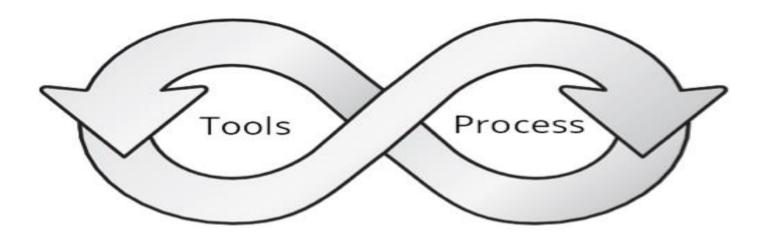
FORMATIVE ASSESSMENT

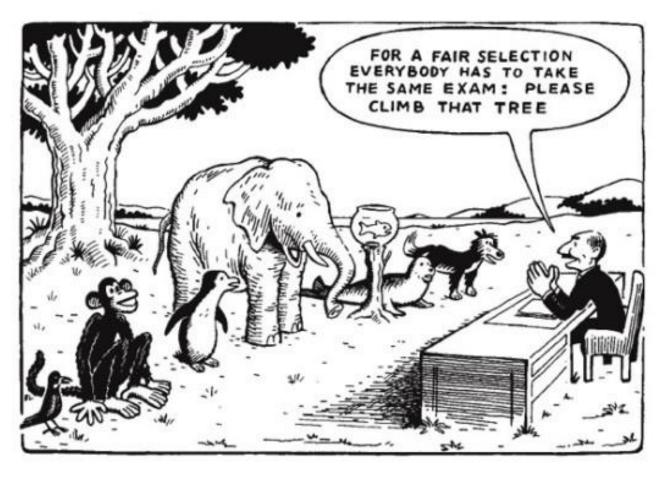
a process rather than a tool

Professional development of teachers





How can assessment support learning?



- ASSESSMENT: the Bridge Between Teaching and Learning
- Assessment OF and FOR Learning
- Formative Assessment (FA)
- Strategies of FA
 - 1. Learning Intentions and Criteria for Success
 - 2. Eliciting Evidence of Student Learning
 - 3. Providing Feedback
 - 4. Cooperative Learning
 - 5. Self-Assessment



ASSESSMENT:

the Bridge Between Teaching and Learning









Teaching-Learning Trap

"I don't teach, I just facilitate the learning." IN OTHER WORDS: "I don't do anything; therefore, the students can't learn anything."



"I work really hard and at the end of the day I usually go home more tired than students." IN OTHER WORDS:

"I do the learning for students; so the students can't learn anything."



Teacher's job is...

- not to transmit knowledge
- nor to facilitate learning
- to engineer effective learning environment for the students



- create students' engagement
- ensure that the learning is proceeding in the intended direction through

assessment = bridge



Assessment OF and FOR learning FOR

Summative assessment

- after the learning has happened
- information about what the student is achieving by giving a mark or a grade.

Formative assessment

- a part of the continual learning process
- specific feedback on students' strengths/weaknesses and suggestions for improvement

The combination of both types of assessment a powerful tool for helping the students' progress.



Formative Assessment (FA)

• first used in 1967 by M. Scriven and two years later by B. Bloom:

"formative evaluation" provides feedback and correctives at each stage in the teaching-learning process

• in 1998 William and Black identified 600 relevant studies on FA and in 2004 they conducted their own experiment:

the use of FA, in many cases, effectively doubled the speed of student learning

- key principles:
- 1. evidence from the A serves rather than the A itself
- 2. who is doing the A (teacher, peer, learner)
- 3. decision about the next steps in instruction



Strategies of Formative Assessment

	Where the learner is going	Where the learner is right now	How to get there	
Teacher	1. Clarifying and sharing Learning Intentions and Criteria for Success	2. Eliciting Evidence of student learning 3. Providing Feedbac moves learning forwards		
Peer	Understanding and sharing learning intentions and criteria for success	4. Activating learners as instructional resources for one another (Cooperative Learning)		
Learner	Understanding learning intentions and criteria for success	5. Activating learners as the owners of their own learning (Self-Assessment)		



I can buy a ticket at the cinema





2 🕞 1.5 🐠 1.34 Watch or listen. Answer the questions.

- 1 Which film do Lee and Amy go to see?
- 2 What time does it start?
- 3 How much is each ticket?
- 3 6 1.35 Complete the dialogue below with one word in each gap. Listen and

Speaking At the cinema You need to say: What's on?

- Can I have two tickets for ZooWorld, please?
- I'd like two for True Love, please.
- The 6.15 screening.
- How much is that?
- Here you are.
- You need to understand:
- Which screening?
- I'm sorry, it's sold out.
- . There are two seats in the front row.
- Row seven. Is that OK?
- That's twelve fifty, please,

Krystal: Can I have two 1tickets for True Love,

Which 2___ Krystal: The 8.15 screening.

Here you are... Two tickets in 3_____ Tess:

Krystal: How 4____ ___ is that? That's twelve fifty, 5_____

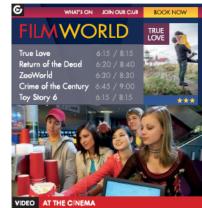
Krystal: 6_____you are.

7_____ you, enjoy the movie.

4 In pairs, buy tickets for a film from Exercise 1. Use the Speaking box to help you.







Lee: So, what's on?

Amy: The new Tom Lewis movie, True Love. It starts in ten minutes

Lee: No way! I want to see ZooWorld.

Amy: I don't like fantasy films, They're boring,

Lee: Oh, come on, please.

Amy: Oh, OK.

Lee: Can I have two tickets for ZooWorld, please?

Tess: Sure, which screening?

Lee: The 6.30.

Tess: I'm sorry, it's sold out ... Oh, no, hold on! There are two seats.

Lee: Greatl

Tess: But they're in the front row.

Amy: Lee, I don't want to sit in the front row!

Lee: OK ... I'd like two for True Love at 6,15, please,

Tess: Row seven, Is that OK?

Lee: Yes, thanks, How much is that?

Tess: That's twelve fifty, please.

Amy: Here you are.

Tess: Thank you. Enjoy the film!

Lee: Yeah, right.

No way! Come on, please! Hold on!





Learning

Intentions



I can write a personal introduction to a webpage

I come from ... [place]/ I'm ... [nationality]

I live with my family in/My hometown is ...

I make mu write song	esome. In my free time, I sing an sic on my laptop every day an s. Click on the media player to e what you think!	d I sometimes
10	NO WAYI 3:20	BUY
2 🔾	COME ON, PLEASEL	BUY
3 🔾	NOT RIGHT NOW 3:55	BUY
4 🔾	HARLOW MILL BLUES	BUY

WRITING A personal in

I can write a personal introd

Lee Marshall

England

alternative/lo-fi

- 1 CLASS VOTE Have you got a personal webpage like Facebook or Flickr?
- 2 In pairs, quickly look at Lee's webpage. Which sentence is not true?
- 1 There is a photo of Lee on the webpage.
- 2 You can listen to some of Lee's songs.
- 3 You can look at Lee's photo gallery. 4 There is some personal information about Lee.
- 5 You can see some of Lee's friends on his page.

Interests/Hobbies I like/I'm into/I'm mad about ... I'm interested in/My big passion is ... My favourite ... is ... In my free time./Outside school I ... - I often ... - Routines I often/sometimes/usually ... L... once a week/every day. 3 In pairs, read Lee's introduction, Tick (/) the things he writes about. School Nationality Hobbies Best friend Name and age Family/hometown Personality Interests (books, music etc.) 4 Look at Lee's profile again. Say how you are similar to or different from Lee. He's English but I come from Poland. He's got a sister and I've got a sister too.

Personal details

My name is ..

I'm ... years old.

I'm in Year ... at ... School.

5 Look at the Writing box, Complete the sentences to make them true for you. Look at Lee's text to help you.

Writing Time

Write a personal introduction for a webpage. Use the Writing box and Lee's text to help you.

Write about:

- n personal details
- (2) interests and hobbies
- routines



M01 Wider World SB2 Global 06700 U01.indd 16 M01 Wider World SB2 Global 06700 U01.indd 17



Task-Specific vs. Generic?

- teachers can design a success criteria for one specific task
- generic one applies to a number of different assignments (CEFR, GSE, IELTS...)

Product-Focused vs. Processed-Focused?

 process-focused guidelines (FA) help students and bring them to the product success (SA)

Practical Techniques

- have students to co-construct success criteria e.g.:
- ✓ use sample pieces of student work from the previous year
- ✓ compare student's own work to exemplary student work



Examples in Practice

Learning intention:

to write an effective characterization

Product success criterion:

the readers will feel as if they know the character

Process success criteria:

include at least two of the following:

- the character's hobbies and interests
- the character's attitudes toward self and others
- examples of the character's extrovert or introvert personality
- examples of the character's likes and dislikes

5 Look at the Writing box. Complete the sentences to make them true for you. Look at Lee's text to help you.

Writing Time

Write a personal introduction for a webpage. Use the Writing box and Lee's text to help you.

Write about:

- nersonal details
- 2 interests and hobbies
- 3 routines





Practical Techniques from individual students

- Random Calling
- Interpretive Listening

"What can I learn about students' thinking by attending carefully to what they say?"

		_ •		
	\mathbf{O}	estion	Shal	IC.
_	WИ	Colloii	JIICI	13.

"Why is ______ an example of _____?"

Hot-Seat Questioning:

student in a "hot-seat" is asked series of follow-up questions to probe his/her deep knowledge





Practical Techniques – from the entire class

• Hand Signals: "thinking thumbs" (thumb up = yes, down = no, horizontal = don't know)

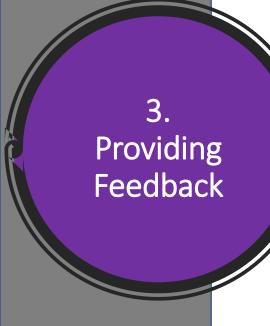
• ABCD Cards

• Mini Whiteboards: mini dry erase whiteboards provides more flexibility, alternative – cards/paper graph/maps

• Exit Passes: questions which require longer responses such as: "Why is Shakespeare one of the best English writers?"

2.
Eliciting
Evidence of
Student
Learning





The study by Ruth Butler on effectiveness of different kinds of feedback (Israel, 1988)

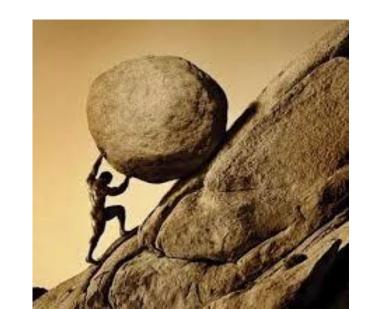
- 132 students in age of 18, four schools, twelve classes,
 2-day period for feedback on their work
- 1st group was given scores
- 2nd group was given comments
- 3rd group was given both, scores and comments.

Effectiveness of feedback from the 1st lesson to 2nd lesson:

- 1st group no progress
- 2nd group 30% higher (on average)
- 3rd group ?

no progress at all







Other factors that affect the effectiveness of feedback

- Praise: no effect on achievement, students focus on their egos rather than their academic work
- Timing: feedback only functions formatively if the information can be used by the learner to improve performance
- Scaffolding: students given minimum amount of support learned more and retained more
- Action Oriented: saying what's wrong isn't enough, secret of effective feedback is to provide a recipe for future action





Practical Techniques

• C3B4ME "See three before me"

Before a student is allowed to ask the teacher for help, s/he needs to seek the assistance of three other students.

- Peer Evaluation of Homework
- Error Classification: When students receive papers back with comments, they need to "classify" their errors.
- End-of-Topic Questions/Summary
- If You've Learned It, Help Someone Who Hasn't





 involves the learner combining his/her cognitive resources with the emotions and actions to carry out the learning goals

 research shows that using this technique had almost doubled the rate at which students were learning

Metacognition – helping students recognize their cognitive resources

Motivation – helping students stay motivated to learn





SELF-ASSESSMENT

For each learning objective, tick (\checkmark) the box that best matches your ability.

: = I understand and can help a friend.

= I understand but have some questions.

= I understand and can do it by myself.

 \bigcirc = I do not understand.

		\odot	\odot	8	88	Need help?	Now try
1.1	Vocabulary					Students' Book pp. 10–11 Workbook pp. 6–7	Ex. 1–2, p. 17
1.2	Grammar					Students' Book p. 12 Workbook p. 8	Ex. 3-6, p. 17
1.3	Reading					Students' Book p. 13 Workbook p. 9	
1.4	Grammar					Students' Book p. 14 Workbook p. 10	
1.5	Listening					Students' Book p. 15 Workbook p. 11	
1.6	Speaking					Students' Book p. 16 Workbook p. 12	Ex. 7, p. 17
1.7	Writing					Students' Book p. 17 Workbook p. 13	

- 1.1 I can talk about cultural activities, likes and dislikes.
- 1.2 I can use the Present Simple to talk about habits and routines.
- 1.3 I can find specific detail in an article and talk about age groups.
- 1.4 I can ask and answer questions about habits and routines.
- 1.5 I can identify specific detail in a conversation and talk about media habits.
- 1.6 I can buy a ticket at the cinema.
- 1.7 I can write a personal introduction to a webpage.

What can you remember from this unit?

r words I learned ords you most want to mber from this unit)	(any expressions or phrases you think sound nice, useful or funny)	e.g. from websites, books, adverts, films, music)

Vocabulary

1.1 I can talk about cultural activities, likes and dislikes.

Grammar

1.4 I can ask and answer questions about habits and routines.





SELF-CHECK

- 1 Complete the words in the sentences.
- 1 My brother plays the d 2 I don't enjoy c music, like Mozart or Beethoven.
- 3 My favourite a is James Pattinson. 4 | loften watch r_ films where
- people are in love. 5 A lot of children love watching _, like Minions or How to
- Train Your Dragon. 6 My sister wants to go to Cuba to learn s ____ dancing.
- 2 Complete the sentences with the correct words.

Ш	reading	taking	watching	
1	We have	a piar	no but I hate	it.
2	My dad	is mad	about	to old

drawing listening playing

- music. 3 My mum is really into reviews about new films.
- 5 Our family loves soap operas together.
- 6 I don't like pictures in Art at school.

- 3 Order the words to make questions.
- 1 you/where/live/do/?
- 2 work/day/your/every/dad/does/?
- 3 do/many/have/lessons/English/a week/ you / how /?
- 4 do/you/Saturday/swimming/go/
- 5 does / how / photos / friend / take / your / often / ?
- 6 like / sisters / do / your / music / what /?

4	Match the	questions	in	Exercise	3	with	answers	•
	a-f.							

a	Every day.	d	Hip-hop.
b	Yes, I do.	е [No, he doesn
c	Three.	f	In London.

5 Complete the dialogue with do, does, don't or doesn't.

A:	1	you	ike classical	music?
B:	No, 12	-	but my siste	r ³
A:	4	she l	ike hip-hop	music too
R.	No sh	5	but L6	1

6 Make sentences or questions from the prompts.

1	I / not / like / documentaries
2	you / want / to go to the cinema / ?
3	my friend / not / live / near me
4	Jack / speak / English and French

- 5 our teacher / usually / give / us lots of homework
- 6 what time / you / go to bed on Fridays /?

7 Complete the dialogue with one word in each gap.

۱:	Vhat's 1today?
3:	here's a horror film and a comedy.
١:	I have a ticket for the horror film
	please?
:	s that for the 5.00 or the 6.00 3 ?

- A: The five o'clock, please.
- B: Sorry, it's 4
- A: OK, for the six o'clock, please.
- B: There's a 5 in the front row.
- A: How 6 is that?
- B: That's £10, please.

Grammar

1.2 I can use the Present Simple to talk about habits.

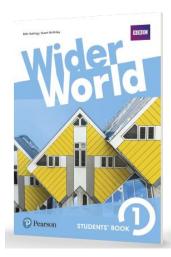
Speaking language practice

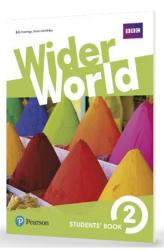
1.6 I can buy a ticket at the cinema.

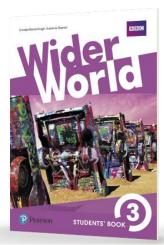
How can teachers support Self-Assessment?

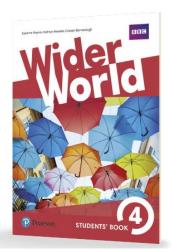
- 1. Share learning goals with students so they are able to monitor their own progress toward them.
- 2. Promote the belief that ability is incremental rather than fixed so they will be willing to devote energy to improvement.
- 3. Make it more difficult for students to compare themselves with other students in terms of achievement. One way to do this is to give constructive comments rather than grades.
- 4. Provide feedback that contains a recipe for future action rather than a review of past failures.
- 5. Use every opportunity to transfer executive control of the learning from the teacher to the students to support their development as autonomous learners.
- 6. A good news is: you are doing much of this already! This FA simply helps you make your current practice more intentional and effective.

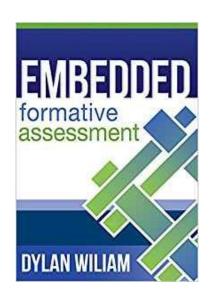












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