→ MODULE 1

PARTICIPANT HANDOUTS

Battelle for Kids and Pearson Assessment Training Institute: A Powerful Partnership

Battelle for Kids and Pearson Assessment Training Institute (ATI) partnered to create the *Foundations of Formative Instructional Practices* online learning modules. The modules are based on the work of Rick Stiggins, Jan Chappuis, Steve Chappuis, and Judith Arter, leading experts in the field. Specifically, the module content draws heavily from two Pearson ATI publications:

- *Classroom assessment for student learning: Doing it right—using it well* (2nd edition)

- *Seven strategies of assessment for learning*

These materials are designed to correspond with the *Foundations of Formative Instructional Practices* online learning modules. Therefore, the following icons are used to indicate text that is a quote or paraphrase from Pearson ATI publications:

CASL 2e	This icon indicates that the text is a quote or paraphrase taken from Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed.). Upper Saddle River, NJ: Pearson Education.
SS	This icon indicates that the text is a quote or paraphrase taken from Chappuis, J. (2009). *Seven strategies of assessment for learning.* Upper Saddle River, NJ: Pearson Education.

List of references:

Module 1 Participant Handout: Section II, Activity 1

Where am I going? Where am I now? How can I close the gap? Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed., pp. 28-32). Upper Saddle River, NJ: Pearson Education.
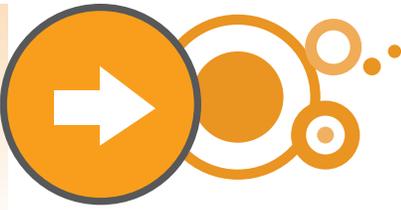
Misconceptions about Formative Instructional Practices

DIRECTIONS: Read the common educator misconceptions below. Based on what you've learned so far, select the answer that you feel is the <u>better</u> information to help address this misconception. Record what makes your choice the <u>better</u> answer. Feel free to return to Module 1 as needed.

1. **An assessment is viewed as an event or test rather than a process.**

   ☐ A. The act of "assessing"—both formatively and summatively—is a process that includes gathering evidence about student learning and responding to the results.

   ☐ B. What makes assessment more than just an event or test is what you do with the results from the event, test, or activity. When formatively assessing, the results are used to improve learning and inform instruction. When summatively assessing, the results are used to make a judgment about student learning.

   Why we chose our answer …

2. **Formative instructional practices are an initiative, and "this too shall pass."**

   ☐ A. Formative instructional practices are about good teaching—they are not a program or initiative.

   ☐ B. Formative instructional practices are supported in the research to raise levels of achievement for all learners, especially low achievers.

   Why we chose our answer …

3. All formative instructional practices are created equal.

☐ A. Although there are many formative instructional practices, Black and Wiliam recommend key practices—high-impact practices—based on their extensive research.

☐ B. Although there are many formative instructional practices for teachers, it is how <u>students</u> use formative instructional practices that needs to be heightened in classrooms.

Why we chose our answer …

4. Using formative instructional practices means I have to change everything I do.

☐ A. Small and strategic changes make a big difference. Teachers will want to work together to learn about formative instructional practices and intentionally embed the practices proven to produce great gains in student achievement.

☐ B. Using formative instructional practices will also involve changing what students do. This means that teachers need to prepare students and model the high-impact practices that are proven to produce great gains in student achievement.

Why we chose our answer …

5. I'm already using formative instructional practices (formative assessment). I have learning targets posted in my room.

☐ A. Clear learning targets are only the tip of the iceberg when it comes to formative instructional practices. They are important because they make the high-impact formative instructional practices possible.

☐ B. Although a great start, the power of learning targets occurs when teachers and students have a shared understanding of exactly what the learning is and what it looks like when a student has mastered or met the learning at varying levels.

Why we chose our answer …

6. After administering a formative assessment, teachers always need to reteach and reassess their students.

☐ A. This is true some of the time, but not all of the time. After a formative assessment (a formative assessment event), teachers and students need to respond to what the data, or evidence, tells them.

☐ B. If reteaching is necessary, students should not be reassessed until they have additional opportunities to practice.

**Why we chose our answer …**

7. Summative assessments are bad.

☐ A. "Summative assessments aren't bad or wrong. They're just not formative." –Formative assessment expert Jan Chappuis, in her book, *Seven Strategies of Assessment for Learning.*

☐ B. Summative assessments are a necessary component of a balanced assessment system—in our classrooms, schools, and districts.

Why we chose our answer …

8. Formative instructional practices always play out over a long period of time.

☐ A. This is true some of the time, but not all of the time. Using formative instructional practices includes gathering and responding to evidence of student learning both formally and informally.

☐ B. The process of using formative instructional practices can occur within a class lesson or even a matter of minutes. If a teacher or student gathered and responded to evidence of learning to improve learning, he or she has used formative instructional practices.

Why we chose our answer …
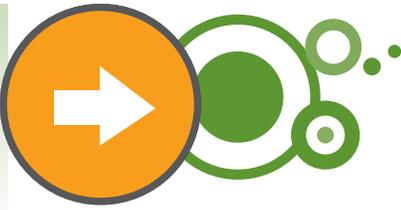
My Formative Instructional Practices

DIRECTIONS:

CASL 2e

1. Consider the formative instructional practices used regularly in your classroom.

2. Record a practice that helps students answer the question, "Where am I going?"

3. Record a practice that helps students answer the question, "Where am I now?"

4. Record a practice that helps students answer the question, "How can I close the gap?"

5. Identify who uses the practice you recorded: you, your students, or both?

6. Identify if each practice you recorded would be considered a *high-impact* practice according to the research of Black and Wiliam.

Question Students Can Answer	Current Practice	By Whom?	High-Impact Practice?
Where am I going?		☐ Teacher ☐ Students ☐ Teacher and Students	☐ Yes ☐ No
Where am I now?		☐ Teacher ☐ Students ☐ Teacher and Students	☐ Yes ☐ No
How can I close the gap?		☐ Teacher ☐ Students ☐ Teacher and Students	☐ Yes ☐ No
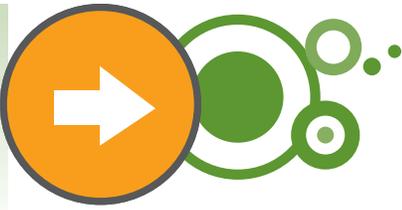
I Used to Think, But Now I Think…

DIRECTIONS: Fill in the boxes to best reflect your own thinking about formative instructional practices. Be prepared to share your thoughts with the team.

I used to think…	*But now I think…*

Why has your thinking shifted?
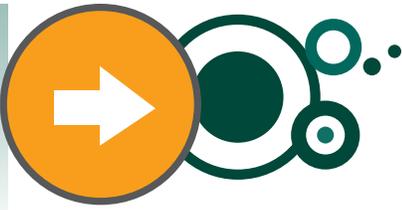
What Comes Next in Our Learning?
Module 2: Clear Learning Targets Preview

LEARNING TARGETS: 1. Understand the benefits of clear learning targets.

2. Know how to ensure learning targets are clear to the teacher.

3. Know how to make learning targets clear to students.

MODULE SEGMENTS

Segment One: *Clarity of Learning*
The Teacher: Learn about the benefits of clear learning targets and how to ensure your own understanding of what students should know and be able to do.

Segment Two: *Clarity of Learning*
The Student: Learn how to make the learning targets clear to your students.

SUMMARY

Learning targets—the statements of the intended learning—are essential for sound assessment, serving as a critical foundation of the teaching and learning process.

In Segment One, you will learn how to ensure your own understanding of the learning targets by:
• Deconstructing complex standards;
• Identifying the ultimate type of learning target and determining the underpinning targets that make up the standard; and
• Learning the benefits of learning targets to teachers, students, and parents.

In Segment Two, you will learn how to make the learning targets clear to students using the following steps:
1. Deconstruct the standard or learning goal if needed.
2. Rewrite the learning targets in student-friendly language.
3. Organize learning targets into a logical progression, considering which targets:
    • Lay the base for learning (foundation learning)
    • Demonstrate mastery of the standard
    • Go beyond the standard
4. Share learning targets with students using one of the following options:
    • State the learning target in its original form
    • Create a student-friendly version of the learning target and then share it
    • Create a student-friendly rubric

Clear learning targets, written in student-friendly language, are an essential component of formative instructional practices. They serve as a foundation that helps teachers, students, and parents understand the intended learning.
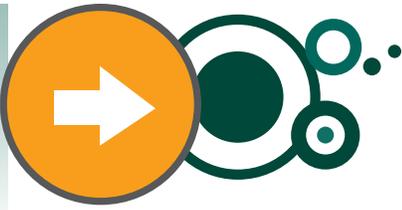
How Are You Progressing On Your Learning Journey?

1. **Am I comfortable with what I have already learned?**

    ◯ Not comfortable   ◯ Comfortable   ◯ Very comfortable

2. **Am I comfortable moving forward as a team to advance our understanding and use of clear learning targets?**

    ◯ Not comfortable   ◯ Comfortable   ◯ Very comfortable