Formative Assessments in the Classroom
What are formative assessments?

• Part of the instructional process
• Used by teachers and students during lesson delivery that provides feedback to adjust lesson
• Goal is to increase student achievement
• Effective and efficient way to check for student understanding
• Taking the “pulse” of the class- a “check up”
What are summative assessments?

• Given periodically to determine what students know and do not know
• More of an accountability measure
• Generally used as part of a grading process
• Examples: state assessments, interim assessments, district benchmarks, end of unit, chapter tests, semester exams
Today’s Focus: Types of FA’s
Simple ways to check for student understanding

• Thumbs Up, Thumbs Down
• Individual White Boards
• Admit Slips
• Exit Slips
• Think-Pair-Share
• Structured Pair Work
• Self Reflection
Examples of FA in Practice

- Work in small groups
- Review and analyze exits slips. Share next steps
- Review and analyze 3 vignettes
- Identify and share formative assessments used
Thumbs Up, Thumbs Down

• Ask students how well they get it by asking them for a thumbs up—“I get it” or a thumbs down—“I’m struggling.” Show degrees of understanding by placement of thumb anywhere on the spectrum of up/down. Put sign against chest for privacy or close eyes.

• Quick and easy way to check for understanding. You can move on or need to adjust lesson.

• Vignette #1
Individual Student White Boards

• Great way to hold all kids accountable
• Actively involve kids in the learning
• Provides teacher with immediate feedback
• Suggestions for use: display answers, partner work, handwriting, instead of scratch paper, instead of clipboard, spelling, math.
• Vignette #2
Admit Tickets

• Brief comment- student writes on index card or half sheet paper at beginning of class
• Comment about material being studied or answers to:
  What is confusing you about...?
  What problems did you have with the assignment?
  I need further support with...
Exit Slips

• Written towards the end of the class/lesson
• Students can use to summarize, or evaluate the material learned in class that day
• Teacher can use to take pulse of class on a skill or concept just taught
• Examples: 3,2,1 Two Stars and a Wish
  Quick Writes Venn Diagram
  T-Charts Windshield Check
  Where in the World Are You?
Protocol for Looking at Exit Slips

- Student Data Leadership Team Protocol
- Distribute and Discuss Sample of Exits Slips in Breakout Groups
- Elementary, Middle, High School
- Analyze and Record Implications/Next Steps
- Whole Group Share from each group
Think-Pair-Share

• Cooperative discussion strategy with emphasis on what students should be doing at each stage
• Encourages a high degree of student response and keeps kids on task
• Think- Teacher provides question, prompt, or observation
• Pair- Students pair up and discuss answer (Clock Buddies)
• Share- Students share thinking with class
• Why this approach? Management suggestions
Structured Pair-Work Example

Read Vignette aloud. Share reactions/positives

• Teacher begins lesson, providing info and posing higher level questioning. Students asked to reflect on info and to answer specific questions. Then they go to appointment #1 – five min. and share thinking to question. Analyze each other’s responses and come to consensus. Teacher circulates room, noticing misunderstandings and gaps in learning. Teacher then uses this info to redirect thinking, clarify, etc. to advance thinking.

• Students proceed to appointment #2 and teacher follows same procedure.

• Finally, on to appointment #3.

• Vignette # 3
Self Reflection

• Sharing work is not enough to promote the kind of thinking that helps kids build memory and learn in a meaningful way by making connections to personal experiences and to past learning.

• To think about their work, they need a focus for reflection.

• Open ended questions encourage students to push their thinking in depth about their work and then articulate those thoughts.

• Goal is to deepen their thinking.
Focus Questions for Self-Reflecting

? About Work Products
• What is one thing you liked about your work?
• What do you hope others will notice about your work? Why?
• What would you do differently if you could do this work again?
• What is your favorite part of this work? Why?

? About Work Process
• What helped you to concentrate/make it hard to concentrate?
• How did a classmate help you?
• How did you help a classmate?
• Did you finish the work? Why or why not?
• What was one problem you had? How did you solve it?
In Summary...

• Create space for your students to respond in your classroom
• Listen to their comments and use them to inform your instruction
• When we use our students words to guide us, we design better lessons.