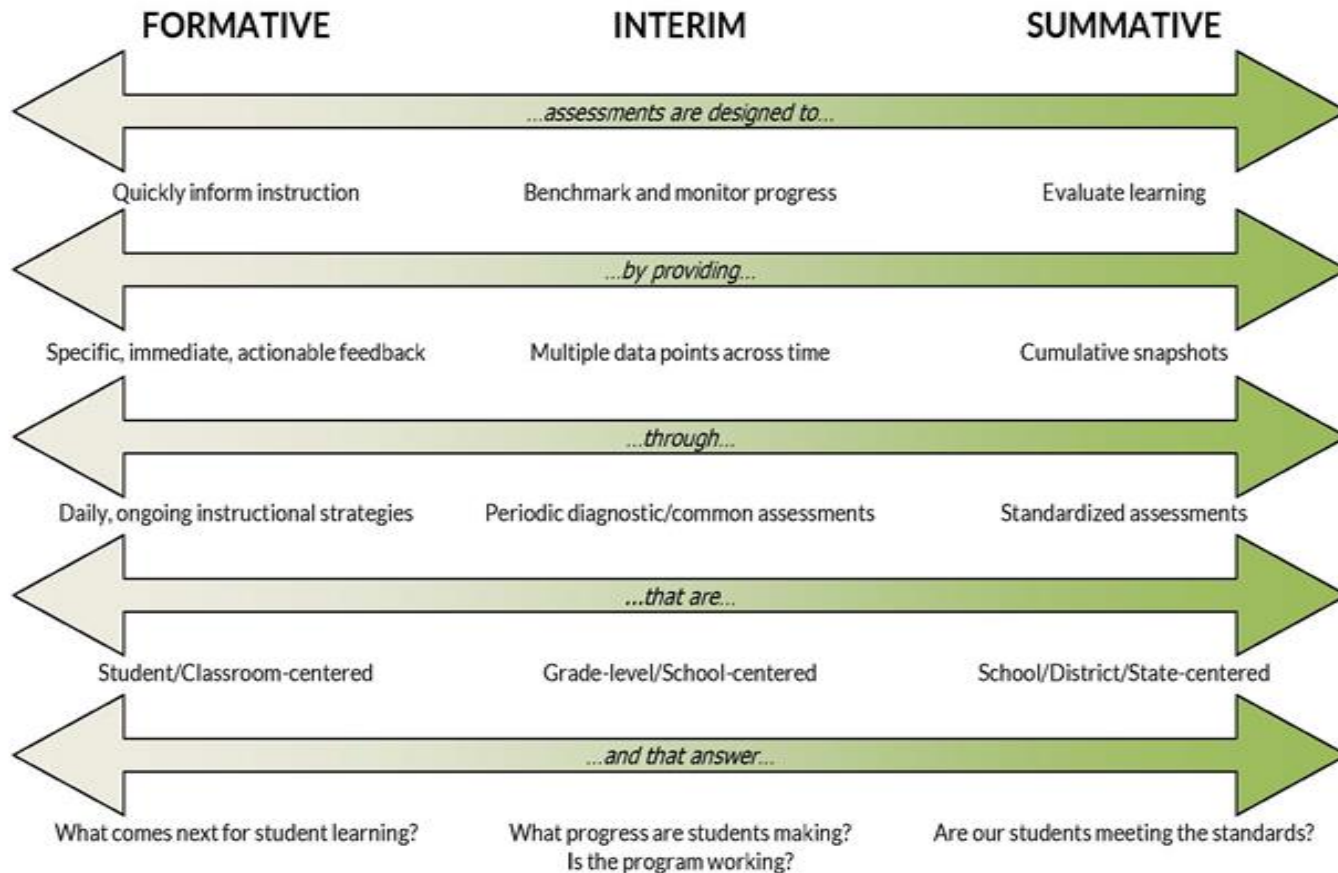
Formative Assessment: 5 Key Ideas [2]

- **Key Idea #4:** Students are actively involved in formative assessment.
- **Key Idea #5:** All high-quality assessment utilizes three key components – understanding how one learns, how one demonstrates what was learned, and how we interpret/measure the evidence observed.



Comprehensive Assessment System

By Type: *What are the differences between assessment types within a comprehensive system?*



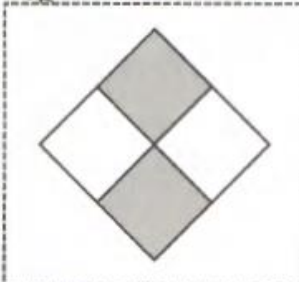
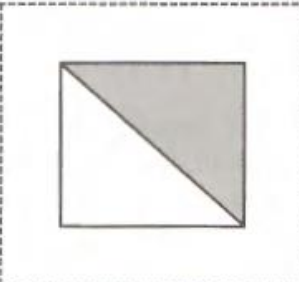
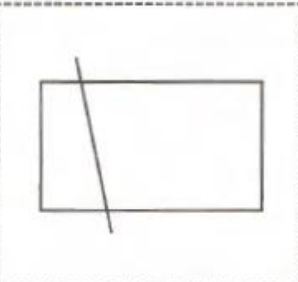
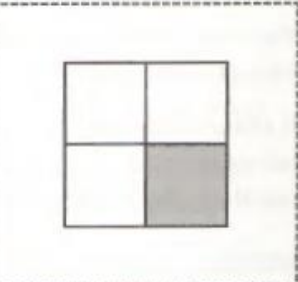
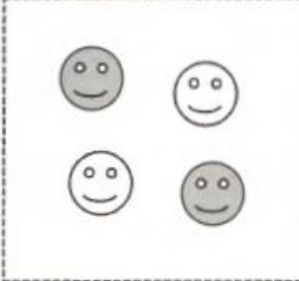
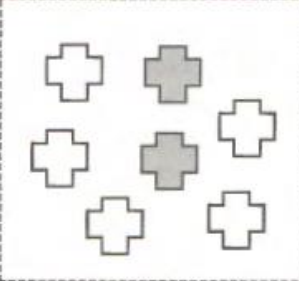
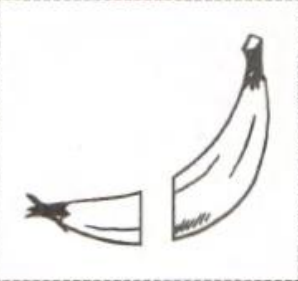
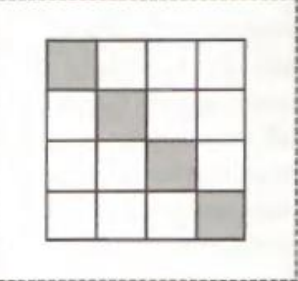

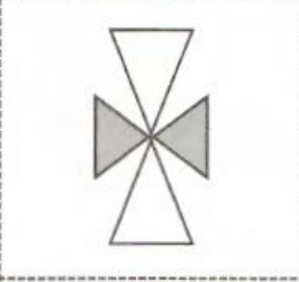

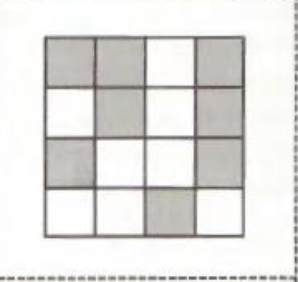
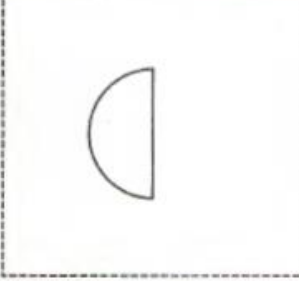
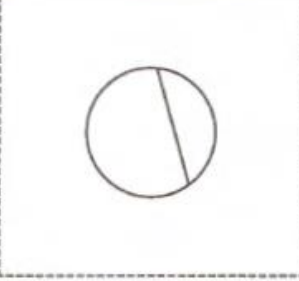
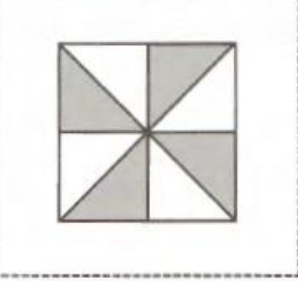
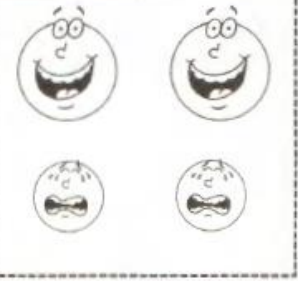
Wisconsin Department of Public Instruction; April 30, 2015 as modified by Wyoming Department of Education September 18, 2015.

What thinking/learning does this uncover?

Analyzing Formative Assessments

- Use **PLC Tool #10** consider...
 - The learning target for the lesson
 - The intended “cognitive rigor” required in a formative assessment/TASK
 - The possible struggles students might have
 - The “next steps for instruction”

Practice Using **Tool #10**: “Find A Half”

Tool #10 “Feedback” Protocol

Work in pairs or small groups.

1. Identify the lesson learning target.
2. What skills/procedures will this task elicit?
3. What common errors do you expect to see?
4. What concepts? What reasoning will this elicit?
5. What possible misconceptions?
6. What are the intended DOK levels?
7. What could you do/teach/focus on next?

Embedding Formative Assessments in Lesson and Unit Planning – Hess Tool #25



Unit Planning Template: Using Learning Progressions to Guide Formative-Interim-Summative Assessment

Step 1: Unit

Unit Overview (**Learning Objective**)

Step 3: Identify Lesson-Based Learning Targets (Instructional Building Blocks along the Progression)	Step 4: Describe the Pre-requisite or Mid Formative Assessments How will you capture the observable evidence? Will you add scaffolding?	Step 2: Describe the Summative Assessment What's the Observable Evidence & DOK?
	Pre-assessment	Content (Big Ideas, Core Concepts & Principles)
		Process /DOK (Essential Skills, Procedures)
		Product (s)/Assessment Task(s)
		Opportunities to Extend Learning?
Unit Resources, Materials, and Texts		

Formative Assessment is as much a process or instructional strategy as it is a measurement tool.

- Also known as “short-cycle” assessment
- Used frequently during a teaching/learning cycle to:
 - (a) diagnose where students are in their learning along a learning progression;
 - (b) identify gaps in knowledge and student understanding;
 - (c) determine how to help some or all students move ahead in their learning; and
 - (d) to provide opportunities for peer- and self-assessment as part of the learning process.

Formative Assessment (continued)

- Formative assessment tasks may be designed for all students (e.g., unit pre-assessment, planned probing questions during a lesson) or may vary from one student to another depending on the teacher's judgment about the need for specific information about a student at a given point in time.
- Assessment information gathered from a variety of activities (observations, quick checks for understanding, small group problem solving and discussion, conferencing, common performance tasks, exit tickets, etc.) can be used formatively.
- Formative uses of assessment can uncover a range of understanding (DOK 1-4)
- Learning – not grading – is the primary focus of formative assessment.