Battelle *for* Kids

Formative Instructional Practices

Introduction to Formative Instructional Practices

....

Module Overview

Learning Targets:
1. Understand what formative instructional practices are.
2. Become familiar with key research findings related to the effects of formative instructional practices on student achievement.

Module Segments:

Segment One:

In the literature—Learn about formative instructional practices from researchers and the best thinkers in the field.

Segment Two:

In the field—Learn from practitioners who have opened up their classrooms to share their experiences with formative instructional practices.

Key Terms:

Formative Assessment: The formal and informal processes that teachers and students use to gather evidence for the purpose of improving learning. Formative assessment is also referred to as assessment *for* learning.

Formative Instructional Practices: The term we will use to refer to the practice of formative assessment. In other words, formative instructional practices are the formal and informal ways that teachers and students gather and respond to evidence of student learning.

Summative Assessment: Assessments that provide evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness.

Learning Targets: Statements of intended learning—what students should know and be able to do.

Downloads:

Title of Download	Description of Download	Recommended Uses
Download A: **Formative or Summative?**	• Addresses the users and uses of assessment information from the state to the district/building to the classroom-level. • It is the "answer sheet" to the activity where the online learner is deciding if the use of assessment information is formative or summative.	• Use as a reminder for all educators about the varying uses of assessment and needs of assessment users. • Use "offline" with educators to address the learning target of understanding the difference between formative and summative assessment. • Often an assessment is given—like a benchmark assessment—without a clear purpose from the outset for how the information gleaned from the assessment will be used.

Title of Download	Description of Download	Recommended Uses
Download B: **Formative or Summative? Template**	• Addresses the users and uses of assessment information from the state to the district/building to the classroom-level. • It is the activity where the online learner is deciding if the use of assessment information is formative or summative.	• Use as a reminder for all educators about the varying uses of assessment and needs of assessment users. • Use "offline" with educators to address the learning target of understanding the difference between formative and summative assessment. • Often an assessment is given—like a benchmark assessment—without a clear purpose from the outset for how the information gleaned from the assessment will be used.
Download C: **Formative and Summative Uses**	• Serves as a reflective piece to consider the uses of assessment information in your district/school and classroom—what assessment needs are being met and areas for improvement.	• Use the graphic organizer to guide a group discussion around balanced assessment and the assessment information needs in your classrooms, school or district.

Download D:
Formative Instructional Practices—Ten Lessons Learned
	• Battelle for Kids and Pearson Assessment Training Institute (ATI) have taught thousands of teachers and leaders in formative instructional practices. Listed here are some of the lessons learned from teaching, reading, experimenting and learning with practitioners in the field who are deliberately implementing these practices daily with their students.	• Use as a way to either introduce or summarize key points about formative instructional practices.
		
		• Potential questions to use with colleagues after reading the 10 lessons include:
		  –For those teachers and schools that have made formative instructional practices a professional learning priority, do any of our lessons align to your experiences? Which ones? How?
		  –For those teachers and leaders who are beginning or renewing your learning journey with formative instructional practices, which of our lessons resonates with you? Why?

Title of Video Clip	Description of Video Clip	Time	Recommended Uses
Expert Opinion (Page 11)	• Classroom assessment expert and Assessment Training Institute founder Rick Stiggins shares the five keys to quality assessment.	2:18	• Use with colleagues to give an overview of the assessment qualities that must be present with any assessment.
Teacher Insight (Page 31)	• Teachers, like you, have been learning how to make formative instructional practices an integral part of teaching and learning in their classrooms. Listen to what an Ohio teacher has to say about his own journey with formative instructional practices.	1:14	• Use as an example and reminder of what teachers are saying as they embed these practices.
My Classroom Then and Now (Page 45)	• Practicing classroom teachers share how formative instructional practices are transforming teaching and learning in their classrooms.	1:45	• Use this clip as a way to open up conversation with teachers. This could be used at the start of implementation or as teachers work on the work as an example of self-reflection.

Reflection Questions:

(Page 12)

• Reflect on a time when you gave or received feedback that clearly improved learning. Describe it.

(Page 19)

• Now that you have reviewed formative and summative assessment uses, consider which are present in your classroom, school or district.

• Are formative and summative uses of assessment in balance?

• If not, what modifications might you recommend?

• With whom might you share your recommendations?

• What rationale might you give for your recommendations?

(Page 20)

• Try this activity with a group of colleagues. Are the high impact practices a regular part of your school culture?

(Page 25)

• Think about the formative instructional practices you use in your classroom. Which of these questions are they designed to answer?

- Try this exercise with colleagues. How do you think they would do? If you were leading the activity, what kind of feedback would you offer?

- Did any of the conversation sound familiar? Knowing what you know about formative instructional practices, what would you add to the conversation? What would you contribute if you were part of this professional learning team?

Where am I going?
- Which practice do you want to prioritize to implement in your own classroom?

Where am I now?
- Keep in mind what you've learned about high impact practices. Which practices do you do well? Which practices need work?

How can I close the gap?
- How can you close the gap from where you are and where you want yourself and your students to be?

Module One Summary:

Formative instructional practices are the formal and informal ways that teachers and students gather and respond to evidence of student learning.

In this module, you learned what formative instructional practices are and the key research findings of their effect on student achievement. Many teacher and student practices allow assessment to serve its purpose and define it as an integral part of the teaching and learning process—a process that starts with the standards, but plays out in assessment events and reaps its benefits in the instruction that occurs day to day, and even minute by minute, in the classroom. This is where students are taught to use each assessment to determine how to do better the next time.

The process begins with teachers having clarity of the learning targets—and students understanding them equally well. It continues when assessment-literate teachers use only accurate assessment information that has been collected, documented and analyzed to make instructional decisions based on students' needs. This response by the teacher includes not only reteaching, but focused reteaching that shows students how to revise their work or thinking. It also includes time for students to practice before being assessed again.

Moreover, the process includes students self-assessing their own learning so they know how to achieve success while they are still learning. "Which learning targets do I understand?" "Does my work look like the strong work that we reviewed in class?"

Formative instructional practices involve teachers providing students effective feedback—feedback that moves learning forward—and students, too, being taught to engage in peer feedback opportunities and knowing how to respond to the feedback they are given.

The process comes full circle when students are able to track, reflect on and share their learning with others. Ultimately, students can answer these three questions as they are learning:
- Where am I going?
- Where am I now?
- How can I close the gap?

When students are truly partners in the teaching and learning process, the achievement gains cited in the research can be realized.

Module Overview

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.

Key Terms:
Learning Targets: Statements of intended learning—what students should know and be able to do.

Standard: The "shortened" term we will use when we are referencing the standard statement OR content statement.

Deconstruct/Deconstructing Standards: The process of breaking down a broad or complex standard or goal, into smaller, more explicit learning targets. Often the terms "unpack" or "unwrap" are used to mean the same thing.

Scaffold/Scaffolding Standards: The process of deconstructing standards and breaking them into smaller, more explicit learning targets, and then organizing the targets in a progression that makes sense for learning.

Downloads:

Title of Download	Description of Download	Recommended Uses
Download A: Clear Learning Targets Continua	• An analytical rubric that displays varying levels of mastery of teacher knowledge and effective use of clear learning targets	• Use as a self-assessment tool to gauge where you are with your work with clear learning targets. • When shared with those leading the charge, the data from teachers can guide professional learning and support.

Title of Download	Description of Download	Recommended Uses
Download B: Benefits of Clear Targets	• Lists the benefits of clear learning targets for teachers, students and parents	• Use to guide a discussion with your professional learning team. Why learning targets? Lots of reasons! • Use in communication tools with teachers. • Use in communication tools with parents.
Download C: Types of Learning Targets	• Defines the four types of learning targets—knowledge, reasoning, performance skill and product	• Use as a reference tool when you are deconstructing standards. • Use as a reference tool when you are scaffolding learning targets into a logical progression. • Use as a reference tool when you are determining the best assessment method to use.
Download D: Deconstructing a Standard—Reading Example	• Shows a Reading CCSS deconstructed including: a. The ultimate target type of the standard—the intent of the standard b. The underpinning targets that make-up the standard c. The key academic language that requires clarification for learning d. A review of the learning that comes before and after of the standard along with other information about the standard that should be considered e. Checking for alignment and reasonableness	• Use as an exemplar as you deconstruct the standards you teach.
Download E: Deconstructing a Standard Template	• Includes: a. The ultimate target type of the standard—the intent of the standard b. The underpinning targets that make-up the standard c. The key academic language that requires clarification for learning d. A review of the learning that comes before and after of the standard along with other information about the standard that should be considered e. Checking for alignment and reasonableness	• Use as an exemplar as you scaffold student-friendly learning targets into a logical progression for learning. • Use a sample to share with parents and the community.

Title of Download	Description of Download	Recommended Uses
Download F: Student-Friendly Learning Targets Reading Example	• Shows a Reading CCSS scaffolded into a logical progression of student-friendly learning targets that: lay the base for learning, demonstrate mastering the standard and go beyond the standard	• Use as an exemplar as you scaffold student-friendly learning targets into a logical progression for learning. • Use a sample to share with parents and the community.
Download G: Student-Friendly Learning Targets Template	• Serves as a graphic organizer to scaffold learning targets in a logical progression that: lay the base for learning, demonstrate mastering the standard and go beyond the standard	• Use to organize your student-friendly learning targets into a logical progression for learning.

Videos:

Title of Video Clip	Description of Video Clip	Time	Recommended Uses
Speaking from Experience (page 11)	• Listen to what these teachers have to say about how they use clear learning targets in their classrooms.	:57	• Use with colleagues to give an overview of the assessment qualities that must be present with any assessment.
Students on Learning Targets (page 40)	• Listen to what these 4th grade students have to say about learning targets.	:57	• Use as an example and reminder of what teachers are saying as they embed these practices.
Learning Targets and Instructional Planning (page 42)	• Listen to what these teachers have to say about the impact of learning targets on instructional planning.	2:22	• Use this clip as a way to open up conversation with teachers. This could be used at the start of implementation or as teachers work on the work as an example of self-reflection.
Sharing the Targets (page 53)	• Listen to 4th grade teacher Emily Diehl as she shares the learning target with her students. • Note: This clip also shows the teacher telling her students how they will use the targets to self-assess and set goals based on their own writing artifacts.	1:38	• Use to emphasize the importance of students being able to verbalize that they can say what mastering the learning target means.

(Page 10)
•   Is your classroom or school driven by learning targets or learning activities? How do you know?

(Page 14, Screen 1)
•   What would you list as the benefits of clear learning targets for teachers?

(Page 16, Screen 1)
•   What would you list as the benefits of clear learning targets for students?

(Page 37)
•   Do you and your colleagues have a shared expectation of what students should know and be able to do? How could the deconstructing process help?

(Page 54)
Brainstorm a list of ways to share learning targets with students. If it helps, imagine a target-rich learning environment. Imagine what you would see and hear.
•   What would you and your students be doing?
•   What would you and your students be saying?
•   How might a target-rich environment benefit student learning?

Module Two 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. For teachers and students alike, learning targets answer the question, "Where am I going?"

In segment one of this module, you learned how to ensure your own understanding of the learning targets. This understanding begins with deconstructing complex standards, identifying the ultimate type of learning target and determining the underpinning targets that make up the standard. The deconstructing process also includes defining the key academic language of the standard and understanding how this learning fits in with the learning that comes before it and after it. Ensuring teacher understanding of the learning targets is best accomplished by teachers working together to make meaning of the intended learning.

In segment one, you also learned about the benefits of learning targets to teachers, students and parents. The benefits of clear learning targets include:

To Teachers
1. Know what to teach

2. Know what to assess

3. Know what instructional activities to plan

4. Avoid "coverage" at the expense of learning

5. Provide ability to interpret and use assessment results

6. Provide system for tracking and reporting information

7. Create common ground for working collaboratively with other teachers

To Students

1. Understand what they are responsible for learning

2. Understand and acting on feedback

3. Be prepared to self-assess and set goals

4. Be able to track, reflect on, and share their own progress

To Parents

1. Help children at home

2. Understand the grade report

3. Focus discussions at conferences

In segment two of this module, you learned how to make the learning targets clear to students using the following steps:

1. 1. Deconstruct the content standard *if needed.*
2. Rewrite the learning targets in student-friendly language.
3. Organize learning targets into a logical progression, considering targets that:
   - Lay the base for learning (foundation learning)
   - Demonstrate mastery of the standard
   - Go beyond the standard

Once targets are created, teachers have three options for sharing the learning targets with students that include:

1. State the learning target in its original form.
2. Create a student-friendly version of the learning target and then share it.
3. Create a student-friendly rubric by:
   - Converting an adult-version of a rubric that you have.
   - Creating a rubric with your students that helps to clarify the learning target.

In either case, the student-friendly targets are the descriptors of the rubric.

Clear learning targets, written in student-friendly language, are an essential component of formative instructional practices, serving as a foundation that helps teachers, students, and parents understand the intended learning.

Formative Instructional Practices

Collecting and Documenting Evidence of Student Learning

Learning Targets:

1. Know how to collect accurate formative evidence of student learning.
2. Know how to document formative evidence of student learning.

Module Segments:

Segment One:

Collecting Accurate Formative Evidence: Learn about the key aspects of assessment quality to ensure accuracy of the information. Consider the vast amounts of evidence you collect and interpret daily… what will be used formatively?

Segment Two:

Documenting Formative Evidence: Learn ways to keep track of formative evidence that make it easier to use for instructional decisions.

Key Terms:

Selected Response Assessment: Students select the correct or best response from a list.

Written Response Assessment: Students construct an answer in response to a question or task. This includes short answer and extended written response.

Performance Assessment: Students perform a task where they engage in a real-time performance (a demonstration) or create a product. The performance or product is evaluated using a rubric that describes levels of quality.

Personal Communication Assessment: Students provide evidence of their learning by engaging in structured and unstructured interactions. These may include answering questions and participating in conversations.

Assessment Event: The term we use to describe an activity that serves as a source of information providing evidence of student learning.

Evidence: The term we use to refer to the information about student learning gathered through formal and informal assessment events.

Title of Download	Description of Download	Recommended Uses
Download A1: Target-Method Match Summary Chart (page 16)	• A chart that provides of overview of the best assessment methods to use with each target type.	• Use as a reminder when planning formative events to make sure the assessment method you plan to use is appropriate for the target type.

Title of Download	Description of Download	Recommended Uses
Download A2: **My Assessment Methods** (page 19) © 2011, Battelle for Kids.	• A graphic organizer used to reflect upon the assessment methods a teacher uses over a period of time.	• Use as a self-assessment tool to ask yourself the following questions: What methods do I typically use? Do my methods match the learning targets they are intended to assess? What changes, if any, should I make to the assessment methods I use for the learning targets I teach? How do I use assessment information formatively to guide my instruction?
Download B: Test Blueprint Template (page 27) Adapted with permission from Classroom assessment for student learning (2nd ed.) p. 111, by Chappuis, J., Stiggins, R., Arter, J., & Chappuis, S. 2012.	• A graphic organizer to be used for assessment planning. Consists of the following categories: - Learning Target - Target Type - Assessment Method - Percent Importance	• Use as an assessment planning guide for an assessment that you need to create. • Use as a way to examine an existing assessment. • Please note: The categories can be changed to fit your needs. For example, you may want to add a column for test item numbers.
Download C: Audit an Assessment for Clear Learning Targets (page 27) Adapted with permission from Classroom assessment for student learning (2nd ed.) p. 119, by Chappuis, J., Stiggins, R., Arter, J., & Chappuis, S. 2012.	• This activity allows teachers independently, with a partner, or with a learning team to audit or critique the assessments they use for learning targets.	• Use to develop greater clarity about the clear learning targets on the assessments you use. • Discover things such as: the representation of the targets, the sampling of the targets, and the alignment of the instruction students received.
Download D: Formative and Summative Data Recorded Together—Mathematics Example (page 43) Adapted with permission from Classroom assessment for student learning (2nd ed.) pg. 308, by Chappuis, J., Stiggins, R., Arter, J., & Chappuis, S. 2012.	• A sample of formative and summative data/information recorded together.	• Use as one example of how to document or track learning.

Videos:

Title of Video Clip	Description of Video Clip	Time	Recommended Uses
The Importance of Assessment Accuracy (page 9)	• Listen to what classroom assessment expert and author Rick Stiggins has to say about the importance of assessment accuracy. • Rick shares the four design requirements of every assessment, the four methods of assessment and the rules of engagement that teachers need to consider when choosing methods of assessment.	2:33	• Use with colleagues to give an overview of the assessment qualities that must be present with any assessment.

(Page 16, Last Screen)
• Based on what you've learned about matching learning targets with appropriate assessment methods, are the assessments you use a good/strong match for the targets you teach?

(Page 19)
• Reflect upon your assessment evens of the past week.
  • Which events did you use formatively to guide instruction?
  • What assessment methods were represented?
  • What changes, if any, would you make to the assessment methods you used for the learning targets you taught in the past week?

(Page 27)
• Consider the four design requirements of every assessment event and the stages of the assessment development cycle. What are your strengths and areas of challenge when it comes to ensuring assessment quality?

(Slide 31)
• Now that you have learned about the Assessment Development Cycle, reflect on your next steps. What are three steps you can take to better plan, develop, and use quality assessments for formative use?
• Now that you have learned about the Assessment Development Cycle, reflect on next steps. What are three steps you can take to better plan, develop and use quality assessments for formative use?

(Page 38)
• What evidence do you collect for formative use?

(Page 41)
• How do you keep track of formative evidence? Do you think it should be organized with summative evidence like the example above? What would work best in your classroom?

(page 42)
• What diagnostic and practice events do you keep track of in your classroom?

Module Three Summary:
Any evidence of student learning you collect needs to be an accurate reflection of what students should know or be able to do in relation to the defined learning targets. In segment one, you learned about key aspects of assessment quality to ensure accuracy. Keeping in mind the vast amounts of evidence you collect and interpret daily, you learned the importance of deciding what information will be collected for formative use at the outset of learning.

Clear Purpose + Clear Targets + Sound Assessment Design = ACCURACY
The "equation" above addresses the key components needed to ensure that the information you collect for formative or summative use is accurate. The questions to ask yourself include:
• How do I determine which assessment method will yield the most accurate information for a given learning target?
• What do I need to do to ensure the evidence I collect can be used formatively?
• What do I need to do to ensure the evidence I collect matches what I taught?

This module focused on the sound assessment design part of the equation. You learned about the four methods of assessment that include selected response assessment, written response assessment, performance assessment, and personal communication. Although we only scratched the surface when it comes to ensuring accuracy, you learned about the four design requirements recommended by noted assessment expert Rick Stiggins:

1. Consider the assessment methods you use to assess students and make sure they are a "match" for the learning targets you are teaching.
2. Use an appropriate sample size.
3. Write and/or select only high quality assessment items, tasks and scoring rubrics.
4. Control for bias.

In segment one, you practiced matching assessment methods with specific types of learning targets and explored the value of assessment blueprints and the assessment development cycle. Segment one closed with two practice opportunities—auditing assessments for clear learning targets and creating your own assessment blueprint.

Collecting Accurate Evidence + Documenting It Well = Information You Can Use!
In segment two, you learned about documenting evidence of student learning. This documentation begins with decisions that include planning which assessment events will be used formatively and which events will be used summatively, determining what formative evidence you need or want to keep track of, and identifying a system to keep the evidence so it can be easily accessed for use.

We suggest three record-keeping guidelines that apply to both formative and summative information to link the data to the learning targets represented and to maximize the usefulness of your entries:

1. Organize entries by learning target.
2. Track information about work habits and social skills separately.
3. Record achievement information by raw score, if practical.

The practices of collecting and documenting evidence of student learning do matter. When we have the details about the learning targets at our fingertips, we are better equipped to provide accurate feedback, plan for differentiated instruction, track student progress toward mastery of the learning targets and standards, and complete a standards-based report card.

Formative Instructional Practices
Analyzing Evidence and Providing Effective Feedback

. . . .

Module Overview

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.

Key Terms:
Effective Feedback: Feedback that moves learning forward.

Success Feedback: Feedback that helps students focus on what was done well.

Intervention Feedback: Feedback that helps the student focus on what needs work and provides guidance for what to do about it.

Evidence: The term we use to refer to the information about student learning gathered through formal and informal assessment events.

Assessment Event: The term we will use to describe an activity that serves as a source of information providing evidence of student learning.

Downloads:

Title of Download	Description of Download	Recommended Uses
Download A: Selected Response Assessment Practices That Are More Likely To Improve Student Learning (page 13)	• Lists and describes selected response assessment practices that are more *likely* to improve student learning • Directs teachers to use as a self-assessment as to which practices are strengths and which practices are areas for improvement	• Use as a self-assessment tool to gauge where you are with your work with using selected-response assessment to improve student learning

Title of Download	Description of Download	Recommended Uses
Download B: My Performance Assessment Formative Instructional Practices (page 22)	• Lists formative instructional practices—in this case, Pearson's seven strategies of assessment for learning—in the context of performance assessment • Directs teachers to use as a self-assessment as to which practices are strengths and which practices are areas for improvement	• Use as a self-assessment tool to gauge where you are with your work with using performance assessment to improve student learning
Download C: Verbs and Questions Stems that Elicit Different Types of Thinking (page 26)	• Serves as "cheat sheet" for verbs and question stems that elicit different types of thinking—verbs that elicit recall of information & question stems that elicit reasoning (analyze, compare/contrast, synthesize, classify, infer/deduce and evaluate)	• Use to create questions across different patterns of reasoning. • Use various stems to ensure that your students do not become stem dependent • Have your students use to create questions and to recognize when different types of thinking is being called for
Download D: Line-up (page 29)	An activity that structures a class discussion so that students talk to each other to investigate a question or argument. Teaches students to examine both sides of an issue or argument before committing to one side. Helps correct the misconception that opinions can be effectively supported with further opinions, or that the volume with which an opinion is expressed constitutes support.	• Use as an example for structuring class discussions • Use or adapt the activity to use with your students
Download E: My Feedback Practices (page 32)	• A checklist of practices about teacher knowledge and effective use of feedback	• Use as a self-assessment tool to gauge where you are with your work with effective feedback. • When shared with those leading the charge, the data from teachers can guide professional learning and support

Reflection Questions:

(Page 8, screen B)
- Reflect on the four assessment methods. How do you use evidence collected from the four assessment methods formatively in your classroom?

(Page 13)
- How do you use evidence gleaned from selected response formative events?
- What changes might you make to your practices with selected response assessment to improve student learning?

(Page 20)
- How could this written response assessment be used formatively by Mr. Wagner to determine where students are with the learning targets?
- How could the checklist help drive the feedback he provides students or even how he plans for instruction?

(Page 28)
- How do you currently use selected response assessment to guide instruction?
- How do you currently use written response assessment to guide instruction?
- How do you currently use performance assessment to guide instruction?
- How do you currently use personal communication assessment to guide instruction?
- What new ideas might you try to use these assessment methods to help improve student learning?

(Page 39)
- What kind of feedback do you find most useful?
- Why do you think giving effective feedback during learning helps students improve and gain ownership over their learning?

(Page 41)
- As you consider the suggestions for offering feedback, record in your journal the strategies that you would like to try.

(Page 44)
- Consider some assignments or assessments that you have recently returned to students. What type of feedback did you provide? After completing this segment, what changes, if any, might you make to the type of feedback you give?

(Page 45)
- How do you intentionally build time into your classroom for students to act on feedback?
- How do you modify your instruction as a result of what you have learned from student work?

(Page 47)
- Record any feedback loop suggestions that resonate with you.

Module Four Summary:

In the first segment of this module, you learned 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, the student artifacts that are used formally and informally and the observations made as teachers and students assess learning within the lesson itself.

With each of the methods, you explored "why" this method should be used to gather formative evidence and "how" this method is be used by teachers and students to analyze evidence of learning.

Why selected-response assessment? Some of our most powerful formative instructional practices involve diagnostic uses of selected-response items, quizzes and tests by both teachers and students.

You also had the opportunity to sort through many of these practices, considering the practices that are more likely or less likely to improve student learning.

Why written response assessment? Written response assessment is excellent for assessing conceptual understanding, extended bodies of knowledge and reasoning learning targets.

You also explored things to consider when it comes to written response including the use of high quality scoring guides and rubrics as well as other formative instructional practices—ways to use written response "as a teaching and learning tool" with students.

Why performance assessment? Performance assessment is useful to evaluate the process of doing rather than knowledge of facts. It is particularly useful when there may be multiple correct approaches.

You completed a self-assessment of where you are with seven performance assessment strategies. You considered your own strengths and areas for improvement.

Why personal communication? This is one of the quickest ways to generate useful information. However, it is often underused and undervalued by teachers.

From here you explored ways to use instructional questions formatively. Preparing questions in advance and modeling response patterns that you'd like to see from students are essential.

In segment two, *effective feedback*, you examined your own knowledge and practices when it comes to effective feedback and reviewed why feedback is so important. To further solidify your own understanding, you did a few activities where you had to determine if each practice was effective feedback or something else like 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.

Success Feedback Options:
• Identify what is done correctly.
• Describe a feature of quality present in the work.
• Point out effective use of strategy or process.

Intervention Feedback Options:
• 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.

After some practice with options for giving feedback, you learned about the importance of having a feedback loop come alive 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 both provide and act upon feedback so it *can* move their learning forward.

Download F

Battelle for Kids

Formative Instructional Practices

Student Ownership of Learning: Peer Feedback, Self-Assessment, and More

Module Overview

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:

Ownership Overview and Peer Feedback—Examine classrooms where students take responsibility for the learning and consider your own practices related to developing 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 interpreters of their classroom assessment results. Prepare them to self-assess and to create specific, challenging goals.

Segment Three:

Tracking, Reflecting on, and Sharing Learning with Others—Learn how to help students track both formative and summative evidence of achievement, engage in self-reflection, and communicate their learning with others.

Key Terms:

Student Ownership: Increase students' sense of control and responsibility to learn by involving them in understanding classroom assessment results, setting goals to keep track of their learning progress and communicating

Self-Assessment: Students make judgments about what they know and don't know, have or have not learned, or have or have not mastered

Goal Setting: Students make a plan for continued learning

Peer Feedback: Students evaluate the work of their peers with a clear understanding of the expectations of the assignment, sometimes referred to as peer assessment

Downloads:

Title of Download	Description of Download	Recommended Uses
Download A: Student Ownership Inventory	• A self-analysis tool of student involvement or ownership where you rate how prevalent student ownership is in your classroom.	• Use as a self-analysis tool to gauge where you are with your work with including students as active owners of their own learning.

Title of Download	Description of Download	Recommended Uses
Download B: Peer Feedback Discussion	• Provides tips for teachers about peer feedback. • Serves as a graphic organizer to record your observations when your students engage in peer feedback discussions.	• After trying out one of the peer feedback practices described in this module or another one that you have studied, record your observations. This will serve as a useful artifact to share with your professional learning team.
Download C: Reviewing My Results— Elementary Version	• A graphic organizer that students can use to review their assessment results.	• Use, or adapt as needed for your students, as a tool to review assessment results. • Use this example to spark your creativity to make your own graphic organizer.
Download D: Analyzing My Results— Elementary Version	• A graphic organizer that students can use to analyze their assessment results.	• Use, or adapt as needed for your students, as a tool to analyze assessment results. • Use this example to spark your creativity to make your own graphic organizer.
Download E: Self-Assessment and Goal Setting with Pretest Results	• A graphic organizer example that students can use to self-assess and to set goals with pre-test or pre-assessment results.	• Adapt as needed for your students, and use as a tool for students to self-assess and set goals with pre-assessment results. • Use this example to spark your creativity to make your own graphic organizer.
Download F: How Do You Know Your Answer is Correct?	• An example that shows a selected-response items with a question afterwards that prompts students to write on how "they know that their answer is correct."	• Use as a self-assessment tool to gauge where you are with your work with effective feedback. • When shared with those leading the charge, the data from teachers can guide professional learning and support.
Download G: Reviewing and Analyzing Results—Secondary Version	• This two-page graphic organizer allows for students to both review and analyze assessment results.	• Use, or adapt as needed for your students, as a tool to review and analyze assessment results. • Use this example to spark your creativity to make your own graphic organizer.

Title of Download	Description of Download	Recommended Uses
Download H: Tracking Progress by Assignment	• A graphic organizer for students to use to track their progress by assignment.	• Use as an example, or adapt as a way to have your students keep track of their learning. • Would work well with upper elementary and middle school students. • For high school students, you may want to add language to replace the stars and stairs.
Download I: Students Graphing Progress by Assignment	• An example of how students can graph progress by assignment.	• Use, or adapt as needed for your students, as a tool to graph progress by assignment. • By adjusting the categories appropriately, this can work with students of any age.
Download J: Students Tracking Progress by Learning Target	• An example of how students can track their progress by learning target.	• Use, or adapt as needed for your students, as a tool to track progress by learning target. • For any age student with the ability to write.
Download K: Students Tracking Quiz or Test Results	• A form for students to use assessment results to record which learning targets they've mastered, need to keep working on, and the mistakes they need to pay attention to.	• Use, or adapt as needed for your students, as a tool to tie assessment results back to learning targets. • For any age student with the ability to write.
Download L: Tracking Learning with a Portfolio	• A two part handout. The first part is a table that lists the types of portfolios, the purpose of each, and the artifacts to collect. The second part gives three examples of how to track learning with different types of portfolios.	• Use to learn about the different types of portfolios your students can do to meet your purpose. • Would need to be adapted for primary students.
Download M: Tracking Progress by Learning Targets (Form A&B)	• Examples showing two different ways students can track their progress by learning targets.	• Use, or adapt as needed for your students, as a way for them to track their progress by learning targets. • Great for elementary students.
Download N: Kinds of Conferences	• A chart listing examples of how students can share their learning with others, divided by the purpose of the sharing including: feedback, goal setting, progress, showcase, and intervention.	• Used to give ideas for how students can share their learning with others, depending on the purpose.

Title of Download	Description of Download	Recommended Uses
Download O: Conference Evaluation Form	• A form to be completed by students about their conference experience.	• Use as a way to get formal feedback from students about sharing their learning through a conference experience. • You can debrief a student's conference experience informally by asking questions of the students or of parents, if they were involved.
Download P: Look What I Accomplished This Week	• A chart that allows students to track their accomplishments in multiple areas on a daily and weekly basis.	• Use, or adapt as needed for your students, as a way for students to track their accomplishments over a given week. • Ideal for elementary students.
Download 01: Form for Demonstration of Growth Conference	• A form that can be used to guide a growth conference to be filled out by the student	• Used to give ideas for ways that students can share learning learning during a conference

Videos:

Title of Video Clip	Description of Video Clip	Time	Recommended Uses
Peer Feedback in Action (page 22)	Take a look inside Kathleen Duckworth's 4th Grade classroom. Peer feedback creates time for her to provide individualized teaching and small group practice for her students.	1:09	• Use as an example to show how students can lead the learning with each other. • Use as an example to show that when students are taught to engage in peer feedback and work independently, the teacher will have more time to work with individuals or small groups.
Alicia McIntire (page 34)	Watch first grade teacher Alicia McIntire as she shares how she and her colleagues taught their students to self-assess using tools such as a scoring guide that she refers to as a rubric. See what first graders can do!	2:11	• Use to show how even young learners can be taught to self-assess their work.

Reflection Questions:

(Page 11)
  Have you asked students to provide feedback to each other? What were the results? What worked well? What, if anything, did not work well? (Page 25)
  How can you incorporate more peer feedback strategies into your classroom?
  How might you create a feedback-friendly culture that allows peer feedback to flourish?

(Page 32)
  You may already ask your students to engage in self-assessment. Which prerequisites, if any, might you include in their preparation?

(Page 36)
  What new ideas do you have for student self-assessment strategies?
  How might you modify any of the strategies you have just seen to increase student ownership of learning in your classroom?

What actions can you take to help students set meaningful goals? How might this increase their achievement?

What insight did you gain about how to increase student ownership of their learning? What are three ideas you will try to implement?

Module Five 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 them are:
- Increase opportunities for students to communicate their evolving learning during instruction.
- Increase self- and peer-assessment.

In this module you learned how to prepare students to implement these recommendations in your classroom.

In the first segment of this module, you examined classrooms where students own the learning along with teachers and considered your own practices related to student ownership. You also learned how to cultivate a culture of collaborative feedback in the classroom and prepare students to give each other effective feedback.

What preparation do students need to provide each other with effective feedback?
- **Trust** – Teachers need to create environments where students feel comfortable and trust one another in order for peer feedback to work
- **Clear Learning Targets** – Students need to know what it is they are assessing.
- **Effective Feedback** – Students need to know the characteristics of effective feedback too.
- **Instruction** – Students have to be taught to provide effective peer feedback, including knowing how to use tools like rubrics and how to use a feedback conference.
- **Focus of Feedback** – Students must understand that feedback is tied to the work, not the student. It is not personal.

In the second segment of this module, you learned how to include students as decision-makers in the learning process. You also learned how to prepare them to self-assess and to create specific, challenging goals.

What preparation do students need to learn how to self-assess accurately?
- **Clear Learning Targets** – Provide clear learning targets so students can assess their work.
- **Time** – Provide time for students to assess their own work.
- **Instruction** – Teach students how to self-assess.
- **Tools that Guide** – Give students the tools they need to guide their self-assessment.
- **Opportunities to Adjust** – Give students opportunities to "adjust" their learning based on their self-assessment.

What preparation do students need to set meaningful goals likely to lead to further learning?
- **Short-Term Goal Setting** – Students need to set short-term goals because they work best for taking action now.
- **Evidence Examination** – Students need to examine evidence to determine an area in which they need to focus.
- **Guidance** – Students need guidance on how to formulate goal statements relative to the intended learning that are based on their assessment of strengths and areas needing work.
- **Plan of Action** – Students need to make an action plan that includes how they will get help if they need it.
- **Realistic Time Frame** – Students need to set a realistic time frame and state what they will use as evidence of achieving their goal.
- **Targeted Instruction** – Teachers need to plan instruction as needed to help students attain their goals.

In the third segment of this module, you learned how to help students track both formative and summative evidence of achievement, engage them in self-reflection, and prepare them to share their learning with others.

What preparation do students need to track, reflect on, and share their learning with others?
- **Clear Learning Targets** – Students need to understand the intended learning.
- **Matching Assignment/Assessment to Learning Targets** – Students need to know which learning target is represented

by each piece of assignment or assessment information.

- **Use of Evidence** – Students need to know whether each piece of evidence will be used formatively or summatively.
- **Documenting Evidence** – Students need to be taught how to document evidence as this can be done many ways.
- **Time and Instruction** – Students need to be taught how to self-reflect and be provided time to do so.
- **Sharing Opportunities** – Students need to be taught now to and be afforded opportunities to share their learning with others.