



# **Focus on Formative Assessment**

## **Module 4: Gather On-Going Evidence of Learning**

### **An AAC Professional Learning Module**

**Updated June 2020**

**AAC Member Content**



The research is clear.

***Formative assessment***

improves learning – not testing, not report cards, but feedback!

## 4 things to help you achieve the profound results promised by research into formative assessment:

- Clarify the learning destination, for yourself as well as your students.
- Provide many opportunities for practice and descriptive feedback.
- **Gather on-going evidence of student learning.**
- Involve students deeply in the assessment process.



**We need to build a culture of formative assessment!**

# It's *ALL* about feedback!



**Provide many opportunities for practice and descriptive feedback**

**Gather on-going evidence of student learning**

## **Feedback for Students:**

How can students be encouraged to reflect on their learning and use feedback to move their learning forward?

## **Feedback for Teachers:**

How will teachers use evidence from formative assessment to inform instructional decisions?

# Gather On-Going Evidence of Learning



How do we find out, day-by-day, how our students' learning is progressing?

There are only two good reasons  
for asking questions in class:

to cause thinking

and to provide information for  
the teacher about what to do  
next.

Dylan Wiliam



**How do we go about improving  
the quality of our questions?**



## Think about an upcoming lesson...

- What question might engage the students and promote deep thinking?
- When would you use that question?



**Take a moment:**  
Try writing a  
question to **cause**  
**thinking.**

## Think about an upcoming lesson...

- What key learning do you want students to take away from this lesson?
- What question could you ask to find out whether or not they've "got it"?



**Take a moment:**  
Try writing a question  
to **provide information**  
about what to do next.



# Ask great questions!

- Crafting great questions takes time.
- It's easier to do collaboratively.
- Start small!



What  
is **one great question**  
I could use in today's lesson?  
When is the **right time**  
to use it?

## Beware the Matthew effect!

*The rich get richer and the poor get poorer.*

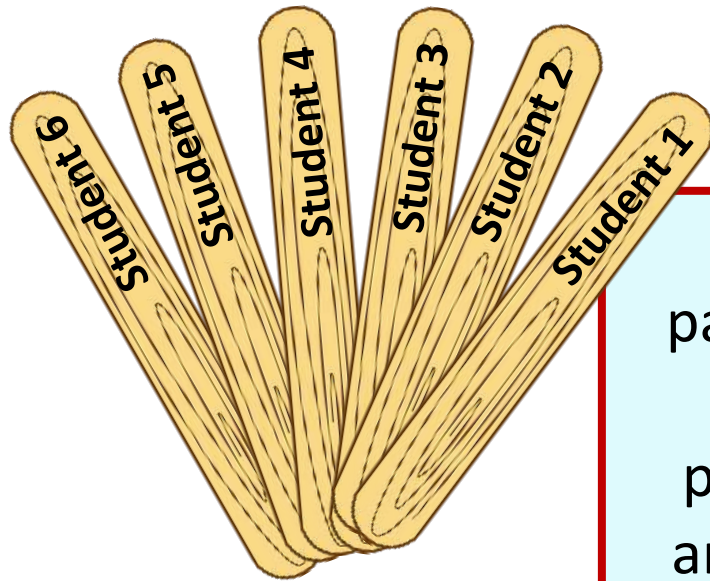
If we let students **choose** whether or not to engage in class discussions, for example by calling on those students who raise their hands, we risk widening the learning gap.

How do we make it more likely that *all* students engage in the thinking we want to happen?



## Call on students randomly

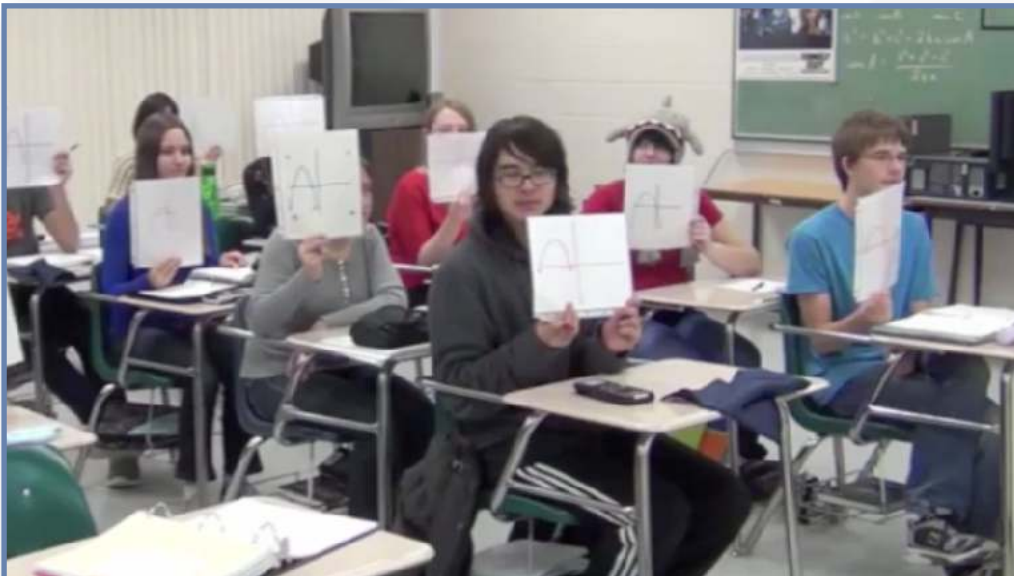
**Pause and reflect:** Why use “random sticks” or a similar technique to call on students?



If you allow students to talk to a partner about the question, **before** randomly calling on someone to provide an answer, you will lessen anxiety **and** increase the likelihood that *everyone* is thinking about the question!

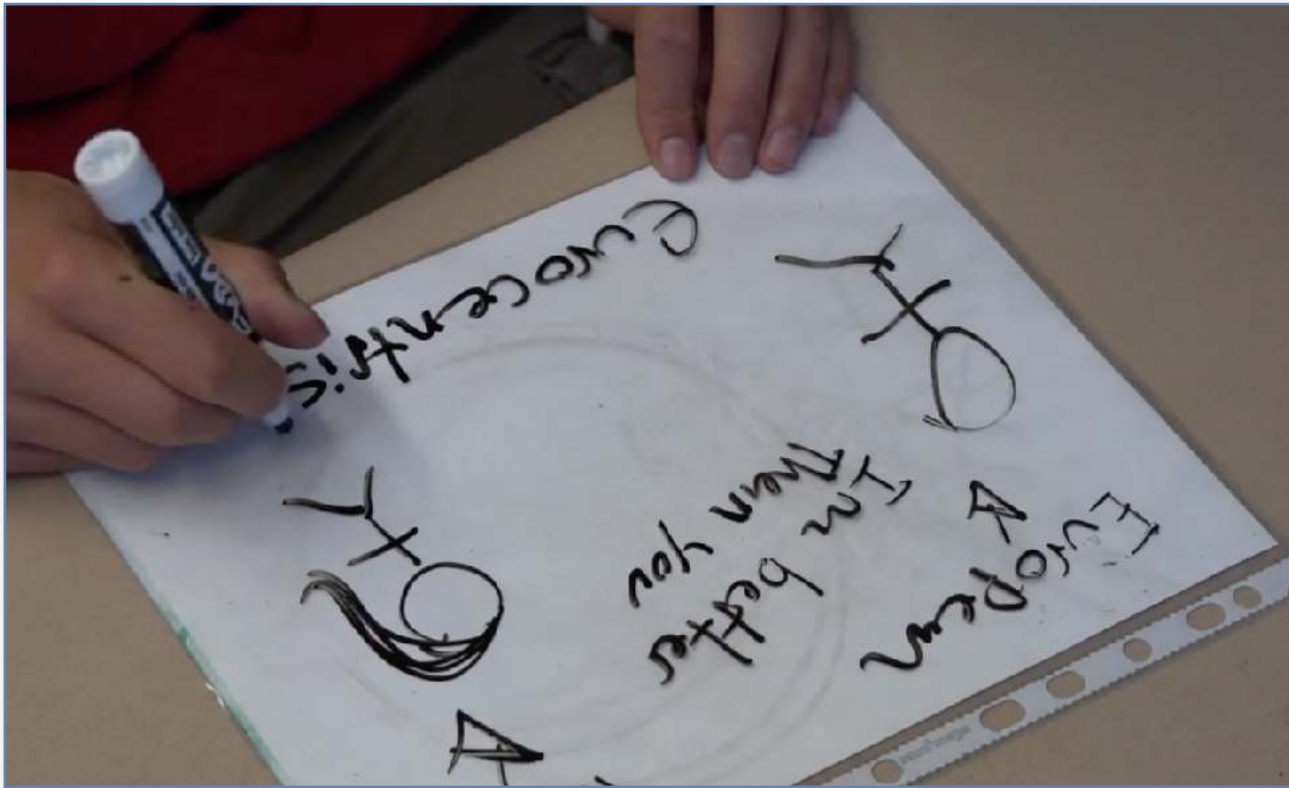
# Consider using an “all-response” option

Hear from everyone!



## Show what you know...

Ask students to represent a key concept, using pictures and words.



# Placemats

Give a group of students the same question or prompt, and have them respond in their own section of a placemat or shared slide.

Allow students to get ideas from, and provide feedback to, other members of the group.

**58 + 36**

**Top-Left Quadrant:**  
Number line: 50, 60, 70, 80  
 $58 + 36 = 80$

**Top-Right Quadrant:**  
 $58 + 30 = 88$   
 $88 + 6 = 94$

**Bottom-Left Quadrant:**  
 $58 + 20 = 78$   
 $78 + 16 = 94$

**Bottom-Right Quadrant:**  
 $58 + 20 = 78$   
 $78 + 16 = 94$

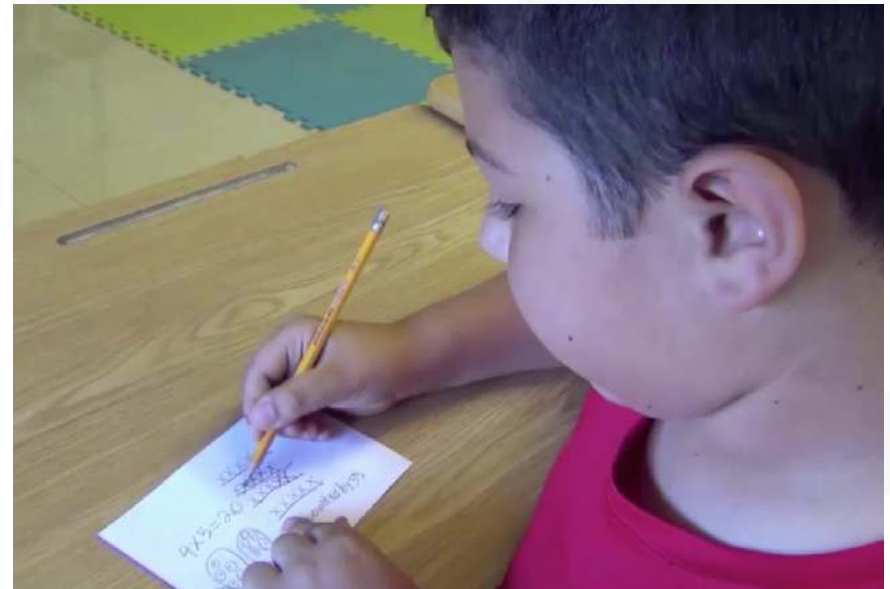
**Sticky Notes:**  
- "I like that you used the number line. I also liked your strategy." (Bottom-Left)  
- "I am puzzled about your strategy because the answer isn't right." (Bottom-Left)  
- "I disagree with you because 60 + 36 is not 94. But the strategy was good." (Bottom-Right)  
- "I like your strategy. You did it better than me." (Top-Right)  
- "I agree with your strategy. You did it better than me." (Bottom-Right)



## Exit or entrance slips

- Answer a key question
- Identify the most important idea
- Identify the muddiest point: What is still confusing?
- 2+1: 2 important ideas, 1 question you have now

Get the information you need to **inform your next steps!**



# Reflection

- How are you gathering on-going evidence of learning now?
- What changes are you making, based on the evidence you collect?
- What is one new idea you will be considering now?

**Next Module:  
Involve Students in the  
Assessment Process**







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