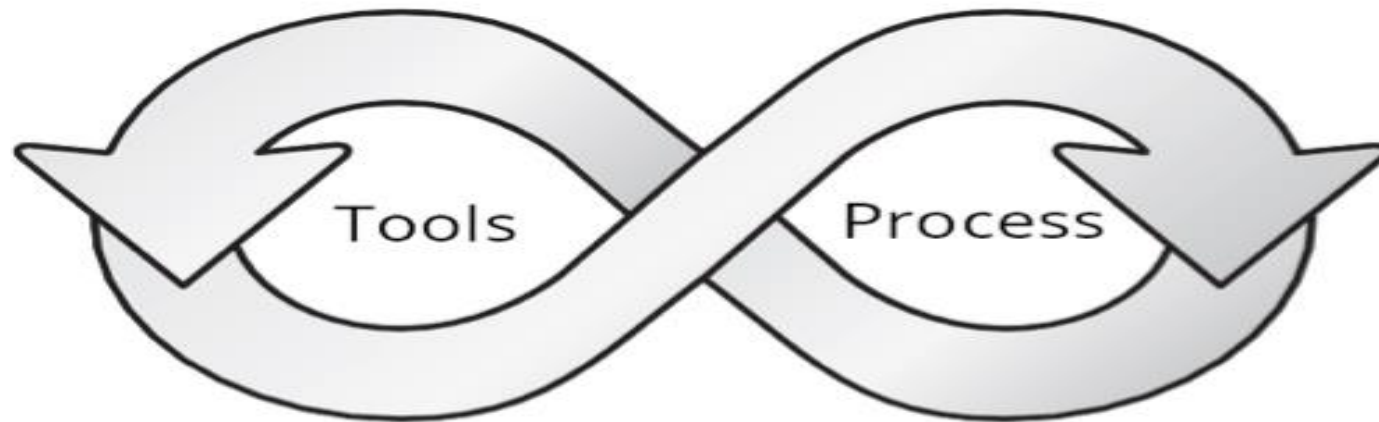


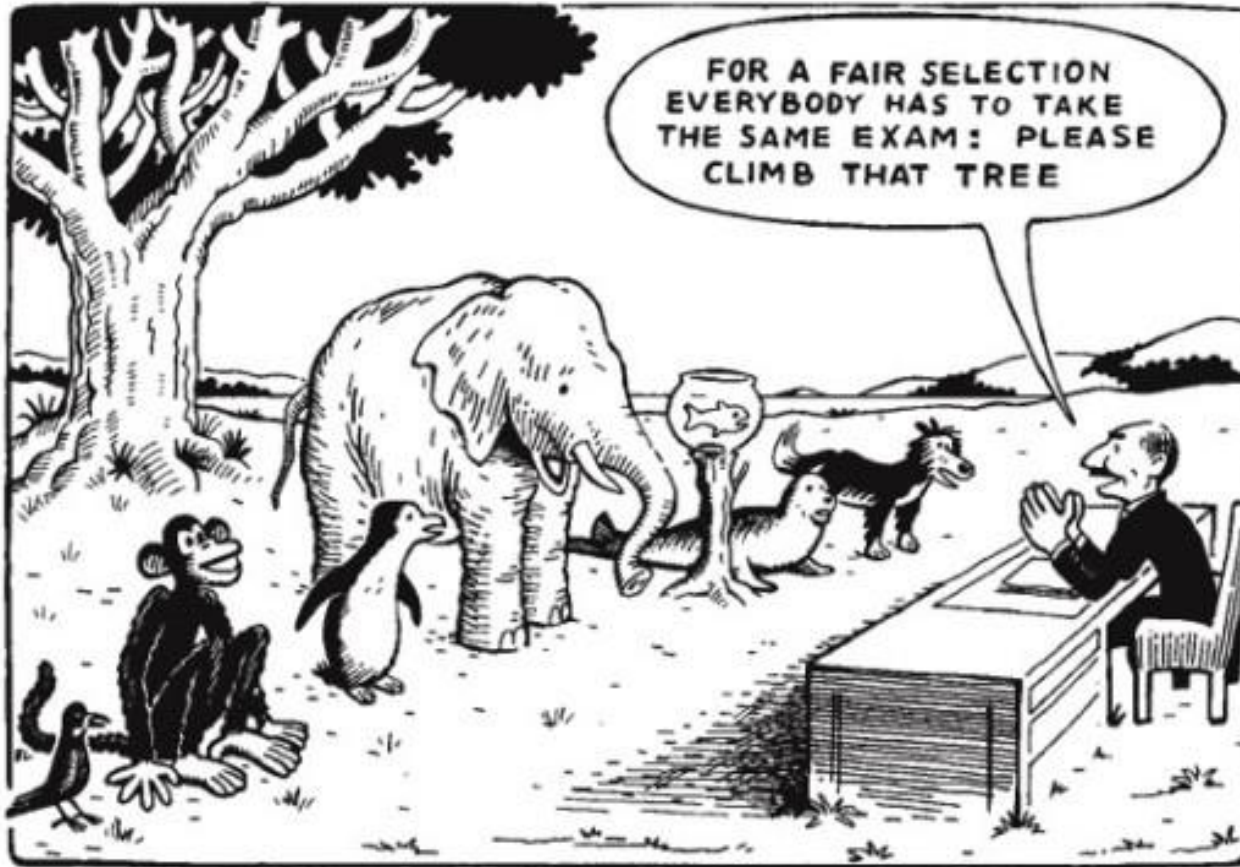
# FORMATIVE ASSESSMENT

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

“Actually, I don’t teach much, **I just guide and facilitate the learning.**”



“**I work really hard** and at the end of the day I usually go home more tired than students.”

# 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

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
<b>Teacher</b>	1. Clarifying and sharing <b>Learning Intentions and Criteria for Success</b>	2. <b>Eliciting Evidence</b> of student learning	3. <b>Providing Feedback</b> that moves learning forward
<b>Peer</b>	Understanding and sharing learning intentions and criteria for success	4. Activating <b>learners as instructional resources for one another (Cooperative Learning)</b>	
<b>Learner</b>	Understanding learning intentions and criteria for success	5. Activating <b>learners as the owners of their own learning (Self-Assessment)</b>	



# 1. Learning Intentions

I can buy a ticket at the cinema

I can write a personal introduction to a webpage



1.6

**SPEAKING** At the cinema

I can buy a ticket at the cinema.

**FILM WORLD**

WHAT'S ON	JOIN OUR CLUB	BOOK NOW
True Love	6:15 / 8:15	
Return of the Dead	6:20 / 8:40	
ZooWorld	6:30 / 8:30	
Crime of the Century	6:45 / 9:00	
Toy Story 6	6:15 / 8:15	

**VIDEO 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**

- CLASS VOTE** Look at the cinema programme and say what types of film are on. Which ones would you like to see?  
*I think True Love is a romantic comedy. I'd like to see it.*
- 1.5** Watch or listen. Answer the questions.  
  - Which film do Lee and Amy go to see?
  - What time does it start?
  - How much is each ticket?
- 1.35** Complete the dialogue below with one word in each gap. Listen and check.

**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 <sup>1</sup> tickets for *True Love*, please?  
 Tess: Which <sup>2</sup> \_\_\_\_\_?  
 Krystal: The 8:15 screening.  
 Tess: Here you are... Two tickets in <sup>3</sup> \_\_\_\_\_ five.  
 Krystal: How <sup>4</sup> \_\_\_\_\_ is that?  
 Tess: That's twelve fifty, <sup>5</sup> \_\_\_\_\_.  
 Krystal: <sup>6</sup> \_\_\_\_\_ you are.  
 Tess: <sup>7</sup> \_\_\_\_\_ you, enjoy the movie.

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

**And YOU**



1.7

**WRITING** A personal introduction

I can write a personal introduction to a webpage.

**Lee Marshall**  
 Harlow Mill, near London, England  
 alternative/10-fi

**About me**  
 My name is Lee Marshall and I'm fifteen. I'm English. I live with my parents and my sister, Ruby, in Harlow Mill, near London. I'm in Year 10 at Harlow Mill High School. My favourite subjects are Music, Art and English.

- I like books and movies but my big passion is music. My favourite band is Arcade Fire – they're from Canada and they're awesome. In my free time, I sing and play the guitar. I make music on my laptop every day and I sometimes write songs. Click on the media player to listen to them and tell me what you think!

**Media Player:**

1	NO WAY!	3:20	BUY
2	COME ON, PLEASE!	4:05	BUY
3	NOT RIGHT NOW	3:55	BUY
4	HARLOW MILL BLUES	3:33	BUY

**Friends:**

- CLASS VOTE** Have you got a personal webpage like Facebook or Flickr?
- 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.

**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.

- 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.)

- 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.*

- 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:**

- personal details
- interests and hobbies
- routines



## 1. Criteria for Success

### 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. Process-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

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

#### **Write about:**

- 1** personal details
- 2** interests and hobbies
- 3** routines

## 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

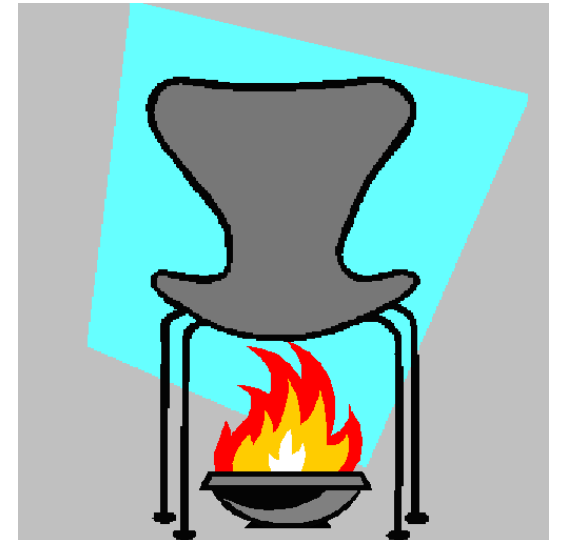
Why is “do” an irregular  
verb and “work” not?

- **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

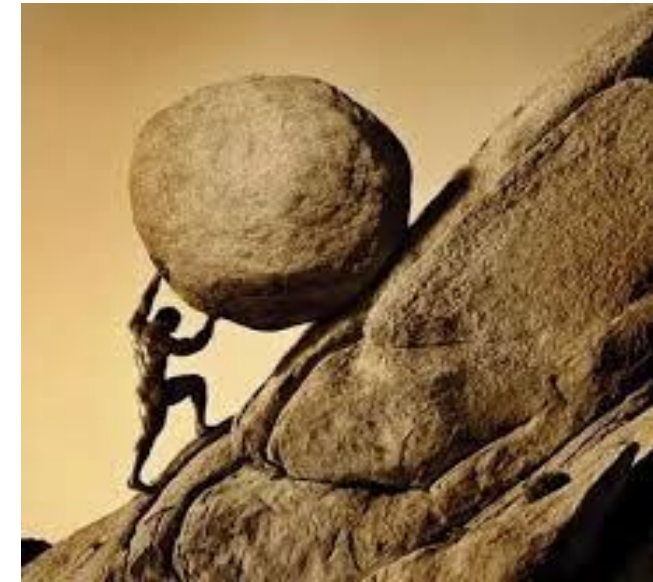
## The study by Ruth Butler on effectiveness of different kinds of feedback (Israel, 1988)

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

### **Effectiveness of feedback** from the 1<sup>st</sup> lesson to 2<sup>nd</sup> lesson:

- 1<sup>st</sup> group – no progress
- 2<sup>nd</sup> group – 30% higher (on average)
- 3<sup>rd</sup> group – ?

no progress at all





### 3. Providing Feedback

## 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**



## 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**
- **If You’ve Learned It, Help Someone Who Hasn’t**



## 5. Self- Assessment

- 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



## 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?

<b>New words I learned</b> (the words you most want to remember from this unit)	<b>Expressions and phrases I liked</b> (any expressions or phrases you think sound nice, useful or funny)	<b>English I heard or read outside class</b> (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 **c** \_\_\_\_\_ 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: <sup>1</sup> \_\_\_\_\_ you like classical music?  
B: No, I <sup>2</sup> \_\_\_\_\_ but my sister <sup>3</sup> \_\_\_\_\_.  
A: <sup>4</sup> \_\_\_\_\_ she like hip-hop music too?  
B: No, she <sup>5</sup> \_\_\_\_\_ but I <sup>6</sup> \_\_\_\_\_!

##### 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 <sup>1</sup> \_\_\_\_\_ today?  
B: There's a horror film and a comedy.  
A: <sup>2</sup> \_\_\_\_\_ I have a ticket for the horror film, please?  
B: Is that for the 5.00 or the 6.00 <sup>3</sup> \_\_\_\_\_?  
A: The five o'clock, please.  
B: Sorry, it's <sup>4</sup> \_\_\_\_\_ out.  
A: OK, for the six o'clock, please.  
B: There's a <sup>5</sup> \_\_\_\_\_ in the front row.  
A: How <sup>6</sup> \_\_\_\_\_ 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.

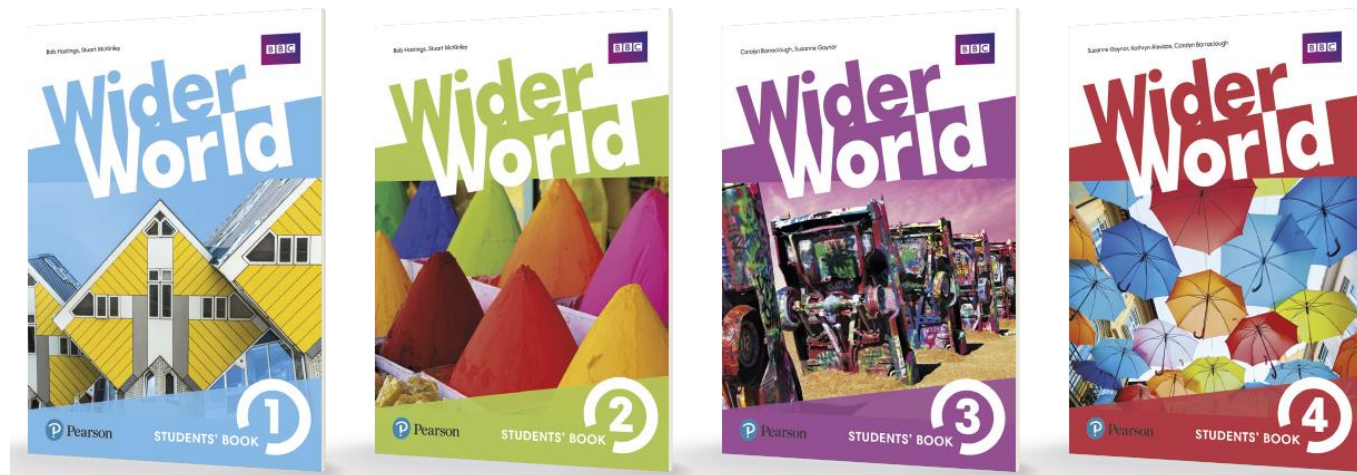
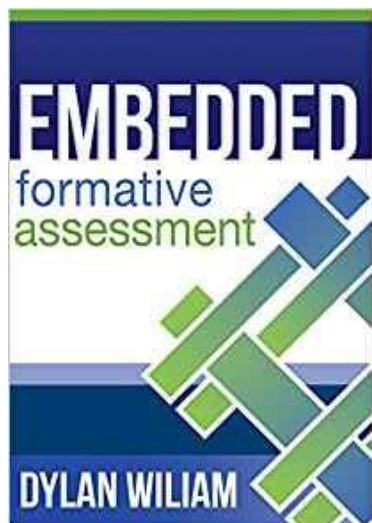
## Speaking language practice

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.





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