

# Using Formative Assessment to Drive Instruction

Professional Learning Session

December 15, 2015

```
graph TD; A((Planning of Instruction)) --> B((Delivery of Instruction)); B --> C((Assessment of Instruction)); C --> A;
```

Planning of  
Instruction

Assessment  
of  
Instruction

Delivery of  
Instruction

# What is Formative Assessment?

Formative assessment is a process used by teachers and students during instruction to monitor student progress and provide feedback to adjust ongoing teaching and learning to improve students' achievements of intended instructional outcomes

# Formative Assessment

- Occurs moment-to-moment as part of instruction
- Is a process used by teachers and students frequently and is embedded in the current unit of instruction
- Are small scale, short cycle assessments given in the classroom to diagnose where students are in their learning

# Formative Assessment is

- A Planned Process
- Ongoing
- Evidence elicited through classroom assessment
- Instructional Adjustments made by teachers
- Learning Adjustments made by students

# Formative Assessment

- Helps students identify their strengths and weaknesses and target areas that need work
- Helps the teacher recognize where students are struggling
- Allows the teacher to address problems immediately

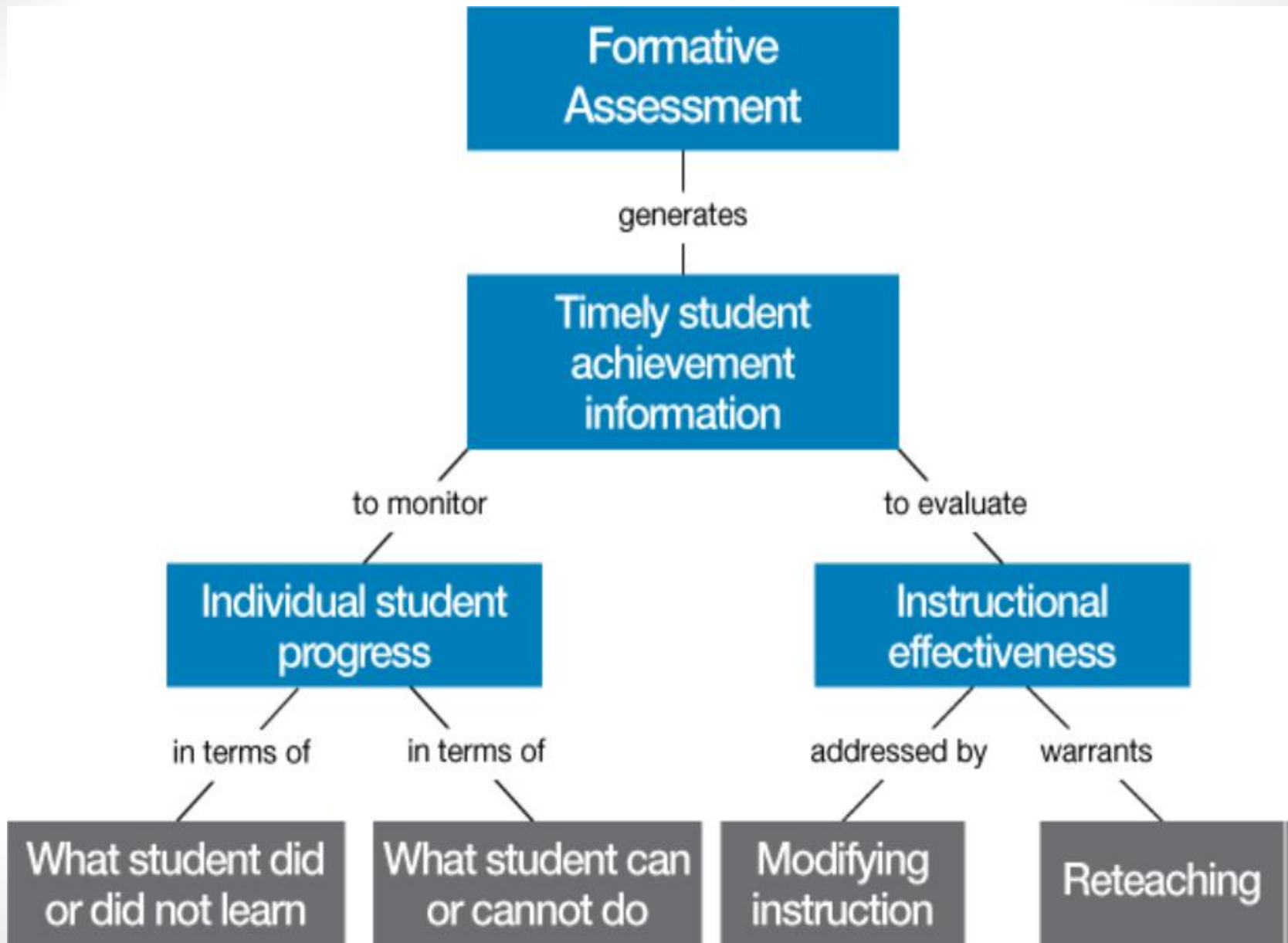
# Formative Assessment

<b>What It Is...</b>	<b>What It Isn't...</b>
<b>A planned process</b>	<b>Unplanned</b>
<b>Based on assessment evidence</b>	<b>Individual strategies</b>
<b>Using evidence to make instructional adjustments and/or verifying learning</b>	<b>Moving on regardless of student evidence</b>
<b>"Actionable" feedback for students</b>	<b>Grading</b>

# Examples of Formative Assessment

- **Summaries and Reflections** - Students stop and reflect, make sense of what they have heard or read, derive personal meaning from their learning experiences, and/or increase their metacognitive skills. These require that students use content-specific language.
- **Lists, Charts, and Graphic Organizers** - Students will organize information, make connections, and note relationships through the use of various graphic organizers.
- **Collaborative Activities** - Students have the opportunity to move and/or communicate with others as they develop and demonstrate their understanding of concepts.
- **Teacher Observation** – Teacher documents students progress, areas of need and next steps during independent and group work
- **Self and Peer Assessment** - Students evaluate their own learning and their peers learning based upon a success criteria. The teacher must provide structure and support so students learn to be reflective of their own work and that of their peers, allowing them to provide meaningful and constructive feedback.





# Documenting Formative Assessment

- Student Observation Log (Teacher Resources Section on RoyHMann.com)
- New Addition to Suggested Lesson Plan Template
  - Previous Lessons Assessment Findings/Deficiencies
- Inquiry Team Notes
- Common Planning Time Team Notes



# Using Formative Assessment to Drive Instruction

- In class small group tutorial
- Supplemental Model (ICT Classes)
- Modification to Lesson Plans
  - Previous Lessons Assessment Findings/Deficiencies Section
  - Plan Addresses Assessment Findings/Deficiencies Section
- Modification to Unit Plans
- Inquiry Team Discussion
- Common Planning Time Team Discussion

# Updated Suggested Lesson Plan Template

Roy H. Mann – I.S. 78  
Suggested Lesson Plan Format

Teacher: \_\_\_\_\_ Class: \_\_\_\_\_

Department: \_\_\_\_\_ Period(s): \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**Previous Lessons Assessment Findings/Deficiencies:**

**Essential Question:** (Overarching question)

**Aim:**

**Learning Target/Objective(s):**

```
graph TD; A((Planning of Instruction)) --> B((Delivery of Instruction)); B --> C((Assessment of Instruction)); C --> A;
```

Planning of  
Instruction

Assessment  
of  
Instruction

Delivery of  
Instruction