MODULE 4

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:

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 4 Participant Handout: Section I, Activity 2
Formative and Summative Assessment Data Recorded Together. J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed., p. 308). Upper Saddle River, NJ: Pearson Education.

Module 4 Participant Handout: Section I, Activity 3
Record Keeping: Tracking Student Learning. J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed., chapter 9). Upper Saddle River, NJ: Pearson Education.

Module 4 Participant Handout: Section I, Activity 3
Success and Intervention Feedback. Chappuis, J. (2009). *Seven strategies of assessment for learning* (p. 57-68). Upper Saddle River, NJ: Pearson Education.

Module 4 Participant Handout: Section II, Activity 2
Characteristics of Effective Feedback. Chappuis, J. (2009). *Seven strategies of assessment for learning* (p. 56). Upper Saddle River, NJ: Pearson Education.

Module 4 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 4 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 Teachers and Students Might Say About Analyzing Evidence and Providing Effective Feedback

DIRECTIONS: With a partner, read what some teachers and students might say about analyzing evidence and providing effective feedback. Based on what you've learned so far, do you agree or disagree that each statement aligns with formative instructional practices? Be prepared to defend your choice. Feel free to return to Module 4 as needed.

1. A teacher might say: "When analyzing student work samples, I put them in order—the best one on the top. This way I compare the others against it."

   ☐ Agree

   ☐ Disagree

   Defend your choice.

2. A student might say: "My teachers put lots of comments on assignments, but by the time we get them back, we are already studying something else."

   ☐ Agree

   ☐ Disagree

   Defend your choice.

3. A teacher might say: "I believe that my students should have lots of descriptive feedback about their work, but I don't always give it because writing it all out takes too long."

   ☐ Agree

   ☐ Disagree

   Defend your choice.

4. A student might say: "I get comments on my papers telling me to work harder or give more effort, but I am working hard. I don't know what to do to get better grades."

☐ Agree

☐ Disagree

Defend your choice.

5. A teacher might say: "I reteach learning targets often. It is up to students, however, to practice on their own before being assessed again."

☐ Agree

☐ Disagree

Defend your choice.

6. A teacher might say: "When we come together to analyze assessment information in our building, we are collectively responsible for the results. This means that we have a school-wide plan for how to intervene with struggling students and how to enrich for students who are meeting the standards. All students have access to a rigorous curriculum regardless of their room assignment."

☐ Agree

☐ Disagree

Defend your choice.
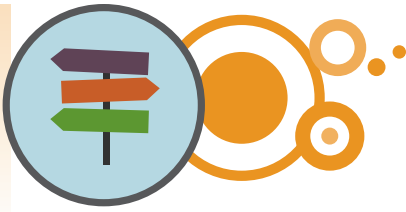
Analyzing Formally Documented Evidence

DIRECTIONS:

A group of teachers is working with an instructional coach to advance its understanding and use of formative instructional practices—specifically, it is spending time studying clear learning targets and effective feedback. The instructional coach has formally documented evidence of each teacher's learning below, organized by learning target for each topic.

With a partner, examine the evidence recorded in the chart below. Then, answer the discussion questions.

Clear Learning Targets	Effective Feedback
Target #1: Know how to deconstruct standards.	Target #1: Understand the characteristics of effective feedback.
Target #2: Know how to create student-friendly versions of learning targets and organize them into logical progressions for learning.	Target #2: Know how to prepare and provide effective feedback.

	Clear Learning Targets					Effective Feedback				
Learning Target(s)	1	1	1 and 2	1 and 2	1 and 2	1	1 and 2	1 and 2	1 and 2	1 and 2
Date	Sept. 7	Sept. 21	Oct. 5	Oct. 18	Oct. 31	Nov. 14	Dec. 1	Dec. 14	Jan. 3	Jan. 17
Assessment Event	Deconstructing Standards	Deconstructing Standards	Creating Targets	Creating Targets	Conducting Gallery Walk of Targets	Defining Feedback	Practicing Feedback	Feedback Conference	Practicing Feedback	Feedback Conference
Formative/ Summative	F	F	F	F	S	F	F	F	F	S
Teacher										
1. Mark	2	3	3	3	3	3	2	2	3	3
2. Jessica	2	3	2	3	3	3	2	2	2	2
3. Sarah	2	3	2	3	3	3	1	2	3	3
4. Robert	2	3	3	3	3	3	2	2	2	3
5. Maria	1	2	2	3	3	3	2	2	3	3
6. Anthony	1	2	2	3	3	3	2	2	3	3
7. Dwayne	2	2	2	3	3	3	1	2	3	3
8. Becca	2	2	2	3	3	3	1	2	3	3
9. Taylor	0	1	2	2	3	3	2	2	3	3
10. Oscar	1	2	2	2	2	3	2	2	2	3

3—Demonstrates Mastery; 2—Approaching Mastery, minimal errors;

1—Demonstrates Partial Understanding, many errors; 0—Does not demonstrate even partial understanding

Discussion Questions

1. Overall, what is the pattern in teacher progress from early in the learning to later in the learning of the same learning targets?

2. If grades were to be assigned, are there any formative uses where the assessment information could have been used summatively for individual or groups of teachers?

   What, however, is the advantage of relying on more than one assessment event prior to making a "judgment" about student learning?

3. Revisiting what you learned in Module 3, what are the advantages of documenting formative and summative data together (for both students and adult learners)?
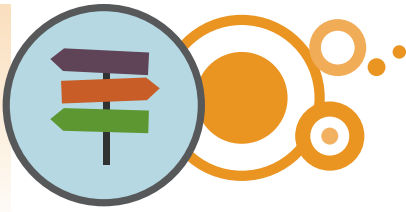
Analyzing Evidence and Providing Effective Feedback

DIRECTIONS:

Mark, Jessica, and Sarah are teachers working with their instructional coach to practice classifying learning targets. Their instructional coach collected and documented evidence of their learning in the chart below. With a partner, complete the exercises by pretending you are the instructional coach. How would you provide effective feedback to each teacher? *(Hint: Use the Success and Intervention Feedback Options table on the next page for ideas.)*

Learning Targets:
1. Create a timeline to show the order of early explorations and settlements.
2. Measure properties of objects using balances and thermometers.
3. Uses data from a random sample to draw inferences about a population with an unknown characteristic of interest.

TEACHER	**LEARNING TARGET #1:** Classification and Justification	**LEARNING TARGET #2:** Classification and Justification	**LEARNING TARGET #3:** Classification and Justification
Mark	**Product;** because the student is making something.	**Skill;** because the student is doing something.	**Skill;** because the student is doing something.
Jessica	**Product;** because an artifact is the heart of the learning.	**Knowledge;** because the student needs to know how to measure.	**Skill;** because the key word is "use."
Sarah	**Skill;** because the student must physically make the timeline.	**Skill;** because the word "using" tells me that I could only measure the learning by having the student do something.	**Reasoning;** because this learning target is about making an inference.

EXERCISE I
Correct Answer: Learning Target #1 is a _____ target.

Provide each learner with success or intervention feedback.

Mark:

Jessica:

Sarah:

EXERCISE II

Learning Target #2 is a _____ target.

Provide each learner with success or intervention feedback.

Mark:

Jessica:

Sarah:

EXERCISE III

Learning Target #3 is a _____ target.

Provide each learner with success or intervention feedback.

Mark:

Jessica:

Sarah:

SUCCESS AND INTERVENTION FEEDBACK OPTIONS	
SUCCESS	**INTERVENTION**
• Identify what is done correctly. • Describe a feature of quality present in the work. • Point out an effective use of strategy or process.	• Identify a correction. • Describe a feature of quality needing work. • Point out a problem with strategy or process. • Offer a reminder. • Make a specific suggestion. • Ask a question.
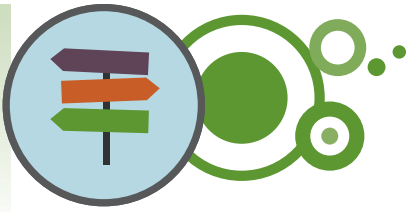
My Feedback Practices

DIRECTIONS:

On your own, pick a few students and examine the marks and comments that you put on their papers. Using the characteristics of effective feedback as a guide, determine if the feedback you provided was effective feedback or something else. Two examples are done for you.

Student	Name and describe the feedback given.	**SS** Check the characteristics of effective feedback that are present.
Ania Perelli	*Put forth more effort.*	☐ Directs attention to the intended learning, pointing out strengths and offering specific information to guide improvement ☐ Occurs during the learning, while there is still time to act on it. *(Note: While it's unclear if this feedback occurred during the learning or not, this characteristic is not checked because this feedback is not specific enough for a student to act upon.)* ☐ Addresses partial understanding ☐ Does not do the thinking for the student ☐ Limits corrective information to the amount of advice the student can act on
Dakota Stevenson	*Nice job having your timeline display equal intervals of time. Use your checklist to see the key feature of a timeline that is missing from your work.*	☑ Directs attention to the intended learning, pointing out strengths and offering specific information to guide improvement ☑ Occurs during the learning, while there is still time to act on it ☑ Addresses partial understanding ☑ Does not do the thinking for the student ☑ Limits corrective information to the amount of advice the student can act on
		☐ Directs attention to the intended learning, pointing out strengths and offering specific information to guide improvement ☐ Occurs during the learning, while there is still time to act on it ☐ Addresses partial understanding ☐ Does not do the thinking for the student ☐ Limits corrective information to the amount of advice the student can act on

Student	Name and describe the feedback given.	SS Check the characteristics of effective feedback that are present.
		☐ Directs attention to the intended learning, pointing out strengths and offering specific information to guide improvement ☐ Occurs during the learning, while there is still time to act on it ☐ Addresses partial understanding ☐ Does not do the thinking for the student ☐ Limits corrective information to the amount of advice the student can act on
		☐ Directs attention to the intended learning, pointing out strengths and offering specific information to guide improvement ☐ Occurs during the learning, while there is still time to act on it ☐ Addresses partial understanding ☐ Does not do the thinking for the student ☐ Limits corrective information to the amount of advice the student can act on
		☐ Directs attention to the intended learning, pointing out strengths and offering specific information to guide improvement ☐ Occurs during the learning, while there is still time to act on it ☐ Addresses partial understanding ☐ Does not do the thinking for the student ☐ Limits corrective information to the amount of advice the student can act on

Strengths of my feedback practices: _____

Areas for improvement: _____
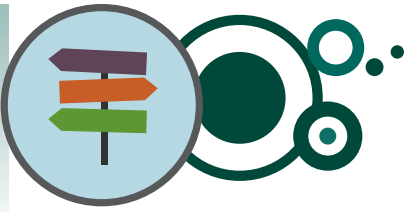
Setting Goals for Collecting and Documenting Evidence of Student Learning

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):	

Understanding and Acting On Feedback

"Effective feedback relates directly to the learning, pointing out strengths and offering specific
guidance for improvement. If students don't understand what the learning targets are, they
won't be likely to understand or act on the feedback intended to help them improve."

- Rick Stiggins, Judith A. Arter, Jan Chappuis, and Stephen Chappuis
*in Classroom Assessment for Student Learning, 2nd edition, 2012 (p. 78)*

Setting Goals—Example

CASL 2e

NAME: *Jessica Greenbaum (and team)*　　　　　　**DATE:** *November 21st*

Goal(s) or learning target(s):
1. Align classroom questioning to the level of the learning targets. 2. Audit our rubrics for quality (so they can be good tools for effective feedback).

Current level of achievement:
When we shared the types of assessment we use, we felt as a team that the level of questioning in our classrooms is mostly at the knowledge level, not really matching our learning targets. Many of us also shared that what we are calling rubrics are really just evaluative scoring guides and not useful for providing effective feedback.

Evidence:
In our team meeting, we documented as a group that our questioning techniques and rubrics need improvement. In fact, no one really wanted to put one of their rubrics out there for critique!

What I/we need to learn:
We need to learn how to ask better questions to engage students in high-level thinking. We also need to learn how to create high-quality rubrics, or revise the ones we have.

Plan of action: *Each of my team members is going to plan a set of questions to be used orally with a set of learning targets. We have asked a student to track the question stems we use for feedback we can share with each other. As for rubrics, we are going to begin by creating a rubric together that defines high-quality group work, as this is an expectation in all of our classes.*

Support needed: *We need the following downloads from Module 4: Download D: Verbs and Question Stems that Elicit Different Types of Thinking and Download B: Rubric for Rubrics*

Time frame: *Three weeks*

Evidence of achieving goal(s):
1. Students tracking that the majority of questions posed are high-level questions 2. Producing a rubric that passes the Rubric for Rubrics test!
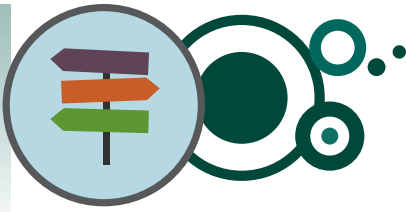
What Comes Next in Our Learning?
Preview of Module 5: Student Ownership of Learning: Peer Feedback, Self-Assessment, and More

LEARNING TARGETS: 1. Know how to prepare students to give each other effective feedback.

2. Know how to prepare students to self-assess with a focus on learning targets.

3. Know how to prepare students to create specific and challenging goals.

4. Know how to prepare students to track, reflect on, and share their learning with others.

MODULE SEGMENTS

Segment One: *Student Ownership Overview and Peer Feedback*
Examine classrooms where students own the learning along with teachers, and consider your own practices related to student ownership. Learn how to cultivate a culture of collaborative feedback in the classroom and prepare students to give each other effective feedback.

Segment Two: *Student Self-Assessment and Goal Setting*
Learn how to include students as decision-makers in the learning process. Prepare them to self-assess and create specific, challenging goals.

Segment Three: *Tracking, Reflecting On, and Sharing Learning with Others*
Learn how to include students as decision-makers in the learning process. Prepare them to self-assess and create specific, challenging goals.

SUMMARY

As you've learned, Paul Black and Dylan Wiliam made recommendations based on their key research supporting formative instructional practices as a powerful way to improve student learning. Two of those recommendations are:

- Increase opportunities for students to communicate their evolving learning during instruction.

- Increase self- and peer-assessment.

This module discusses how you can prepare students to implement these recommendations in your classroom. You will learn about preparation and environment that students need to be able to provide each other with effective feedback, self-assess accurately, set specific and challenging goals, and reflect on and share their learning with others.