

DCI 2023 SUMMIT

READY...SET...ACTION!

<https://tinyurl.com/ReadySetAssess>



Ready, Set, Assess: Formative Assessment with Purpose

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Learning Targets for the Session:

- What is **formative assessment**?
- How can it shape your **instruction**?
- How can clear **learning targets** and **success criteria** support student learning?
- How can students use all of these topics as **feedback**?

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Help Us Get to Know You!



Who's in the room?



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Did you know?



When students sit, they feel unseen. They are more likely to disengage. Standing up takes away the animosity and engages students. Thinking tasks, group, and vertical work spaces increase student thinking from 20% to 80%.

(Liljedahl, 2021)



When you think about **assessment**, which picture do you relate most strongly to?



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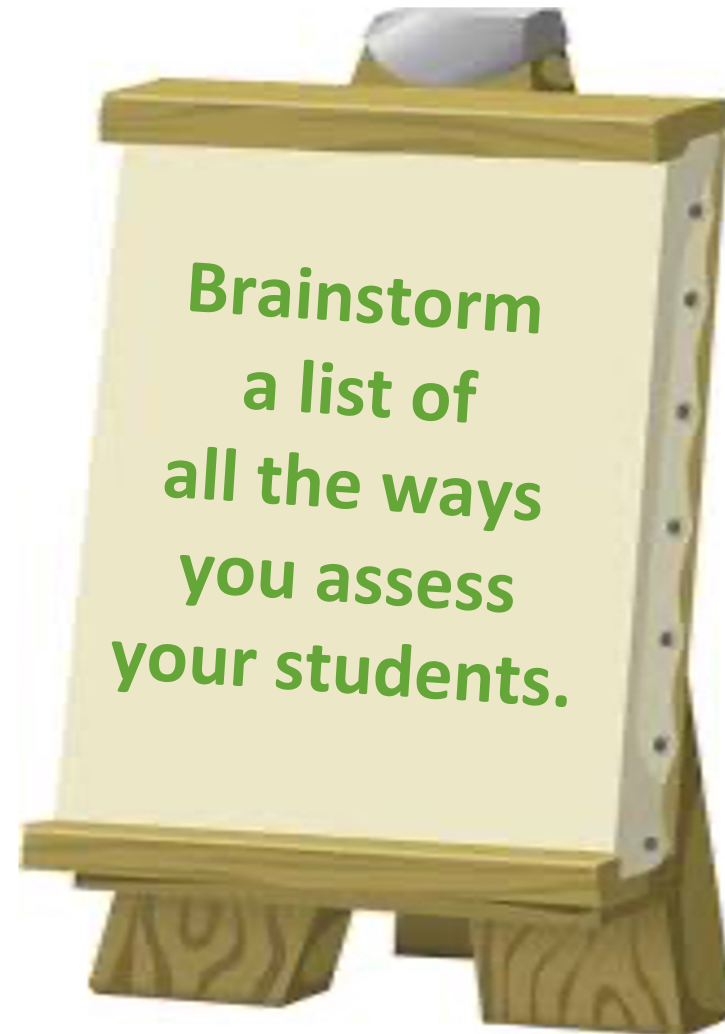
What is **formative** assessment?



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Why do we assess?

Before the “why”,
let’s start with your
current reality-
WHAT and **HOW** do
you currently assess
students and collect
data?



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Comparison of Formative and Summative Assessments

Formative Assessment

To improve instruction and provide feedback

Ongoing throughout a unit

To self-monitor understanding (student)

To check for understanding and provide feedback (teacher)

Examples:

- Daily Formative Assessment
- Common Formative Assessment

Summative Assessment

To measure student competency

End of unit or course

To gauge progress toward benchmarks (student)

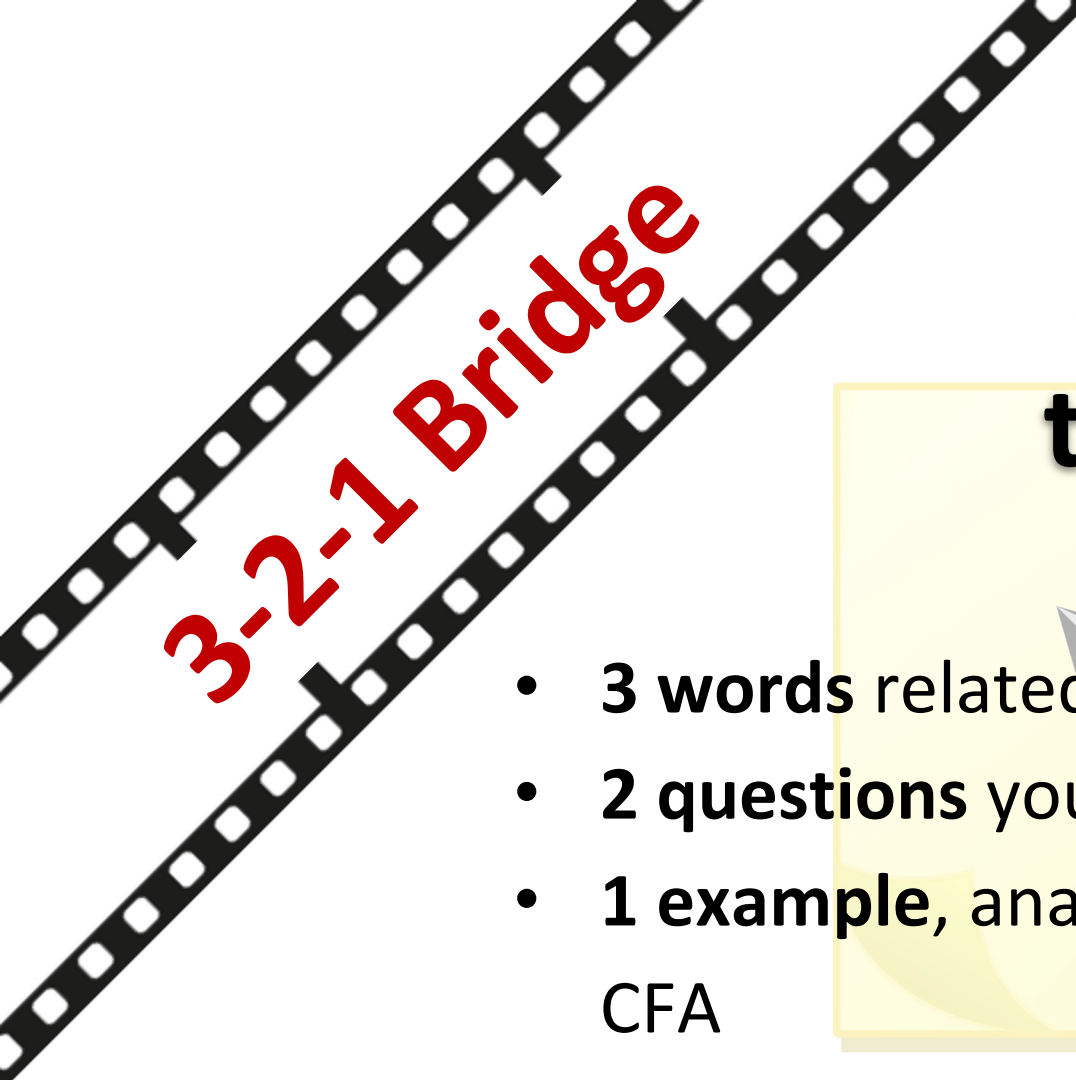
To gauge progress toward benchmarks and for grade promotion (teacher)

Examples:

- End of unit tests
- Benchmark of proficiency and mastery
- State Accountability assessments



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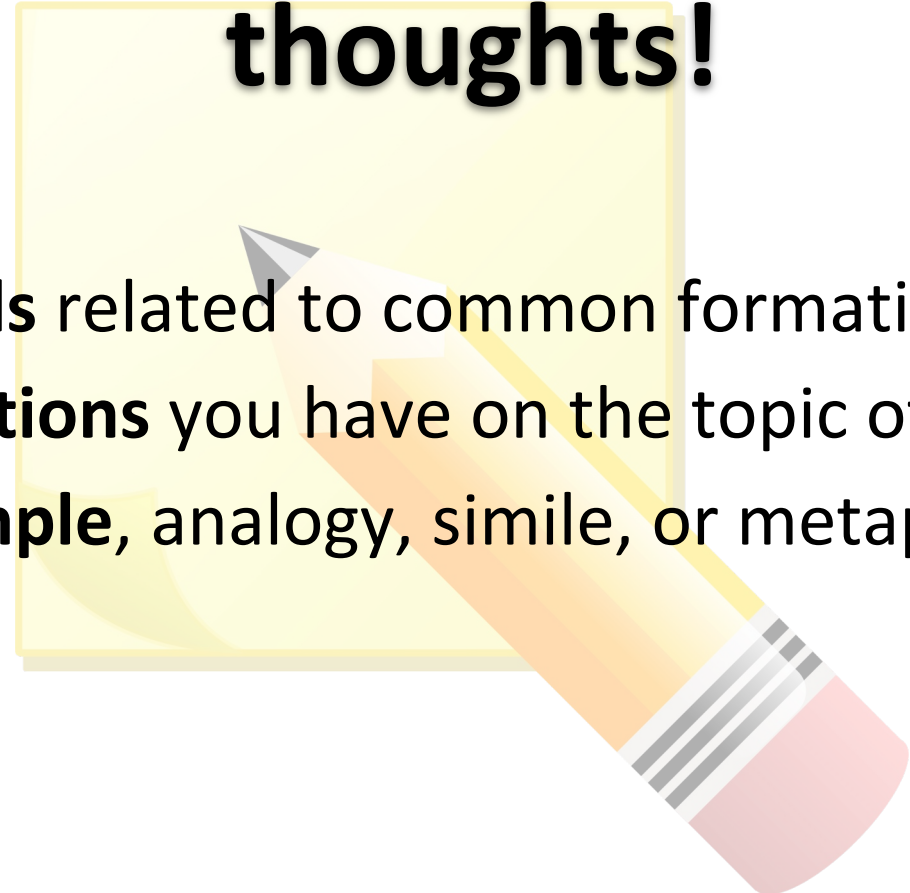


3-2-1 Bridge

Jot your thoughts!



- **3 words** related to common formative assessment (CFA)
- **2 questions** you have on the topic of CFA
- **1 example**, analogy, simile, or metaphor on the topic of CFA



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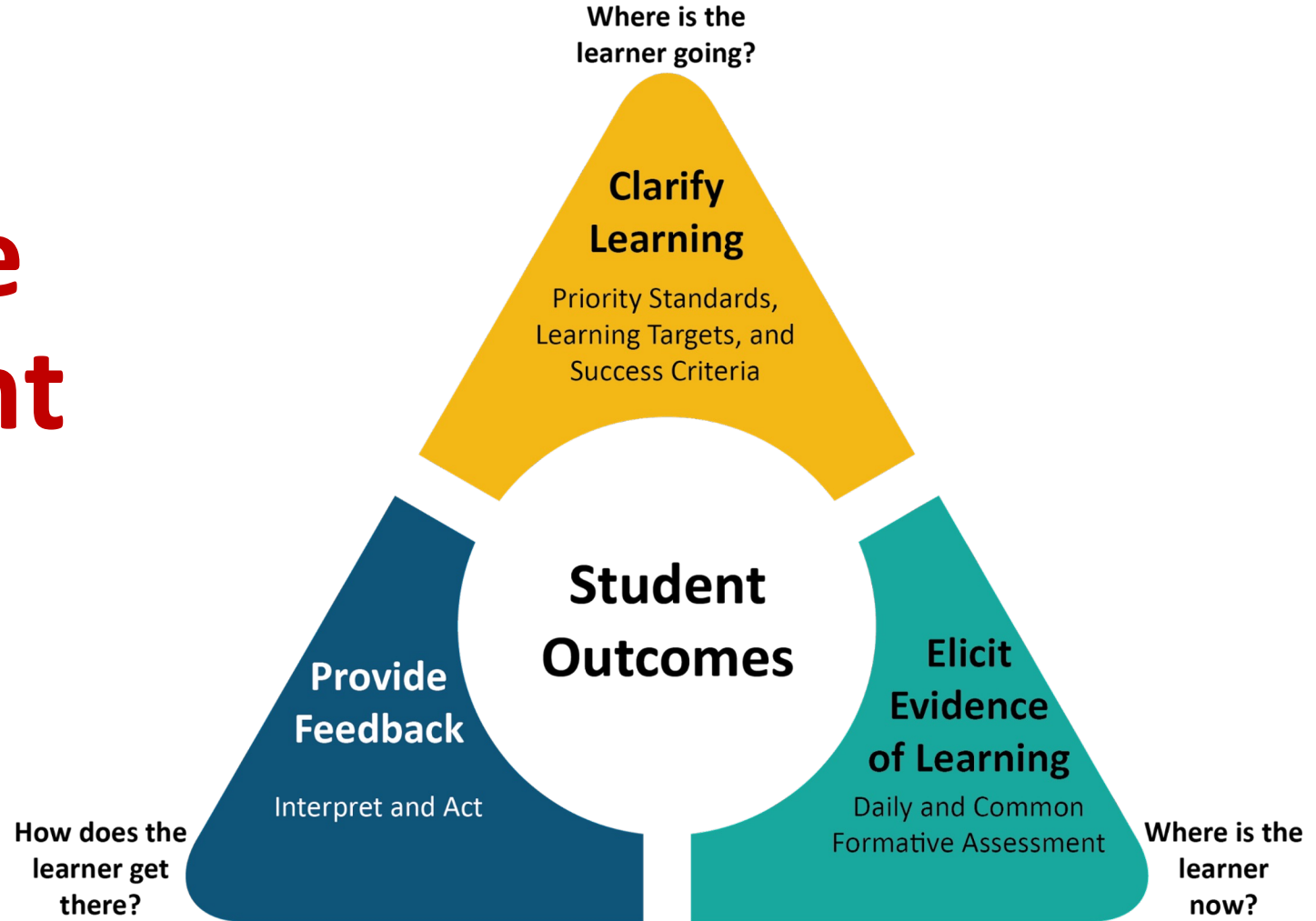


How can assessment shape
your **instruction**?



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Formative Assessment Process



Daily Formative Assessment is...

A process of collecting “real time” **evidence** of student learning for the purpose of adjusting instruction throughout the teaching process and providing learners with clear, specific, and actionable feedback. 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.



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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



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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



Strategies to Elicit Daily Formative Assessment

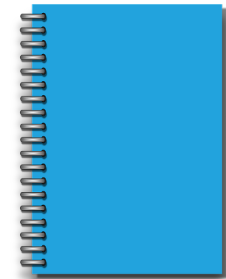
Conversations



Observations



Student Self-Evaluation



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Productive Assessment Questions:

Conversation Examples

- **Elicitation** - What do you already know about _____?
- **Elaboration** - Tell me more about _____?
- **Clarification** - I'm not sure what you mean by _____, can you explain it in a different way?
- **Divergent** - What do you know about _____ that helps you understand _____?
- **Heuristic** - What is another way it could be done?
- **Inventive/Reflective** - What advice would you give _____?



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All Student Response Systems : Observation Examples

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

Online Tools and Apps



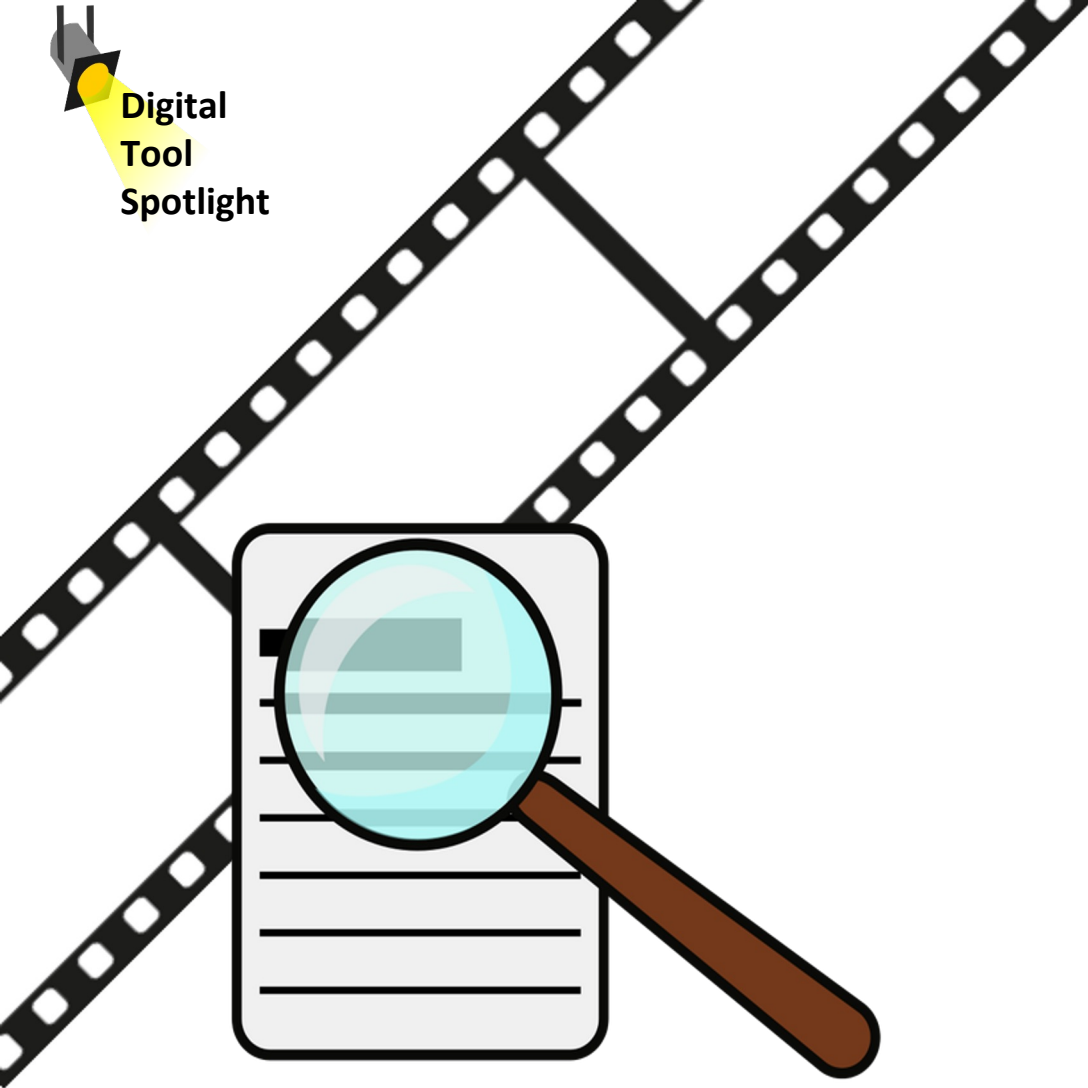
<https://tinyurl.com/purposefultools>



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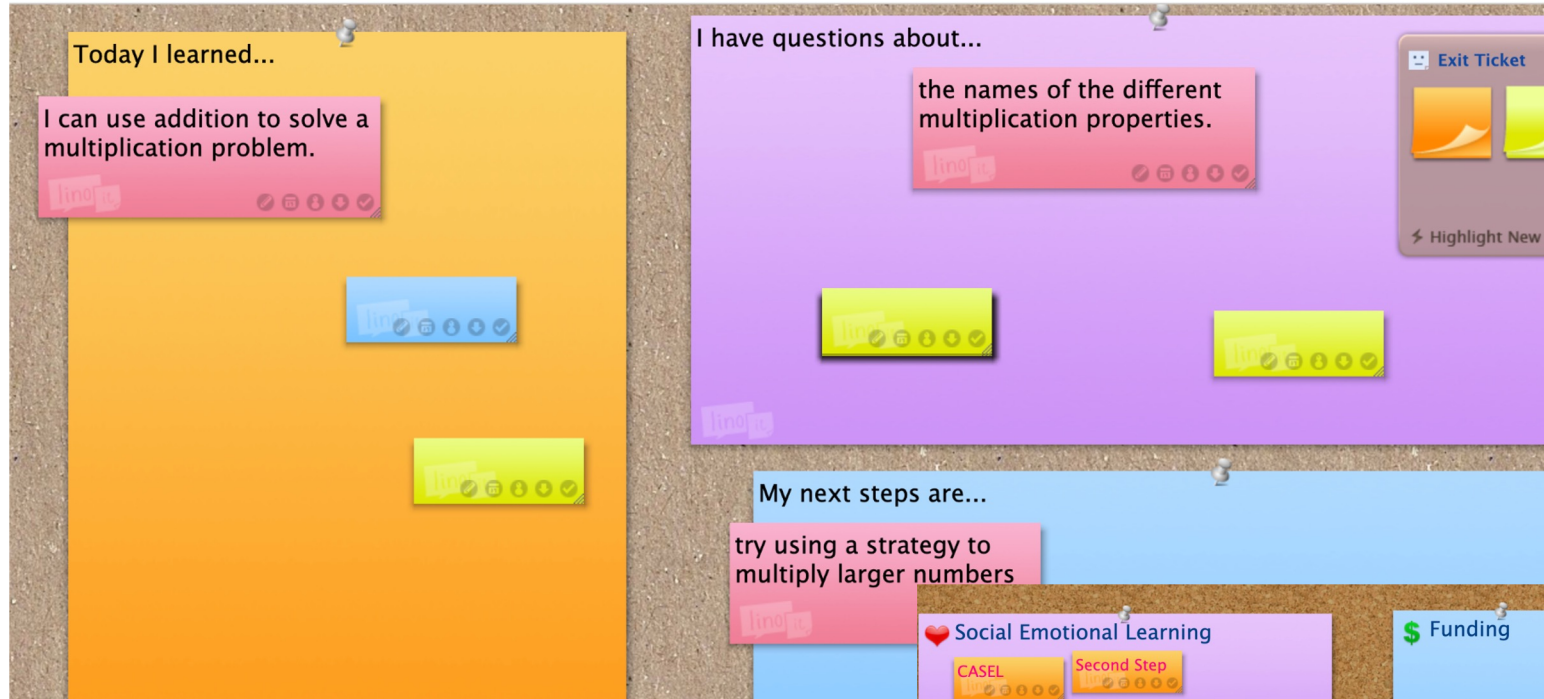


Edulastic



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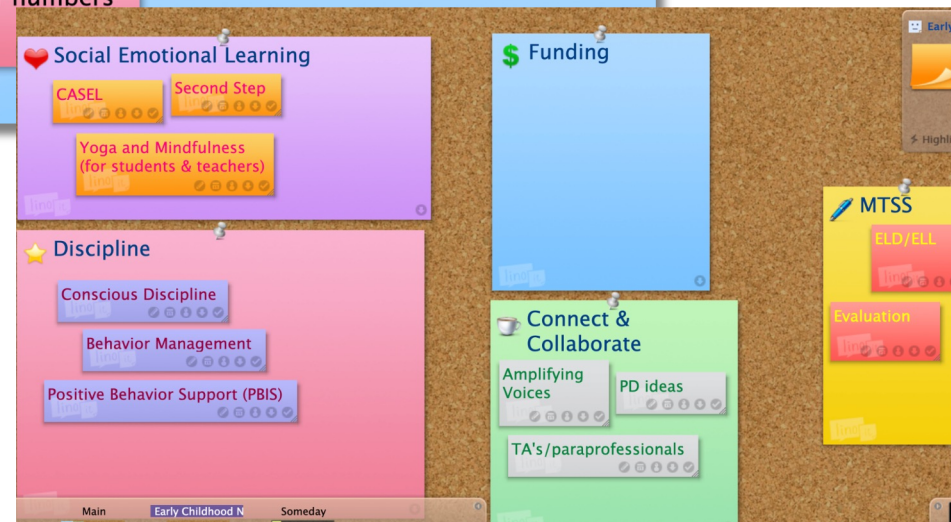
Lino



Virtual Bulletin Board

Might be used for:

- Exit tickets
- Brainstorming
- Mind mapping
- Self-reflection
- Sharing evidence through images or video



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Ready,

Set,

Action!

Share your experience with one of the 75 apps featured:

- **How did you use it?**
- **Do you have any tips on how to use it?**
- **How did students benefit?**

OR

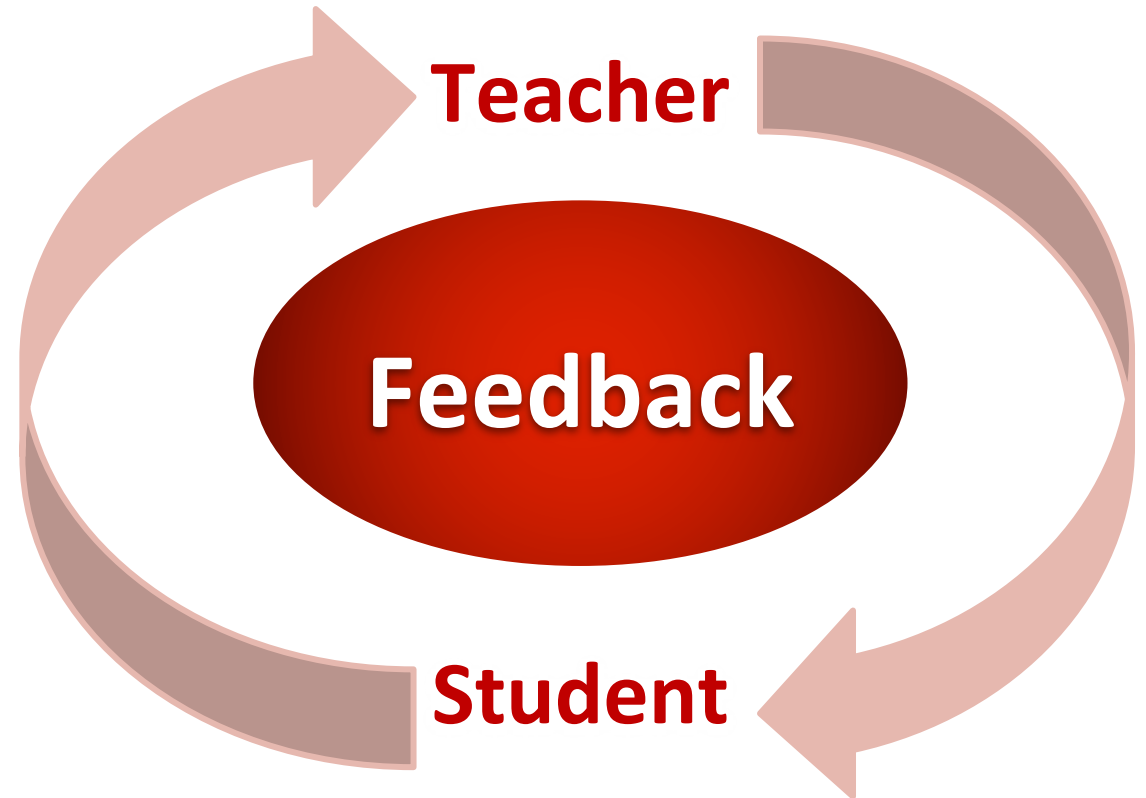
- **Discuss how you would use Edulastic or Lino in your classroom/building.**
- **How could it impact students?**



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Teaching is adapted based on student responses
SO THAT..
teaching is responsive.



Regular and specific improvement points are used to close the learning gap
SO THAT... learning is informed.





How can clear **learning targets** and **success criteria** support student learning?



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Standard:

K.NS.A.1- Count to 100 by ones and tens.

Learning Target:

We are learning to count to 100 and beyond.



The background features several overlapping educational documents. The top document is titled "Learning Targets and Success Criteria" and includes two orange callout boxes: "I am learning..." with a target icon and "I can..." with a magnifying glass icon. Below this is a document titled "QUESTIONS FOR CLARITY" with a question mark icon and three bullet points: "What am I learning today?", "Why am I learning this?", and "How will I know that I have learned it?". The bottom document is titled "Writing Clear Success Criteria" and lists four bullet points: "Provide a 'map' to the learning destination - 'How are we going?'", "Identify the details needed to achieve the learning intention", "Use specific terms from the standard(s) and maintain the rigor of the standard(s)", and "Include objective wording only, no subjective language (i.e., some, few, many, etc.)". It also includes a final bullet point: "May include other details not included in the standard, but necessary to achieve the learning intention(s)".

<https://tinyurl.com/IntendedLearning>



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Examples From Classrooms:

Math

Learning Target:

We are learning to find the area of an octagon.

Success Criteria

We will be able to:

- Divide an octagon into triangles and rectangles
- Find the area of each triangle and rectangle
- Add all small areas correctly and label the final area in square units

Writing Lesson

Learning Intention:

I can provide reasons with facts + details to support an opinion writing piece.

Success Criteria:

- The topic is interesting
- It begins with a strong "grabber" sentence.
- Three or more ideas are included about the topic.
- Events are time ordered using linking words.
- A summary includes personal thoughts + feelings about the topic.

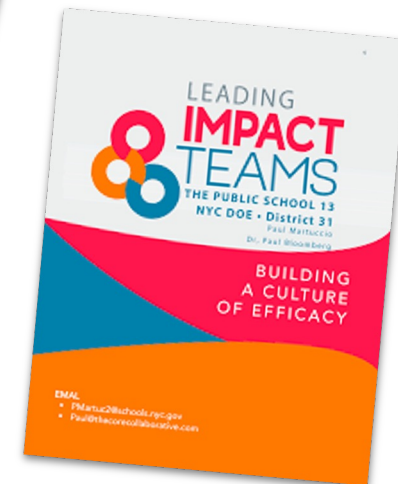
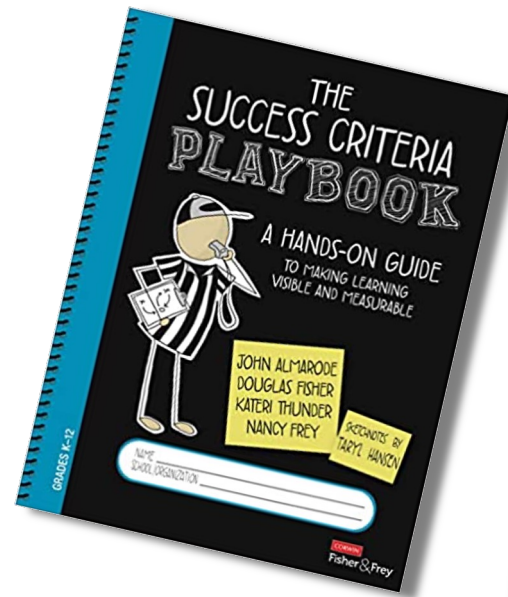
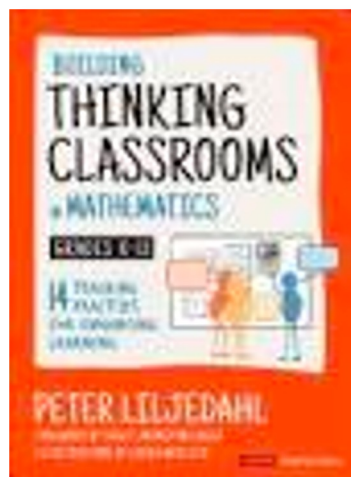
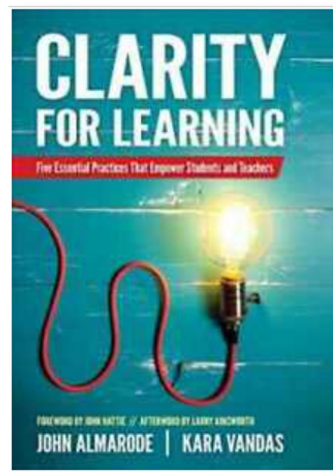
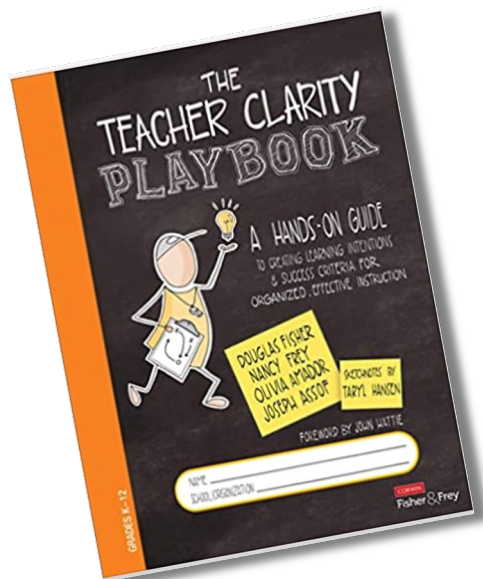
Tips for Writing Success Criteria

- Specify what students are to do to demonstrate learning
- Provide a “map” with details to the learning destination
- Identify the details needed to achieve the learning target
- Use specific terms from the standards and maintain rigor
- Use observable criteria



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Resources to Support Professional Learning:



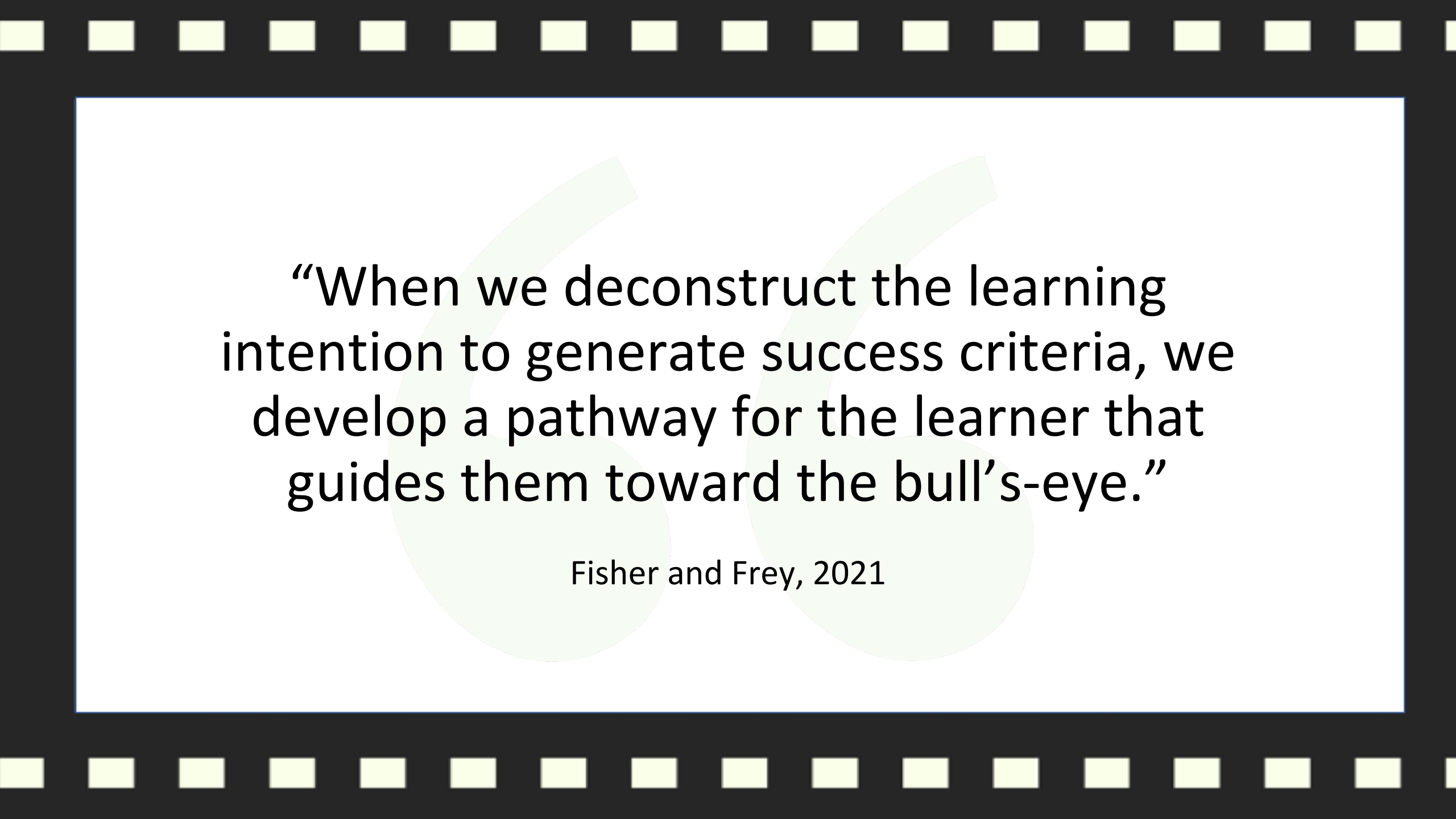
Did you know?



Research shows strong benefits to creating random visible groups!

- Increased engagement
- Deeper thinking
- Willingness to collaborate
- Elimination of social barriers
- Increased knowledge mobility
- Increased enthusiasm for the content
- Reduced social stress

(Liljedahl, 2021)



“When we deconstruct the learning intention to generate success criteria, we develop a pathway for the learner that guides them toward the bull’s-eye.”

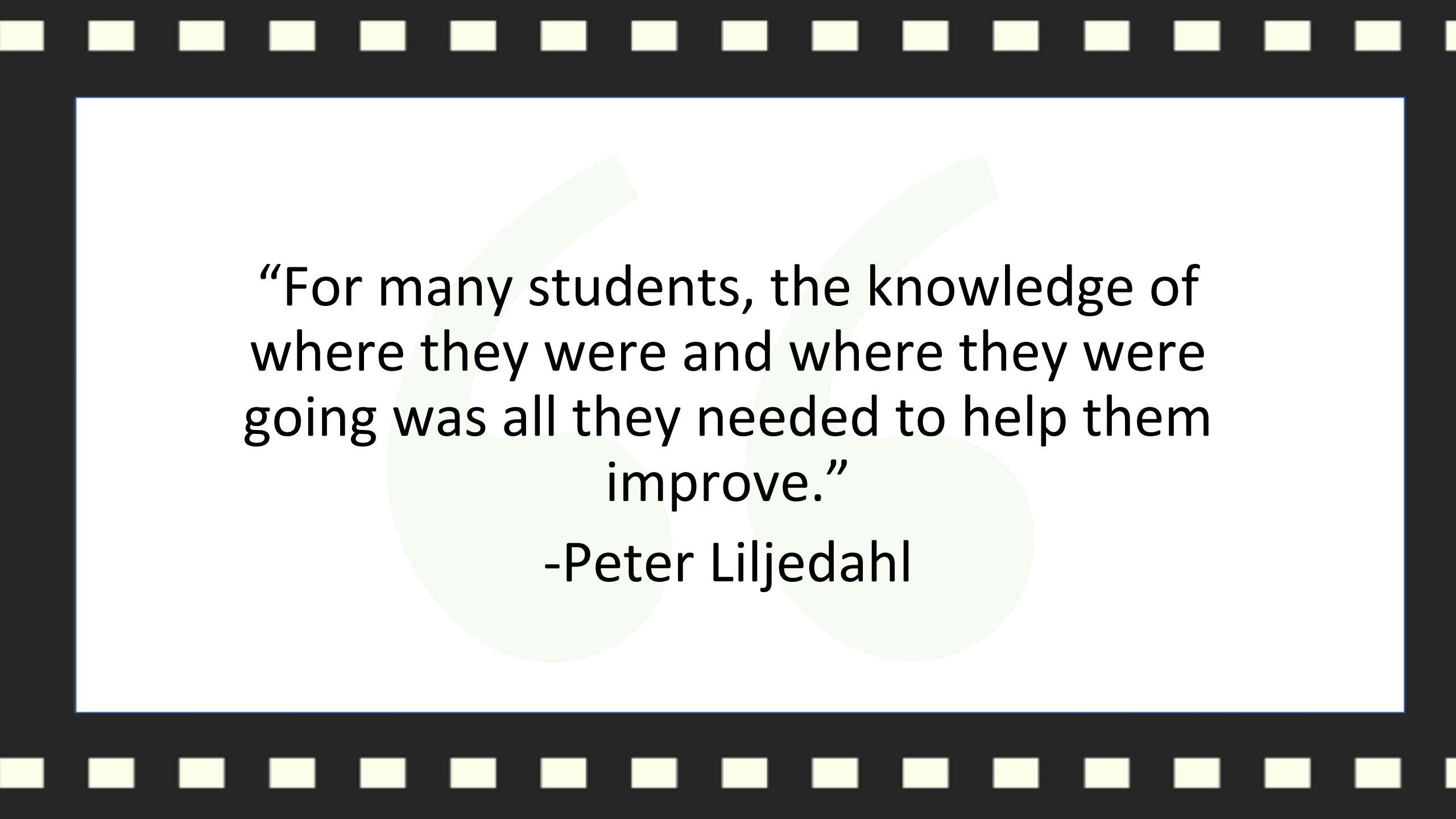
Fisher and Frey, 2021



How can students use all of today's topics as **feedback** towards learning goals?



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“For many students, the knowledge of where they were and where they were going was all they needed to help them improve.”

-Peter Liljedahl

Effective Feedback Answers Questions Related To:

- **Where am I going?**
- **How am I going?**
- **Where to next?**



(Hattie & Timperley, 2007; Moss et al., 2019)



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Effective Feedback

- Informs rather than corrects
- Focuses on a small number of key points
- Points out as many strengths as weaknesses
- Is given in small attainable steps the learner can use to improve performance and feel successful
- Provides “just enough” to help learners become “unstuck” without providing complete solutions
- Causes thinking... is more work for the learner than for the teacher



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1. Describe the student's work in terms of success criteria
2. Compare the work to the success criteria or to the student's past performance
3. Provide positive comments coupled with descriptions of where the work needs improvement
4. Suggest specific actions or provide guiding questions that lead toward improvement and goal attainment

(William, 2018; Hattie, 2011)





Any questions?
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