

Formative Assessments

Measuring Students' Understanding

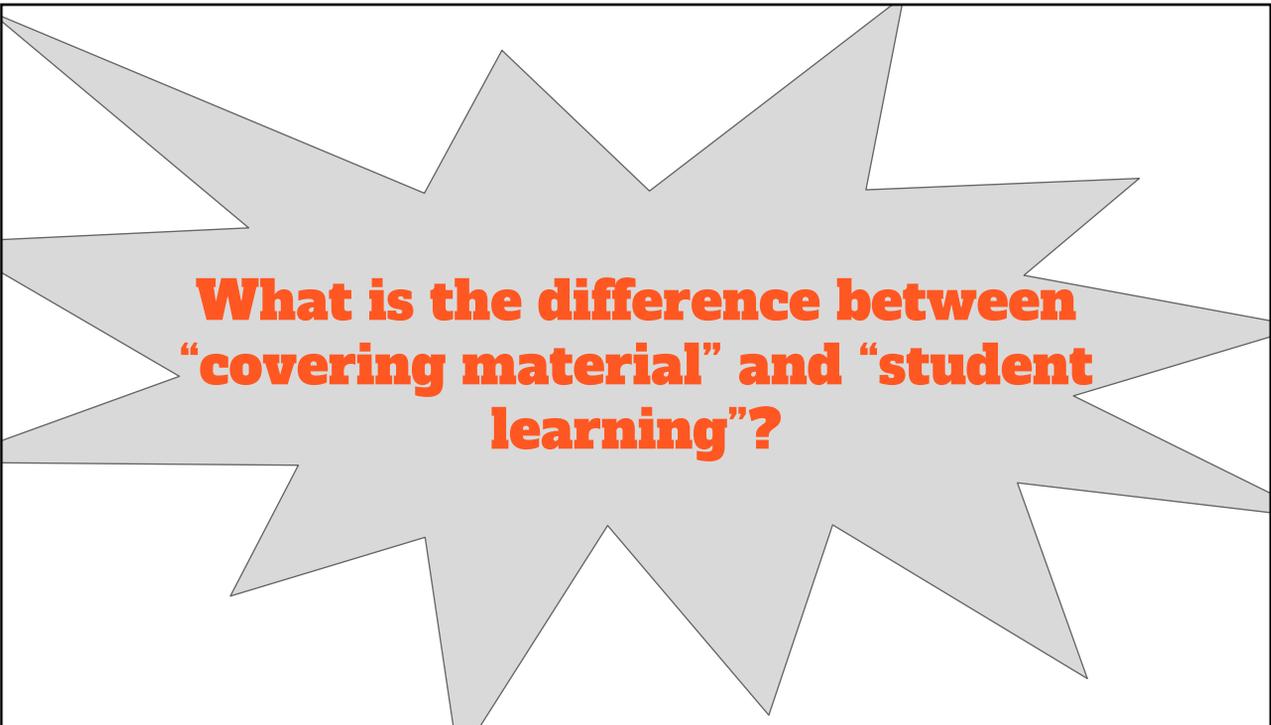
Session Objectives

By the end of the session, each participant will:

- Articulate the difference between teacher coverage and student learning, both in theory and in practice.
- Be able to utilize resources and strategies to effectively and efficiently measure students' levels of understanding.
- Identify teaching strategies that incorporate students' varying levels of understanding.
- Select three formative assessment strategies with which they feel most comfortable to commit to implementing throughout the 2017-18 school year. Participants will become the experts of at least one strategy and will share their expertise with peers.

Workshop Norms & Procedures

- Participate as fully as you are able. You will have time to process and ask questions, but you will also be expected to share your thoughts.
- Invite and welcome the contributions of every participant.
- Conduct personal business outside of the workshop.
- Hand up of the presenter means “attention, please!”
- If you have a relevant question, please raise your hand. If you wonder whether the question is relevant to the group, please write it on a sticky note and place in the “Parking Lot.”



**What is the difference between
“covering material” and “student
learning”?**

Have you heard teachers say...

“I got through chapter 10 of the book. How far did you get?”

“I taught everything that I was supposed to teach, but most of my students received a 70% or below on the final exam.”

“Mrs. S must not have been doing her job last year because the students don’t know how to _____.”

Student Learning

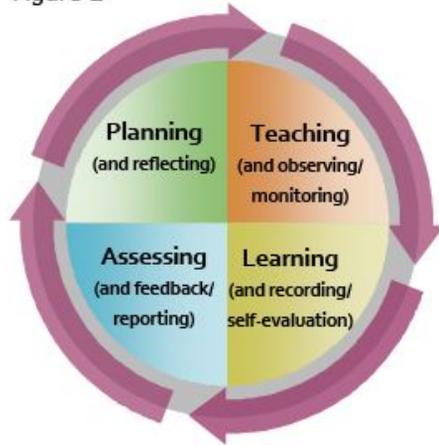
“Learning takes place in students’ heads where it is invisible to others. This means that **learning must be assessed through performance**: what students can do with their learning. Assessing students’ performance can involve assessments that are formal or informal, high- or low-stakes, anonymous or public, individual or collective.”

- Carnegie Mellon University, Eberly Center

Any Assessment You Design Should...

- ❑ Have clearly articulated criteria
- ❑ Be valid and reliable
- ❑ Provide sufficient measure of the desired result
- ❑ Encourage students to self-assess their own learning

Figure 2



Determine How to Assess What You Are SUPPOSED to Assess

If the desired result is for learners to... →	Then you need evidence of student's ability to... →	So the assessments need to require something like...
Successfully plan a trip	Consider all detailed components required for before, during, and after the trip	<p>Critique a completed trip plan</p> <p>Create a trip plan with dates, resources needed, and tasks to be accomplished</p>



What are your greatest challenges in utilizing formative assessments?

Formative Assessment Tools

[Exit Tickets](#)

[Continuums or rubrics directly aligned with the course goals](#)

[53 Ways to Check for Understanding](#)

[55 Digital Tools and Apps for Formative Assessment Success](#)

Modifying Instruction Accordingly

Students respond to learning based on **readiness, interests, and learning profile.**

The Learner Relationship

What Teachers Prepare

- **Content**
--Access
- **Process**
--Sense-making
- **Product/
Learning Artifacts**
--Evidence

How Students Engage

- **Readiness**
--Current Skill Level
- **Interests**
--Choices and Backgrounds
- **Learning Profile**
--Brain Intelligences

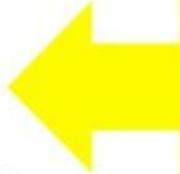


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DIFFERENTIATED INSTRUCTION

15+ Readiness Resources for Driving Student Success

JULY 29, 2014



John McCarthy

Education Consultant,
Advocate for Student
Voice in Learning

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Exit Ticket

1. Write a question or prompt that would accurately assess one of the objectives of this workshop on an index card.
2. Write the same question or prompt again on another index card.
3. Pass one index card to a peer.
4. Write an answer to your own question or prompt on the other.