



# **Competency-Based Learning**

## **Series: Seminar #3 Breakout**

### **Formative Assessment**

April 2017

# Opener

You are about to lead 12 young people into the mountains for 5 days. With a colleague, name one or more learning targets and matching formative assessments that will monitor campers' skills and needs, while helping campers assess their own readiness for wilderness travel.

# Breakout Session

## Outcomes

Define the role of formative assessment in the flow of classroom teaching and learning.

# Breakout Session

## Outcomes

Apply formative assessment best practices to the design of a unit.

# Competency-Based Learning Simplified

A Great Schools Partnership Learning Model

## Reporting Method

**Transcripts and Report Cards**

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**Progress Reports**

**Teacher Feedback**

## Assessment Method

### Body of Evidence

Students demonstrate achievement of standards through a body of evidence evaluated using common rubrics

### Verification of Proficiency

Students demonstrate achievement of content-area graduation standards through their aggregate performance on summative assessments over time

### Summative Assessment

Graded summative assessments are used to evaluate the achievement of performance indicators

### Formative Assessment

Ungraded formative assessments are used to evaluate student learning progress

### Cross-Curricular Graduation Standards

5–8 standards taught in all content areas

### Content-Area Graduation Standards

5–8 standards for each content area

### Performance Indicators

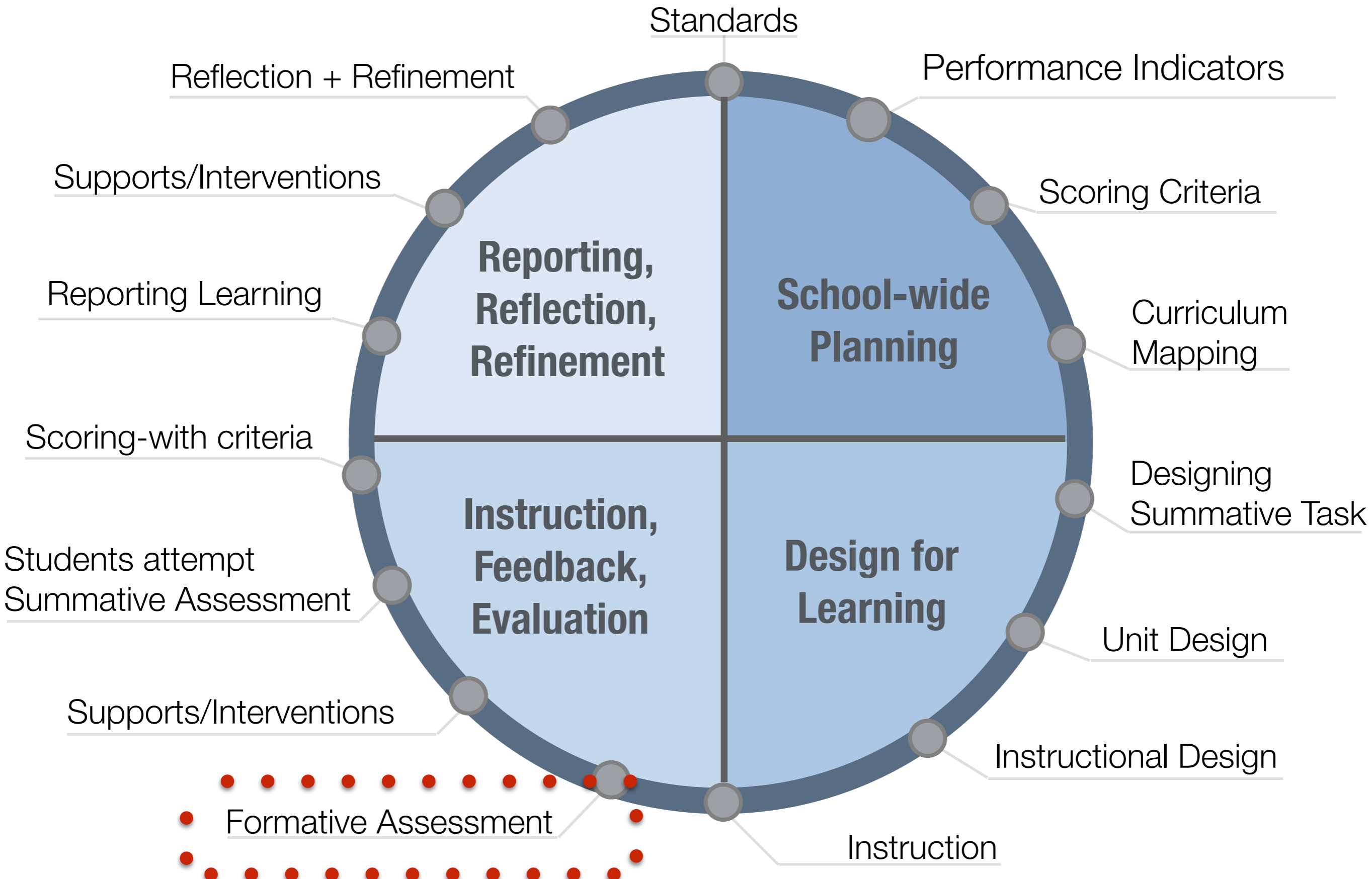
5–10 indicators for each cross-curricular and content-area standard that move students toward competency and the achievement of graduation

### Learning Objectives

Learning objectives guide the design of curriculum units that move students toward competency and the achievement of performance indicators



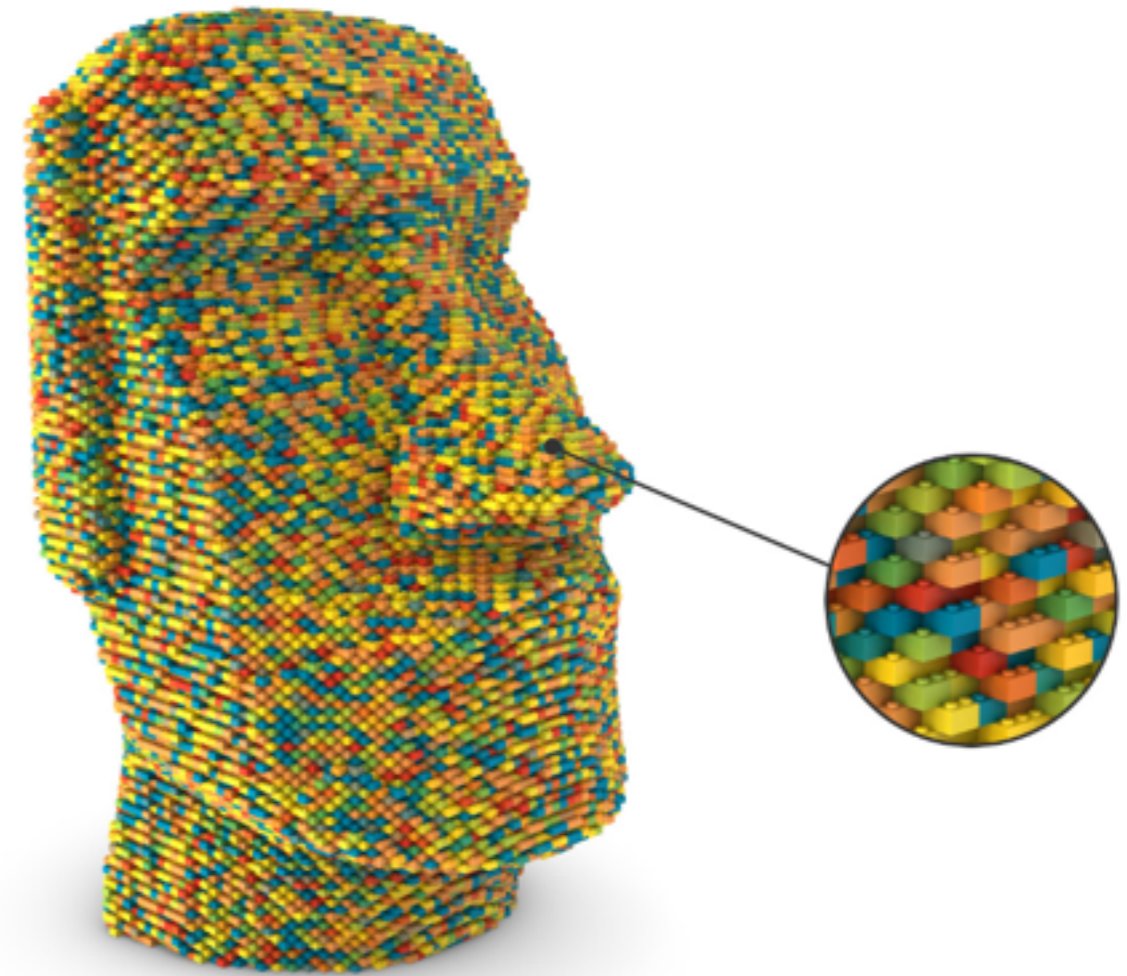
# From Standards to Units



# Assessments



formative  
assessments



summative  
assessment

# Formative Assessment

## **Inside the Black Box:**

### Raising Standards Through Classroom Assessment

Formative assessment is an essential component of classroom assessment that can raise student achievement.

**By Paul Black and Dylan Wiliam**



Raising the standards of learning that are achieving is an important national priority. In recent years, throughout the world, there have been more and more changes in pursuit of this aim. National, state, and local governments have set targets; enhanced programs for the external performance; surveys such as NAEP (National Assessment of Educational Progress) and TIMSS (Third International Mathematics and Science Study); initiatives to improve school management; and more frequent and thorough inspections, all toward the same end. But the sum of all these measures does not add up to an effective policy because something is missing.

Learning is driven by what teachers and pupils do in the classroom. Teachers have to manage complicated and demanding tasks, channeling the personal, emotional, and social resources of 30 or more youngsters in order to help them learn and become better learners in the future. Standards are set, but if teachers can tackle this task more effectively, the standards will be met. The efforts alluded to above are not any direct help with the task. As was recognized in the TIMSS video study: "A focus on accountability that ignores the processes of teaching in classrooms will not provide the direction that is needed to meet the quest to improve" (Stigler and Hiebert 1997).

## **Essential Question:**

Why is formative assessment one of the most critical components of a proficiency-based learning system?

*Pick 2-3 passages that help you think about the essential question.*



# Formative Assessment

Walk around and discuss—find one person and share your first highlighted excerpts and why you chose those passages. We will do this three times, giving about 3 minutes for each round.

# The paradigm shift

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...from

“How will I teach this?” (presenting)

“Did everybody get that? ... OK, let’s move along.”

...to

“How will I help my students understand where they are in process of learning this?”

“Where is each student is in their understanding of this critical concept or skill?”

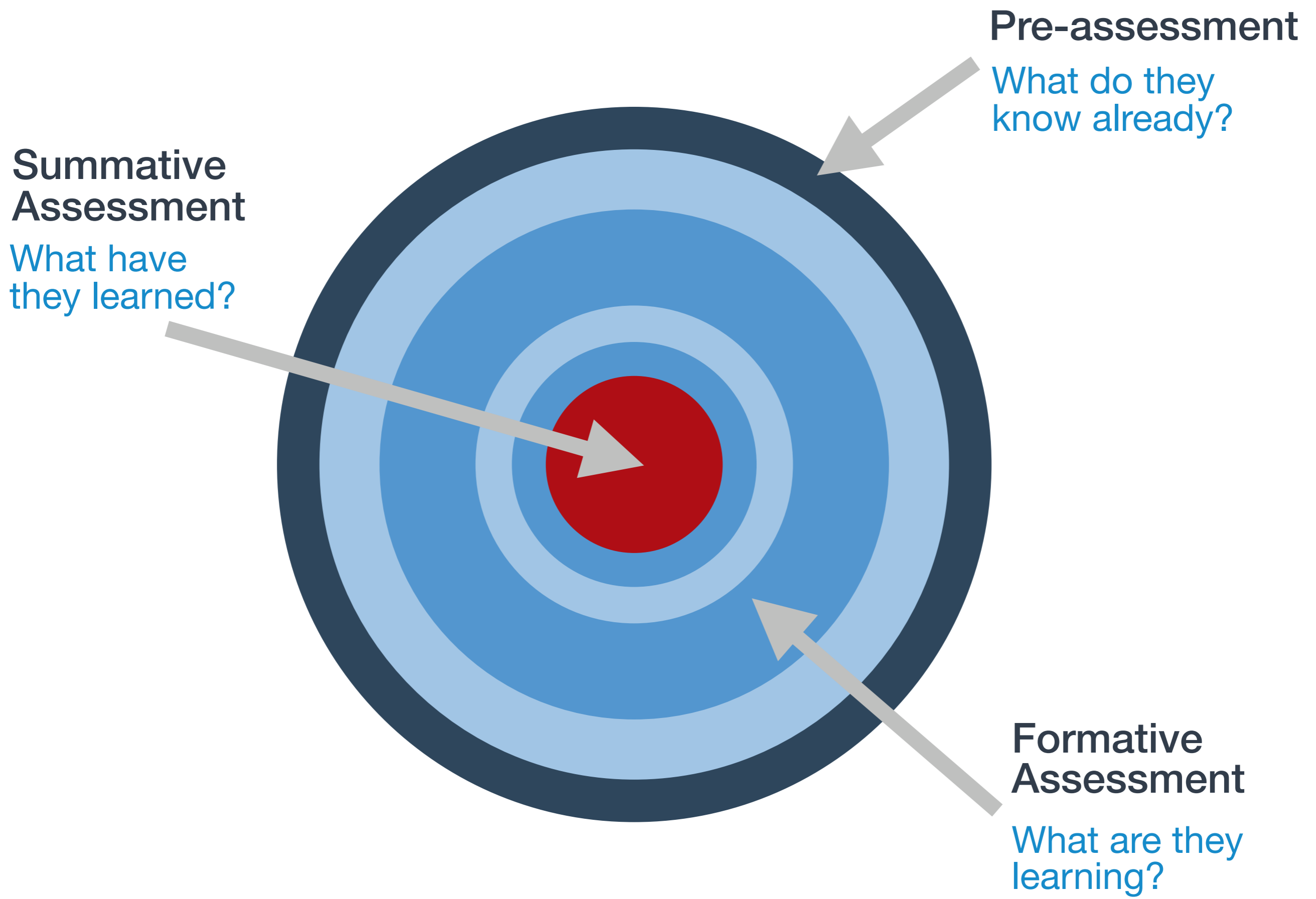
# Formative Assessment + Instruction

Council of Chiefs and State School Officers formed a task force to define features of formative assessment:

- Formative assessment is a **planned process**, not any particular test.
- Formative assessment takes place **during instruction**.
- It provides **assessment-based feedback** to teachers and students.
- The function of this feedback is to help **teachers and students make adjustments** that will improve students' achievement of intended curricular aims.

# Formative Assessment —> Intervention and Support

- Small Group Work with "I Choose" (Teaching Channel 3 minutes. Begin at minute 1:40)



# Exit Tickets

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Identify one concept / skill from today's class that you are struggling with, and one concept / skill you are confident in.

# Exit Tickets

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What is one thing you wish I would do more of to help your learning, and one thing you wish I would do less of?

What do you want me to know about you as a learner?

# Exit Tickets

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Name one ecological service that the mosquito provides to the ecosystems it inhabits.



# Exit Tickets

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Can you turn  $3 + 9 = 12$  into a subtraction problem using the same numbers?

# Exit Tickets

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In one *Tweet-length statement*, what is the difference between opinion and persuasion?

# Exit Tickets

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1. Identify one concept / skill from today's class that you are struggling with, and one concept / skill you are confident in. **(How is your learning? What should I reteach?)**
2. What is one thing you wish I would do more of to help your learning, and one thing you wish I would do less of? What do you want me to know about you as a learner? **(How is my teaching being received? How can I help all students learn?)**
3. Name one ecological service that the black fly provides to the ecosystems it inhabits. **(Can you transfer a core concept to a novel setting?)**
4. Can you turn  $3 + 9 = 12$  into a subtraction problem using the same numbers? **(Which students might benefit from further support with this core concept?)**
5. In one *Tweet-length statement*, what is the difference between opinion and persuasion? **(How is your learning? What should I reteach?)**

# Graphic organizer, Venn Diagram, Concept Map

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- *With one or two classmates, create a diagram that explains the roles of States and their Country*
- *You have \_\_\_ minutes.*

# What else?

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- *Your favorite formative structure here ...*

# Summative-Formative Connection

## Excerpt from Sample Social Studies Unit

### *Connecting Summative Assessments to Formative Plans*

**Unit Title:** The American Revolution- was it justified?

**Grade Level/Course:** Grade 8 US History

#### **Stage 2- Evidence of Student Learning**

#### **Summative assessment**

Students will assume the roles of historical figures and participate in a 1776 colonial town meeting at which they will debate whether to declare independence from Great Britain. Loyalists and Patriots will try to persuade Neutralists to join their side; Neutralists will question the Loyalists and Patriots on their arguments and use/interpretation of evidence and then vote each “round” on which side has the most compelling arguments and rebuttals. All students will use strategic thinking to cite evidence, develop logical arguments and justify their own conclusions or critique conclusions others have drawn. Students who are proficient are able to think strategically and make logical inferences about the perspective the historical person they are role-playing would have had on the events and key laws of 1770s America.

Students will prepare the following materials to use in their town meeting:

- Written speech from perspective of historical person who the student is role-playing (SS 1/E; SS 6 E, GP A.2, A.3)
- Create a visual (poster, google site, twitter feed, etc.) that demonstrates the point of view of character (SS 6/B; GP A.4)
- Nameplate for historical character with “quote” summarizing character’s perspective on independence from Great Britain (GP A.4; SS 6.B)

# Summative-Formative Connection

<b>Scoring Criteria (Rubric)</b>				
<b>Indicator</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>G.P. A2:</b> Uses evidence and logic appropriately in communication	I can state or list relevant ideas or facts.	I can express my ideas and present some evidence to support them.	I can explain ideas logically and use evidence to support them.	I can cite specific evidence and synthesize ideas logically.
<b>G.P. A3:</b> Adjusts communication based on the audience	I can identify the audience for my work.	I can recognize different audiences and think about their needs.	I can differentiate my tone, level of complexity, and voice based on audience.	I can assess the audience for my work and adapt my communication style to match their needs.
<b>G.P. A4:</b> Uses a variety of modes of	I can state my ideas.	I can show what I mean in more than	I can express myself in a variety	I can express myself in a variety

# Summative-Formative Connection

Stage 3- Instructional Design		
Daily Learning Target	Formative Assessment	Learning Experience(s)
I can explain the reasons for the settlement of various English colonies (2 days)	<ul style="list-style-type: none"> <li>• Presentation checklist:               <ol style="list-style-type: none"> <li>1) "headline statement"</li> <li>2) examples to support headline,</li> <li>3) explanation of important dates/events in colony</li> <li>4) students define terms, use clear voice, maintain eye contact</li> </ol> </li> <li>• Complete Venn diagram with partner comparing two colonies (done beginning of class after presentations)</li> </ul>	Day 1: Each small group researches using textbook, and supplied internet resources the settlement of one colony. Prepares short presentation Day 2: Presentations. Students complete matrix graphic organizer
I can define mercantilism and describe how it could be viewed as a benefit to colonists and as a cost to colonists (1 day)	<ul style="list-style-type: none"> <li>• Role play cards (farmer, shipbuilder, ship owner, merchant, etc.)</li> </ul>	In class reading & note-taking using note-taking template
I can analyze the causes and consequences of laws and events in the 1770's and infer different viewpoints (3 days)	Each day: 1) take one event from the chart, and do mini-debate with whole class. 2) Pair groups and have them pick another event to debate by dividing group into 2 patriots, 2 loyalists and 2 neutralists.	Using textbook and in groups of 3, students complete action-reaction chart defining events and inferring perspective of loyalist & patriot on each event/law
I can compare & contrast the political cartoon of the Boston Massacre with eyewitness accounts of the event (2 days)		



# Formative Assessment + Instruction

How will you lead toward the implementation of effective formative assessment practices as a school-system norm?

# DEBRIEF



**THANK YOU**

