<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Real time</th>
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<tr>
<td>Overview, Introductions, Expected Outcomes, Agenda</td>
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<tr>
<td><strong>PARTICIPANT ASSESSMENT/YOU BE THE STUDENT- Pre-Assessment</strong></td>
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<td>What is Formative Assessment?</td>
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<td>Underlying Principles</td>
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<td><strong>Energizer/Reflection/Assessment</strong></td>
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<td>Why Do Formative Assessment</td>
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<td><strong>PARTICIPANT ASSESSMENT/YOU ARE THE STUDENT- EXIT SLIP - give before the break</strong></td>
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<td>85</td>
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<tr>
<td>Break</td>
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<td>Freeing Teacher Time</td>
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<td>120</td>
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<tr>
<td>Deciding What To Assess</td>
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<tr>
<td>Setting The Classroom Culture Of High Expectations</td>
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<td>170</td>
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<td><strong>Lunch Break Exit Slip</strong></td>
<td>10</td>
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<tr>
<td><strong>PARTICIPANT ASSESSMENT/YOU ARE THE STUDENT- Bell Ringer: have on the board for when participants get back from lunch.</strong></td>
<td>10</td>
<td>190</td>
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<tr>
<td>Assessing Students</td>
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<tr>
<td><strong>PARTICIPANT ASSESSMENT/YOU ARE THE STUDENT- THUMBS UP/THUMBS DOWN - before the break</strong></td>
<td>5</td>
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<td>Break</td>
<td>10</td>
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<tr>
<td>Analyzing Student Work to Guide Classroom Instruction</td>
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<td><strong>You Are the Student — final assessment</strong></td>
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<td>School-wide and District-wide Leadership Support</td>
<td>20</td>
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<tr>
<td><strong>What, So What, Now What?</strong></td>
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<td>Appendix</td>
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<td>350</td>
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<tr>
<td>Closing</td>
<td>10</td>
<td>360</td>
</tr>
</tbody>
</table>
INTRODUCTION, OVERVIEW, OUTCOMES AND AGENDA

5 minutes

SAY SOMETHING LIKE, “During the workshop today, we’ll be modeling formative assessment and there will be times when you will be the student participating in an assessment. YOU BE THE STUDENT marks each time we will switch to that classroom model. We can’t totally emulate the classroom situation in one 6-hour session together, but we can experience it to some degree.

Ask participants to introduce themselves. Ask for any questions or comments.

SAY SOMETHING LIKE, “We’re going to start by making sure that everyone realizes the way this session is designed. Through our discussions and activities we want classroom teachers to learn about formative assessment and those of you who work in other capacities to also become familiar with it so you can go back and support classroom teachers. Teachers are at the center of this training, but there are also support pieces throughout this training for anyone whose job it is to increase student achievement through support of teachers. Our training begins by discussing the importance of formative assessment.”

Allow time for participants to read expected outcomes, agenda, and overview.
Instruct participants to complete the pre-assessment.

YOU BE THE STUDENT: PRE-ASSESSMENT

10 minutes

ACKNOWLEDGEMENTS
Special thanks to the following people for their help in developing this workshop: Maureen Elwyn, Jock Gumm, Jack Hayes, Mike Lafavers, Kathy Ponsoll, Leslie Robertson, and Kathy Ronay.

OVERVIEW
An important key to success for individual students is the use of regular classroom assessment to increase student learning. This session looks at many different types of regular classroom assessment so teachers can monitor student progress toward academic goals and use the information to better meet individual student needs. Tools and resources are provided to help make this process easier and more efficient.

This session is designed for classroom teachers who can put these ideas to use in their classroom and for teacher leaders, administrators, and anyone else who wants to support teachers as they focus on student mastery of the vital content.

PRE-ASSESSMENT

YOU ARE THE STUDENT…
Test your prior knowledge before session begins

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>YOUR ANSWER</th>
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</thead>
<tbody>
<tr>
<td>1. What is formative assessment?</td>
<td></td>
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<tr>
<td>2. How are assessment FOR learning and assessment OF learning different?</td>
<td></td>
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<tr>
<td>3. Why is immediate feedback important?</td>
<td></td>
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<tr>
<td>4. Agree / Disagree? Effort is more important than ability.</td>
<td></td>
</tr>
<tr>
<td>5. Who benefits from formative assessment?</td>
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</tbody>
</table>
WHAT IS FORMATIVE ASSESSMENT? 25 minutes

SAY SOMETHING LIKE, “Let’s start with how our state defines formative assessment.” Have a volunteer read the paragraph under the black bar.

SAY SOMETHING LIKE, “Today we won’t be getting into all of the details of the changes to our assessment system, but it’s helpful to see what the overall thinking is in our state on something that can have a profound impact upon our classrooms.”

Read the sections in the law.

SAY SOMETHING LIKE, “The key to student success is to have a ‘balanced assessment’ within your school/district and in your classroom. Let’s look at this on a school/district level first.”

Read or summarize the information from Rick Stiggins on a school assessment plan.

SAY SOMETHING LIKE, “In order for the three types of assessments to be effective, each type must meet the informational needs of the users. Success depends on getting the information you need and communicating that to the appropriate audience.”

SEGUE WAY INTO NEXT SECTION: FORMATIVE ASSESSMENT IN THE CLASSROOM

While numbers 1 and 2 are very important, it doesn’t matter what is happening at those two levels if assessment in the classroom is not working.

WHAT IS FORMATIVE ASSESSMENT?

FORMATIVE ASSESSMENT AND KENTUCKY

In March 2009 Kentucky Governor Steve Beshear signed Senate Bill 1 which will overhaul the Commonwealth Accountability Testing System (CATS). One significant change to the law was the addition of language on formative assessment. The interim period before our new accountability system provides schools and districts the unique opportunity to take stock of where they are with formative assessment and to develop balanced assessment plans to increase student learning and motivation.

KRS 158.6453

(4) (a) The assessment program to be implemented in the 2011-2012 academic year shall be composed of annual student assessments and state and local program reviews and audits in selected content areas.

(b) The state student assessments may include formative and summative tests...

(8) Local school districts may select and use commercial interim or formative assessments or develop and use their own formative assessments to provide data on how well their students are growing toward mastery of Kentucky academic core content. Nothing in this section precludes teachers from using ongoing teacher-developed formative processes.

According to Rick Stiggins, the nationally recognized authority on assessment literacy, three types of assessments should be included in a school assessment plan.

1. **Benchmark Test**: In Kentucky, our state testing system serves as a benchmark.

2. **Interim Test**: Examples include ThinkLink, MAP, GRADE, GMADE, or Triumph College Admissions (TCA). These assessments provide valuable data periodically throughout the year to measure students’ progress and provide information regarding students’ strengths and weaknesses in specific content areas.

3. **Classroom Formative Assessments or Assessment for Learning**: These assessments are daily or ongoing and provide critical information to drive instruction.
FORMATIVE ASSESSMENT IN THE CLASSROOM

According to Stiggins, it isn’t the assessment itself that’s formative or summative. It’s really how the results of any assessment are used that determines the label to apply.

**FORMATIVE ASSESSMENT**
- Looks like: classroom discussions, student teacher conferences, exit slips, daily review questions.
- Used for: improving instruction, by knowing what students have learned but have not yet mastered.

KRS 158.6453 defines formative assessment as a process used by teachers and students during instruction to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes. Formative assessments may include the use of commercial assessments, classroom observations, teacher-designed classroom tests and assessments, and other processes and assignments to gain information about individual student learning.

**SUMMATIVE ASSESSMENT**
- Looks like: a chapter test, a culminating project, performance events, a final exam.
- Used for: determining grades or other ultimate measures of student learning.

According to KRS 158.6453, summative assessment means an assessment given at the end of the school year, semester, or other period of time to evaluate students’ performance against content standards within a unit of instruction or a course.

<table>
<thead>
<tr>
<th>Reasons for Assessing</th>
<th>How the Results are Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative Assessment for Learning</td>
<td>To improve learning</td>
</tr>
<tr>
<td></td>
<td>To increase achievement</td>
</tr>
<tr>
<td>Summative Assessment of Learning</td>
<td>To document mastery</td>
</tr>
<tr>
<td></td>
<td>To measure achievement status</td>
</tr>
</tbody>
</table>

- To inform students (about themselves)
- To inform others (about students)

adapted from a chart in “Classroom Assessment for Student Learning” Stiggins et al.

"For teachers to use classroom assessments for the purpose of making improvements, they need to see their assessments as an integral part of the instructional process..."

Thomas R. Guskey, an education professor at the University of Kentucky and author of “Developing Grading and Reporting Systems for Student Learning.”

IDEAS FOR FORMATIVE ASSESSMENT DISCUSSION:

"Let’s apply this to your own life. Formative assessment is something you do all the time in your daily life. When you are looking at people as you teach you are taking in information and processing it and making decisions about how to proceed.

Any kind of sport or performance requires constant assessment. You can’t just raise the basketball goal and say, “Grow taller.” You have to teach kids how to jump and shoot. So this is a very simple concept and you just have to develop the discipline to do it. This is easy stuff you can tap right into. In education we sometimes make things harder than they have to be. We give teachers a huge amount of information and it is overwhelming, but this isn’t really that hard. (continued)"
Use the information on page 5 to further explain how formative assessment guides instruction. Depending on your style and audience, you can use the scenarios in the chart at the bottom of the page as examples or as a role-play if needed before the activity. The chart is for you, the facilitator. It is not in the participant’s booklet.

**ACTIVITY 1**

After discussing the scenarios have students complete Activity 1.

**DEBRIEFING ACTIVITY 1:** SAY SOMETHING LIKE, “Okay you can stop wherever you are and let’s talk about what you found. What is an example of assessment for learning?” Have someone give examples.

There may be discussion about whether “graphing” is FOR or OF. YOU CAN SAY, “Some things can be both. Some teachers do graphing as an assessment for learning, but it can also be an assessment of learning. When kids do analysis of their own work, it can make them more competitive with themselves.” There is not just one right answer.

**The focus of this session is on using assessment to further students’ learning.**

You can think of assessment for learning as having two main purposes:

- **Assessment as a ladder**
  - This type of assessment is used to determine how close to or how far from a given standard our student’s performances are, if there are gaps in content, or if specific skills need to be addressed to improve performance. *(This type of assessment can be formative and/or summative.)*

- **Assessment as a window**
  - This view uses assessment to understand how our students think, what interests and learning styles deepen their thoughts, and what enhances their understanding of the content. This kind of assessment gives teachers insight into how to guide instruction to meet student needs. *(Formative Assessment)*

**Source: Teaching What Matters Most**

Formative assessments aren’t just more tests that take up time; they are learning experiences that guide instructional delivery.

**ACTIVITY 1: What formative assessment is and isn’t**

- Read each of the scenarios below.
- Circle the examples of using assessment FOR learning.
- Put a box around the examples of assessment OF learning only.

<table>
<thead>
<tr>
<th>Example 1: The teacher is passing out the unit test, students are graphing their results and comparing to the last unit test. While students make corrections on the test, the teacher is calling small groups over to a table to review content. Students who do not need to make corrections serve as coaches for students making the corrections. The teacher has recorded the test grades, but also made a list of content that wasn’t mastered or with which students struggled. She’ll make sure and connect the concepts that weren’t mastered with the new content students will be learning and bring that content up on future bell ringers. Depending on individual student difficulties with the content, she’ll work out a tutoring time with the students as needed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example 2: The teacher is passing out a unit test to students. The teacher talks about the range of scores and asks for students to correct their mistakes. The students get out the test, make corrections and then put the test in the notebook. The teacher records the grades in her gradebook and once the students put the tests away, everyone moves on to a new lesson.</td>
</tr>
</tbody>
</table>

**FACILITATOR CHART FOR SCENARIOS**

<table>
<thead>
<tr>
<th>SAY SOMETHING LIKE, “Let’s role-play how this might work in real life.” (Keep each of these scenarios under 1 minute. Cut it off once the example of assessing and responding has happened. Role-play scenarios: Assign one person the main role in the scenario and give another person the task of being the person who needs help. Explain the situation and let them talk through it.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scenarios</strong></td>
</tr>
<tr>
<td>You are a football coach and your quarterback keeps getting sacked. How are you going to address that?</td>
</tr>
<tr>
<td>You are a mom and you’ve shown your daughter how to change a tire. She says she just isn’t able to do it; how will you help her learn?</td>
</tr>
<tr>
<td>You are a piano teacher and your student keeps hitting the wrong notes while playing Mozart.</td>
</tr>
</tbody>
</table>
UNDERLYING PRINCIPLES

By the end of this session you need to understand the following principles, the foundation this workshop is built upon.

ACTIVITY 2: Understanding the principles

- With a group of 3, read and talk about the principles.
- Write down key words that help you understand each principle.
- Be prepared to take a test on the principles when we finish working together to study them.

1. Success in your classroom has to be defined by student work that demonstrates mastery and meets the minimum standard of proficiency. There isn’t time for just checking off things that were done. We don’t just want compliance from students. We want demonstrations of learning.
   ✴️ I will remember this principle by these key words...

2. The focus has to be on the end result of student learning and build everything else from that foundation up. The goal is always for every student to do quality work, not just to get work done. Use this as your foundation:
   - Students understand and can say what they are expected to know, understand, and be able to do.
   - Students know and can explain quality work.
   - Students know about their own level of mastery and how they can work to increase it.
   ✴️ I will remember this principle by these key words...

3. All your students can master the content they need and you can lead them in doing that. Students can do better and there are plenty of examples to prove that. If a player isn’t physically gifted does the coach assume he/she is doing the best job possible and not expect more? If a music student doesn’t just learn to play easily, does that mean he/she can’t end up being good? Students need to know that success in school and life doesn’t just come to those who learn easily. Research has confirmed over and over again that effort means more than anything else. (If you can’t bring yourself to believe this, false it till you make it.) You’ve got to learn to treat each student as a potential success, not limit them by the mistakes they’ve made. Consider the possibility of their greatness even if it is not evident at the moment. Avoid seeing students as problems and recognize that human potential is indefinable.
   ✴️ I will remember this principle by these key words...

4. Students are the most important member of the education team. The students need to know where they stand and how to improve upon their areas of need. Students are active, not just as test takers, but in thinking about their learning. Students at every level can have meaningful conversations about their work. Students are ultimately accountable for their learning, but many of them aren’t mature enough to realize the limits they are putting on their future by not learning. Students need to be in charge of their learning. They need to own it. Assessment truly becomes formative when students can use the information they receive to make adjustments to their own learning.
   ✴️ I will remember this principle by these key words...


Principle 1: “Saying someone is a great teacher should mean their kids are successful. The standard for excellence has to be students’ success. Any kind of performance, like music or football, is a perfect example. Nobody keeps a football coach because he is a good guy. He has to deliver. The classroom has to be more like that. Can the kids do the work?”

Principle 2: “This gets back to the foundation. If you are ever in doubt, look at student work.”

Principle 3: “Coaches don’t say, oh poor kid, no talent. They bring the talent out and work with them constantly. In sports, coaches are a great example of working to a standard you expect. YOU MAY WANT TO SAY, “Irving Berlin couldn’t read or write music—and he was one of the greatest American composers ever. “If you say they can’t then they sure aren’t going to make it. What does it hurt to expect a kid to master the same content. Even with the most severe case, it doesn’t hurt to try to help kids succeed.”
Principle 4: “Make sure that students are an equal part of the process. Kids are not the “receptacle.” They are not passive receivers of knowledge. They are the most accountable persons in this process because their lives are going to be based on their education.”

Principle 5: “You can’t think of assessment as an event. It has to be ongoing.”

Principle 6: “It’s the same idea as getting directions to travel from one place to another — you know your destination and you keep focused on that. Formative Assessment is like your landmarks and mile markers along the way. The big point is you could get there in many ways, but taking the most direct route saves time and energy for other pursuits. Teachers have to have some time in life. If they figure out how to use formative assessment effectively, it will help balance their lives.”

5. Assessments are used consistently, as part of your regular instruction, to find out what can move the student to mastery.
   - Teachers constantly assess student progress towards mastery.
   - Teachers adjust instruction based on all kinds of assessments.
   ⇢ I will remember this principle by these key words...

6. Knowing what students need to know and be able to do and assessing their learning can actually give you back more time in your life. Education is overwhelming. Being able to focus specifically frees up time for you and your students, because you are working smarter. This will alleviate some of your stress, and give you back some time for your own life. Once you are focused on the needed outcome and you are monitoring student progress toward that outcome, you can focus your time and energy at the heart of the problem.
   ⇢ I will remember this principle by these key words...

GET REAL: Formative assessment is something humans already do without even thinking about it. This is not brain surgery. All of us use formative assessment in our day-to-day life. In education we often make things sound complicated, when they don’t have to be. Doing formative assessment isn’t always easy, but it is simple — see if students have mastered the content or not, so you can do something about it.

USE A BANKING ANALOGY: “We write checks and keep up with our balance, so we can put in more money as needed to keep the balance at the goal level we’ve established. What’s the point? We make assessments and adjustments all the time in our own lives.

We take stock of the situation, determine what is happening and then come up with a way to address it. This isn’t just an education fad, it’s the way we learn.”

ACTIVITY 3: Review Groups
   - Create groups of 4 by finding people with birthdays close to yours.
   - This group will form your Review Group for the rest of the day.
   - With your Review Group, help each other remember all 6 of the essential principles.
   - Record the principles on one index card for your group.


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WHY DO FORMATIVE ASSESSMENT?

10 minutes
Have participants remain in their review groups. Discuss the information on page 8.

WHEN DISCUSSING THE BULLETED LIST SAY SOMETHING LIKE, “For example, it is a lot easier to lose 5 pounds and keep your weight at a healthy level than it is to be 30 pounds overweight and start having health problems.”

ACTIVITY 4: Go over the directions for Activity 4. While they are still in their review groups, have participants do Activity 4. SAY SOMETHING LIKE, “Do you have any comments? Is it easier to lose 5 pounds, or to lose 30 pounds when you have a health crisis? Try to remember that it’s easier for kids to fix it when it’s only a ‘5 pound’ issue rather than a ‘30 pound’ problem.”

When you are ready, send them out on break for ten minutes. BEFORE TAKING THE BREAK HAVE PARTICIPANTS COMPLETE THE ASSESSMENT which follows. If you are not taking a break at this point have participants stay in their group to complete Activity 5.
### FREEING TEACHER TIME

**Question:** I’m working as hard as I can already. How can I find time to start formative assessment?

**Answer:** If you can invest the time to switch to this kind of approach now, you can be much more effective with students and be much more efficient with your time. The more you focus on student mastery of specific content, the more direct route you’ll be taking to improving student achievement. Here are some ideas to help you find time for assessing students and using those results to change instruction.

### ACTIVITY 5: Finding More Time

- With your group categorize the following ideas by checking the column that best describes the benefit of the idea.
- After your group finishes, individually put an asterisk (*) by ideas you already use.
- Put a star by at least 3 ideas you want to put to use in your classroom.

<table>
<thead>
<tr>
<th>Ideas used by High-Performing Schools</th>
<th>More efficient management</th>
<th>Involve students more actively</th>
<th>Use other human resources</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategies you can start on your own</strong></td>
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<tr>
<td>Make sure students always have a book to read or other assignments to work on if there is waiting time for the teacher’s review. If students always know what they are expected to know and where their strengths and weaknesses lie, they could use this time for study on those topics.</td>
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<tr>
<td>Use student work folders; have students keep records inside the folder and track their assessment results and grades.</td>
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<td>Create scoring guides with your class, so they internalize the standards and are more independent in their quality checks.</td>
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<tr>
<td>Use a clipboard or index cards to make notes during class on student performance.</td>
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<tr>
<td>Use peer checkers or “experts” to check for accuracy; it’s not necessary to grade everything; a lot of work is part of the learning process and shouldn’t be given a grade.</td>
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<tr>
<td>Instead of trying to figure out what students need or how to reach them, go to the source. Ask students for help as often as possible: What would help you learn this content? What are barriers to your understanding?</td>
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<tr>
<td>Don’t accept work until it is high quality — quality work is more important than a large quantity of work.</td>
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<tr>
<td>Establish an “Expert of the Day” — have students check with the Expert when they have content questions.</td>
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### Exit Slip

- Name a way you use formative assessment in your personal life.
- List one reason why you should use formative assessment.
- How do assessment FOR learning, and assessment OF learning differ?

Review the exit slips during the break in order to provide immediate feedback following the break.

### BREAK

**Break - 10 minutes**
ACTIVITY 5  
25 minutes
Explain the directions for Activity 5. Have participants complete the activity.

SAY SOMETHING LIKE, “Have you tried any of these in your classroom?” Lead discussion on how people are already doing many of these things. 
SAY SOMETHING LIKE, “Don’t be shy to ask for support from the principal or central office staff. They may not know what help you need. Don’t expect them to know. Ask for the support you need. So everything to this point is about why you should do this and getting people on board. This next part is about how to make it work in your classroom.” Ask participants to get out their planning guides. 
Facilitator Note: There is one in the appendix of this guide for you to refer to. 
SAY SOMETHING LIKE, “Now you will actually get the chance to plan what formative assessment will look like in your classroom. You will be learning each of the steps to designing your own classroom system of formative assessment, and as you do, you will actually take those steps in your own unit. As we continue through the booklet you will see sections that say “YOUR TURN”. When the booklet says “your turn” go to your planning guide and complete the activity. The planning guide has 4 sections:

- **Decide What to Assess**—We will be deciding the most vital content for the students to master.
- **Set the Classroom Culture of High Expectations**—We will think about how we can show that we believe each student can learn.
- **Assess students throughout the learning experiences**—We will brainstorm assessments we can integrate into our classrooms, ways to give feedback, and how we can teach students to self-reflect.
- **Analyze student work to guide classroom instruction**—We will be figuring out how we can use the information from formative assessment to decide what needs to happen next with instruction.

Put an energizer in here before starting out. Could do Gottcha!

<table>
<thead>
<tr>
<th>Ideas used by High-Performing Schools</th>
<th>Categorize these ideas by checking the appropriate column(s).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>More efficient management</td>
</tr>
<tr>
<td>Do weekly after school tutoring sessions for your own students. Use this as additional time to address the lack of understanding you see while you are assessing learning. Catch problems before they get worse.</td>
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<tr>
<td>Model for students how to provide feedback to other students and to use criteria for assessment.</td>
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</tr>
<tr>
<td>Teach your students to “Check 3 Before Me” Have self-checking answer keys available, so students can identify where they are having problems and then ask for help. (To incorporate more movement in the classroom, have these in a location that requires students to get out of their seats to get to the answer key.)</td>
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</tr>
<tr>
<td>Notes on your own ideas:</td>
<td></td>
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</tbody>
</table>

Support from the school or school district

- Give teachers release time from extra duty to analyze student work.
- Have classified staff or subs monitor students during classroom tests. Teachers use the time analyzing student work, and planning instruction.
- Shorten class periods and create an extra period to review or re-teach concepts or provide enrichment.
- Use faculty meetings for student work analysis and discussions about instruction and learning.
- Use extensive tutoring. Teachers, parents, and students can work within formal tutoring programs to help struggling students. Keep this focused too and have students and tutors work toward very specific expectations.

Notes on your own ideas:
DECIDING WHAT TO ASSESS

20 minutes
Read quote from Lewis Carroll and read or have a participant read the summary paragraph.

SAY SOMETHING LIKE, "The summary paragraph says that you have to know where you are going. In Kentucky we have the core content and program of studies which show you what kids need to know and to what level. Depth of Knowledge is an important helpful tool. You might have a district curriculum that would be helpful to you. So we are going to look at defining what kids have to know. Educating students is very complex and we want to make it more simple." Take participants through the rest of the information and brainstorm ideas with them for the last section...

**BACKGROUND FOR THE FACILITATOR — this is organized like the What to Expect When You’re Expecting book. For each month the book tells you what your child should be doing, could be doing, and might possibly even be doing.

SAY SOMETHING LIKE, "Don’t worry about being perfect, Just do something and work in the right direction. There is no perfect way to do these first steps. Just take a series of small steps to get better all the time. Sharing them with kids can be a fast thing, but you have to articulate them to kids somehow. This also helps kids understand that it isn’t that they aren’t smart or that they are bad or wrong. It’s not a judgment about them. It’s just stuff they need to know. They will feel good about themselves when they are successful. So build on what they already know. You could go ahead and create a formal pre-test at the same time as you are planning the beginning things. And you could do some lesson plans. Make sure that your activities with kids are connected to the content. Always have the purpose in mind. Connect it to the kids’ own world and how they can apply what they are learning. Remember: If you expect every kid to achieve at high levels, what do you hurt? If you know where you are going and you are constantly working with kids to get there, it’s always going to be good for them. Believing that they can do it won’t hurt them.”
**ACTIVITY 6**

**MATERIALS NEEDED:** page 1 (Karen Cheser’s unpacking the core content excerpt) and page 2 (DOK/Core content organizer) of the pink resource book.

**SAY SOMETHING LIKE:** “Many of you already have clearly defined expectations for your students. We’re including two resources that might help you define what students know and understand. Pull out your pink resource book, so we can review a couple of tools.”

Lead participants through the steps of converting learning targets to student-friendly language using summarize.

**SAY SOMETHING LIKE:** “The word needing clarification is summarize. How would you define summarize? (See the example) Next, we rewrite it as an “I can” statement. Now it’s your turn. Choose either infer or hypothesize, give the definition and then convert it into student-friendly language.”

**Infer:** definition—to derive by reasoning, to conclude or judge from evidence. Student-friendly—I can use evidence to make a good guess.

**Hypothesize:** definition—to propose an explanation based on limited evidence. Student-friendly—I can use evidence to give an explanation.

Have participants complete the reflection and point out the note. Point out that this is hard work. This is not something that should be done in isolation and it is ongoing. Have them fill in their planning guide sections and reflect on what action they can take in their classrooms with Learning Targets.

---

**ACTIVITY 6: Converting learning targets to student-friendly language**

- Review the excerpt from a school’s work on “unpacking the core content” in the Resource Booklet.
- Review the KASC DOK organizer.
- At your table discuss how either of these examples might be helpful.
- With your facilitator, go over the steps and example of converting learning targets to student-friendly language.
- With a partner, convert either infer or hypothesize into student-friendly language.*

**STEPS:**

1. Identify important or difficult learning goal.
2. Identify words needing clarification.
3. Define the word(s).
4. Rewrite the definition as an “I can” statement, in terms that your students will understand.
5. Try it out and refine as needed.
6. Have students try this process.

**EXAMPLE:**

Word to be defined: SUMMARIZE

to give a brief statement of the main points, main events, or important ideas

Student-friendly language:

I can summarize text. This means I can make a short statement of the main points or the big ideas of what I read.

**YOUR TURN:**

Choose either infer or hypothesize and convert it into student-friendly terms.

Definition:

Student-friendly language:

**REFLECTION:**

What did you discover while doing this activity? When would it be a good idea to do it?

*Activity taken from the ETS Assessment Training Institute

**YOUR TURN:**

Fill in your planning guide section — DECIDING WHAT TO ASSESS. Make notes on what tools you already have to help guide what to assess. What tools can you use and what additional support do you need?
SETTING THE CLASSROOM CULTURE OF HIGH EXPECTATIONS

30 minutes

Say something like, “We’ve talked about this before but this activity will reinforce reasons to set high expectations for kids and adults.”

To prepare for the jigsaw activity, arrange how the groups will work out. You need five participants in each group. Within each group of five, each participant will read through one of the five jigsaw pieces and then teach it to the others in the group.

WHEN YOU DISCUSS SAY SOMETHING LIKE, “We need to define what we mean by high expectations and then communicate that to staff and students. We need to convince teachers that they can teach every child that comes to them. As administrators we have to work and nurture teachers to have the ability to teach that child. So the high expectations are top to bottom. Wrap up by SAYING SOMETHING LIKE, “Are there any other comments? Turn to a partner and tell them what the purpose of this activity is. (It shows that all kids can learn and that high expectations are critical to their success). Real people have overcome lots of bad things. People have done this! You can do it. Success is contagious.”

ACTIVITY 7: Jigsaw - Why We Should Believe in All Students

- Form groups of five.
- Each group member will learn about one of five topics:
  1. Success stories in the world
  2. Success stories for Kentucky schools
  5. Do Teachers’ Expectations Affect Student Performance?

- Read the information, discuss it to help understand it, and make notes of the most important points in the chart below.
- As group members report their points, each person takes notes in the chart on the following page.

<table>
<thead>
<tr>
<th>Why We Should Believe in All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Success stories in the world</td>
</tr>
<tr>
<td>2. Success stories for Kentucky schools</td>
</tr>
<tr>
<td>4. A Star Is Made</td>
</tr>
<tr>
<td>5. Teacher expectations</td>
</tr>
</tbody>
</table>
If all students are to meet standards, they all must believe they can, so they will try.

Formative assessment is all about hope. We are our belief system. We can use assessment to build confidence and motivation in our students or to destroy it. If we believe in our students and use assessment well, students will learn to be in charge of their own learning. They will become their own self-advocates.

**REFLECTION** – What connections have you made to your own life, your growth and learning, or that of close friends and family?

"Treat people as if they were what they ought to be and you help them to become what they are capable of being."

Johann Wolfgang von Goethe, German poet, dramatist

**YOUR TURN:**

Fill in your planning guide section — **SETTING THE CLASSROOM CULTURE OF HIGH EXPECTATIONS** — with your ideas for how you want to put these ideas to use in your classroom.

---

**BELLRINGER – AS PARTICIPANTS RETURN FROM LUNCH**

**10 minutes for the participant assessment**

**YOU ARE THE STUDENT...**

Remember: For the assessments the participants complete in the middle of the workshop, you will need to write the questions on chart paper or on a board or just read them aloud.

**Bellringer** – Give three reasons why using formative assessment to guide instruction can increase student mastery and teacher effectiveness.

If you are behind or ahead of this point in the workshop, create your own questions to assess what participants have studied to this point.

**Material needed:** slips of paper, scrap paper, index cards, etc.

**IMPORTANT:** Tell participants that an example form for bellringers or flashbacks is included in the workshop materials and two blank versions are on the CD in the toolkit.

To wrap up: Discuss some of the participants’ answers, as time allows.
**ASSESSING STUDENTS**

40 minutes

SAY SOMETHING LIKE, "Now we are going to talk about the different strategies." Go over the information below:

SAY SOMETHING LIKE, "There are so many ways to assess student progress. Let's look at some of the assessment options, most of which are ongoing assessments. (You may already know and use many of these assessments, the important thing is what you DO with the information.)

We will be looking at several examples of formative assessment from the Assessment Strategies and Definitions Guide, and will be deciding when they would work well and how they can be implemented."

**Formative Assessments to Guide Instruction**

- Teachers need to give pre-assessments to find out what the students already know and understand. Then instruction can be tailored to address student needs.
- Assessment of students is on-going, and learning activities are adjusted based on the results of the students' work. (Formative)
- The final assessment needs to measure to what extent the essential content has been mastered by students. The teacher should have done enough assessment along the way to know that students will be successful before the "final assessment" is given. (Summative)

*No assessment is really “final.” If students show they still don’t know the content, we have to figure out how to help them learn that content.*

**ACTIVITY 8: Chart Paper Museum Walk**

- Your facilitator will lead the full group in doing one example before you start.
- Each group selects at least two types of assessments to discuss from the 8-page Assessment Strategies and Definitions* booklet. (If each group has different assessments that would be best.)
  *In the 8-page booklet, directions to see numbered documents are referring to tools and templates in the Formative Assessment Toolkit.*
- Fold your chart paper in half.
- With your group do the following review on chart paper:

<table>
<thead>
<tr>
<th>Assessment Name:</th>
<th>Assessment Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Works best for...</td>
<td>Works best for...</td>
</tr>
<tr>
<td>Manage time/paper...</td>
<td>Manage time/paper...</td>
</tr>
<tr>
<td>Compile results and guide instruction...</td>
<td>Compile results and guide instruction...</td>
</tr>
</tbody>
</table>

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Formative Assessment for Learning

page 15

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Formative Assessment Facilitator Guide
Use Snowballing as the example:

**Works best for...**
- reading,
- articulating thoughts
- listening,
- how to say something quickly,
- predicting,
- sharing different techniques
- different ways to get answer

**Manage time/paper...**
- Group
- Model appropriate ways
- All participate
- Kids and teacher listen and take notes
- Reinforces notetaking

**Compile results and guide instruction...**
- Take the kids notes on post-its and then graphically arrange them on a white board.
- Take notes
- Listen and fix
- Compile and use to build for next lesson.

When finished, participants walk around with their booklets and take notes on the museum walk. When they return to their seats have them fill in their planning guide sections.

**BREAK - THUMBS UP THUMBS DOWN**

5 minutes activity
10 minutes break

**YOU ARE THE STUDENT...**
Remember: write the questions on chart paper or on a board or just read them aloud. **Give the assessment** right before the break. You can change the questions to make them fit where you are in the workshop.

Thumbs Up/Thumbs Down – Ask participants to show a thumbs-up if they understand the concept or a thumbs-down if more explanation or clarification is needed:
1. I understand how high expectations work hand in hand with formative assessment
2. I know at least one new assessment strategy that I can bring back to my school
3. I can remember all 6 essential principles of formative assessment

**ANALYZING STUDENT WORK TO GUIDE CLASSROOM INSTRUCTION**

In contrast to chapter tests that provide a letter grade or quick score, a key feature of formative assessment is descriptive feedback that teachers give students (or that students generate themselves through self-assessment connected to clear rubrics.) Such feedback uses student work and teacher observations to show students what they need to do to move forward, explains gaps in learning, and identifies instructional strategies for helping students reach proficiency. This reflects the very heart of this workshop — using assessment to increase student learning.

For Scott County teacher Leslie Robertson, evaluating student work, holding high expectations, and showing students where they stand in her classes gets results. In addition to the top-quality work her students do on a day-to-day basis, 50-80% of Leslie’s students score Distinguished every year and less than 5% score Apprentice or Novice. Leslie’s school has a 20% special needs population.

**FEEDBACK INCREASES CONNECTIONS IN THE BRAIN**

Feedback greatly increases connections in the brain. Feedback gives the learner a chance to take in information about his/her knowledge and performance and make necessary adjustments. For optimal learning, students need to receive feedback on their work. When learning a new skill, the feedback needs to be more immediate. Remember the old saying, “Practice makes perfect”? What is really true for the brain is that “Practice makes permanent.” Students shouldn’t be practicing their knowledge and skills the wrong way or that will become hard to undo.

Feedback doesn’t have to come only from the teacher. It can come from answer keys, self-checking puzzles or games, from students or other adults, and also from the criteria on a checklist or scoring guide.

**NOTE:** The feedback students get shouldn’t be a judgment of them as people. Our feedback should ensure students react productively to assessment results. In order for this to happen, students must understand the feedback, be clear on what to do next time, and feel that they can handle it. Strong feedback will encourage students to keep on trying.

©2007 (2009 edition), KASC Formative Assessment for Learning page 16
ANALYZING STUDENT WORK TO GUIDE CLASSROOM INSTRUCTION

35 minutes
Share the information on page 16 in a manner that suits your style.
Go over the basic steps on the top of page 17.
DO THE FIRST ONE
ASSESSING BACKGROUNDS KNOWLEDGE) TOGETHER AS A FULL GROUP.
Depending on time, you might have groups select two of the remaining three parts.
Have participants work through each of the activities according to the directions for each section.
Participants will be in different places along the continuum of implementing formative assessment. The ultimate goal is for students to be in charge of their learning—to be able to self assess and set goals. The steps outlined in each activity (A, B, C, D) can help take teachers to that goal. Teachers just starting out in this paradigm shift might need to focus on the different ways to assess, analyze results, and plan instruction. Those further along may need to reflect more on the feedback they are giving students and how that is helping students answer the crucial questions of “Where am I? Where do I need to be? And how do I close the gap?”

The Basic Steps

- Analyze results—this can take a variety of forms—immediately processing information provided by a student during instruction, reviewing a checklist, writing out notes during a review of student work
- Plan instruction—full class, small groups, ESS, review, re-teaching
- Give feedback to students (and parents) and have students set goals for their own mastery
- The cycle just continually repeats itself...

ACTIVITY 9: Using Assessment to Guide Instruction

We’re going to practice using assessment to guide instruction. We’ll be looking at four different assessments, thinking about how to use those to guide instruction.

A. ASSESSING BACKGROUND KNOWLEDGE

Pre-test
Pre-tests provide teachers and students valuable information about student’s prior knowledge, areas of strength and areas of weakness. Pre-tests allow instruction to be tailored to student learning needs.

Give the group a moment to review the Pretest Analysis Grid

- Analyze results—Review the Pretest Analysis Grid
- Discuss the following with the whole group:
  - Which areas of content will need the most/least instruction?
  - Which students might need additional support or differentiated instruction?
- SAY SOMETHING LIKE, “It’s important to look at the overall picture for strengths and weaknesses. This will inform you in your instructional planning. But you also need to look at individual students and see which students may need modifications or differentiated instruction.”
- Plan instruction—based on your analysis, discuss your plans for instruction.
  - Based on your content analysis, what are the implications for your unit/lesson planning?

SAY SOMETHING LIKE: According to Stiggins, effective feedback is a crucial part of increasing achievement. Descriptive feedback should be offered on work that is for practice instead of grades. Grading too soon actually stunts learning. Think about coaches in sports. There is much, much more practice with feedback that happens before the athletes’ performance. Feedback should reflect student strengths and weaknesses in relation to the learning target they are trying to hit in a given assignment. Feedback is most effective when it identifies what students are doing right, as well as what they need to work on next. One way to think of this is “stars and stairs”—What did the learner accomplish? What are the next steps? The only difference in the two words is “I” The goal is for students themselves to be able to answer the questions “Where am I now?” Where do I need to be?” and “How do I close the gap?”
Once everyone is done, make sure each assessment strategy is briefly discussed.

**SAY SOMETHING LIKE:** "Analyzing student work to guide instruction is all about using the results productively to make sure students react productively to assessment results so they will keep on learning."

---

### B. ASSESSING DURING INSTRUCTION

**Bell Ringers/ Flashbacks/ Spot checks**

Bell Ringers are popular review tools. Before a class or lesson begins, the teacher puts up to 5 questions that review content on the board. The questions are usually fill-in-the-blank or short answer. The teacher can collect these daily to see where content knowledge is lacking and do the appropriate re-teaching.

Bell Ringers for formative assessment need to be purposeful review of important content, not just busywork at beginning of class.

- Analyze results—Review the Flashback sheet.
- With your group discuss:
  - What pleases you most about the student's results?
  - What concerns you most about the student's results?
  - What content needs to be taught again?
- Plan instruction—Based on your analysis, discuss your plans for further instruction.

- Give feedback to students—How would you communicate the results to students?

### C. ASSESSING DURING INSTRUCTION

**Partner Talks**

Students share information and ideas with other students to reinforce learning.

You ask your class to tell each other the steps to answering a math problem. As you are circulating you hear two students reciting the steps verbatim from the lesson, but when you question them about the steps they do not understand the process. As you continue your circulation you notice three more groups with the same issue.

- Analyze the results of the partner talks.
- With your group discuss:
  - What content needs to be taught again?
  - How can you help the students understand the content and not just mimic what they heard?
- Plan instruction—Based on your analysis, discuss your plans for further instruction.

- Give feedback to students—How would you communicate the results to students?
D. ASSESSING POST INSTRUCTION

Products

Student products represent completed student work in a variety of forms: writing, open response, on demand, videotapes, audiotapes, computer demonstrations, dramatic performances, bulletin boards, debates, etc. Students can demonstrate understanding, application, originality, organizational skills, growth in social and academic skills and attitudes, and success in meeting other criteria.

The products you will be analyzing are the results from an open response question. You will:

- Analyze results—Review the Open Response Analysis Grid and fill out the top of the Open-Response Class Analysis sheet.
  - What pleases you most about the class results?
  - What concerns you most about the class results?
  - What content needs to be taught again and to which students?
  - Were there any problems with effort? If so, which students need to be helped?

- Plan instruction—based on your analysis, complete the Individual Student Action plan portion of the Open-Response Class Analysis sheet.

- Give feedback to students—Based on your analysis, complete the Class Action plan portion of the Open-Response Class Analysis sheet.

YOUR TURN:
Fill in your planning guide section — Analyzing Student work to GUIDE classroom instruction—How will you approach this important part of the assessment process? (Remember the assessment serves little purpose if it isn't used to guide instruction and help students to content mastery.)

Have participants fill out the section in their planning guides.
SAY SOMETHING LIKE, “Mere compliance is the enemy of enthusiasm and passion for education. Let’s take a commitment check and see where things stand in the pull between compliance and commitment.”

Ask the whole group to answer the first one together. (ideas are provided below):

- Sit down and figure out a way to make it work. Have some work sessions as follow up.
- Everyone has their learning styles, so have someone follow up with you and see how it is going and provide support. This helps you keep a focus on this.

Have groups begin work on their own for the rest. Examples of what you may hear from participants are listed in the sections on the chart.

<table>
<thead>
<tr>
<th>ACTIVITY 10: Commitment Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Your facilitator will lead the full group in one example before you start.</td>
</tr>
<tr>
<td>☐ Each group continues to work on the other questions in the chart below.</td>
</tr>
</tbody>
</table>

**COMMITMENT CHECK**

Formative assessment needs to be done to truly improve student learning. Just going through the motions so someone can check off that it was done isn’t a good use of the valuable time we have with students. We want to work on commitment to quality assessment, not just compliance.

**You might be working on compliance only if...**

Your school or district thinks requiring all teachers to attend formative assessment training means formative assessment is going to be done with students.

**What adjustments could be made to move toward commitment?**

- Change the focus to be on what the students master and not a list of what’s being done.
- In staff meetings, teachers share assessment strategies they’ve used and success they’ve had.
- When walk-throughs are done in classrooms, look for effective uses of formative assessment.

**List three examples of assessing student work that would show true commitment to formative assessment:**

1) Examples:

2) Teachers meet during planning time or early release to look at student work and see if the vital content is being learned.

3) The principal joins the teacher teams to review the student work with the teachers and to learn what kind of support might be needed to make sure all kids can master the content.
Have participants complete final assessment.

**FINAL ASSESSMENT**

10 minutes

<table>
<thead>
<tr>
<th>YOU ARE THE STUDENT...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final – Assesses all material covered during training.</td>
</tr>
<tr>
<td>a. What is formative assessment?</td>
</tr>
<tr>
<td>b. How do high expectations influence student achievement?</td>
</tr>
<tr>
<td>c. What are the benefits of immediate feedback?</td>
</tr>
<tr>
<td>d. Agree/Disagree? Evaluating student work and setting goals is important for both students and teachers.</td>
</tr>
</tbody>
</table>
Below is advice to a principal (which first appeared in Insights spring 2007) about how to help the school stay focused on student results. As you can see, assessment is a big part of that.

**PRINCIPAL ADVICE FOR STAYING FOCUSED ON STUDENT ACHIEVEMENT**

Monitoring progress toward student proficiency begins with making the issue a central focus of council meetings, working with council colleagues, and interacting with others at school. Here are some ideas for principals to improve the way your school knows where students stand and what it will take to reach proficiency:

- **Understanding the opportunities of formative assessment**
  Teachers should take advantage of the many informal opportunities to monitor learning as it is taking place, both to know where students stand and to modify instruction.

  - **Council Leadership:** Help the council understand formative assessment and keep the focus on how the council can empower teachers in using classroom assessment to improve instruction.

  - **Day-to-Day Leadership:** Show that regular classroom assessment is a vital piece of teaching and learning and not an add-on. What gets looked at gets done, so make sure formative assessment is a high priority for you every day.

- **Defining expectations for students and how to reach achievement goals**
  Students, teachers, and councils need clear targets that combine core content, depth of knowledge categories, descriptions of proficient work, and local goals into terms that can be applied to student work.

  - **Council Leadership:** Demonstrate your commitment to student performance goals by keeping an unwavering focus on student results.

  - **Day-to-Day Leadership:** Model your high expectations for academic achievement in everything you do. Make sure your faith in the school’s ability to meet its goals is communicated to all school stakeholders.

- **Tracking progress in individual classrooms**
  Knowing where students stand, including how close or how far they are from reaching proficiency goals, is the first step in building a school-wide system for monitoring results.

  - **Council Leadership:** Report to the council (and teachers) regularly about the improvements that are resulting from assessment in classrooms. Celebrate successes. Continue to remove barriers to effective student assessment to improve teaching and learning.

  - **Day-to-Day Leadership:** Provide what teachers need to be successful in tracking student progress – tools, professional development (in teacher meetings, in the classroom, etc.), and your commitment. Talk to teachers and students about student work.

- **Tracking progress as a defining role of school leadership**
  Councils should take the lead in developing a common understanding of how teachers will use the school’s expectations to measure and monitor progress trends

  - **Council Leadership:** Keep the council’s focus on student results as the No. 1 indicator of student success.

  - **Day-to-Day Leadership:** Communicate the council’s focus – and the reason for it – to all stakeholders all the time. The principal needs to know exactly which students are meeting the school’s standards, which aren’t, and what needs to be done to address those issues.

**NOTE:** The council can never discuss individual students, only results by groups.
SCHOOL-WIDE AND DISTRICT-WIDE LEADERSHIP SUPPORT

To be successful in helping all students master the vital content, the following support from the school and the district would allow my students and I to be more effective:

<table>
<thead>
<tr>
<th>Support needed</th>
<th>Purpose</th>
</tr>
</thead>
</table>

The school and district show commitment to formative assessment by supporting teachers, students, and **parents.

**Parents must be partners in student education. This hasn’t been a focus in this session, because we want teachers to take the first steps. Once they are more comfortable, they can add on parent involvement in formative assessment.

WHAT, SO WHAT, NOW WHAT?

Please complete the questions below:

WHAT? What did I learn today or what was I reminded of?

SO WHAT? What were the most important thoughts you had about this topic? How could it help teaching and learning?

NOW WHAT? Review your Planning Sheet. What three actions are you going to take as a result of this workshop?
APPENDIX

BASIC ASSESSMENT TERMS

Quick definitions of some basic assessment terms:

- **Norm-referenced tests** compare students to the scores of other test-takers. They are a type of **standardized test**, administered and scored the same way for all students.

- **Criterion-referenced tests** are scored based on how many questions a student answers correctly. They are aligned with defined academic content standards and measure an individual student’s level of performance against the standards. They are also a type of **standardized test**.

- **Interim assessments** are given periodically throughout the year to provide diagnostic information and to show individual student performance against content standards.

- **Formative assessment** is usually informal, not resulting in a grade, and helps inform instruction as learning takes place.

- **Authentic assessment** asks student to use their knowledge in real-world, hands-on, or other realistic applications.

- **Longitudinal assessment** measures the learning of the same child or group of students over time. Under the No Child Left Behind Act, accountability systems used to rate schools on longitudinal assessments are called “growth models.”

- **Summative assessments** measure students’ knowledge at the end of learning, like chapter tests or final exams. They evaluate a students’ performance against content standards within a unit of instruction or a course. End-of-course exams are an example.

RESEARCH TO SUPPORT THIS SESSION

- Jenson, Eric. Teaching With the Brain in Mind, Association for Supervision & Curriculum Development, April 1, 1998.

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Formative Assessment Facilitator Guide
### PLANNING GUIDE FOR FORMATIVE ASSESSMENT

**Teacher:** 

**Class:** 

**Date:** 

**Unit / Core content / Curriculum Topic:**

---

#### DECIDE WHAT TO ASSESS – What is the most vital content for students to master?

<table>
<thead>
<tr>
<th>Decide Achievement Targets</th>
<th>Know —</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Be Able To Do —</td>
</tr>
</tbody>
</table>

Be clear about the depth to which students need to know this topic.

<table>
<thead>
<tr>
<th>Put Targets Into Student-Friendly Versions</th>
<th>How will you share the targets with students?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What examples of quality work will you use?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Develop Unit Assessments</th>
<th>Will you use the KCCT-style format for tests?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin with the end in mind.</td>
<td>Take the test yourself (or have a colleague do so) to make sure the test is measuring what you want.</td>
</tr>
<tr>
<td>This should be your *final assessment.</td>
<td>Will you create a formal pre-test at the same time?</td>
</tr>
<tr>
<td>*No test should be truly final; if students must master the content their lack of mastery will need to be addressed even after the final.</td>
<td>Include your unit assessment with this planning sheet.</td>
</tr>
</tbody>
</table>

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*Formative Assessment Facilitator Guide*
### Set the Classroom Culture

Think about how you can:

- Show that you believe each student can learn (or *fake it until you make it*)
- Help the students believe they can learn
- Expect top-quality work
- Help the students learn how to do top-quality work
- Accept only top-quality work. *(This is a key to teachers having more life outside school.)*

<table>
<thead>
<tr>
<th>Set the Classroom Culture</th>
<th>In my classroom, I will:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Assess Students Throughout the Learning Experiences

I will integrate these assessments into my classroom:

<table>
<thead>
<tr>
<th>Assess Students Throughout the Learning Experiences</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I will use this questioning technique:</td>
<td></td>
</tr>
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ASSESS STUDENTS THROUGHOUT THE LEARNING EXPERIENCES, CONTINUED

As you develop your system for formative assessment, you will want to be more conscious about working on these approaches:

<table>
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<th>Offer regular descriptive feedback</th>
<th>• Tell the student what they did well and what needs work</th>
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<td>• Offer only as much feedback as students can act on at one time</td>
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<td>• Narrow your comments to specific knowledge and skills</td>
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<td>• Help the student figure out the next steps for his/her learning progress</td>
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<td>Teach students to self-assess and set goals</td>
<td>• Help students learn to accurately identify their own strengths and areas for improvement</td>
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<td>• Have students record key points they have learned and questions they still have</td>
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<td>• Have students use established criteria and explain why their work meets the criteria</td>
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<td>• Have students offer descriptive feedback to classmates</td>
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<td>• Have students use feedback to identify what they need to work on and to set goals</td>
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You’ve identified the content students must master. You’ve set up an environment with high expectations for quality work from EVERY student. You’re working on many ways to assess student progress toward that mastery.

**How are you going to use the information from formative assessment to decide what needs to happen with instruction?**

| What kinds of tools do you need for managing and organizing the information about student learning? | Whole Class:  
Small Group:  
Individual: |
|---|---|
| What are the different ways you can look at and respond to classroom assessment information? | How will you involve students in tracking and analyzing their own learning?  
How will students help decide what they need to reach learning targets?  
How will you communicate where students stand to parents? How will you show parents strategies to help their children master vital content? |
| Select the best reporting option (scoring guides, conference, % mastery, list of areas of mastery and those that still need improvement, grades) for each student and situation.  
Students are the most important part of the education team. Talk to them about their specific learning needs and ASK their advice on how to help them improve. |
| Select the best reporting option (scoring guides, conference, % mastery, list of areas of mastery and those that still need improvement, grades) for each student and situation. |