



# **Focus on Formative Assessment**

## **Module 5: Involve Students in the Assessment Process**

### **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!**

# Involve Students in the Assessment Process



Students are our assessment partners!

## Students are involved in the assessment process as they ...

- \* clarify the learning destination
- \* gather evidence of learning
- \* create questions
- \* make choices
- \* manage a portfolio of work
- \* set goals
- \* provide feedback to peers
- \* engage in self-reflection

# Involve students in “unpacking” the assessment criteria.

You are the one who knows the curriculum. Establishing the assessment criteria (for example, on a rubric) is **your** responsibility.

However, look for ways to involve students in building a shared understanding of the qualities of excellent work.

Level	Excellent	Proficient	Adequate	Limited
Criteria				
<b>Describe the Aztec and Spanish worldviews</b> (8.3.4.1, 8.3.4.3)	Provides a <b>rich</b> and <b>detailed</b> description of the Aztec and Spanish worldviews.	Provides a <b>substantial</b> description of the Aztec and Spanish worldviews.	Provides a <b> cursory</b> description of the Aztec and Spanish worldviews.	Description of the Aztec and Spanish worldviews is <b>superficial</b> .
<b>Develop and support position</b> (8.3.4.5, 8.S.1.2, 8.S.7.1, 8.S.7.2, 8.S.7.3, 8.S.7.5)	Develops a position and uses evidence in a <b>compelling</b> manner to support position.	Develops a position and uses evidence in a <b>credible</b> manner to support position.	Develops a position and uses evidence in a <b>simplistic</b> manner to support position.	Evidence used to support position is <b>unconvincing</b> .
<b>Communicate information</b> (8.S.8.1)	Communicates information <b>skillful</b> to engage and persuade audience.			

Find ideas on how to do this in Module 2:  
**Clarify the Learning Destination.**

# Involve students in crafting good questions.

## Let them be “quiz creators.”



**Bonus:** The questions they create will give you information about their own level of understanding.

Worried that they'll only create low level questions?

**Clarify the learning destination!**

For example, provide questions stems:

- How are \_\_\_ and \_\_\_ alike?
- What is the difference between \_\_\_ and \_\_\_?
- Explain why \_\_\_
- Why is \_\_\_ an example of \_\_\_?
- How is \_\_\_ related to \_\_\_?
- Explain how \_\_\_

**Have a discussion!**  
“What are the qualities of  
a great question?”

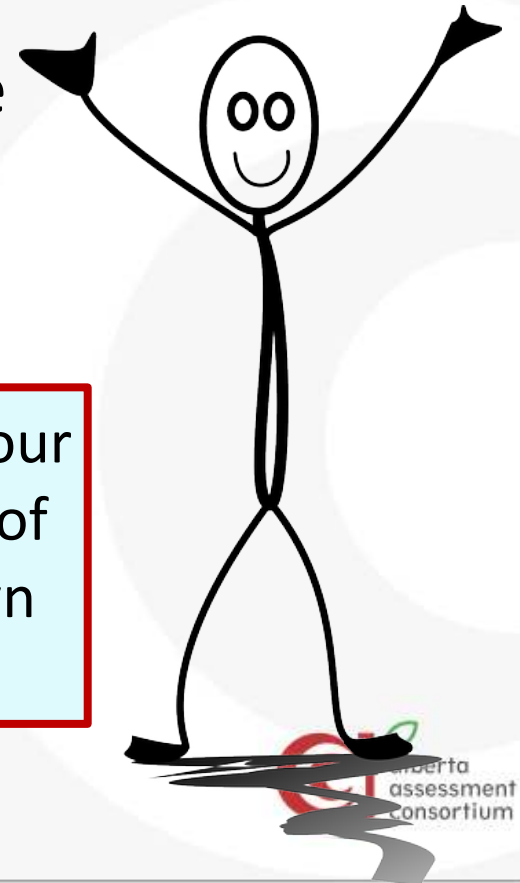




## Offer students choice ...

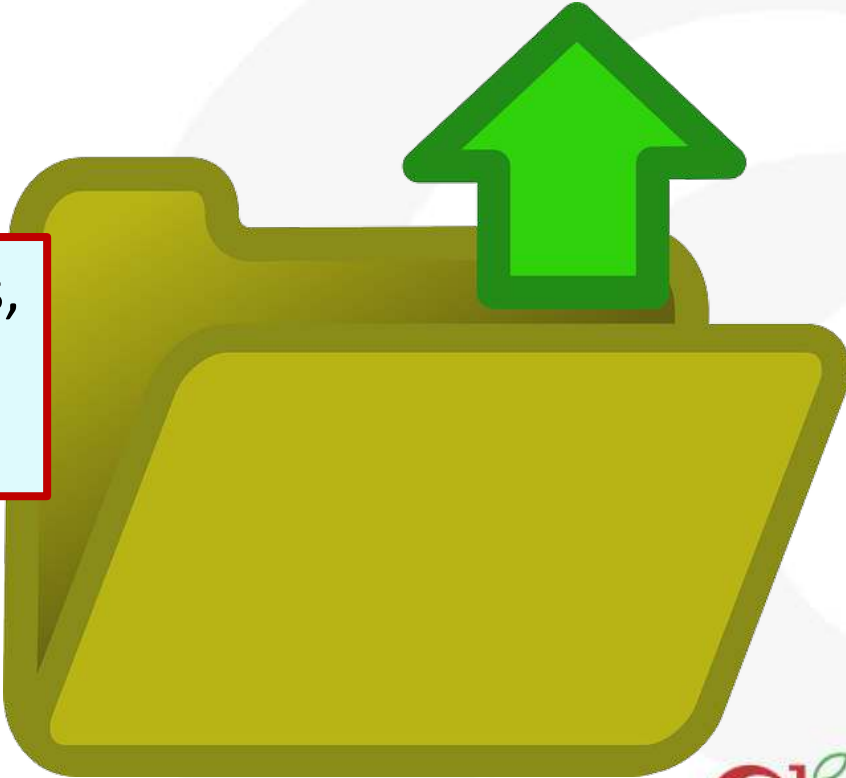
- ... in the topics they explore
- ... in the questions they answer
- ... in the ways in which they provide evidence

**Choice** helps provide your students with a sense of ownership of their own learning.



## Put students in charge of their portfolios

- Let students manage their portfolio of work, and choose their best work to be evaluated.



Artwork, math problems,  
poetry, short essays,  
lab write-ups...

# Involve students in the feedback process.

## Do your students:

- recognize the qualities of effective feedback?
- participate in peer feedback conversations?
- make use of the feedback they receive from teachers or peers?
- reflect on the quality of their own work and take steps to improve it?

**Involving students** in the feedback process is worth the investment of time and effort!

# Planning peer feedback opportunities?

## First, set the stage...

- Create a safe classroom environment.
- Teach and model feedback processes.
- Develop a shared understanding of the learning destination.
- **Ask purposeful questions.**

**Purposeful questions** can help guide peer feedback conversations or focus self-reflection.



# The Art of Engineering Purposeful Questions

Paragraph writing reflection	Yes, because...	Not yet, but this is how I would make it
Do you have a topic sentence?		
Did you include supporting details?		
Do you have a concluding sentence?		

**What are the limitations of this tool?**  
**How could you make it better?**

# The Art of Engineering Purposeful Questions

Instead of this...	Try something like this...
<b>Do you have a topic sentence?</b>	How does your first sentence engage the audience and make the topic clear?
<b>Did you include supporting details?</b>	<b>Try your hand at a purposeful question...</b>
<b>Do you have a concluding sentence?</b>	

**Purposeful questions will help your students focus on the qualities of excellent work!**

# The Art of Engineering Purposeful Questions

Instead of this...	Try something like this...
<b>Do you have a topic sentence?</b>	How does your first sentence engage the audience and make the topic clear?
<b>Did you include supporting details?</b>	Which do you think are the most important details you've included? Where are you missing details?
<b>Do you have a concluding sentence?</b>	What makes your concluding sentence an effective way to sum up your topic?

**These questions are just as helpful for focusing self-reflection and teacher feedback.**

# The Art of Engineering Purposeful Questions

Instead of this...	Try something like this...
<b>Do you have a topic sentence?</b>	How does your first sentence engage the audience and make the topic clear?
<b>Did you include supporting details?</b>	Which do you think are the most important details you've included? Where are you missing details?
<b>What will you do now to improve the quality of your work?</b>	What makes your concluding sentence an effective way to sum up your topic?

Include a **call to action**.

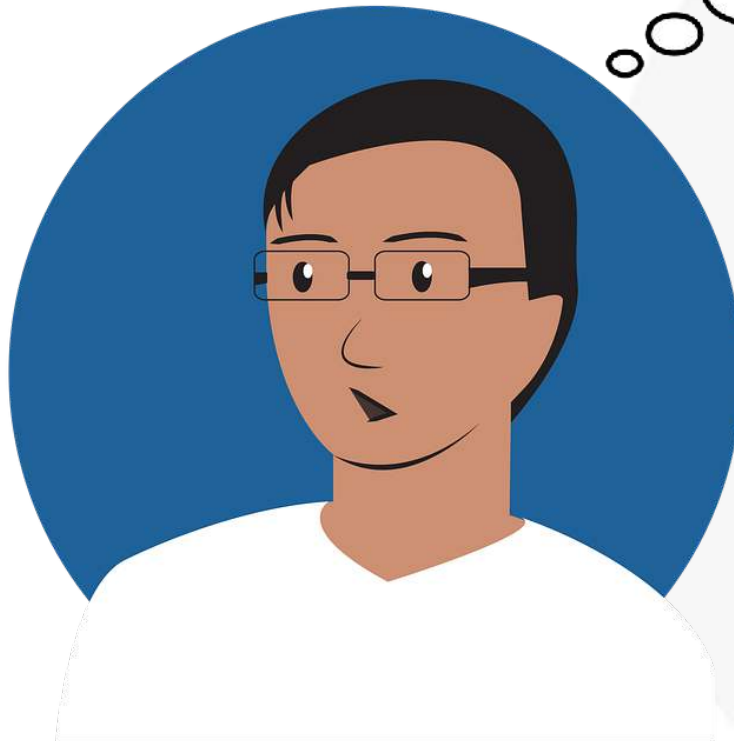
“What will you do now to improve the quality of your work?”

**Build in time** for students to actually use the feedback!



~~I want the  
peer coaches to “fix” their  
partner’s work!~~

I want both  
students to think about  
the qualities of excellent  
work!



**Peer feedback** is as  
valuable to the person  
providing it as to the  
person receiving it!

## Take a moment...

### Think of an upcoming assessment task.

- What is one key piece of this task that you predict your students will find challenging?
- What purposeful question or questions could you pose, for self-reflection or to guide a peer feedback conversation, that might help students identify where their work is good, and what to do next to make it better?

Coming up with these questions is **challenging work**. Working together with a colleague is a great use of collaborative time!

# Scaffolding for Student Success

- models of purposeful questions
- templates for tools to guide feedback conversations with and among students

Peer Coaching Tool

Student

Coach

Student

Coach

Does my...?

	Yes	A Good Start	Not Yet

Peer Coaching Tool

Student

Coach

Instructions for the Coach

Indicate your level of understanding on the continuum based on the explanation provided by the student you are coaching.

Student

Coach

Based on the information you have provided...

I still have a lot of questions. Your explanation makes sense to me.

I think this because...

Peer Coaching Tool

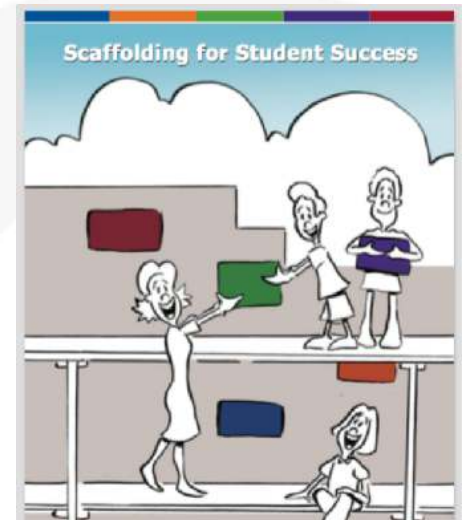
Student

Coach

Based on the information you have provided...

I still have a lot of questions. Your explanation makes sense to me.

I think this because...



Classroom Materials

Scaffolding Materials

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Scaffolding: Building a Temporary Structure to Support Learning

Learn more about scaffolding through the AAC publication **“Scaffolding for Student Success”** as well as on the AAC website.

# CAUTION!

- **Peer feedback** is best when it is descriptive, focused on specified criteria, and in the form of a conversation.
- Evaluative feedback, such as correcting answers or identifying the current level on a rubric, is more effective if done reflectively by the owner of the learning!



**Peer feedback conversations** are the key!  
Leave the grading of formative work in the hands of the student whenever possible!

# Are you spending your time grading formative work?

## Mark less! Instead, consider...

- ... **providing the answers.** Students can check their progress after every question, and make adjustments or seek help as necessary.
- ... **have students compare answers with a partner.** When partners agree on the answer, good! When they disagree, they pause, discuss, and come to agreement if possible on the right answer.

**Share the feedback responsibility  
with your students!**

# Involve students in self-reflection

## One strategy to try: Review Stations

- Students collaboratively complete and correct practice questions as they rotate through stations.
- They track their progress, reflect on their learning, and set goals for next steps.



EXIT PASS ---> *HOW DID I DO?*

NAME: \_\_\_\_\_

Station	Question #1	Question #2	Question #3	Question #4	Question #5	Question #6	E/S/L
<b>1</b> Mixed to Entire Radicals							
<b>2</b> Mixed to Entire Radicals							
<b>3</b> Adding and Subtracting Radicals					XXX	XXX	
<b>4</b> Multiplying Radicals							
<b>5</b> Dividing Radicals							

**E- Excellent**  
**S- Satisfactory**  
**L- Limited**

\*\*\*What sections do I need to study tonight?  
\_\_\_\_\_

Watch the AAC video, “**Formative Assessment: Student Self-Reflection**,” found in the High School Mathematics section of the website.

# Reflection

- If you were to ask your students about the purpose of the assessment you do in your classroom, how do you think they would respond?
- In what ways are students included in the assessment process now?
- What is one new idea you will be considering now?

**Next Module:  
Purposeful Planning for  
Formative Assessment**





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