



MODULE 3

PARTICIPANT HANDOUTS



Reference Information

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:

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

List of references:

Module 3 Participant Handout: Section I, Activity 2

Types of Learning Targets. Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed., pp. 44-56). Upper Saddle River, NJ: Pearson Education.

Module 3 Participant Handout: Section I, Activity 2

Types of Learning Targets. Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed., pp. 44-56). Upper Saddle River, NJ: Pearson Education.

Module 3 Participant Handout: Section I, Activity 2

Target-Method-Match. Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed., p. 94). Upper Saddle River, NJ: Pearson Education.

Module 3 Participant Handout: Section I, Activity 3

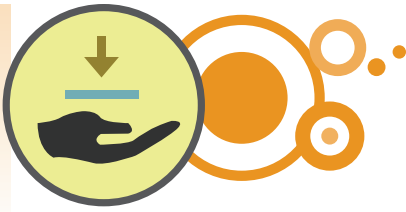
Performance Assessment Task Form. Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed., p. 217). Upper Saddle River, NJ: Pearson Education.

Module 3 Participant Handout: Section III, Activity 1

Goal Setting Form. R. Stiggins, J. Arter, J. Chappuis, and S. Chappuis, (2004). *Classroom assessment for student learning* (p. 369). Upper Saddle River, NJ: Pearson Education.

Module 3 Participant Handout: Section III, Activity 1

Goal Setting Form. R. Stiggins, J. Arter, J. Chappuis, and S. Chappuis, (2004). *Classroom assessment for student learning* (p. 369). Upper Saddle River, NJ: Pearson Education.



What Leaders, Teachers, and Coaches Might Say About Collecting and Documenting Evidence of Student Learning

DIRECTIONS: With a partner, read what some leaders, teachers, and coaches might say about collecting and documenting evidence of student learning. Based on what you've learned so far, do you agree or disagree that the statement aligns with formative instructional practices? Be prepared to defend your choice. Return to Module 3 as needed.

1. A leader might say: "I'm sure that all the instructional materials used in our school are aligned to the new standards because the sales rep assured us of it."

Agree

Disagree

Defend your choice.

2. A coach might say: "The teachers I'm working with monitor learning by tracking summative evidence only."

Agree

Disagree

Defend your choice.

3. A teacher might say: "With traditional paper and pencil assessments, I always include at least one item where students have to write out an answer."

Agree

Disagree

Defend your choice.



4. A coach might say: "It is important that I help teachers with performance assessment this year. If we work on tasks, we can work on rubrics down the road."

- Agree
 Disagree

Defend your choice.

5. A teacher might say: "I plan the questions I ask. It is not always in the best interest of learning to just see where the classroom discussion goes."

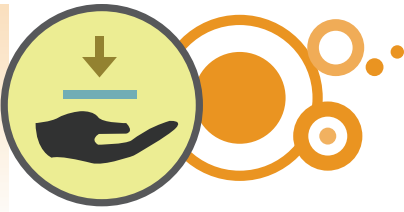
- Agree
 Disagree

Defend your choice.

6. A teacher might say: "It is important to determine the sampling of items in advance."


- Agree
 Disagree

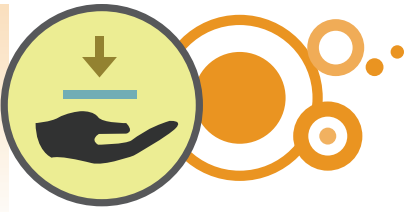
Defend your choice.



Test Blueprint Exercise

DIRECTIONS: Pretend you are teaching a course on formative instructional practices. You are writing an assessment that will address the learning targets listed below. Before creating the actual assessment, you need to match the learning target types to assessment methods. You also need to consider what percent importance you would place on each learning target in this assessment. Use the chart below to help you practice this process. Be prepared to justify your answers and share how you reached your conclusions.

Learning Target	 Target Type <i>Knowledge, Reasoning, Skill, or Product</i>	Assessment Method <i>Selected Response, Written Response, Performance Assessment, and Personal Communication</i>	Percent Importance (Sampling)
Understand what formative instructional practices are.			
Be familiar with the key research findings that support formative instructional practices.			
Understand the benefits of clear learning targets.			
Know how to ensure learning targets are clear to the teacher. This means teachers can deconstruct complex standards.			
Determine the relative importance of various learning targets when designing assessments.			
Create learning targets by deconstructing standards and organize them into a logical progression for learning.			



Types of Targets and the Methods They Match

CASL 2e




KNOWLEDGE TARGETS Knowledge targets represent the factual information, procedural knowledge, and conceptual understandings that underpin a standard.

REASONING TARGETS Reasoning targets specify thought processes students are to learn to do well within a range of subjects—solve problems, make inferences, draw conclusions, and form judgments.

SKILL TARGETS Skill targets are those where a demonstration or physical skill-based performance is at the heart of the learning.

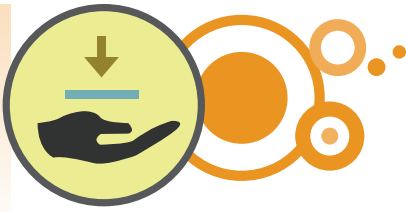
PRODUCT TARGETS Product targets describe learning in terms of artifacts where creation of a product is the focus of the learning target. With product targets, the specifications for quality of the product itself are the focus of teaching and assessment.

Target-Method Match

CASL 2e 	Selected Response	Written Response	Performance Assessment	Personal Communication
Knowledge	Good Can assess isolated elements of knowledge and some relationships among them	Strong Can assess elements of knowledge and relationships among them	Partial Can assess elements of knowledge and relationships among them in certain contexts	Strong Can assess elements of knowledge and relationships among them
Reasoning	Good Can assess many but not all reasoning targets	Strong Can assess all reasoning targets	Partial Can assess reasoning targets in the context of certain tasks in certain contexts	Strong Can assess all reasoning targets
Skill	Partial Good match for some measurement skill targets; not a good match otherwise	Poor Cannot assess skill level; can only assess prerequisite knowledge and reasoning	Strong Can observe and assess skills as they are being performed	Partial Strong match for some oral communication proficiencies; not a good match otherwise
Product	Poor Cannot assess the quality of a product; can only assess prerequisite knowledge and reasoning	Poor Cannot assess the quality of a product, can only assess prerequisite knowledge and reasoning	Strong Can directly assess the attributes of quality of products	Poor Cannot assess the quality of a product; can only assess prerequisite knowledge and reasoning



- STRONG:** The method works for all learning targets of this type.
- GOOD:** The method works for many of the learning targets of this type.
- PARTIAL:** The method works in some instances for learning targets of this type.
- POOR:** The method never works for learning targets of this type.



Documenting Evidence of Student Learning

DIRECTIONS: With a partner, examine the assessment information below gleaned from formative events of a class learning about and conducting research. For each piece of information, decide if you would formally document the assessment information and then use it or if you would proceed informally.

1. Each student submits an exit card that addresses the following learning targets:
 - a. Explain how to identify authoritative print and digital sources.
 - b. Know how to use effective strategies for gathering information.

Name: Joel

Explain how you know if a print or digital source is authoritative. If necessary, revisit your list of key terms related to research.

There are several ways I can tell if a print or digital source is authoritative. First, the source is credible. This means it is accurate information from a reliable source. Second, the source is from an expert author or publisher on the topic being researched.

State two effective research strategies. Next, explain what makes each strategy an effective one.

One research strategy is to use good search terms. Another strategy is to make sure that you have an effective research question to begin with—not too narrow or too broad.

- I would formally document the information and then use it.
- I would informally use the information.

WHY?

2. The teacher plans an activity—a planned formative event—where students, working in pairs, distinguish between effective and ineffective research questions. Each student is responsible for recording what makes each question an effective or ineffective research question.

I would formally document the information and then use it.

I would informally use the information.

WHY?



3. For this planned formative event that took place over several days, the teacher observed and listened as students physically gathered their research information, meeting with students one on one for feedback. Using performance assessment as the assessment method, the teacher gave each student the task below.

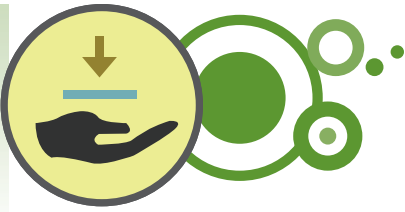


Gathering Relevant Research

Knowledge students are to use:	Use your knowledge of targeted search terms, authoritative sources, and effective research strategies.
What students are to accomplish:	Using advanced search options, gather relevant information from credible print and digital sources about your topic.
Performance or product students are to create:	You will use targeted key terms and conduct an advanced search of your topic. At this point, you will explain to me how you know if a source resulting from the search is credible or not. Next, you will skim the text to determine if the source provides relevant information about your topic.
Materials to be used:	Use authoritative print and digital sources.
Timeline for completion:	You will be gathering relevant research for several days.
Conditions:	I will meet with you for about 5 minutes.
Help allowed:	You may reference your Research Rubric and Judging Sources Checklist.
Criteria:	Your performance will be judged by the Research Rubric.

- I would formally document the information and then use it.
- I would informally use the information.

WHY?



Exit Slip

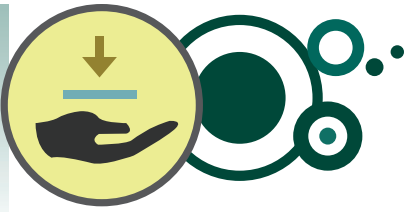
DIRECTIONS: Please put a check mark under the face that most accurately describes your progress toward our learning targets.



I can describe the four methods of assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can match learning targets with good or strong assessment methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain why a method of assessment is the most effective and efficient way to evaluate a type of learning target.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can evaluate or audit an assessment's quality using an assessment blueprint.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please consider how your past practice will change to incorporate formative instructional practice regarding assessment.

	Past practice of assessment design	Future practice of assessment design	Possible roadblocks or hurdles to overcome
<i>When do I typically create assessments?</i>			
<i>What guiding questions do I ask when designing assessments?</i>			
<i>How do I use data from assessments to facilitate learning for all students?</i>			



Setting Goals for Collecting and Documenting Evidence of Student Learning

DIRECTIONS: Write one or two specific and challenging goals that you have for collecting and documenting evidence of student learning in your classroom. Feeling stuck? Check out the example.

CASL 2e



NAME:

DATE:

Goal(s):
Current level of achievement:
Evidence:
What I/we need to learn:
Plan of action:
Support needed:
Time frame:
Evidence of achieving goal(s):

Ensuring Accurate Assessment Results

“Varying assessment methods to give students practice or to accommodate learning styles is a thoughtful consideration. However, assessment methods are not interchangeable. To ensure accurate assessment results, the overriding criterion for selection of method is consideration of the type of learning targets to be assessed.”

*-Rick Stiggins, Judith A. Arter, Jan Chappuis, and Stephen Chappuis
in Classroom Assessment for Student Learning, 2nd edition, 2012, (p. 87)*



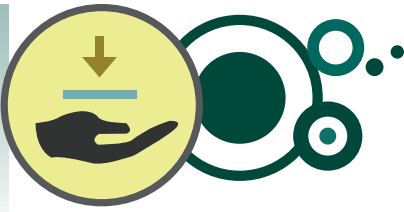
Setting Goals—Example



NAME: *Dwayne Thomas (and team)*

DATE: *October 20th*

<p>Goal(s) or learning target(s): <i>1. Audit our next set of common assessments in mathematics for quality. 2. Experiment with ways to formally document formative and summative assessment events.</i></p>
<p>Current level of achievement: <i>When we shared our assessment audits from the module we discovered that some of the assessment methods used were not a good match for the learning targets. The activity also revealed that some of the items were poorly written. Additionally, most of us only track grades—summative data.</i></p>
<p>Evidence: <i>In our team meeting, we successfully shared how we audited the assessment and discussed our current documenting practices.</i></p>
<p>What I/we need to learn: <i>We need to learn how to select or create better assessments no matter how big or small. We also need to learn how to track formative evidence so we can make better use of the information as learning unfolds.</i></p>
<p>Plan of action: <i>Each of my team members is going to fill out an assessment blueprint template for the upcoming math common assessment. This way we can meet, discuss our work, and revise and edit the assessment as needed. We also are going to share what we've tried with documenting formative evidence so we can provide each other feedback.</i></p>
<p>Help needed—what and who: <i>We need the assessment blueprint template, Download B from Module 3, and each other!</i></p>
<p>Time frame: <i>Three weeks</i></p>
<p>Evidence of achieving goal(s): <i>1. A high quality math assessment that produces accurate information about student learning 2. Better ways to track formative evidence so we have information we can use to improve student learning at our fingertips!</i></p>



What Comes Next in the Learning?

Module 4: Analyzing Evidence and Providing Effective Feedback Preview

- LEARNING TARGETS:**
1. Know how to use methods of assessment formatively in order to analyze evidence of student learning.
 2. Understand what makes feedback effective.
 3. Know how to provide effective feedback.

MODULE SEGMENTS

Segment One: *Analyzing Evidence*

Learn ways to use methods of assessment formatively in order to analyze evidence of student learning.

Segment Two: *Effective Feedback*

Understand the different types of feedback and learn research-based practices for providing effective feedback.

SUMMARY

In the first segment of this module, you will learn how to use the four methods of assessment formatively in order to analyze evidence of student learning. What is considered evidence? Evidence refers to the information about student learning gathered through formal and informal assessment events. It can be in the form of data that is documented formally on a chart, student artifacts that are used formally and informally, and the observations made as teachers and students assess learning within a lesson itself.

In segment two, you will examine your own knowledge and practices when it comes to effective feedback and discover why feedback is so important. To solidify your understanding, this segment includes activities where you must determine if a scenario provides an example of effective feedback or something else, such as a common misconception.

Effective feedback comes in two forms—success and intervention feedback. Success feedback helps students focus on what was done well, whereas intervention feedback helps the student focus on what needs work and provides guidance for what to do about it.

Module 4 also emphasizes the importance of having a feedback loop in your classroom. As we know, truly effective feedback is not only about the feedback we give students, but about the learning that takes place after feedback is given. Students need to be taught how to provide and act upon feedback to move their learning forward.