FORMATIVE ASSESSMENT HANDBOOK

Compiled by

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Purpose

1. Compiled to assist college faculty in modeling formative assessment and providing a nurturing environment for student practice.
2. Compiled as a source to students in planning for formative assessment, implementing various techniques and evaluating their actions.
3. This is a stepping stone in building a resource of strategies to implement with PreK – 12 learners, share with cooperating teachers and build upon throughout a career.

This document is meant to be a beginning…expected to grow and change over time as dictated by the user.
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References
What is formative assessment?

Formative assessment is the process to improve, understand and respond to learning. Formative assessment may be oral or written and is between the student and the teacher or the student and another student.

The Role of the Teacher…

- Provide feedback during the learning process, more than a grade/point value
- Ongoing diagnosis, every day – all day
- Planned learning
  - How to engage the learner?
  - How to actively involve the learner?
  - How to convince learners to value current trends and requirements?
  - How to capture a teachable moment?
- T-S-T, teacher-student-teacher, a constant loop

The Role of the Student…

- Reflect
  - What have I done well?
  - What needs adjustments?
  - How can I do this better?
  - What if…
- Listen
  - What did my teacher/peer say/write?
  - What did my teacher/peer do?
  - Why would my teacher/peer say/write this?
- Act
  - What do I do next?
  - How do I apply the feedback?
Formative assessment:

Feedback –

How do I want feedback?

- Oral
- Written
- Teacher to student
  - teacher instigated
  - student requested or instigated
- Student to student
- Self-assessment

- Teacher to student
  - Strengths
    - focus attention on the task
    - How is the learner independent?
  - Needs
    - specific comments about errors
    - suggestions for improvement
    - Where is more instruction needed?
- Student to Student - teacher guided, organized format
  - Strengths
    - focus attention on the task
    - What was done well?
  - Needs
    - specific comments about errors
    - suggestions for improvement
- Self-assessment
  - What went well?
    - I can...
  - How could I improve?
    - What am I confused or not sure about?
    - Can I do this by myself?
    - Do I need help?
      - What type of help do I need?
    - When will I start?
      - What do I need to get started?
Plan With the End in Mind

What are my learners thinking?

How will I know what my students learned?

What assessment will provide the information?

Create a **VAULT** - Valuable Assessments Used as Learning Tools

- **Discussion**
  - Model
    - poor example (very few questions and a yes/no question)
    - success examples (many open ended questions)
  - What is the role of the teacher?
  - What is the role of the student?
  - Practice
    - Questions, lots of questions
    - Student questions, comments
    - Practice writing questions that promote critical thinking

- **Cooperative learning (Kagan)**
  - Think – Pair – Share
  - Jigsaw
  - Three Step Interview
  - Quiz-Quiz Trade
  - Three Minute Review
  - Team Pair Solo
  - Circle the Sage
  - Partners

- **BOW (Book of the Week) Questions (Cramer)**

- **Student-led Parent Teacher Conference (Stansbery)**

- **One on One Conferencing**
  - “3 minute”, short conversation
  - Tell me: What are you thinking?
  - One on One Conference Summary – written as needed,
    - Specific success/strength
    - Needs
    - “You did good” note
    - “Thank you” cards (Thank you for helping me learn about fractions. Thank you for hugging me when I got hurt on the playground. etc)
- “I wish…” (I wish you would not talk to me in a loud voice. I wish you wouldn’t call us…”)

- **Rubrics/Checklists**
  - Create (teacher creates/student creates/whole group)
  - Think first:
    - What is the assignment?
    - What must be done to successfully complete the assignment?
    - What will you assess?
    - Are you assessing across the curriculum and/or subject specific?
    - Is the assignment grade level or developmentally appropriate?
  - Identify other skills needed
    - Computer skills
    - Writing
      - Grade level appropriate
      - Grammar
      - Spelling
      - mechanics
    - Graphics
  - Point value
    - Appropriate value for content knowledge and/or other skills
  - Online rubric creating assistance
    - Rubistar: [www.rubistar.4teachers.org/](http://www.rubistar.4teachers.org/) or [www.4teachers.org/techalong/erica4/](http://www.4teachers.org/techalong/erica4/)
Additional Options:

- Quizzes/tests
  - Short answer
  - Analyze weekly scores
    - Compare scores over time/spreadsheet
  - Collaborative test taking
- Projects
  - From methods courses
  - From field experiences
- Role Play/Performance
  - Create a play
  - Readers Theater
  - Song
  - “Rap”
  - Poetry
- Journal
  - Student self-assessment
    - Weekly
    - Biweekly
    - Monthly
    - Quarterly
    - Skill (Example - double digit multiplication)
  - Show me/Tell me
    - Skill (double digit multiplication Math, measuring scale on a map in Social Studies, Reaction vs. product in Science)
- Portfolio
  - Writing Folder
  - Art Folder
  - All inclusive – everything you have learned
**Glossary**

**Field experience** – 1. any time spent in a pre K – 12 classroom, 2. a practicum, student teaching, mini-teaching

**Student** – 1. college student in an education course, 2. college student in a field experience, 3. Pre kindergarten to grade 12 student

**Teacher** – 1. college faculty, adjunct or guest speaker, 2. Pre kindergarten to grade 12 classroom teacher, 3. college student teaching a lesson peers or in a Pre K-12 classroom

**VAULT** – 1. a reference, 2. a collection of various types of assessments gathered during field experiences and coursework
Appendix

1. Weekly Student Self-Assessment
2. Trigger words
3. BOW (Book of the Week) Questions
4. Think-Pair-Share
5. Jigsaw
6. Three Step Interview
7. Quiz-Quiz Trade
8. Three Minute Review
9. Team Pair Solo
10. Circle the Sage
11. Partners
12. Student-led Parent Teacher Conference
13. Building Spelling and Language Skills (a sample rubric)
WEEKLY STUDENT SELF-ASSESSMENT

NAME: _______________________________________ WEEK: __________________________

• Most important to me this week was _____________________________________________

• In performance I did very well on _______________________________________________

• In theory I did very well on ___________________________________________________

• In "listening" I did very well on ________________________________________________

• I am confused about __________________________________________________________

• I need to _________________________________________________________________

Parent signature ____________________________________________________________
Guide the creation of questions and discussion by utilizing the trigger words.

<table>
<thead>
<tr>
<th>Sample Trigger Words</th>
<th>- define</th>
<th>- list</th>
<th>- label</th>
<th>- name</th>
<th>- identify</th>
<th>- repeat</th>
<th>- who</th>
<th>- what</th>
<th>- when</th>
<th>- where</th>
<th>- tell</th>
<th>- describe</th>
<th>- collect</th>
<th>- examine</th>
<th>- tabulate</th>
<th>- quote</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- predict</td>
<td>- associate</td>
<td>- estimate</td>
<td>- differentiate</td>
<td>- extend</td>
<td>- summarize</td>
<td>- describe</td>
<td>- interpret</td>
<td>- discuss</td>
<td>- extend</td>
<td>- contrast</td>
<td>- distinguish</td>
<td>- explain</td>
<td>- paraphrase</td>
<td>- illustrate</td>
<td>- compare</td>
</tr>
<tr>
<td></td>
<td>- apply</td>
<td>- demonstrate</td>
<td>- complete</td>
<td>- illustrate</td>
<td>- show</td>
<td>- examine</td>
<td>- modify</td>
<td>- relate</td>
<td>- change</td>
<td>- classify</td>
<td>- experiment</td>
<td>- discover</td>
<td>- use</td>
<td>- compute</td>
<td>- solve</td>
<td>- construct</td>
</tr>
<tr>
<td></td>
<td>- separate</td>
<td>- order</td>
<td>- explain</td>
<td>- connect</td>
<td>- divide</td>
<td>- compare</td>
<td>- select</td>
<td>- explain</td>
<td>- infer</td>
<td>- arrange</td>
<td>- classify</td>
<td>- analyze</td>
<td>- categorize</td>
<td>- compare</td>
<td>- contrast</td>
<td>- separate</td>
</tr>
</tbody>
</table>
Implementation of Bloom

BOW (Book of the Week) Questions

1. **Knowledge**: arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce state.
2. **Comprehension**: classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate,
3. **Application**: apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.
4. **Analysis**: analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
5. **Synthesis**: arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.
6. **Evaluation**: appraise, argue, assess, attach, choose compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate.

Create 6 - 10 questions about this week’s Book Of the Week (BOW). Be sure to have at least one question for each level of understanding.

1)_________________________________________________________________________________
2)_________________________________________________________________________________
3)_________________________________________________________________________________
4)_________________________________________________________________________________
5)_________________________________________________________________________________
6)_________________________________________________________________________________
7)_________________________________________________________________________________
8)_________________________________________________________________________________
Think Pair Share

What is Think Pair Share?
1. Teacher asks a question.
2. Students pair up and are given two minutes to come up with an answer.
3. Students share their answers with the class.
4. Not everyone will share with the class, so write your answers on this page.

Write the question

My Name and Partner’s Name

Discuss the question and take notes here

Compose your answer for the class

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Jigsaw

What is jigsaw?

**Jigsaw** - Groups with about five students are set up. Each group member is assigned some unique material to learn and then to teach it to his group members. To help in the learning students across the class working on the same sub-section get together to decide what is important and how to teach it. After practice in these "expert" groups the original groups reform and students teach each other.

1. Have your students divided into diverse groups of 4 to 6 students.
2. Divide your lesson or parts of your lesson into the same number of sections as your groups. An example could be in social studies with four students in a group: section 1 is the contents of the first section of the Declaration of Independence; section 2 is the contents of the second section of the Declaration of Independence; section 3 is the contents of the third section of the Declaration of Independence; and section 4 is the contents of the fourth section of the Declaration of Independence.
3. Assign each student a number of the particular section they are to learn.
4. Each student reads their assignment at least twice.
5. Form ‘expert group” by having all the students assigned to a particular segment gather to discuss the main points, plan the presentation and rehearse it. They could plan questions for the quiz at the end of the lesson.
6. Ask the original groups to gather and have each expert present the material.
7. Quiz the students on the entire assignment.
Three-Step Interview

What is the Three-Step Interview?

1. Begin with your class divided into teams or groups.
2. Each member of a team chooses another member to be a partner.
3. During the first step, individuals interview their partners by asking clarifying questions.
4. During the second step, partners reverse the roles.
5. For the final step, members share their partner's response with the team.
Quiz-Quiz Trade

What is Quiz-Quiz trade?

Quiz-Quiz trade is a cooperative review activity where students quiz a partner, get quizzed by a partner, and then trade cards to repeat this process with a new partner.

1. Have a set of cards ready with the problem, or question on the front of the card and the answer on the back.
2. Give each student a card and have the students stand up and find a partner.
3. Partner A quizzes Partner B.
4. Partner B answers.
5. Partner A praises Partner B if he is correct, or coaches if he needs help.
6. Partner B now quizzes Partner A and Partner A answers.
7. Now the partners trade cards and move to another partner.
8. Repeat steps 3-7 several times.
Three Minute Review

What is the three-minute review?

Teachers stop any time during a lecture or discussion and give teams three minutes to review what has been said, ask clarifying questions or answer questions.

1. The class is divided into groups and assign one member to be the leader.
2. The leader poses a question and gives the team time to share their answer(s).
3. The team may ask questions of the lesson, discuss them and report to the whole class.
Team Pair Solo

This is designed to motivate students to work on problems which initially are beyond their ability. It is an example of simple notion of mediated learning. Students do problems first as a team, then with a partner, and finally on their own. They progress to a point where they can do a problem or question alone, but at first they could do only with help.

Circle the Sage

First the students form equal groups. The teacher then asks the class who might have a special knowledge to share: “Who in the class is able to solve a difficult math question, who has vacationed in another country, who could demonstrate a “cool” science experiment?” These students would then stand in various parts of the classroom. Then one member from each group would then rotate from sage to sage, listening, asking questions, and taking notes. At the end all students would then sit with their group and explain what they learned. Because each individual has gone to a different sage, they compare notes. If there is disagreement, they stand up as a team. Finally, the disagreements are aired and resolved.
Partners

Teams of four form. Partners move to one side of the room. Half of each team would master an assignment and then teach the lesson to the other half. Partners working together can consult with other partners working on the same material. Teams go back together with each set of partners teaching the other set. Partners quiz and tutor teammates. Then each team reviews what they learned and how they might improve the process.
# Student-led Parent Teacher Conference

## Evaluation Form

Name: ________________________________

<table>
<thead>
<tr>
<th>Class Expectations</th>
<th>Student</th>
<th>Teacher A</th>
<th>Teacher B</th>
<th>Teacher C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Works well independently</td>
<td>______</td>
<td>____</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>2. Works well with others</td>
<td>______</td>
<td>____</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>3. Completes assignment on time</td>
<td>______</td>
<td>____</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>4. Uses time wisely in class</td>
<td>______</td>
<td>____</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>5. Has a positive attitude</td>
<td>______</td>
<td>____</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>6. Treats people with respect</td>
<td>______</td>
<td>____</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>7. Comes to class prepared</td>
<td>______</td>
<td>____</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>8. Satisfied with the quality of work</td>
<td>______</td>
<td>____</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>9. Follows classroom policies</td>
<td>______</td>
<td>____</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>10. Does not blurt in class/ able to sit quietly/not disruptive</td>
<td>______</td>
<td>____</td>
<td>____</td>
<td>____</td>
</tr>
</tbody>
</table>

**Key to Rating:**  + Exceeds expectations  √ Meets expectations  - Needs improvement

Teacher Comments:
STRETCH IT: They were all gone. ___________________________ 


did not complete paragraph 0 points 
added 2 to 4 words 1 point 
added 5 to 8 words 2 points 
added 9 to 12 words 3 points 
added 13 or more words 4 points

FIX IT: Neither my family or I like winters cold days. Were all ready waiting for 
The warm day’s of spring. We are happiest when its finally summer in Mass.


did not complete corrections 0 points 
corrected 1 errors 1 point 
corrected 2 errors 2 points 
corrected 3 errors 3 points 
corrected all errors 4 points

SORT IT: finally, July, completely, jelly, family, commonly, jolly, fly, carefully


did not sort any words 0 points 
sorted 1 to 2 words 1 point 
sorted 3 to 4 words 2 points 
sorted 5 to 7 words 3 points 
sorted 8 to 9 words 4 points
ADD IT: warm, hot, cool, ____________________, ____________________

____________________, _______________________

____________________, _______________________

____________________, _______________________

Did not add words 0 points
Added 1 or 2 words 1 point
Added 3 to 4 words 2 points
Added 5 to 6 words 3 points
Added 7 to 8 words 4 points

FINISH IT: Summer is the best time to ________________________________

Did not complete paragraph 0 points
Added 2 to 4 words 1 point
Added 5 to 8 words 2 points
Added 9 to 12 words 3 points
Added 13 or more words 4 points

FIND IT: Words in which final y spells /e/: ________________________________

Did not complete paragraph 0 points
Added 1 to 2 words 1 point
Added 3 to 4 words 2 points
Added 5 to 6 words 3 points
Added 7 or more words 4 points
Resources


Hagen, S. (February 2010). Bush grant workshop. Valley City, ND: Valley City State University.
