

Assessment-Centered 2: Designing & Conducting Meaningful Formative Assessment

1	Title Slide	<p>Welcome to this module, Designing & Conducting Meaningful Formative Assessment, in the Assessment-Centered teaching series. To advance to the next slide, select the “forward” arrow located on the play bar at the bottom of your screen.</p>
2	Introduction	<p>Assessment-centered environments help students to understand concepts through frequent formative assessments and purposeful feedback that allow students to check their understanding and revise their work (NRC, 2000). Formative assessments are often not recognized for the contribution it has on guiding improvements in student learning. These assessments include the quizzes, tests, writing assignments, or other assessments that teachers use regularly in their classrooms. The results of these assessments are trustworthy because they directly relate to the learning targets teachers set for their classes and they allow teachers to see the individual progress of each student (Guskey, 2003).</p> <p>According to Guskey (2003): “teachers who develop useful assessments, provide corrective instruction, and give students second chances to demonstrate success can improve their instruction and help students learn.”</p> <p>In this module, we will be discussing assessment-centered learning environments as it relates to designing meaningful formative assessments.</p>
3	Learning Objectives	<p>By the end of this module, the learner will be able to create meaningful formative assessments through specific strategies such as questioning, feedback through grading, peer and self-assessment, and using summative tests formatively.</p>
4	Formative Assessment Characteristics	<p>Before we begin discussing specific formative assessment strategies, let’s first consider three characteristics of formative assessments, which will be discussed in the upcoming slides. Formative assessment is...</p> <ul style="list-style-type: none"> • Student focused • Instructionally informative • And outcomes-based.
5	Student-focused	<p>Our first point is that formative assessment is student focused. This is true because formative assessment is purposefully directed toward students, as it does not emphasize teacher delivery but rather how students receive information, understand it, and apply it. Formative assessments ask teachers to gather information about their students' learning progress and needs and then use this information to make adjustments in their instruction. Teachers also show students how to conduct self-assessments in order to improve their own learning. Flexible instruction and student-focused feedback combined build motivated learners (Greenstein, 2010)</p>
6	Student-focused	<p>Formative assessments as student-focused instruments...</p> <ul style="list-style-type: none"> • help teachers consider each student's learning needs and styles and adapt instruction accordingly • track individual student achievement

		<ul style="list-style-type: none"> • provide challenging and motivational instructional activities • design intentional student self-assessments • and offer all students opportunities for improvement (Greenstein, 2010).
7	Instructionally Informative	<p>Formative assessments should be instructionally informative and utilized to improve instructional design. During instruction, teachers use formative assessments to gauge student understanding and progress toward mastery and in turn to evaluate the effectiveness of their instructional design. Both teachers and students review and reflect on the outcomes of an assessment. Teachers gather information from conducting formative assessments and make appropriate adjustments to their instruction to promote student learning.</p> <p>Formative assessments as instructionally informative tools...</p> <ul style="list-style-type: none"> • provide a way to align standards, content, and assessment • allow for the purposeful selection of strategies • embed assessment in instruction • and guide instructional decisions
8	Outcomes-based	<p>Lastly, formative assessments are outcomes-based. Formative assessments focus on achieving goals and how to reach them, rather than simply determining if a goal was completed or not. One of the ways formative assessments do this is by helping to clarify the learning outcomes for teachers and students. Teaching and learning are based on the standards set by learning outcomes – students acknowledge the criteria for meeting these standards and are shown examples of exemplary work while teachers give frequent progress feedback to students, defining strengths and areas of improvement. Additionally, teachers devise a plan to help students move closer to the learning outcomes by assessing quality of learning related to the previously stated standards rather than student attitude or effort which may not be an accurate reflection of student learning.</p> <p>Outcomes-based formative assessments...</p> <ul style="list-style-type: none"> • emphasize learning outcomes • make goals and standards transparent to students • provide clear assessment criteria • close the gap between what students know and desired outcomes • provide feedback that is comprehensible, actionable, and relevant • and provide valuable diagnostic information by generating informative data
9	Questioning	<p>Now that we have uncovered three distinct characteristics of formative assessments, let's transition into specific strategies in which we can use formative assessments, such as questioning, providing feedback through grading, peer and self-assessment, and using summative assessments formatively.</p> <p>Let's begin with questioning as a formative assessment tool. When using questioning as a formative assessment, wait time is an essential component. After asking a question, it is easy to wait less than one second to ask another question or just answer the question. But a consequence of short "wait times"</p>

		<p>between questions or responses is that the only questions that work are the questions that can be answered quickly, without thought. In other words, memorized facts.</p> <p>Benefits of using a longer wait time include students being able to become more involved in discussions and increase the length and depth of their replies. Another way of including more students to participate is to ask students to brainstorm ideas, such as with think-pair-share, for two or three minutes before the teacher asks for contributions. By using a longer wait time to elicit richer responses, teachers can learn more about students' prior knowledge and also become aware of any gaps or misconceptions in that knowledge so that the teachers can plan to address them later.</p> <p>Practical applications for questioning include:</p> <ul style="list-style-type: none"> • Creating a set of pre-planned questions that explore issues that are critical to the development of students' understanding. • Increasing wait time to several seconds in order to give students time to think. • Incorporating learning activities that create opportunities to extend students' understanding (Black et al., 2004).
10	Feedback through Grading	<p>Formative assessments provide teachers an excellent opportunity to provide feedback through grading. When giving students feedback on both oral and written work, quality of the feedback is more important than the numerical value attached. Research has established that giving numerical scores or grades has a negative effect on advancing student learning, as students will often ignore the comments that are written alongside grades – focusing only on the number, rather than the guidance given by the teacher. Students engage more productively in improving their work when the focus is on their own learning progress and not the grade.</p> <p>Instead of assigning a grade, some teachers have opted other ways to put the emphasis on the comments and not the number, such as not giving grades for certain assignments that are used formatively, entering grades in a record book but not writing it on the student's assessments, and giving a score only after a student has responded to the teacher's comments.</p> <p>Practical applications for feedback through grading include:</p> <ul style="list-style-type: none"> • Creating written tasks and oral questions that encourage students to develop and show understanding of the key features of what they have learned. • Providing feedback in the form of comments that identify what has been done well and what still needs improvement and give guidance on how to make that improvement. • Planning opportunities for students to respond to comments (Black et al., 2004). <p>To learn more about formative feedback, select the link on the slide. See file</p>

11	Peer & Self-Assessment	<p>Self-assessment is essential in helping students understand what they need to do in order to achieve a learning goal. Many teachers who have tried to develop self-assessment skills in their students find it difficult to have students visualize their work in terms of a set of goals. By doing so however, students begin to develop a bird's eye view of their work, which allows them to manage and control it themselves.</p> <p>Additionally, peer assessment is an important complement to self-assessment. Peer assessment is uniquely valuable because students may accept the feedback of their work from another student that they might not have considered had the remarks been offered by a teacher. Peer assessment also provides a special opportunity for students to use a language that is comfortable to themselves when communing with peers, as well as an opportunity for students to learn by taking the role of a teacher and assessor.</p> <p>Practical applications of peer and self-assessment include:</p> <ul style="list-style-type: none"> • Making learning achievements transparent so students can clearly follow them with a clear picture of what successful work looks like. This may require abstract and concrete examples. • Encouraging students to learn the habits and skills necessary to be an effective peer collaborator and self-appraiser. • And encouraging students to visualize the end goal of their work and to assess their own progress along the way (Black et al., 2004).
12	Formative Use of Summative Tests	<p>Summative tests can also be used formatively. A returned test is a useful tool in allowing students to engage with their answers and errors to form an indication of where their thinking and understanding was in the right or wrong place.</p> <p>Practical applications for improving classroom practice by using summative tests for formative purposes include:</p> <ul style="list-style-type: none"> • Engaging students through reflective review of the work they have done in order to enable them to plan their revision effectively. • And encouraging students to flag questions and mark answers in order to gain an understanding of the assessment process and to refine and improve their efforts (Black et al., 2004).
13	Review	<p>Let's reflect back to Guskey's quote in the beginning of this module: "Teachers who develop useful assessments, provide corrective instruction, and give students second chances to demonstrate success can improve their instruction and help students learn." As we come to a close, let's consider all we have covered so far. We started this module by discussing three characteristics of formative assessments, then we explored practical applications of implementing specific formative strategies. Of course, we could not list all the strategies. To learn more about formative assessment strategies you can use in your classroom, click the links within this slide.</p> <p>See files</p>

14	Sources	<p>Black, P.; Harrison, C.; Lee, C.; Marshall, B., & William, D. (2004). Working inside the black box: Assessment for learning in the classroom. Phi Delta Kappan (September 2004)</p> <p>Guskey, T. (2003). How Classroom Assessments Improve Learning.</p> <p>Greenstein, L. (2010). What Teachers Really Need to Know About Formative Assessment.</p> <p>Haugen, L. (2017). Classroom Assessment Techniques.</p> <p>National Research Council. 2001. Classroom Assessment and the National Science Education Standards. Washington, DC: The National Academies Press. https://doi.org/10.17226/9847.</p> <p>Seven Keys to Effective Feedback. (2012). Retrieved from http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx</p>
15	Credits	Thank you for viewing this module.