

DCI 2023 SUMMIT

READY...SET...ACTION!

Assessing Student Learning using Daily Formative Assessments

What's my DCI Content?



Your presenters today are.....

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2023 DCI Summit

Learning Target

- To build your toolbox of effective daily formative assessments to elicit evidence of learning



Essential Question

- How do I elicit evidence of learning through daily formative assessments to monitor student understanding to improve instruction?






Stop and Think

Think about the ways you currently assess students.

1. Who are the primary user(s) of the information from each assessment?
2. How is the information used?
3. What does the information reveal?

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What does the word
“assess” mean?

In Latin, it means “to sit
next to or by”.



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“Assessment is not something that is done to students separate and apart from instruction; assessment must be – must be seen to be – something that is done with students as an integral part of the learning process.”

O'Connor (2002)

Forms of Assessment

Daily Assessment

High-quality instruction
Ongoing Student/Teacher interaction

Common Assessments
Formative Summative

Collaboratively Developed; Collectively Scored and Analyzed

District-Level Assessment

Benchmark(s) of Proficiency and Mastery

External Assessment

Ranks & Sorts
State/Federal Accountability

DURING THE LEARNING

AFTER THE LEARNING

Daily Weekly Biweekly Monthly Quarterly Semester Annually

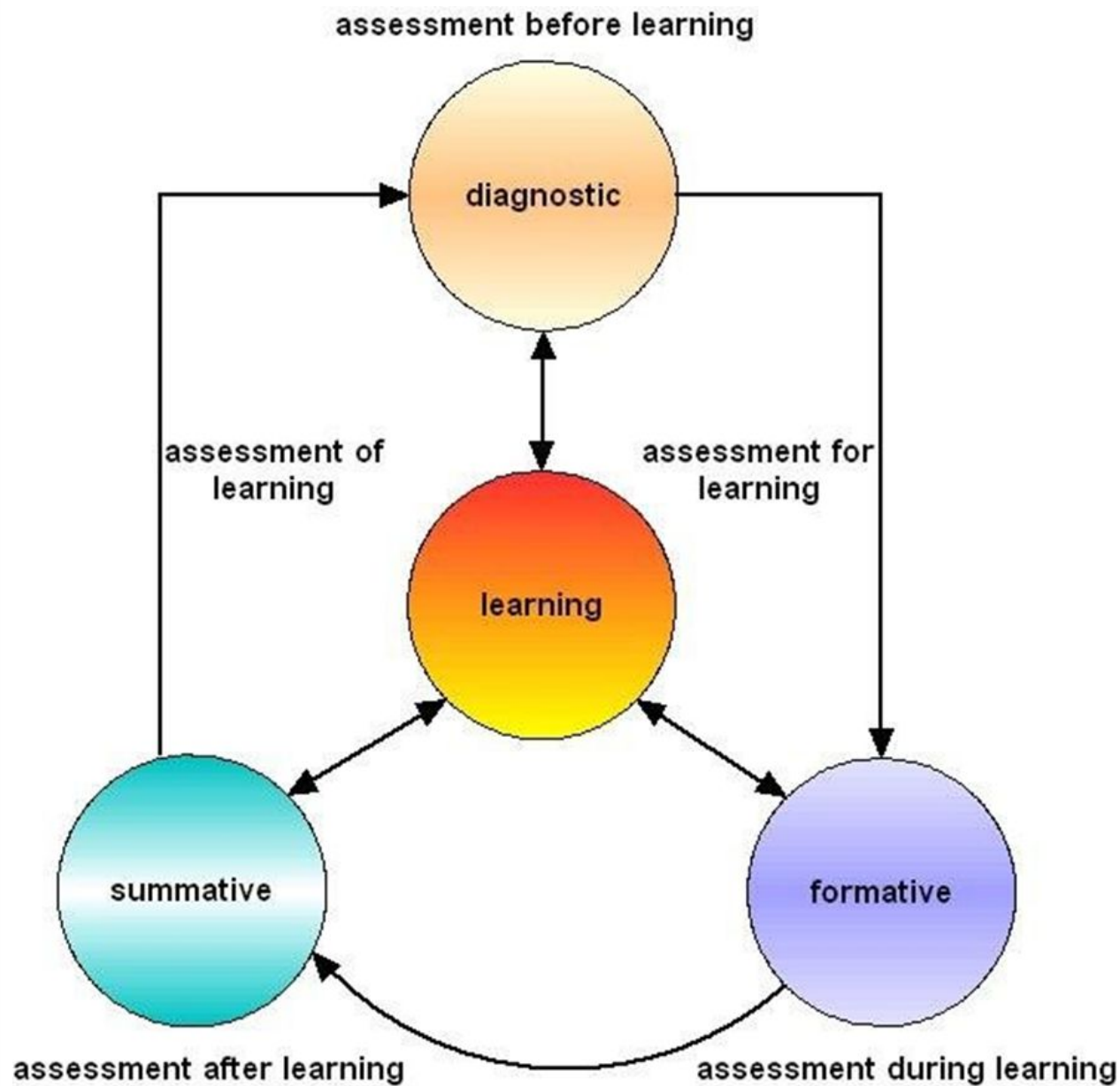
Most Formative More Formative More Summative Most Summative

HIGHEST LEVERAGE PRACTICES **LOWEST** LEVERAGE

PRACTICES

“Because the same assessment can be used both *formatively* and *summatively*, terms formative and summative make much more sense as descriptions of the function that assessment data serve, rather than of the assessment instruments themselves.”

Black & Wiliam, 1998



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Formative Assessments

A.I. vacuums up data about no one in particular, he says. “It is not great for understanding the unique individual right in front of you.”

“In the Age of A.I., Major in Being Human” by David Brooks in The New York Times,
February 3, 2023

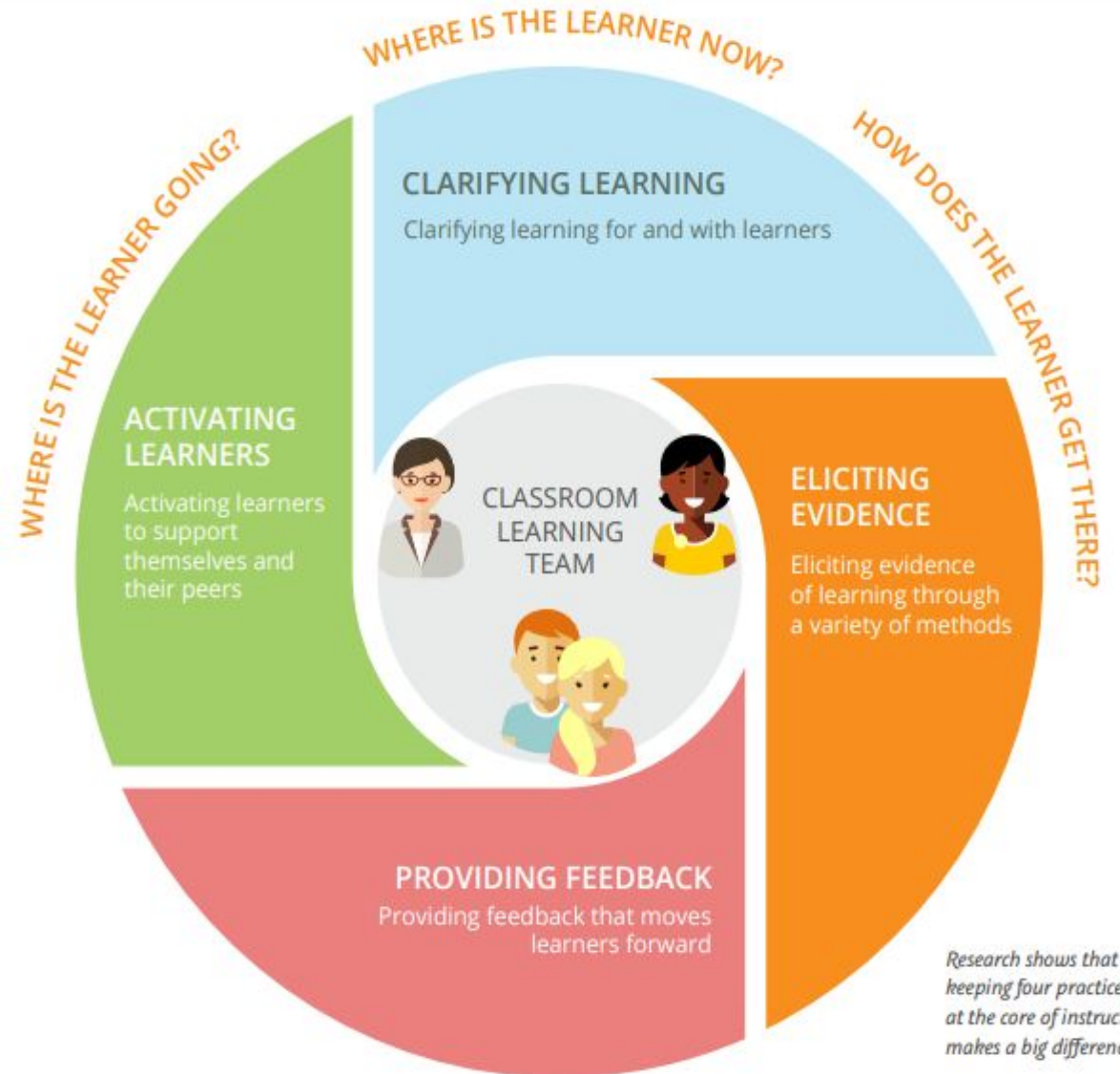


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THE FORMATIVE ASSESSMENT PROCESS

A LEARNING JOURNEY

- Identify the learning destination by **clarifying learning intentions**.
- Establish where students are by **eliciting evidence of learning**.
- Provide **feedback** to move learners forward.
- **Activate learners** to support themselves and peers.



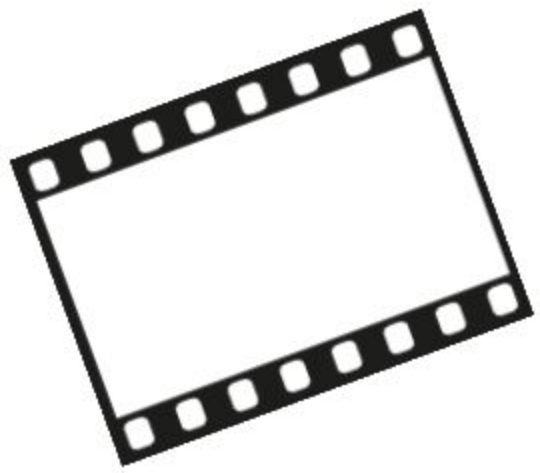
DAILY FORMATIVE ASSESSMENT IS ...

the deliberate, on-going process that provides immediate information to teachers and students during instruction regarding learning needs and academic progress of students toward learning targets.

(Moss & Brookhart, 2019; Wiliam, 2018)



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Reflect on the benefits of daily formative assessments in your classroom or building.



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BENEFITS OF DAILY FORMATIVE ASSESSMENT

- Helps teachers and students identify concepts that students are struggling to understand, skills they are having difficulty acquiring, and/or learning standards they have not yet achieved.
- Provides detailed information about student learning.
- Teachers can make instructional adjustments and provide effective feedback.
- Enables students to use feedback to adjust their performance.

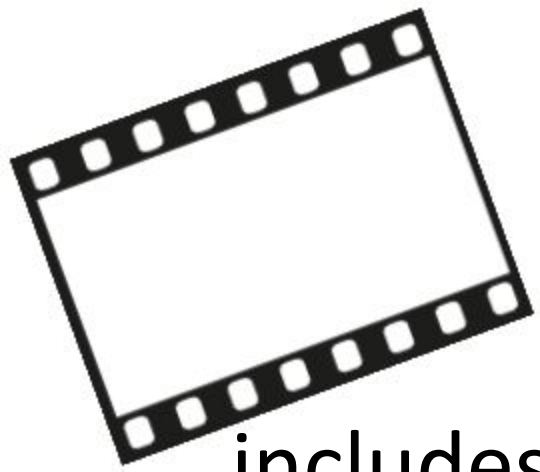


USE DAILY FORMATIVE ASSESSMENTS TO IDENTIFY...

- Common student mistakes
- Individual student needs
- Small group needs
- Whole class needs
- Individual, group, and whole class strengths
- Next phase of instruction



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Daily Formative Assessment

includes a wide variety of methods (*e.g., strategic questioning, observation, student response systems, self-assessment, and peer assessment*) and of all formative assessment has the **greatest** impact on student achievement.



(Moss & Brookhart, 2019;
William, 2018)



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Video Reflection

- How does the teacher's strategic questioning elicit evidence of learning?
- What structures enable the teacher and class to hear multiple responses to each question?
- How might this questioning session be enhanced to uncover even more evidence regarding students' learning?



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Daily Formative Assessment through Conversations



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Video Reflection

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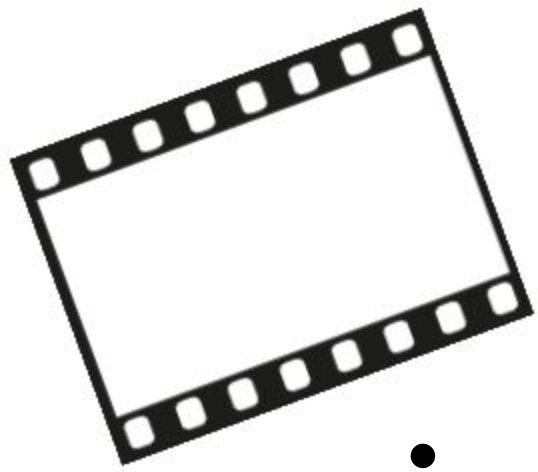
Tips for Strategic Questioning

- *Plan questions prior to the lesson*
- Pose one question at a time
- Use both discussion and diagnostic questions
- Use robust questions – those that help you find out more about what students know, how they use information and where confusions may lie
- Use wait time
- Listen receptively
- Provide structures that enable students to also pose questions

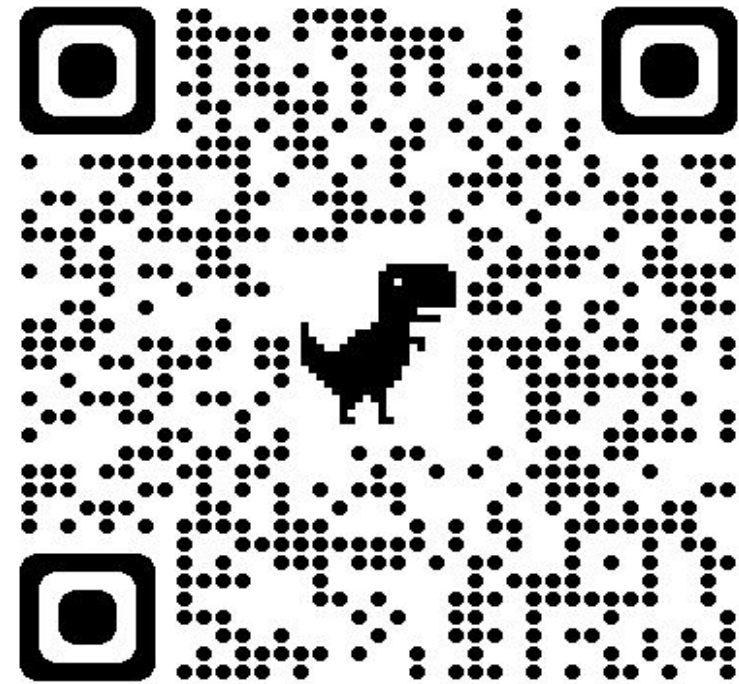


(Fisher & Frey, 2010)

Daily Formative Assessment through **Observation** Examples



- Journal entries
- Writing from prompts
- Work samples
- Quizzes
- Projects
- Performances
- Presentations



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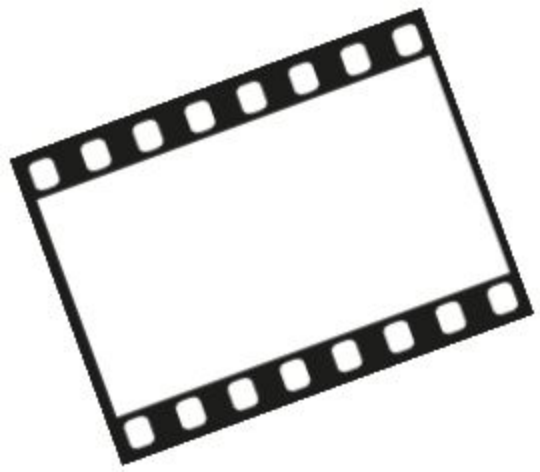
ALL **STUDENT RESPONSE SYSTEMS** OBSERVATION EXAMPLES

- Mini whiteboards
- Sticky notes
- Entry and exit slips
- Response cards

Online tools and apps



(Wiliam, 2018; Dyer, 2019)



Exit Ticket Analysis

When you are using exit tickets, a quick way to see the big picture is to **sort the papers into three piles**: One pile for students that have mastered it; another for those that are close to mastery; and a third pile for those that need much more instruction. The size of the stacks will be your clue about what to do next.



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Daily Formative Assessment through Self-evaluation



(NM School of the Arts, 2016) **READY...SET...ACTION!**



Video Reflection

“The most important assessments that take place in any school building are seen by no one. They take place inside the heads of students, all day long. Students assess what they do, say, and produce, then decide what is good enough. These internal assessments govern how much they care, how hard they work, and how much they learn.”



(Berger, 2014)

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Today's Purpose

To better understand different types of assessment and their purposes.

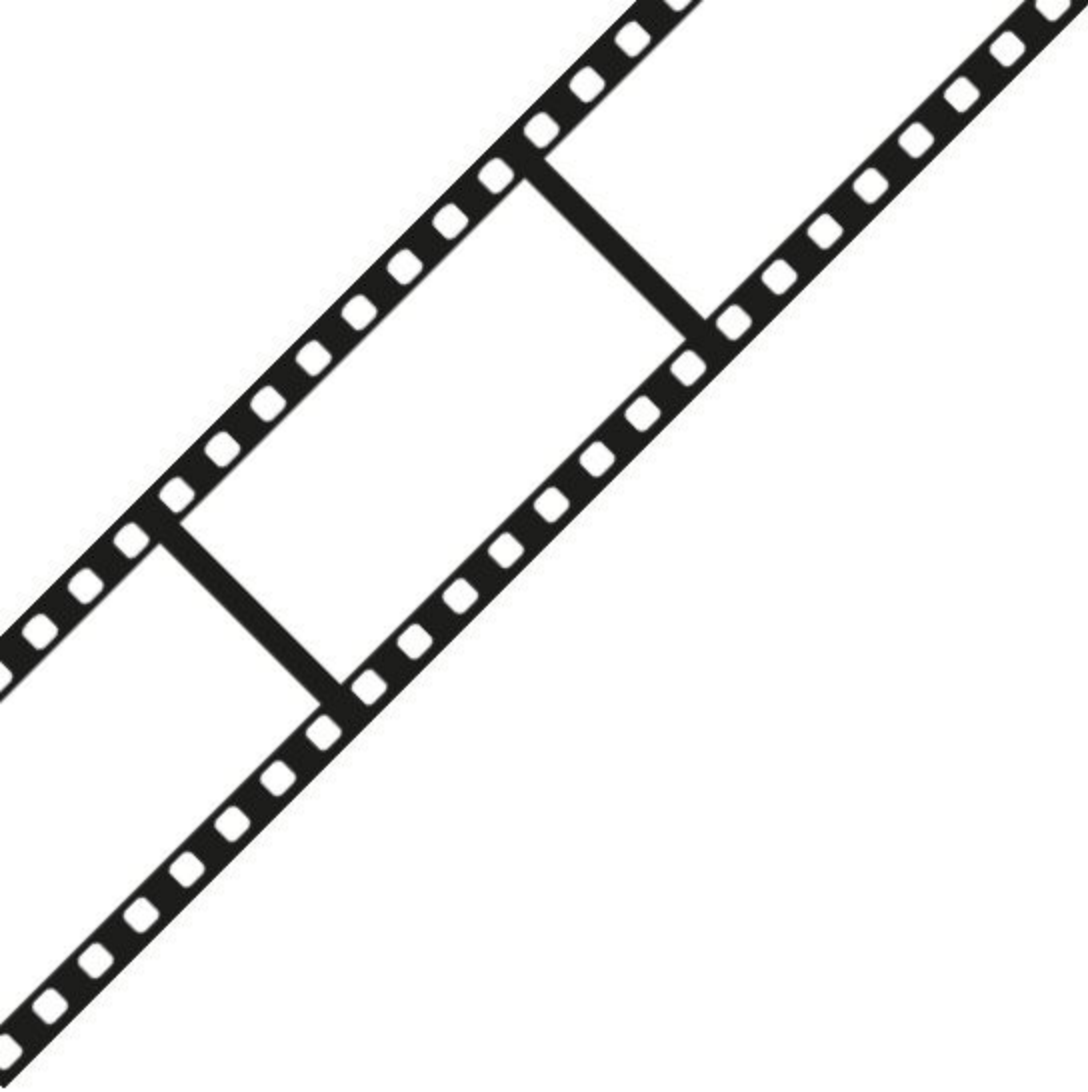
To have a way of collecting, organizing, and analyzing data for the purposes of problem-solving and making instructional decision.



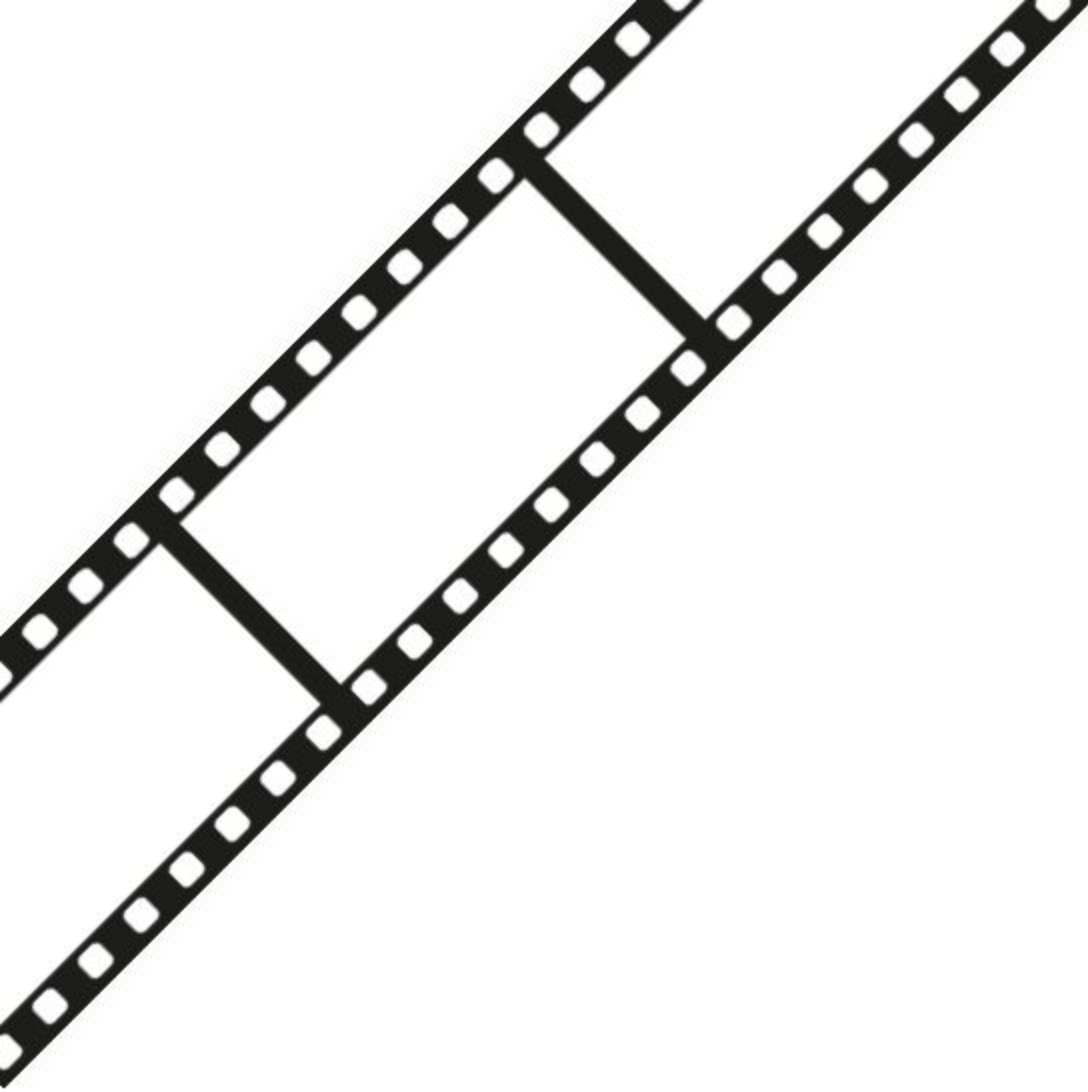
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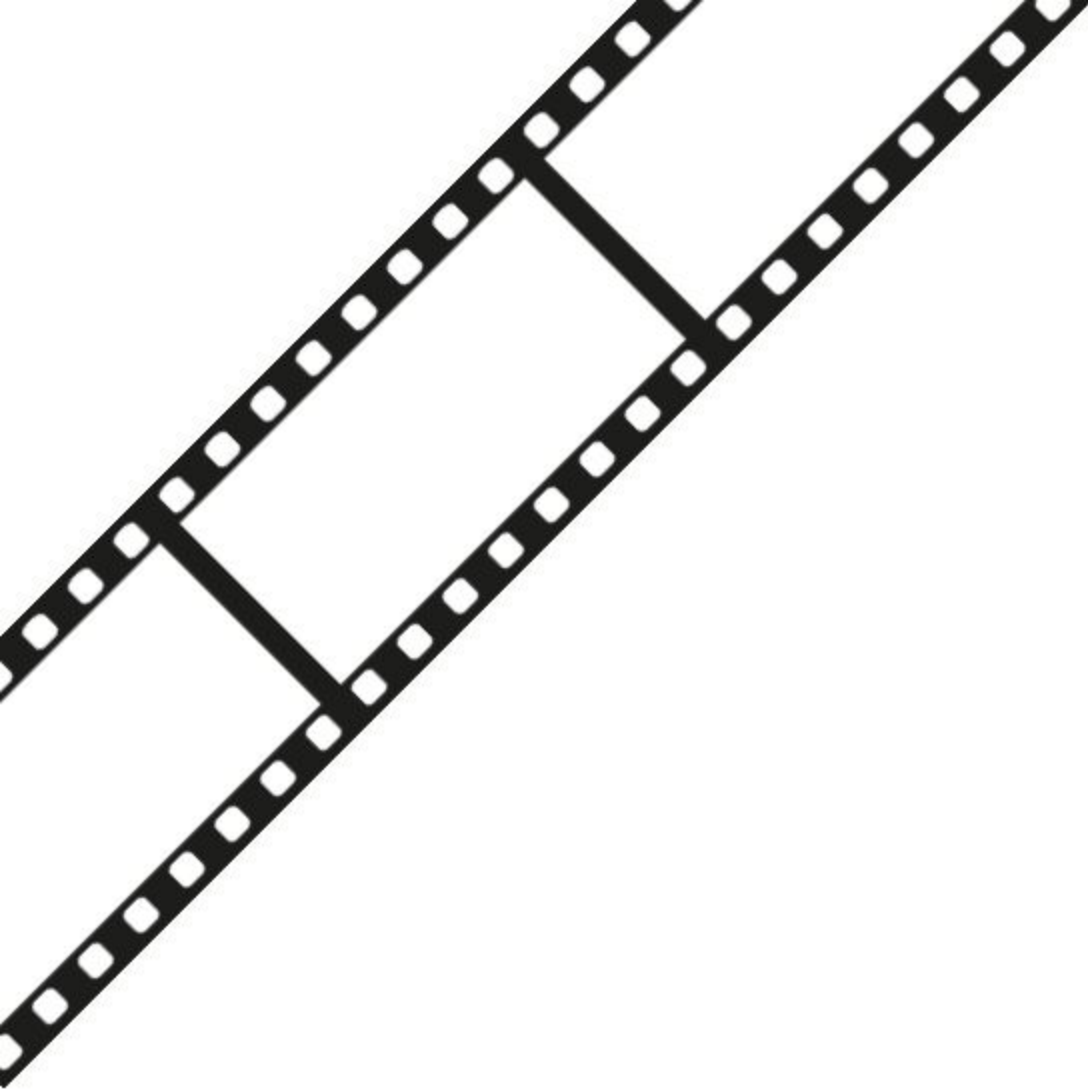
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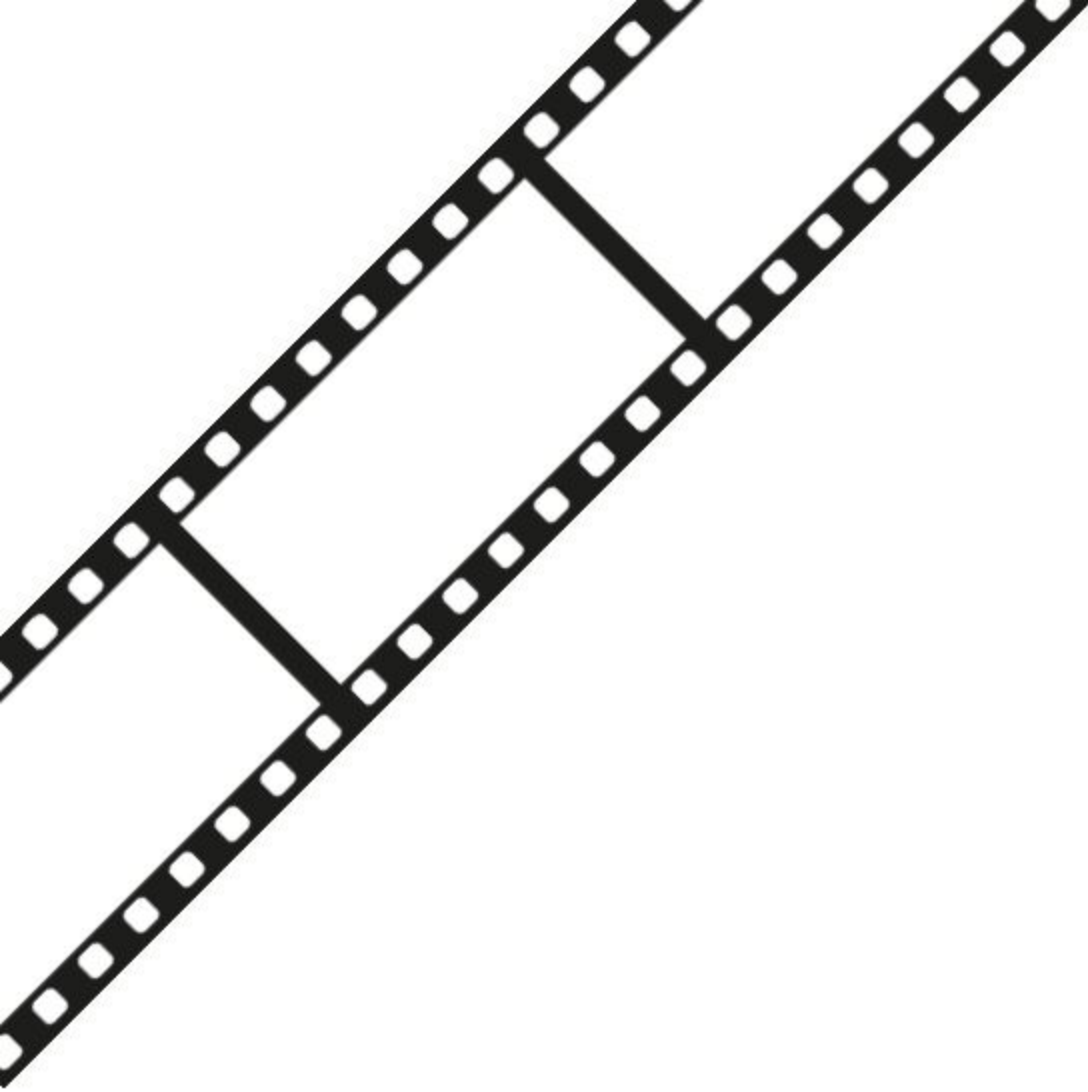
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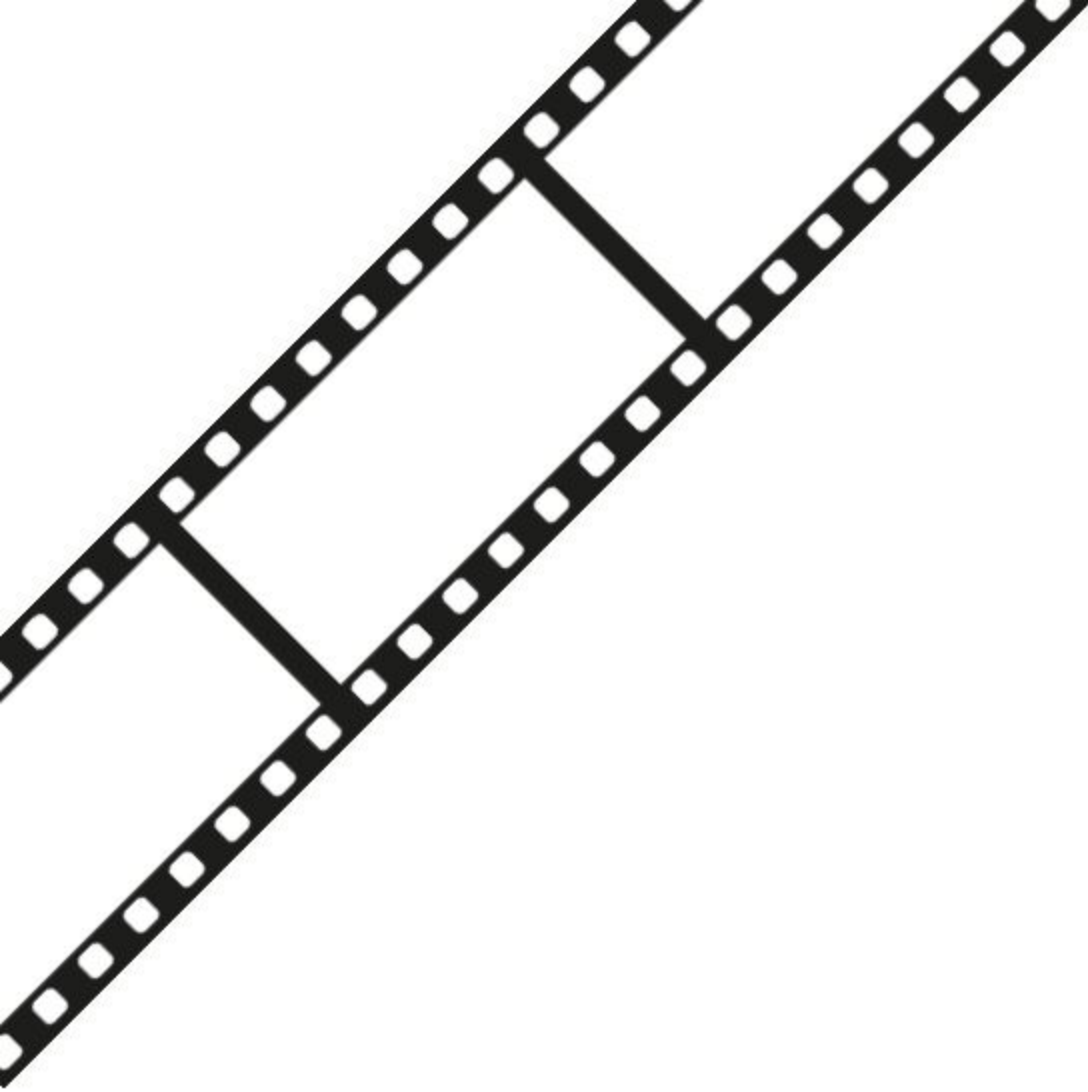
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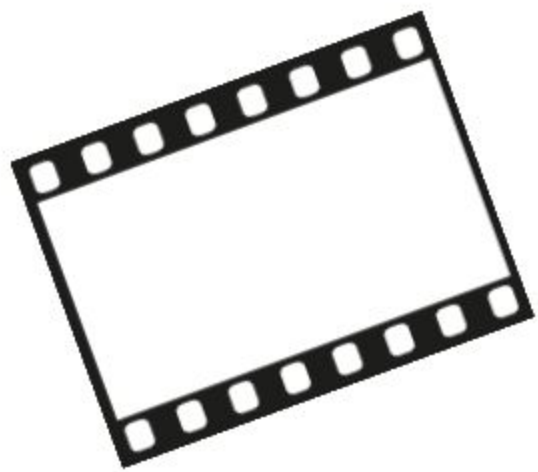
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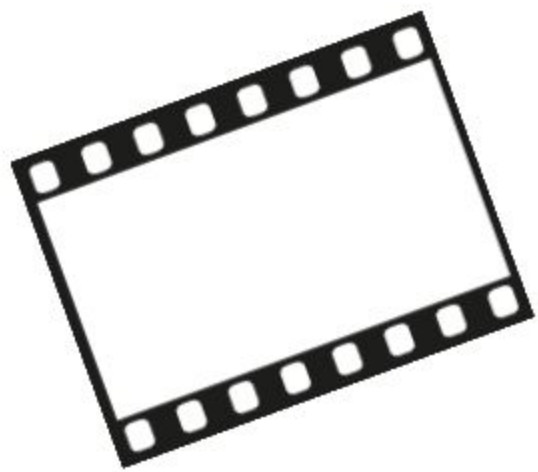
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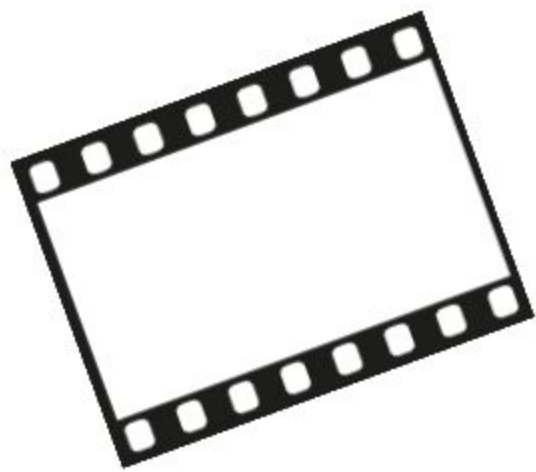
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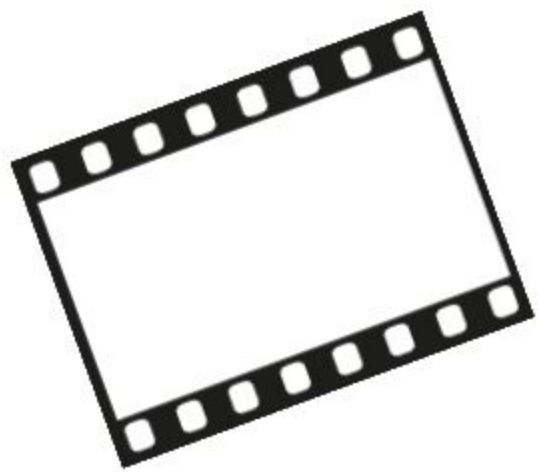
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