



## Formative Assessment

### Dimension #7: Formative Assessment to Inform Instructional Practice

**Effective assessment practice is evident when teachers...**

*are able to interpret evidence of learning to determine next steps for students.*

## ▶ Planning for Day-to-day Assessment

<https://aac.ab.ca/video/planning-for-day-to-day-assessment/>

### Video Summary

A teacher shares the value of planning for assessment as part of the process of planning for instruction. Although this video is set in a junior high school mathematics classroom, the assessment principles from this video are applicable to other grades and subjects.

#### Key Points

- A clear understanding of the learning outcomes makes it possible for teachers to plan for assessment before planning for instruction.
- The teacher incorporates purposeful questions into the lesson, and builds in time for students to reflect and think.
- The teacher employs a variety of formative assessment techniques to ensure all students are actively engaged in the lesson.
- Student responses to well-designed questions can inform next steps in instruction.

#### Discussion Question

- What benefits could result through an intentional focus on planning effective questions and questioning techniques?

### Connections to TQS Assessment Indicators

- generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences
- provide accurate, constructive and timely feedback on student learning



### Connections to LQS Instructional Leadership Indicators

- 6 (a) building the capacity of teachers to respond to the learning needs of all students
- 6 (c) ensuring that student instruction addresses learning outcomes outlined in programs of study
- 6 (e) demonstrating a strong understanding of effective pedagogy and curriculum
- 6 (g) ensuring that student assessment and evaluation practices are fair, appropriate, and evidence informed

## Using the Video to Support Your Own Professional Learning

1. **Review the video:** [Planning for Day-to-day Assessment](#).
  - Use the *Key Points* and *Discussion Question* to guide your reflection.
  - What connections can you make to your past/current classroom practice?
2. **Engage in background reading and study.**
  - *Assessment Conversations: Engaging with Colleagues to Support Student Learning* (pp. 44 – 46; 55).\*
3. **Anticipate challenges.**



Potential Challenge	Potential Response
<p><i>“I try to ask good questions all the time, but my students are reluctant to participate, or it’s always the same students who volunteer to answer.”</i></p>	<ul style="list-style-type: none"> <li>• Clarify the reason for asking the questions. Are you seeking to know what your students understand or to generate discussion?</li> <li>• Design questions that move beyond a ‘yes/no’ or one-word response. Give students time to think before responding.</li> <li>• Provide time for students to discuss with a peer before asking for individual responses.</li> </ul>
<p><i>“How do I manage and record all the information I gather about my students?”</i></p>	<ul style="list-style-type: none"> <li>• These types of assessment activities are more appropriate for guiding instructional decisions in real time than for grading and reporting.</li> <li>• Specific insights gained from individual student responses may become part of a teacher’s anecdotal notes.</li> </ul>

**As a school leader,** reflect on how you ask questions and solicit responses from staff members during a staff meeting. How might you model effective questioning processes?

## Using the Video to Support Professional Conversations (Assessment Team and/or Staff/Department Meeting)

1. Encourage assessment team/staff members to focus on the **Key Points** and the **Discussion Question** as they design assessment experiences for students.
2. Encourage team members to be prepared to share their experiences (successes and challenges) at the next assessment team meeting and/or the next staff/department meeting.



**Remember the value of working towards building a culture of formative assessment within your school, beginning with your leadership role. See Section 2 (p. 11) for more information.**

\* *Assessment Conversations: Engaging with Colleagues to Support Student Learning* is an additional recommended resource published by AAC. It was not funded by this project, and is available for purchase from AAC.