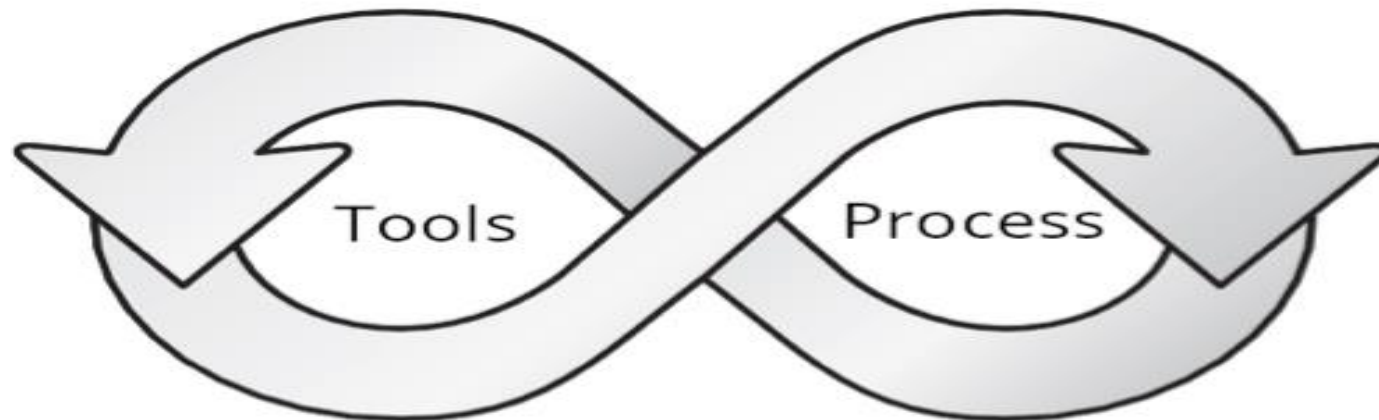


FORMATIVE ASSESSMENT

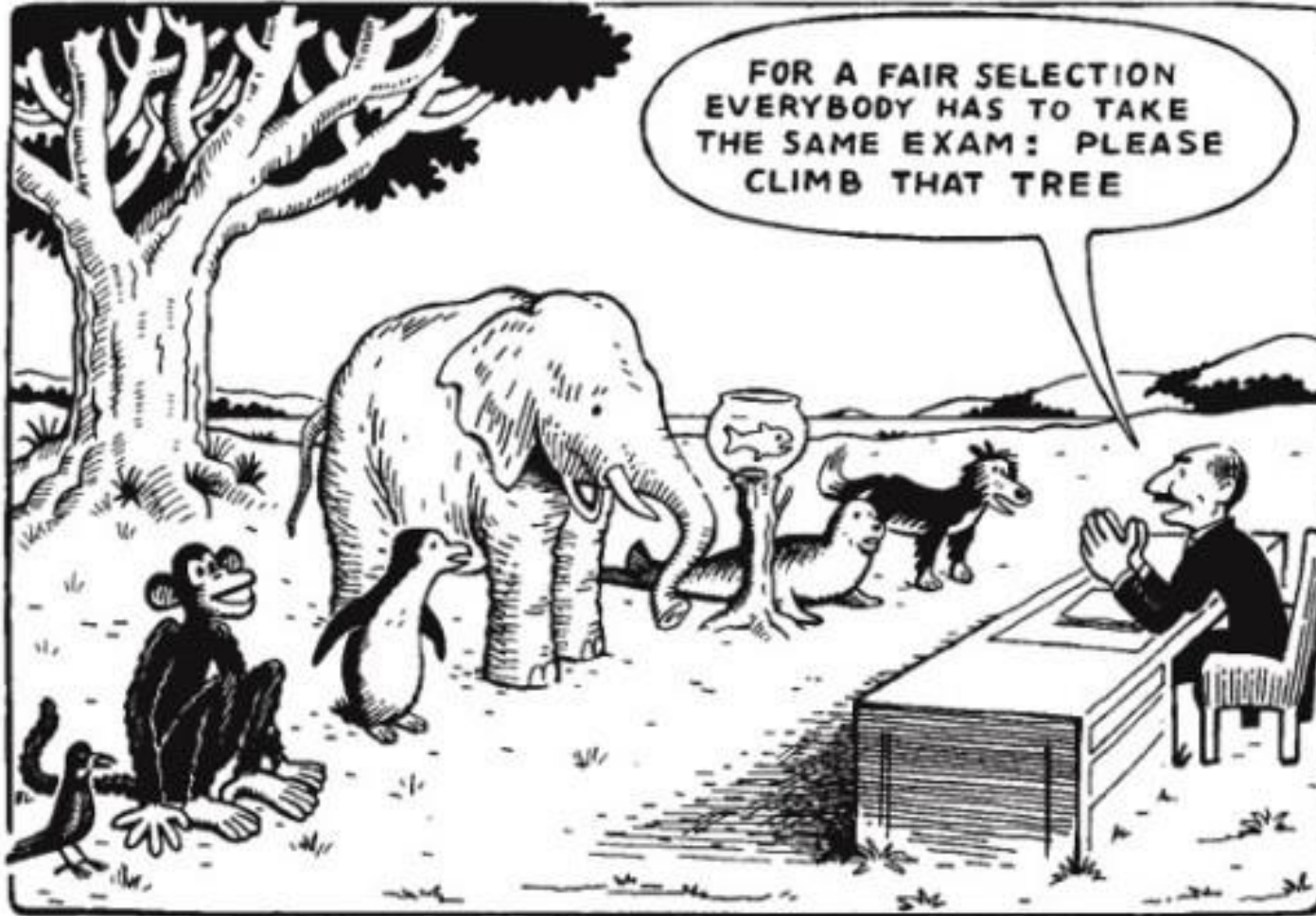
a process rather than a tool

Professional development of Teachers

by Mgr. Danka Sekerková



How can assessment support learning?



Do you use Placement tests to separate students according to the level?

A: YES

B: NO

How do you find Placement tests?

A: FAIR

B: NOT FAIR

C: IT DEPENDS

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



Teacher's job is...

- to transmit knowledge
- 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

OF

Summative assessment

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

FOR

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		
Peer			
Learner			

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	
Peer			
Learner			

Strategies of Formative Assessment

Teacher	1. Clarifying and sharing Learning Intentions and Criteria for Success	2. Eliciting Evidence of student learning	3. Providing Feedback that moves learning forward
Peer			
Learner			

Strategies of Formative Assessment

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Learner			

Strategies of Formative Assessment

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Peer	Understanding and sharing learning intentions and criteria for success	4. Activating learners as instructional resources for one another (Cooperative Learning)	
Learner			

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 Feedback that moves learning forward
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		

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 Feedback that moves learning forward
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



1.6 SPEAKING At the cinema

I can buy a ticket at the cinema.

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: Great!
 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!

OUT of class



1.7 WRITING A personal introduction

I can write a personal introduction.

- 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?
- There is a photo of Lee on the webpage.
 - You can listen to some of Lee's songs.
 - You can look at Lee's photo gallery.
 - There is some personal information about Lee.
 - You can see some of Lee's friends on his page.

I can write a personal introduction to a webpage

Writing

Personal details

My name is ...
 I'm ... years old.
 I come from ... [place]/ I'm ... [nationality]
 I live with my family in/My hometown is ...
 I'm in Year ... at ... School.

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 ...
 I ... 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.*
- 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

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

Write about:

- personal details
- interests and hobbies
- routines

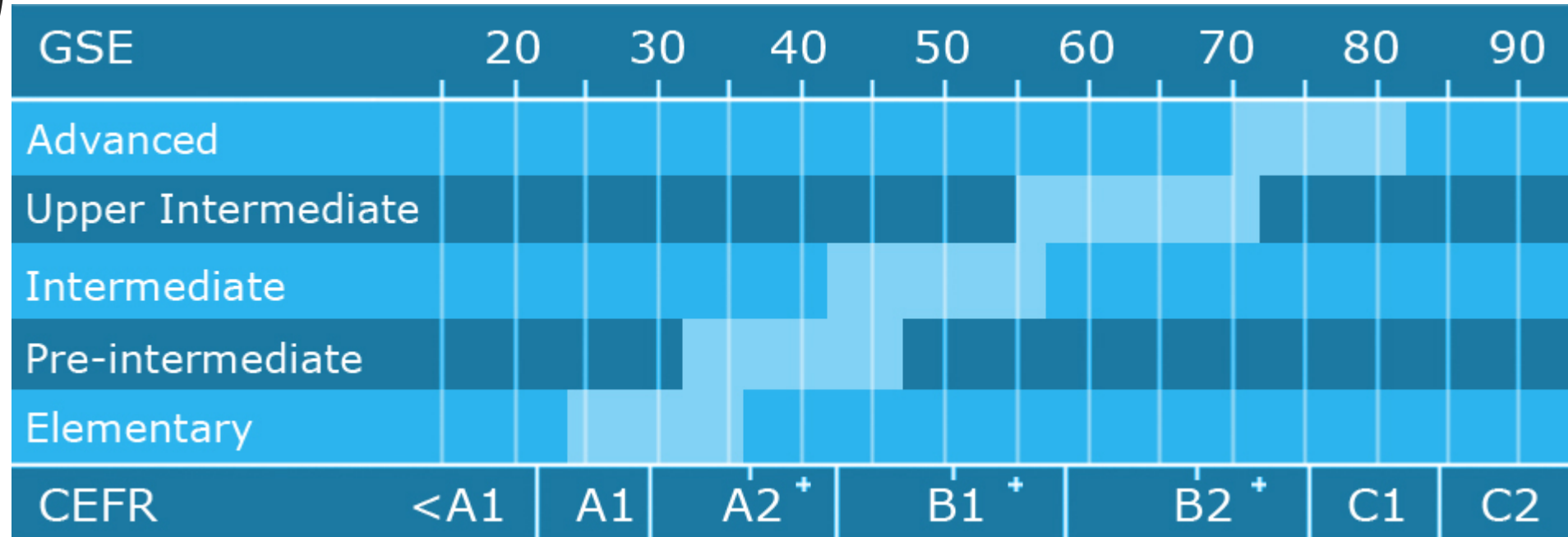
1. Learning Intentions



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...)

1. Criteria for Success





1.
Criteria for
Success

Product-Focused vs. Processed-Focused?

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

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



1.
Criteria for
Success

Practical Techniques

- have students to co-construct success criteria e.g.:
- ✓ use sample pieces of student work from the previous year
- students spot examples of errors in *other students'* reports
- result: they are less likely to repeat these errors in their own reports
- ✓ compare student's own work to exemplary student work
- choose three best papers and make copies of them
- do not write anything on any papers
- returned the students' papers along with copies of the three essays
- ask: What features made them strong papers?

2.
Eliciting
Evidence of
Student
Learning

Practical Techniques from individual students

- **Random Calling**
- **Interpretive Listening**

“What can I learn about students’ thinking by attending carefully to what they say?”

- **Question Shells**

- frame questions in ways that are more likely to reveal students’ thinking:

“**WHY** is _____ an example of _____?”

Original

Is „*As You Like It*“ a comedy

Reframed

Why is „*As You Like It*“ a comedy?

2. Eliciting Evidence of Student Learning

- use contrast in question and then ask students to explain
contrast:

“**Why** is and **not**?”

Original

Is “do” an irregular verb?

Reframed

Why is “do” an irregular
verb and “work” not?

- **Hot-Seat Questioning:**

student in a „hot-seat“ is asked
series of follow-up questions
to probe his/her deep knowledge
e.g. about present simple (form and use)



2. Eliciting Evidence of Student Learning

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?”

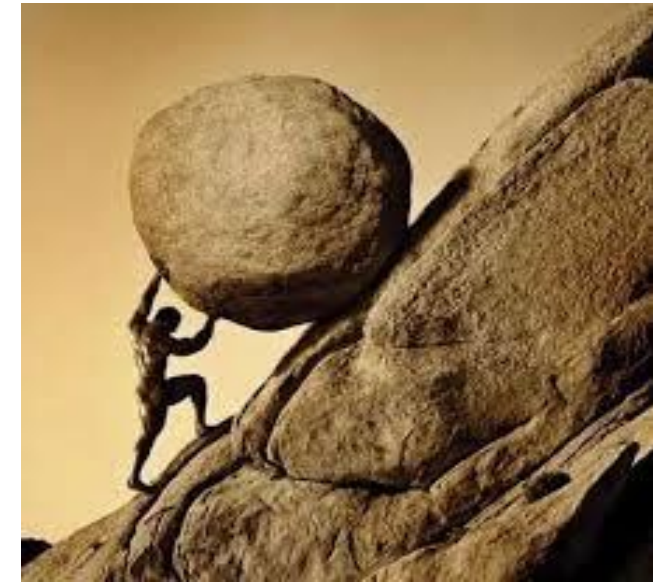
3. Providing Feedback


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 – A: 50 % higher
B: less than 50 % higher
C: no progress at all





3. Providing Feedback

Other factors affecting the effectiveness of feedback

- **Praise**

No effect on achievement: students focus on their egos rather than their academic work.

- **Timing**

Regular feedback improves performance throughout the learning process.

- **Scaffolding**

When helping students, give minimum amount of support: students learn more and retain more.

- **Action Oriented**

Provide a recipe for future action.

4. Cooperative Learning

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**

“Does anyone have any questions?”



Put students into cooperative groups and they have to come up with at least one question.

5. Self- Assessment

Self-Assessment

- involves the student 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

Students can recognize their cognitive resources.

Motivation

A: Teacher ? %

B: Student ? %

C: Parents ? %



1.8

SELF-ASSESSMENT

For each learning objective, tick (✓) 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.

😞😞 = I do not understand.

		😊😊	😊	😞	😞😞	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?

New words I learned (the words you most want to remember from this unit)	Expressions and phrases I liked (any expressions or phrases you think sound nice, useful or funny)	English I heard or read outside class (e.g. from websites, books, adverts, films, music)

Vocabulary

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



1.9

SELF-CHECK

Vocabulary

1 Complete the words in the sentences.

- 1 My brother plays the **d** _____ in a band.
- 2 I don't enjoy **e** _____ music, like Mozart or Beethoven.
- 3 My favourite **a** _____ is James Pattinson.
- 4 I often watch **r** _____ films where people are in love.
- 5 A lot of children love watching **c** _____, 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.

drawing listening playing
reading taking watching

- 1 We have a piano but I hate _____ it.
- 2 My dad is mad about _____ to old music.
- 3 My mum is really into _____ selfies.
- 4 I like _____ reviews about new films.
- 5 Our family loves _____ soap operas together.
- 6 I don't like _____ pictures in Art at school.

Grammar

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 / every / ?

- 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 <input type="checkbox"/> Every day. | d <input type="checkbox"/> Hip-hop. |
| b <input type="checkbox"/> Yes, I do. | e <input type="checkbox"/> No, he doesn't. |
| c <input type="checkbox"/> Three. | f <input type="checkbox"/> In London. |

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

- A: ¹ _____ you like classical music?
B: No, I ² _____ but my sister ³ _____.
A: ⁴ _____ she like hip-hop music too?
B: No, she ⁵ _____ but I ⁶ _____!

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 / ?

Speaking language practice

7 Complete the dialogue with one word in each gap.

- A: What's ¹ _____ today?
B: There's a horror film and a comedy.
A: ² _____ I have a ticket for the horror film, please?
B: Is that for the 5.00 or the 6.00 ³ _____?
A: The five o'clock, please.
B: Sorry, it's ⁴ _____ out.
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.

Grammar

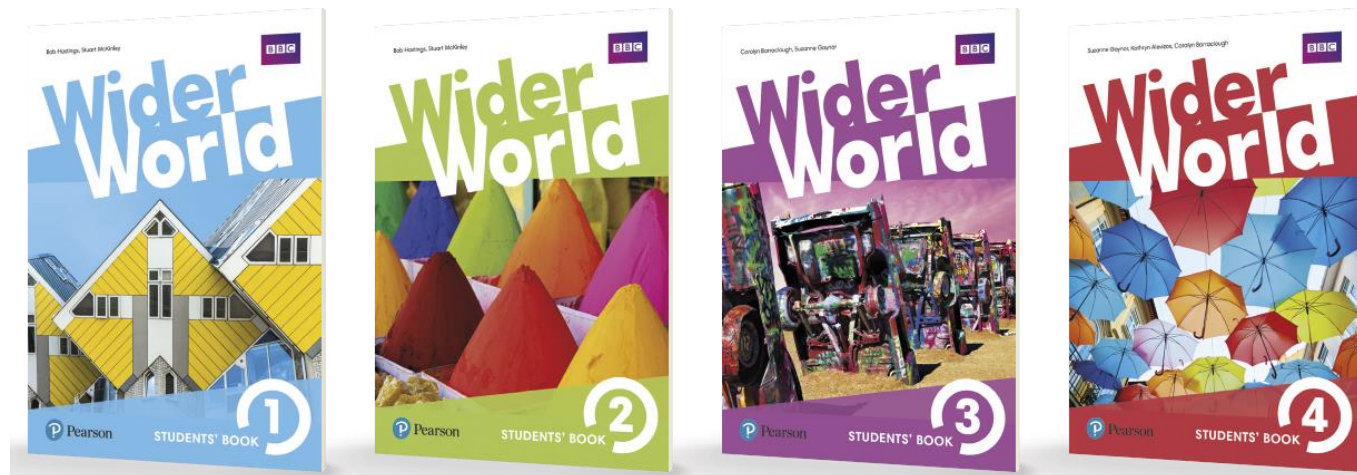
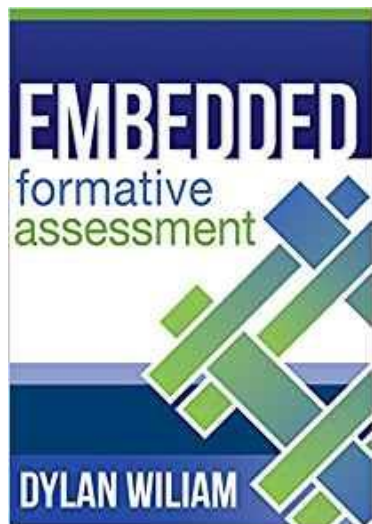
1.4 I can ask and answer questions about habits and routines.

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.



To get more information, please contact me at:

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Sources:

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<http://www.ascd.org/publications/books/108018/chapters/Formative-Assessment@-Why,-What,-and-Whether.aspx>