

# Incorporating Formative Assessment into Lesson-Planning



Andy Nash, NELRC/World Education

## Compiling our thoughts

---

With your device, connect to the internet

Then go to the website: [app.gosoapbox.com](http://app.gosoapbox.com)

Enter your name and the access code:

199-578-277

In the formative assessment discussion, respond to the prompt.

# What is Formative Assessment?

---

Formative assessment refers to the formal and the informal processes that teachers (and students) use to gather evidence of student learning for the purpose of improving that learning. . . .

Formative assessment is a *process*, not a one-time event; it is assessment *for* learning, rather than assessment *of* learning.

## Formative assessment supports learning when:

---

- Learning goals are made explicit (explained, modeled)
- Students are involved in envisioning what successful learning looks like
- Students build the capacity to articulate their thinking and to more accurately self-assess
- Students receive timely, actionable feedback

# Your Experience of Formative Assessment

---

- What has your experience with formative assessment been?
- What has worked well?
- What has been challenging?

## Isn't everything formative assessment?

---

Go back to [app.gosoapbox.com](http://app.gosoapbox.com) to participate in the **quiz**.

Note that you can't change your answer once you "submit."

# Isn't everything formative assessment? (no)

---

1. *Formative assessment is the **planned collection and use of information** to inform instructional decisions.*

This distinction enables teachers to prioritize and focus on particular aspects of their lessons, making it more likely that they will have time to actually review and use the assessment data.

# Isn't everything formative assessment? (no)

---

1. *Formative assessment is the **planned collection and use of information** to inform instructional decisions.*

This distinction enables teachers to prioritize and focus on particular aspects of their lessons, making it more likely that they will have time to actually review and use the assessment data.

2. *Formative assessment **builds the capacity of students** to articulate their understanding and more accurately self-assess.*

This requires instructors to make learning goals explicit (explained, modeled) and to involve students in envisioning what success will look like.

# Becoming more intentional

## 1. Clarify the focus of your learning objectives.

---

Learning objectives might be focused on:

- Knowledge (facts, procedures, concepts)
- Skills (the ability to, with training or practice, apply one's knowledge to do something competently)
- Reasoning (the capacity to use thought processes such as applying logic, considering facts, and drawing inferences, in order to make sense of things)

## 2. Make sure that learning objectives are clear, observable, and connected to standards.

---

Focus	Learning Objective	Related Standard
Knowledge	<ul style="list-style-type: none"><li>• identify metaphors and similes in a poem</li><li>• read and write quadratic equations</li><li>• explain how to make a verb past tense</li></ul>	
Skill	<ul style="list-style-type: none"><li>• measure with benchmark fractions</li><li>• read aloud with fluency and expression</li><li>• summarize a narrative text</li><li>• take notes on a short presentation</li></ul>	
Reasoning	<ul style="list-style-type: none"><li>• use data to make a prediction</li><li>• draw a conclusion based on evidence</li><li>• distinguish between fact and opinion</li><li>• choose a speaking strategy appropriate for the situation</li></ul>	

# Common Learning Objective Mistakes

---

1. Unfocused – vague or includes too many elements (can write an engaging blog post)
2. Written in subjective or relative terms (more comfortable speaking in English)
3. Written as a class activity rather than a learning outcome (completed the problem set)
4. Language inaccessible to students (elucidates key points)

In gosoapbox, vote in the **poll** for the problem that best describes the Learning Objective.

### 3. Determine how you will capture evidence of learning for each LO.

---

Objective type	Ways to capture evidence
Knowledge	
Skill	
Reasoning	

### 3. Determine how you will capture evidence of learning for each LO.

---

Objective type	Ways to capture evidence
Knowledge	<ul style="list-style-type: none"><li>• Quizzes</li><li>• Word sorts</li><li>• Exit tickets</li></ul>
Skill	A checklist/rubric for: <ul style="list-style-type: none"><li>• a roleplay</li><li>• a product created</li><li>• a process demonstrated</li></ul>
Reasoning	Notes or checklist documenting that student can: <ul style="list-style-type: none"><li>• explain steps of a process</li><li>• note considerations (pros/cons, evidence) for making a decision</li><li>• describe how a problem was solved</li></ul>

# Objectives for my Lesson

---

Students will be able to:

1. Understand and use key vocabulary related to home country vocations. (knowledge)
2. Describe home country work in the past tense. (skill)
3. Prepare for a conversation with a co-worker about past vocations. (reasoning)





clouds

fisherman

net

boat

fish in the lake

---

In my country, I was a baker.

Now, I am a janitor. Before, I was a fisherman.

Before I came here, I was a farmer.

<b>Ways to start</b>	<b>When</b>	<b>Where</b>	<b>Ways to check understanding</b>
<p>“I would like to tell you about my work in my country.”</p> <p>“You know, I was not a ___ in my country.”</p> <p>“Do you want to know about my past work?”</p>	<p>At lunch.</p> <p>On break.</p> <p>While we work.</p>	<p>In the cafeteria.</p> <p>Outside.</p> <p>In the lounge.</p>	<p>“You understand?”</p> <p>“You know?”</p>

Name \_\_\_\_\_

Date \_\_\_\_\_

### My Plan

1. I want to talk to \_\_\_\_\_.

2. A good place to talk is \_\_\_\_\_.

3. A good time to talk is \_\_\_\_\_.

4. I can say, " \_\_\_\_\_

\_\_\_\_\_."

Text:

## Class Journal

Last week, two new students joined our class - Rosa and Zoila. They are both from Guatemala. They both have six children (like Maria and Concha) and they have grandchildren.

Zoila is looking for a studio apartment. Carlos just moved again (the third time in two months) and now he lives on Beacon Street.

On Wednesday, we read a story about Rose Sullivan. She is a divorced mother with two daughters. She was married for nine years, but she was unhappy.

We talked about divorce. Zoila said that people say bad things about divorced women in Latin countries. In the U.S., divorce is more common and accepted. But many women with children stay married because they depend on their husbands economically. This is a big problem for mothers in the U.S.

## Assessment: Reading the Class Journal

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Fluency

3	2	1
Reads with expression and correct intonation.	Follows punctuation to guide pauses and intonation.	Use of punctuation to guide reading is <u>limited/uneven</u> .

### Vocabulary

Able to identify new vocabulary	yes	no	NA
Able to identify cognates	yes	no	NA
Able to use a decoding strategy	yes	no	NA

### Retelling

	3	2	1
<b>Thoroughness</b>	Includes all of the main points	Includes several of the main points	Includes few main points.
<b>Comprehension</b>	Describes ideas in own words with accuracy and detail	Describes ideas mostly in own words with accuracy and some detail	Has trouble retelling in own words or describes without detail

### Interpretation of Meaning

Able to respond to text with an opinion, a question, or information left out      yes    no

**Additional notes:**

## Rubrics/checklists are valuable because they . . .

---

- focus on the essential aspects of performance
- create a criterion-based standard that reduces subjectivity and clarifies the progression of performance
- can be task-specific or generic (and reusable)

## Involve students in creating the tool

---

- Practice rubric development by developing a rubric for an everyday task.
- Develop the rubric/checklist criteria by reviewing strong and weak work samples
- Use the tool to assess anonymous work samples and then work in pairs to revise.
- Use the tool on their own work multiple times to see change, and compare to teacher assessment.
- Use information from the tool immediately to revise/improve/correct

# An Example of Student-Interpreted Standards

<b>EFF Standard: Convey Ideas in Writing</b>	
<b>The Standard</b>	<b>Students' Interpretation</b>
Determine the purpose for communicating.	Why am I writing this?
Organize and present information to serve the purpose, context, and audience.	Did I put my ideas in order and express them so they say what I want, the way I want, and make sense to the people reading them?
Pay attention to the conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to the reader's comprehension.	Can the reader understand what I've written? Is my writing correct?
Seek feedback and revise to enhance the effectiveness of the communication.	Have I asked someone else to read it and let me know if they get it? Did I fix it so it works?

### **Standard: Convey Ideas in Writing**

- Determine the purpose for communicating
- Organize and present information to serve the purpose, context, and audience
- Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader's comprehension
- Seek feedback and revise to enhance the effectiveness of the communication

**Task:** Writing to state policymakers about the decision to send prisoners to other states for their incarceration.

### **Assessment Checklist**

- \_\_\_\_\_ The ideas will be clear and make sense.
- \_\_\_\_\_ There will be supporting arguments for our views
- \_\_\_\_\_ The tone will be courteous
- \_\_\_\_\_ We will say clearly what we're asking for (not just complain)
- \_\_\_\_\_ We will make clear that we expect a response
- \_\_\_\_\_ The grammar, spelling, and punctuation will be correct
- \_\_\_\_\_ The letter format will be correct
- \_\_\_\_\_ We will be able to explain why draft #2 is better than draft #1 (what we changed and why)

## Job Interview Rubric

The interviewee ...	3	2	1
Eye Contact	Maintains eye contact 100% of the time	Occasionally maintains eye contact	Never maintains eye contact
Professionalism	Maintains professionalism 100% of the time	Is occasionally professional	Is rarely professional
Posture	Maintains good posture all the time	Occasionally maintains good posture	Rarely maintains good posture
Confidence	Is confident 100% of the time	Is occasionally confident	Is not confident
Speaking	Answers all the questions clearly	Occasionally answers questions clearly	Does not answer questions clearly
Attitude	Generally maintains a good attitude	Occasionally maintains a good attitude	Does not maintain a good attitude

## Exit tickets

---

1. My interest in formative assessment is:  
The same      Has grown      I'm excited
2. A next step I could take is \_\_\_\_\_.