GREAT
SCHOOLS
PARTNERSHIP

NEW ENGLAND
SECONDARY SCHOOL
CONSORTIUM

Formative Assessment and Teacher Feedback

What You Need To Know

March 26-27, 2015
High School Redesign in Action Conference

TODAY'S PRESENTERS

From the Great Schools Partnership

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Ken Templeton, Senior Associate

Is a non-profit support organization based in Portland working nationally with schools, districts and state agencies, providing coaching, and developing tools.

GSP has served as the coordinator of the **New England Secondary School Consortium** since its inception in 2009

We Believe

In equitable, personalized, rigorous learning for **all students** leading to readiness for college, careers, and citizenship

We Believe

That schools must simultaneously attend to **policy**, **practice**, and **community engagement**

We Believe

School improvement is **context-based**, not one-size fits all

GOAL

Deepen your understanding of the use of learning targets and formative assessments to inform instructional planning and create opportunities for feedback

Outcomes

Deepen understanding of why "Backwards Design" is fundamental to Proficiency Based Learning

Outcomes

Review the research on formative assessment and effective feedback

Outcomes

Review the Design Guide for Formative Assessments

Outcomes

Explore opportunities for intervention and re-teaching at the classroom and school-wide level

Agenda

Backwards Design and Formative Assessment

Review of Research and Exemplars

Design Guide for Formative Assessment

Re-teaching & Intervention

Questions?

At Your Tables

What do opportunities for feedback, reteaching, and re-assessment currently look like in your school?

Our Central Question

How can we better design our units, our classroom practices, and our school schedules and resources to create numerous opportunities for students to receive quality feedback?

The Importance of Feedback

"…the most influential practice that improves student outcomes…"

- John Hattie 2012

The Importance of Feedback

… When feedback provides **explicit guidance that helps students adjust their learning**, there is a greater impact on achievement, students are more likely to take risks with their learning, and they are more likely to keep trying until they succeed (Brookhart, 2008; Hattie & Timperley, 2007; Shute, 2008)."
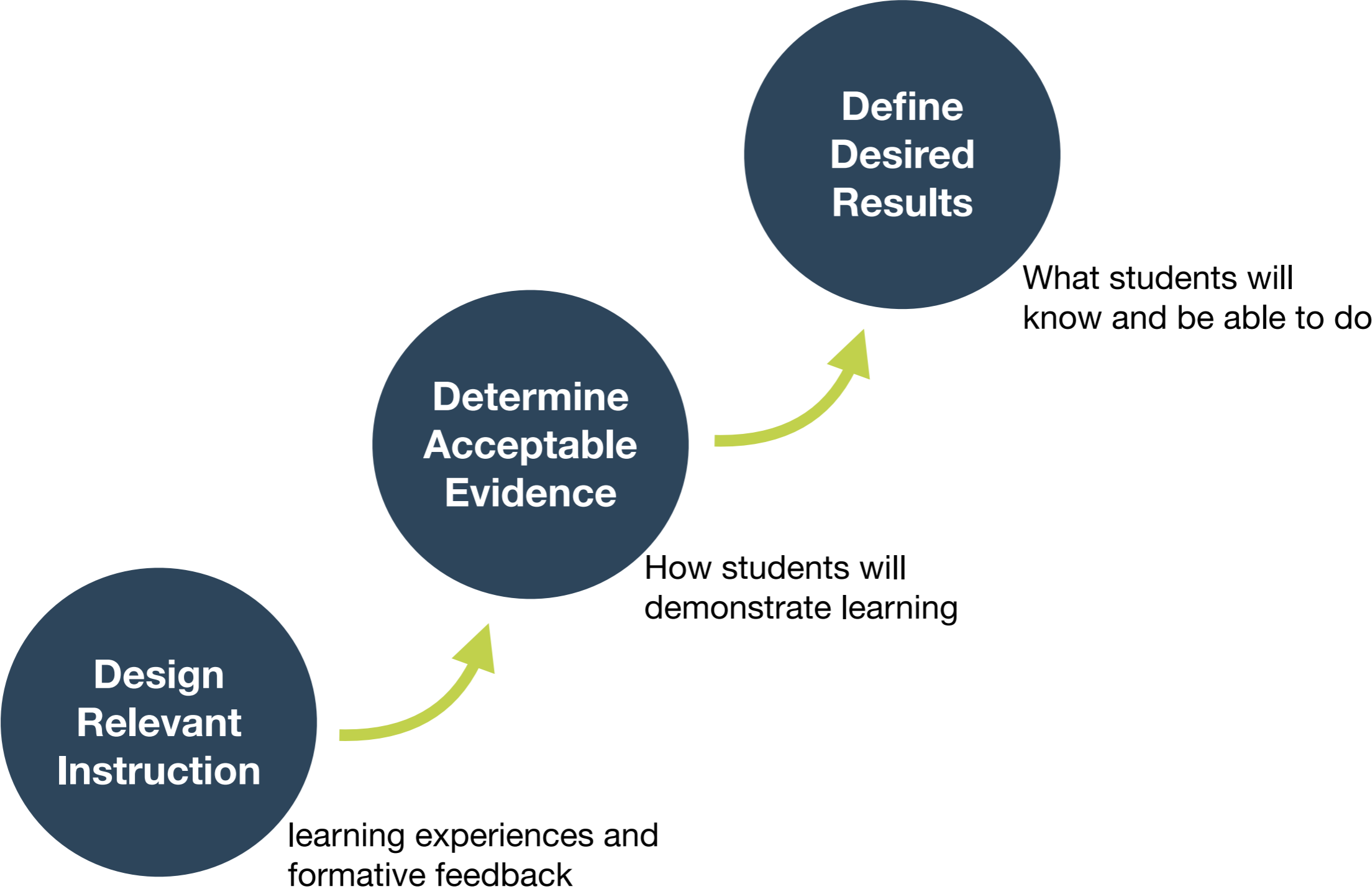
—Dean, C. B., Hubbell, E. R., Pitler, H. & Stone, B. (2012). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Understanding by Design

How can unit design create opportunities for the kind of meaningful feedback that will help students gain proficiency?
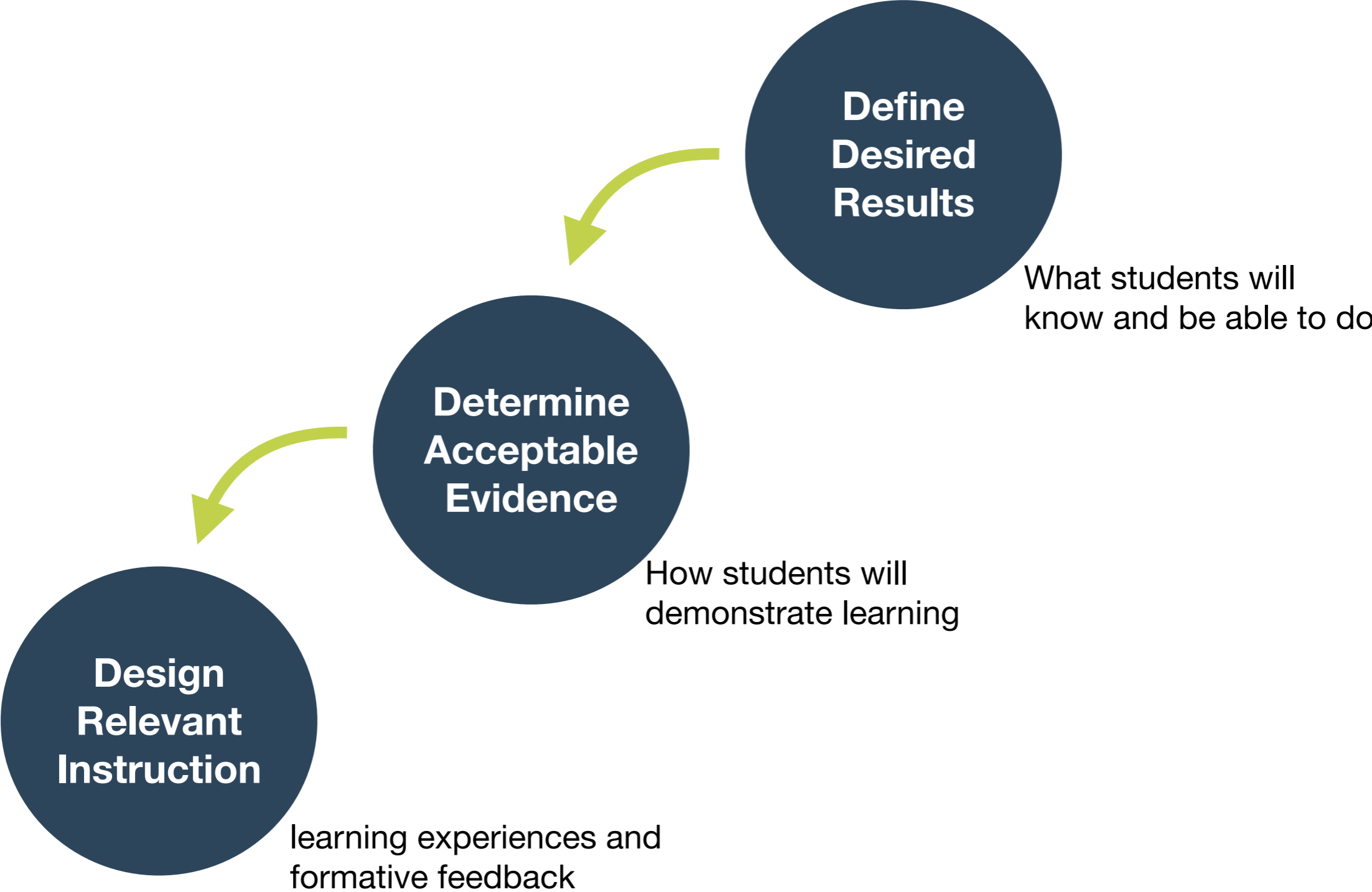
Stages of "Traditional" Design
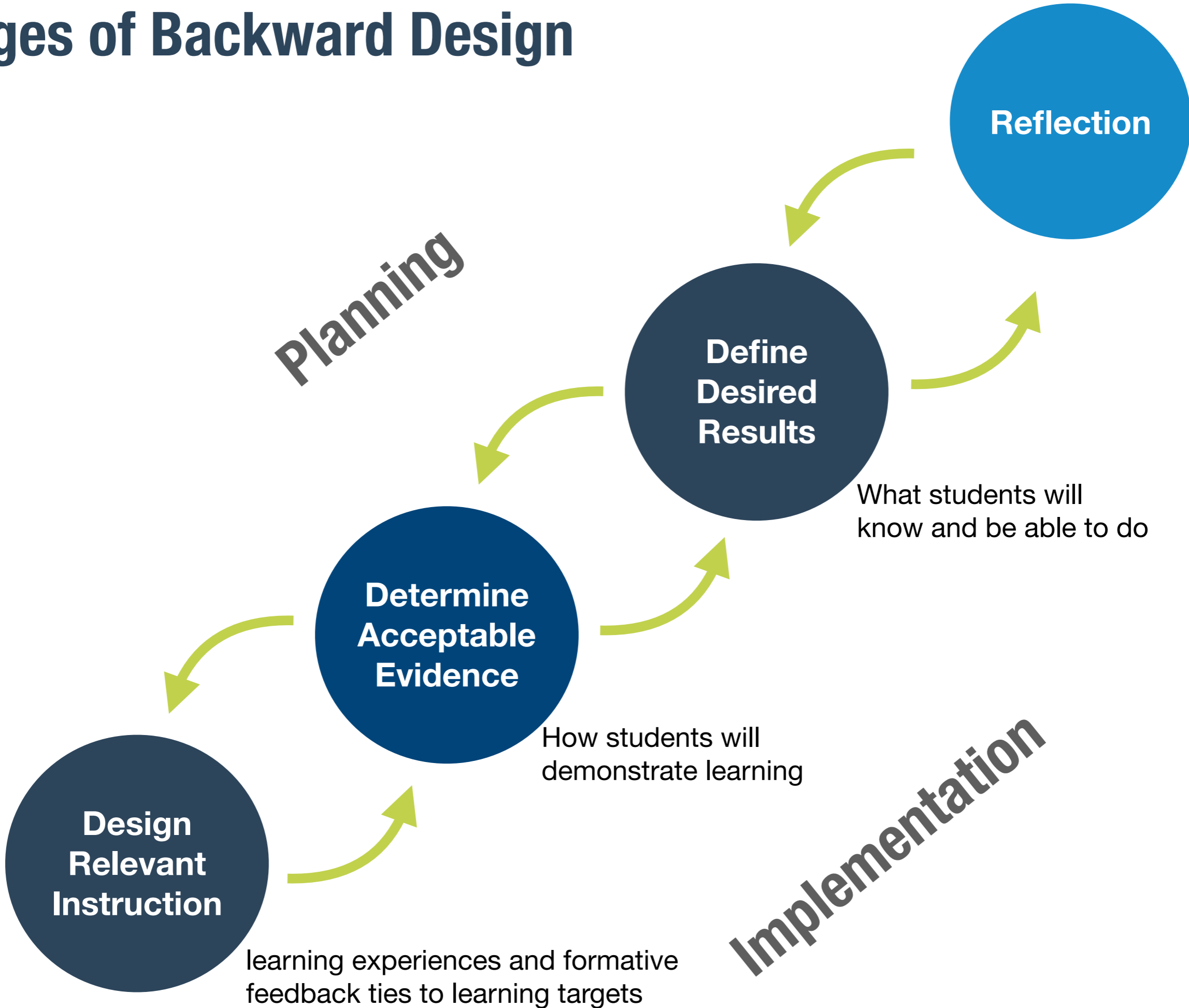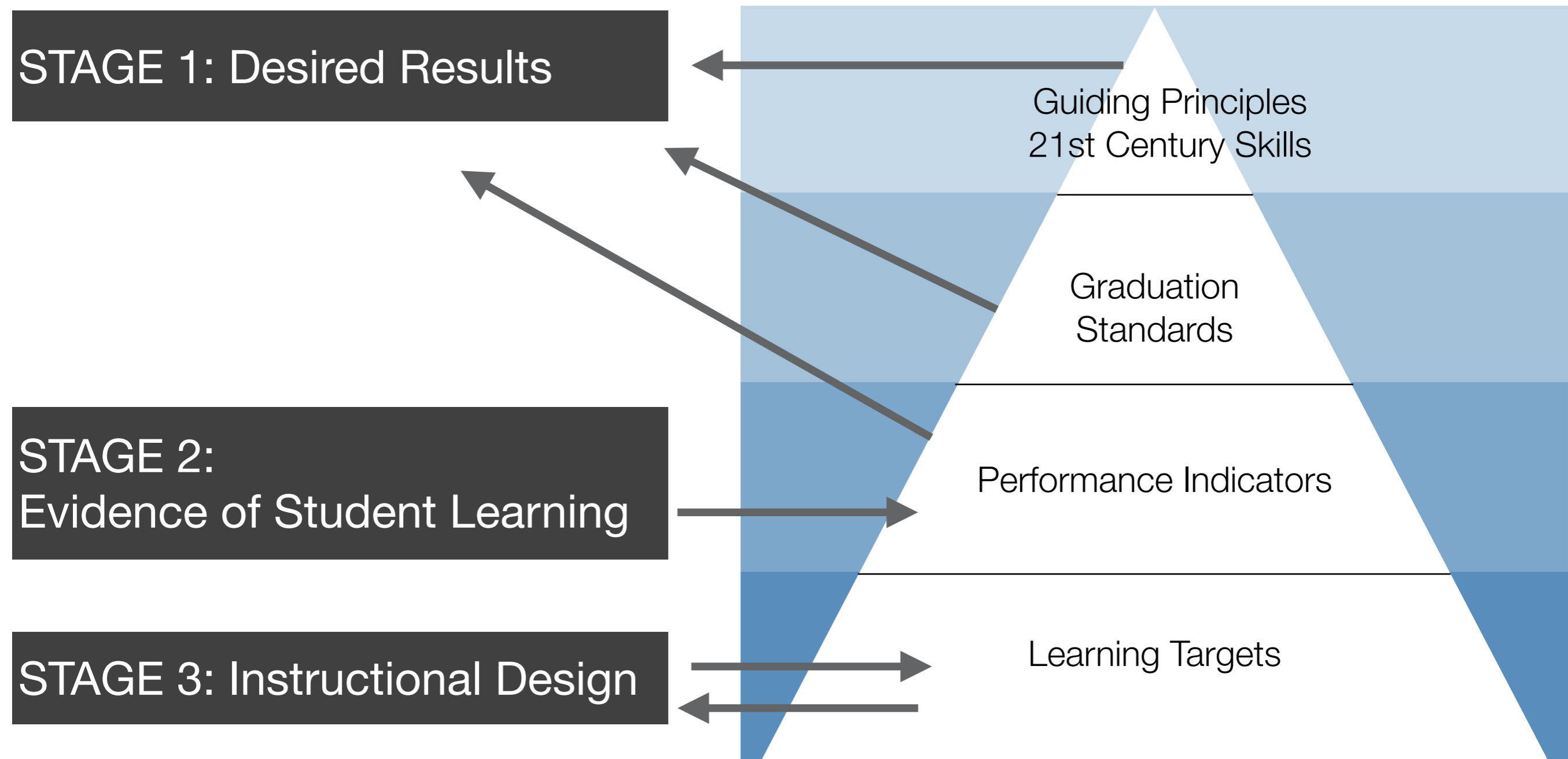## Planning and Implementation

Define Desired Results

What students will know and be able to do

Determine Acceptable Evidence

How students will demonstrate learning

Design Relevant Instruction

learning experiences and formative feedback

Stages of Backward Design Planning

Define Desired Results

What students will know and be able to do

Determine Acceptable Evidence

How students will demonstrate learning

Design Relevant Instruction

learning experiences and formative feedback

Stages of Backward Design

Planning

Reflection

Define Desired Results

What students will know and be able to do

Determine Acceptable Evidence

How students will demonstrate learning

Design Relevant Instruction

learning experiences and formative feedback ties to learning targets

Implementation

Unit Design Template

STAGE 1: Desired Results

Guiding Principles
21st Century Skills

Graduation
Standards

STAGE 2:
Evidence of Student Learning

Performance Indicators

STAGE 3: Instructional Design

Learning Targets

# What makes formative assessment powerful?

Formative Assessment

"Providing specific feedback that helps students know how to improve their performance requires teachers to **identify and understand the learning objectives** (Stiggins, 2001). If teachers do not understand the learning objectives, it is difficult for them to provide students with information about what good performance or high-quality work looks like…. (Shirbagi, 2007; Shute, 2008)."

—Dean, C. B., Hubbell, E. R., Pitler, H. & Stone, B. (2012).
Classroom instruction that works: Research-based strategies for increasing student achievement.
Alexandria, VA: Association for Supervision and Curriculum Development.

Formative Assessment
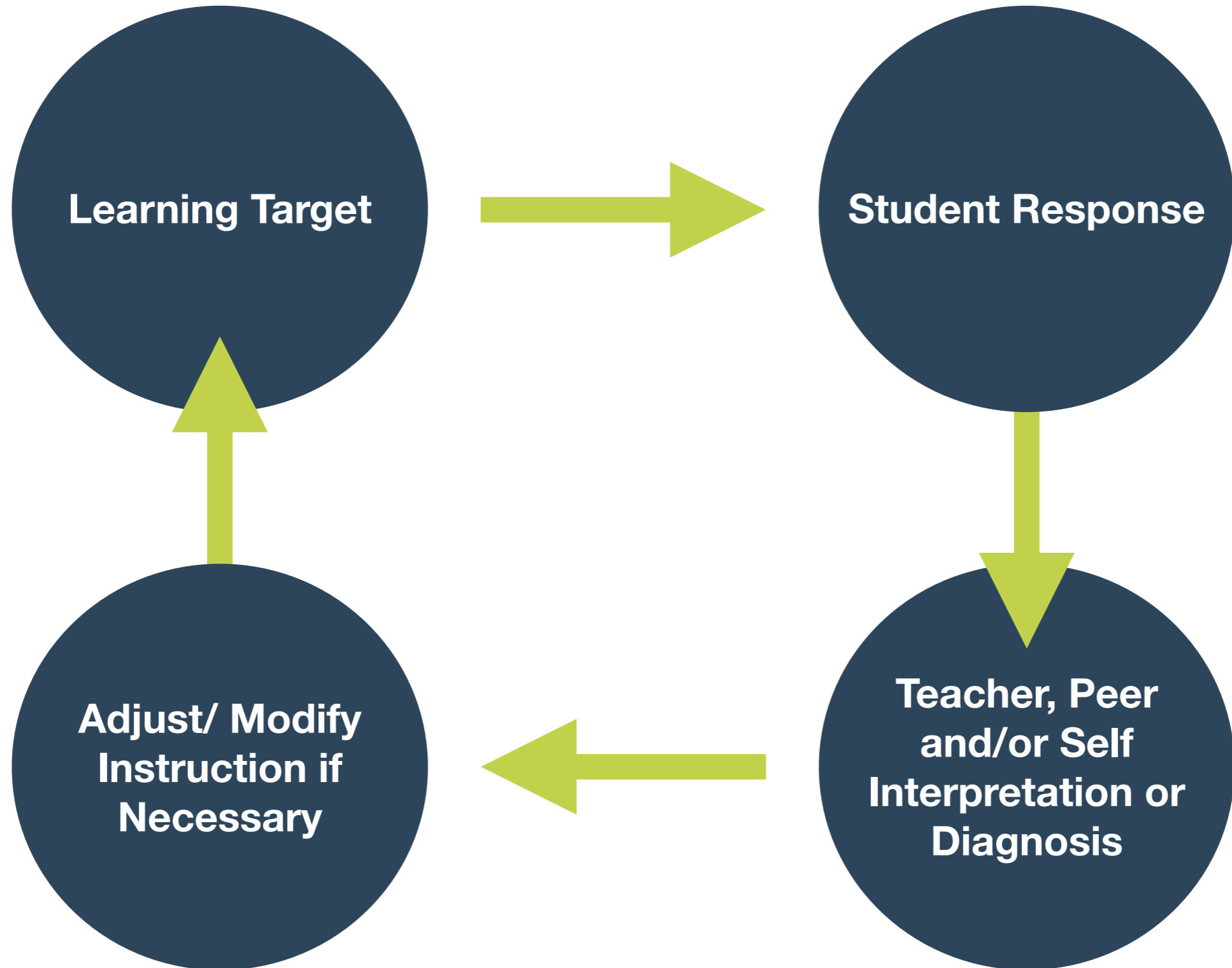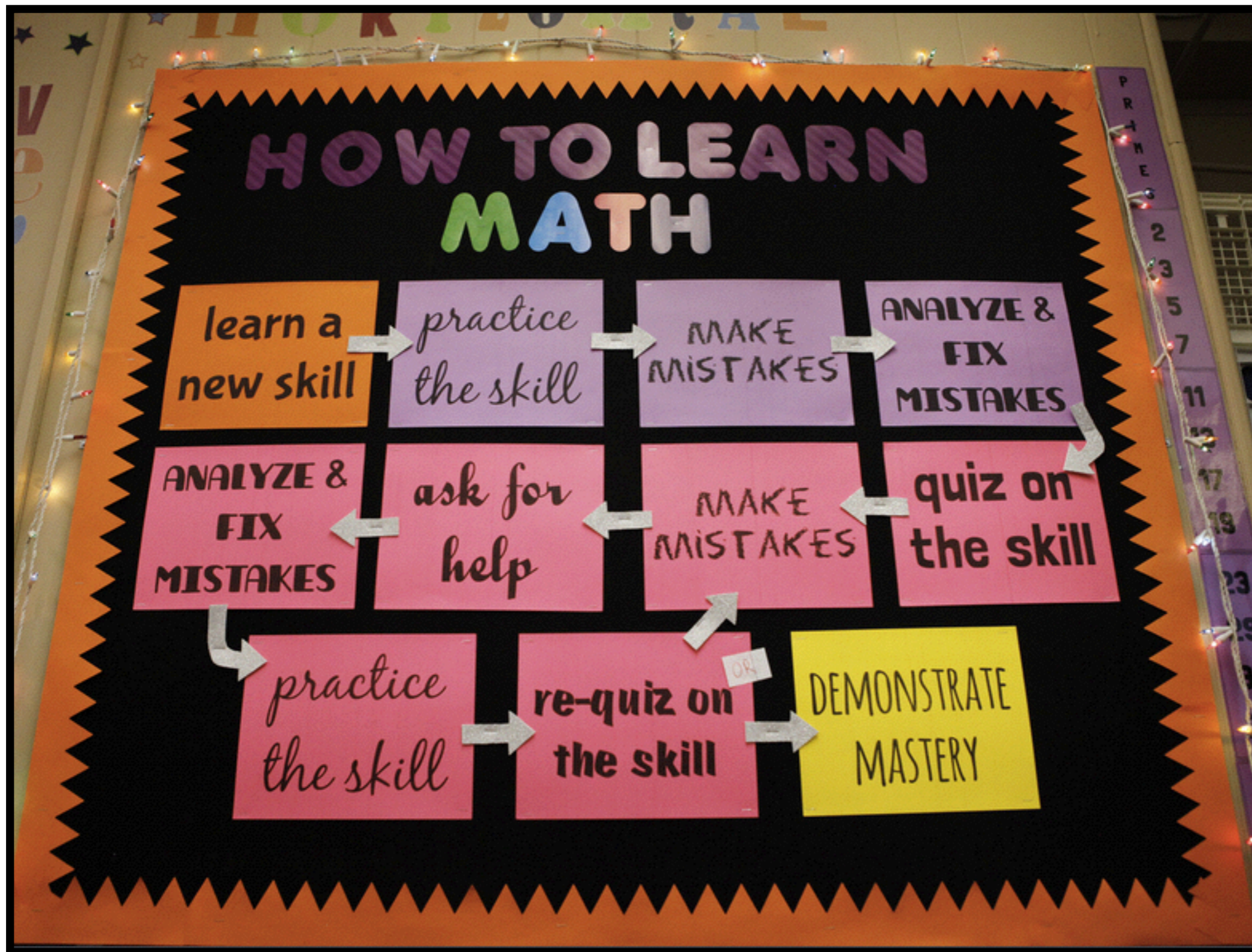
Sarah Hagan's classroom, Drumright, Oklahoma

The Power of Formative Assessment

Snow Creek School,
Penhook, VA

2014 Title I
Highly Distinguished School

My Favorite No

Turn and Talk

1. Talk to a partner about how this process that the teacher has posted for her students or the process that you viewed in the video is similar/different to the one you experienced as a math student.

2. Now talk about how these processes are similar or different to the way most students in your school experience learning.

It's not **formative assessment** if it doesn't **inform** instruction!

"When the cook tastes the soup, that's formative assessment.

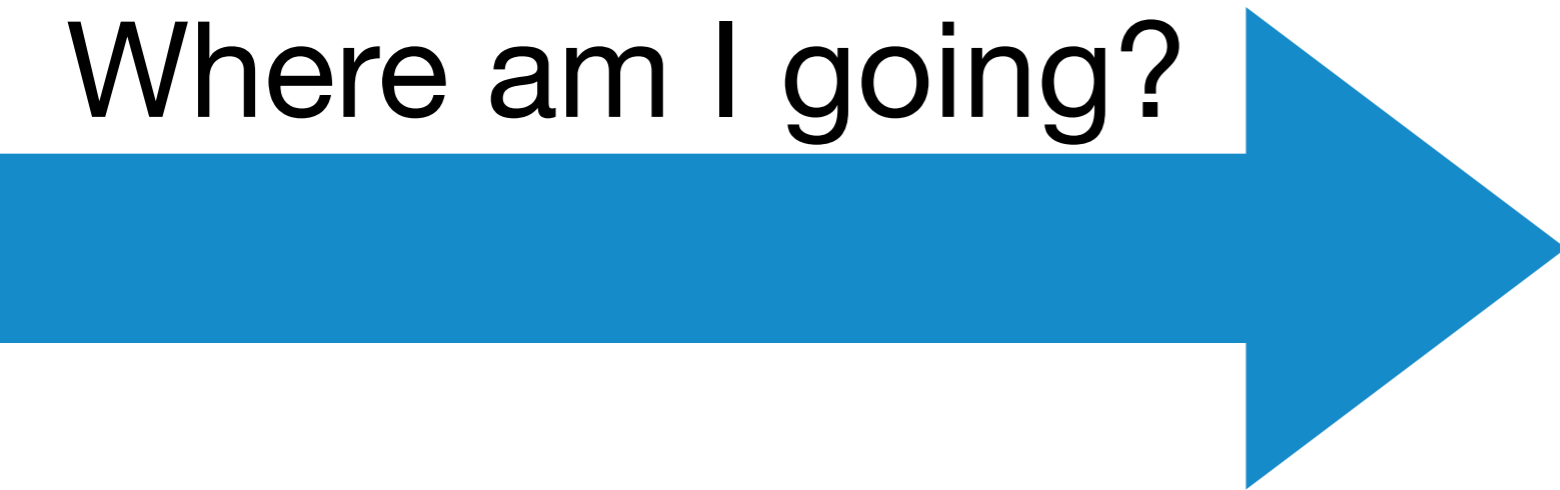When the customer tastes the soup, that's summative assessment."

- Paul Black

Formative Assessment

"The more teachers seek feedback about their impact, the more benefits accrue to their students."

- Hattie, J. (2014). Visible learning and the science of how we learn. London: Routledge.
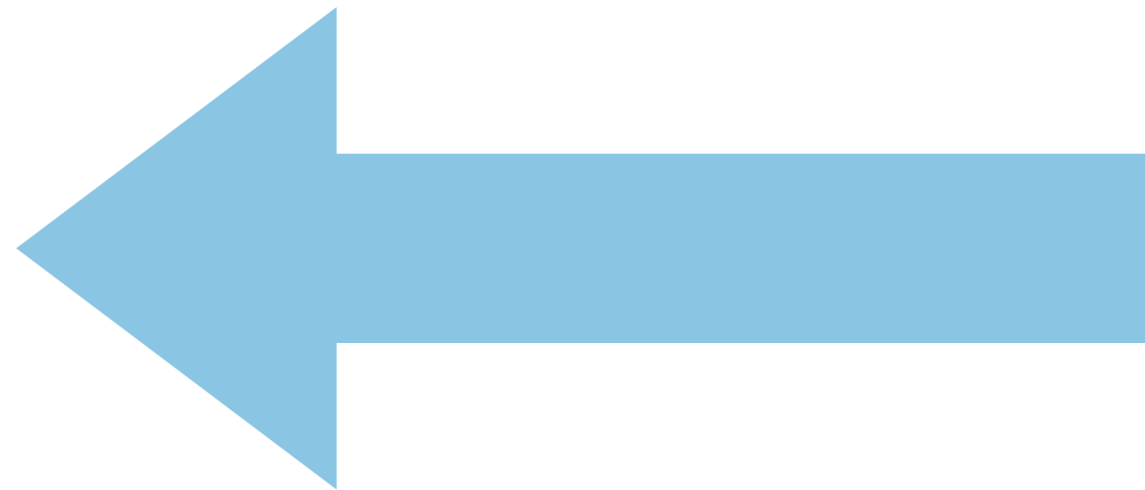
PBL Assessment is driven by the same questions for teachers and students

Where am I going?

PBL Assessment is driven by the same questions for teachers and students

Where am I now?

Assessment is driven by the same questions for teachers and students

How can I close the gap between where I am now and where I want to go?

Where am I going?

Teacher's Role:

Give students clear statement of the learning targets

Student's Role:

Consider what I know and can do based on these targets

Phrase standards in my own words

Where am I going?

Teacher's Role:

Show students examples of quality student work

Student's Role:

Create definitions of quality work

Where am I now?

Teacher's Role:

As students work, give them continuous, descriptive feedback on their efforts.

Student's Role:

Reflect-

What are my strengths?

What do I need to work on?

Where did I go wrong and what can I do about it?

Useful Feedback

- Is Specific
- Is Timely
- Is Relevant
- Is Understandable
- Is Descriptive
- Is Value neutral
- Prompts a response

Useful Feedback is Timely

"As in many other areas of life, timing is everything (or at least important) when giving feedback…. **Providing immediate feedback can encourage students to practice, and it helps them make connections between what they do and the results they achieve**. (Clariana & Koul, 2006; Shute, 2008)."

—Dean, C. B., Hubbell, E. R., Pitler, H. & Stone, B. (2012). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.
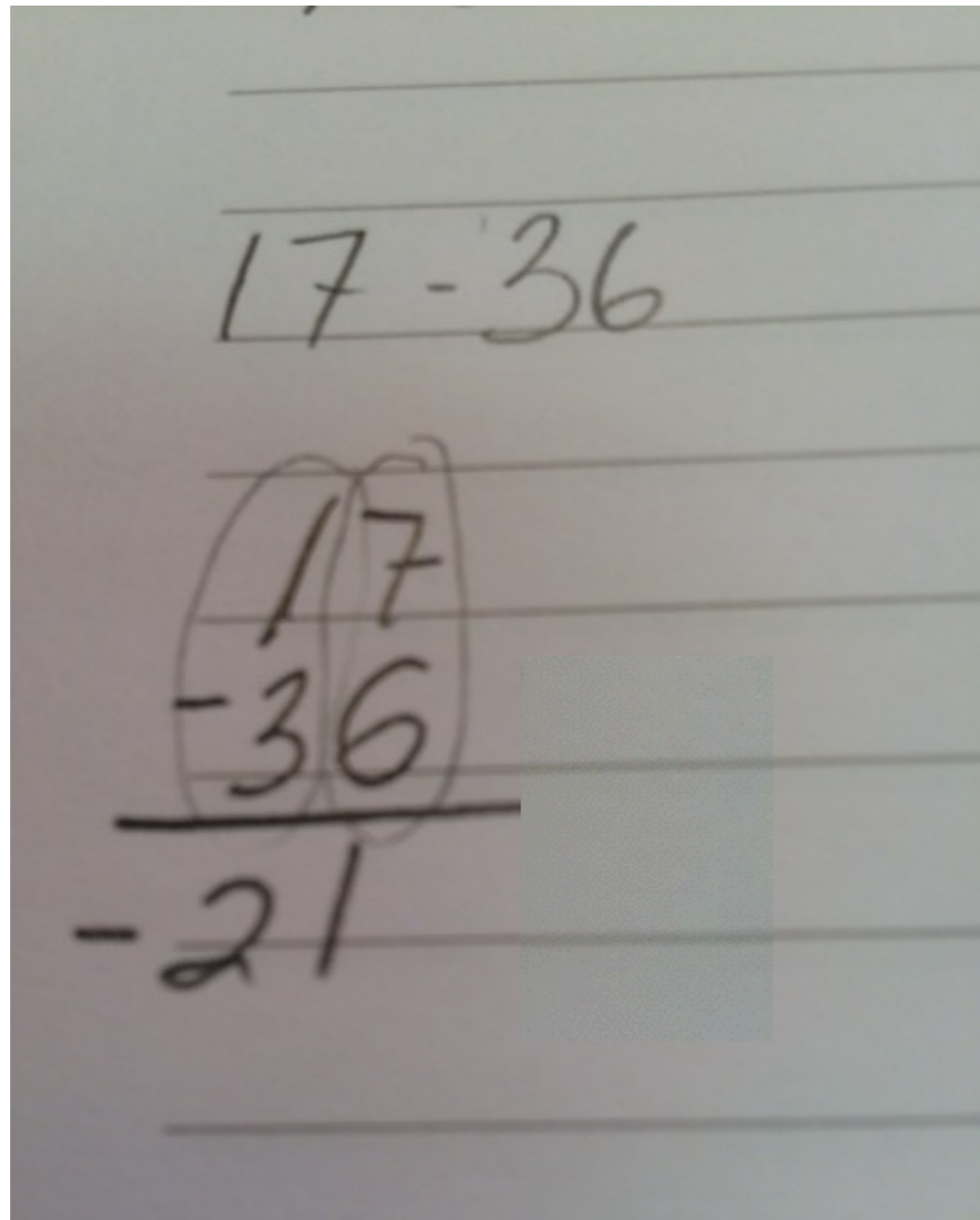
Give Useful Feedback:
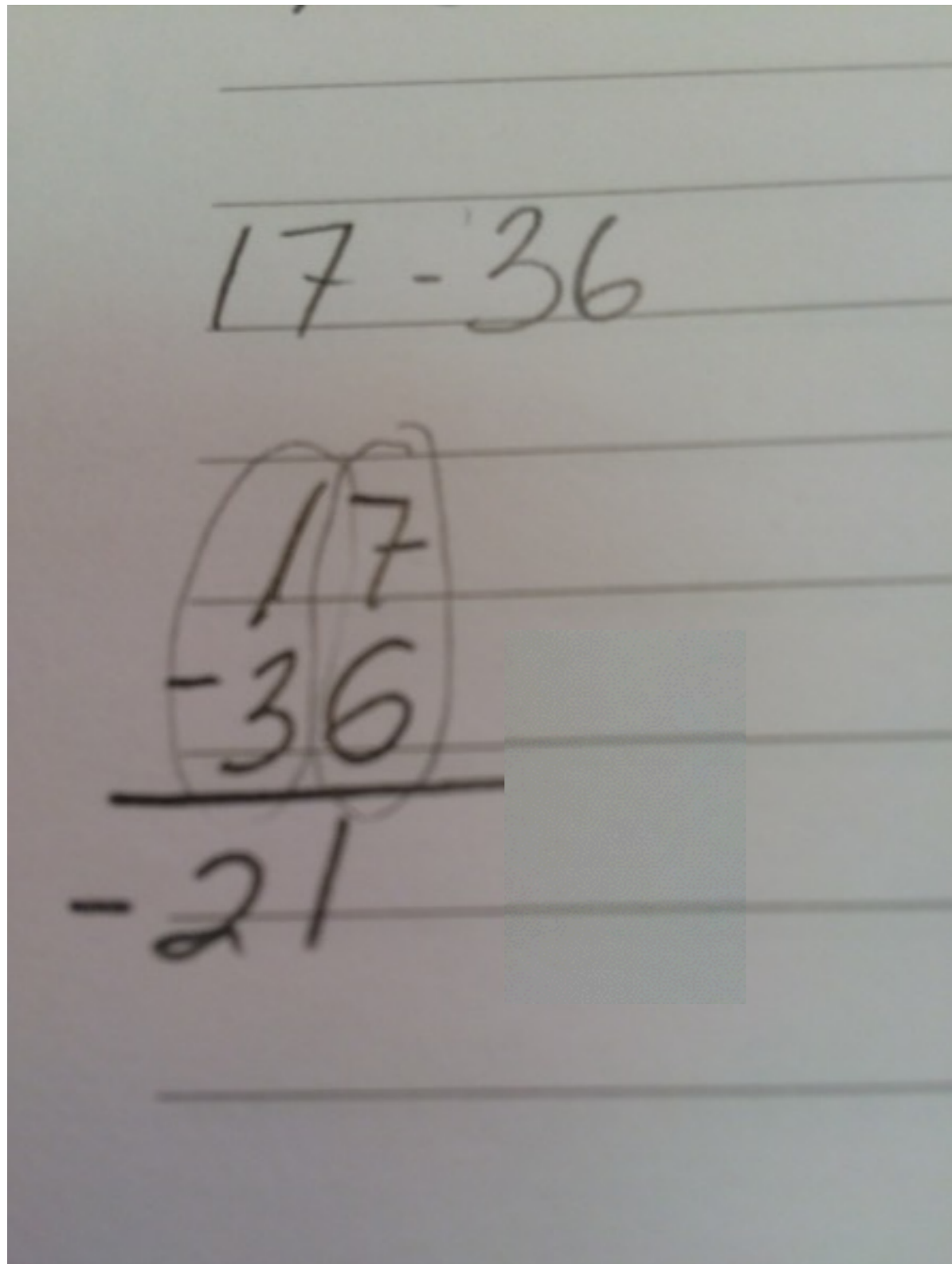
"The statement is a multifaceted piece that looks over all dimensions of why they were choosing to revolt, and *awk!* anticipating every objection and attacking them beforehand."

What I see:
Try this:

17 - 36

17
-36
-21

"The statement is a multifaceted piece that looks over all dimensions of why they were choosing to revolt, and anticipating every objection and attacking them beforehand."

How can I close the gap?

Teacher's Role:

Help students self-assess and set goals

Student's Role:

Set measurable, attainable goals

How can I close the gap?

Teacher's Role:

Teach students the practice of focused revision

Limit feedback to the amount of advice a student can act upon

Student's Role

Continue to respond to the feedback aligned to the learning targets

How can I close the gap?

Teacher's Role:

Design lessons to focus on one learning target or aspect of quality at a time

Match formative assessment with learning target

Teach students to keep track and reflect changes in their own proficiencies as they improve

How can I close the gap?

Teacher's Role:

Deliver nonjudgemental feedback within an environment that celebrates mistakes as learning opportunities

Student's Role

Use mistakes as learning opportunities

Formative Assessment

"….a sequence of moves that invite a positive, ongoing relationship between teachers and their students."

—Brent Dukor, "Formative Assessment in Seven Good Moves."
Educational Leadership, 71:6, March 2014

Classroom Assessment-Instruction Cycle
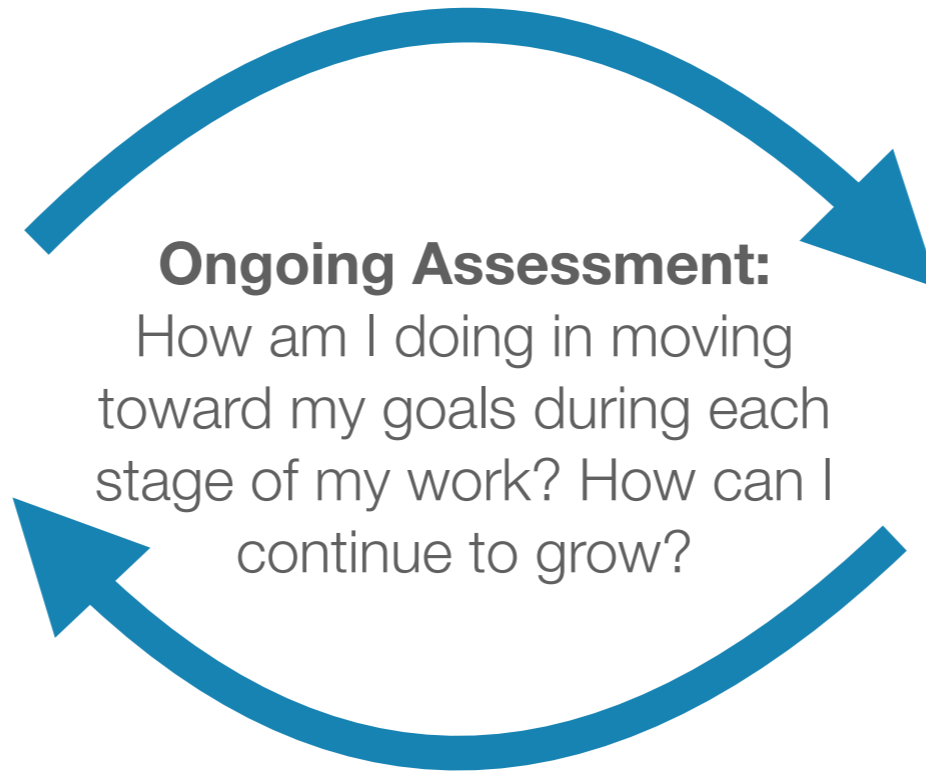
Pre-Assessment:
Where are my strengths and needs compared to my objectives as I begin a new phase of learning?
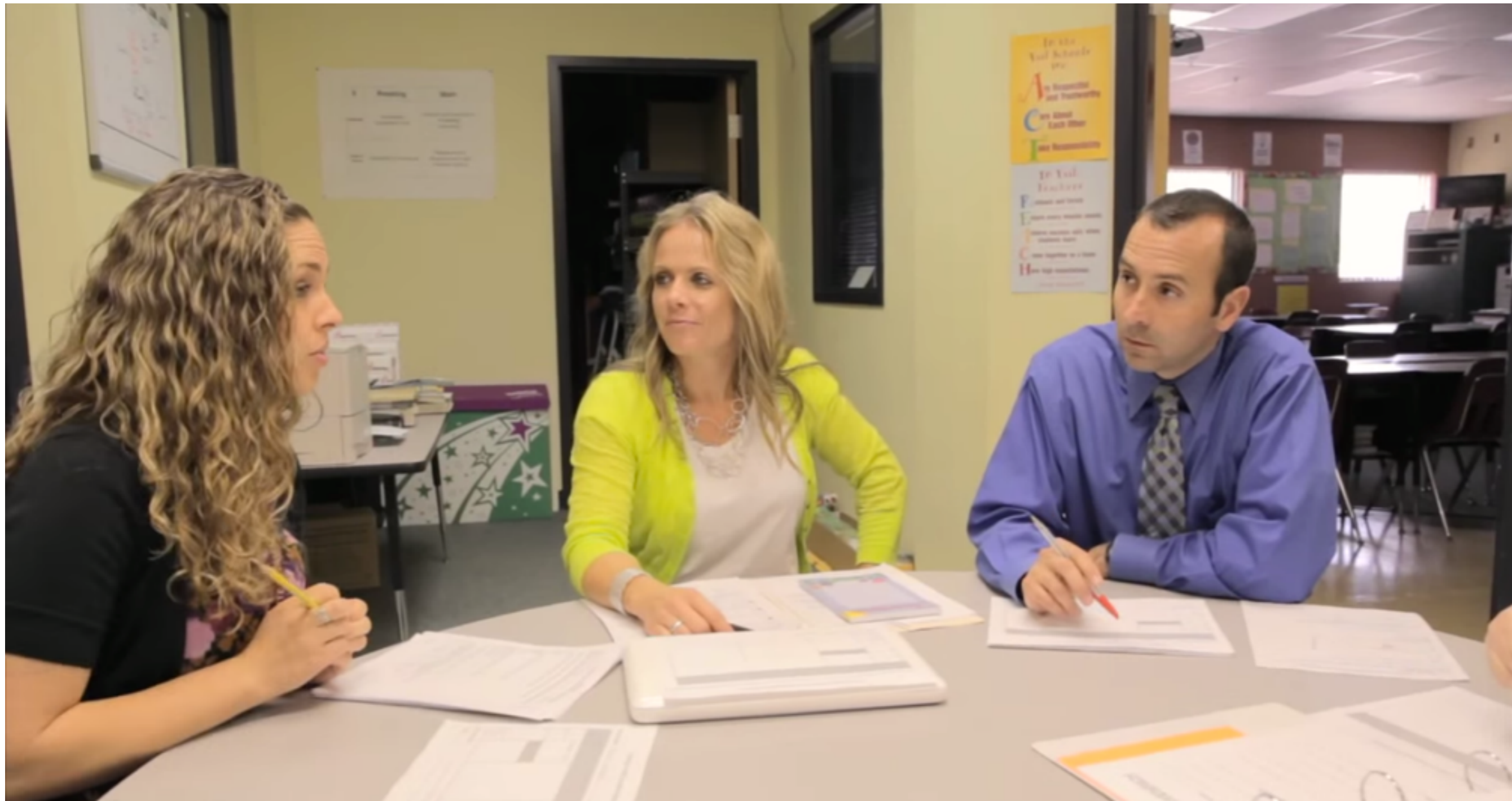
Ongoing Assessment:
How am I doing in moving toward my goals during each stage of my work? How can I continue to grow?

Summative Assessment:
How well did I accomplish my goals? Why or why not? What do I take forward with me as I keep learning?

Formative Assessment: A Systems Approach

Time for Re-Teaching, Revising + Re-Learning

- Student- or teacher-run Writing and Math Centers

- Daily intervention or targeted learning blocks

- Scheduled before- or after-school sessions

- "Mud Season School"

- Classes designed with time embedded for re-teaching

Formative Assessment: A Systems Approach

What school wide practices will enable teachers to effectively utilize formative assessment?

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Proficiency-Based Learning: A Systemic Approach

Planning for Re-teaching

Part of a systemic approach to formative assessment includes planned re-teaching of the knowledge and skills needed to be successful on summative work, based on formative assessment data.

This tool is intended to help teachers reflect on formative assessment results and plan their re-teaching time. It can be used by individual teachers or teacher teams.

Guiding Question(s)	Notes / Reflection
What does the data/evidence indicate about student progress on the learning target(s)? Who needs help? What knowledge/skills should be targeted?	
What is your reteach plan? How is this different than the previous lesson? How does it target the misconception(s) students had?	
How will you assess student learning for your reteaching lesson?	
What will students who do not need reteaching do while others receive support?	

Formative Assessment: A Systems Approach

- What practices do we currently use in our school that promote a systemic approach to formative assessment

- What are possible steps toward a more systemic approach to formative assessment?

Questions?

Next Steps

Exit Ticket, 3-2-1

3. Key ideas from the day

2. Things you'll bring back to your school

1. Lingering question

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THANK YOU

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