



# **Focus on Formative Assessment**

## **Module 6: Purposefully Plan for Formative Assessment**

### **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!

# Purposefully Plan for Formative Assessment



# Consider these questions as you purposefully plan for formative assessment.

## How will you...

- ... 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?

**Build a culture of formative assessment!**

# Sample Assessment Criterion:

## “Contribute to group process”

- Pause to **clarify the destination** for yourself first!
- What *will* it look like if students are contributing to the group in an excellent manner?

This criterion is connected to **learner outcomes** found at all grade levels and most subject areas.

Level Criteria	Excellent	Proficient
<b>Contribute to group process</b> Science 5-1.7, 5-1.9, 5-4.8	Makes <b>significant</b> contributions to the group plan, and includes others in a <b>purposeful</b> manner.	Makes <b>relevant</b> contributions to the group plan and includes others in an <b>effective</b> manner.

## Now plan for formative assessment...

Take time to consider each question.

- What process or processes will you use to clarify this learning destination for students?

Watch a video or role play?  
Brainstorm a list of the qualities of an excellent group member?  
Describe what success looks like and sounds like?

Level Criteria	Excellent	Proficient
<b>Contribute to group process</b> Science 5-1.7, 5-1.9, 5-4.8	Makes <b>significant</b> contributions to the group plan, and includes others in a <b>purposeful</b> manner.	Makes <b>relevant</b> contributions to the group plan and includes others in an <b>effective</b> manner.

## Now plan for formative assessment...

Take time to consider each question.

- What opportunities will students have to practice?
- How and when will students receive feedback on their progress? Who will provide that feedback?
- What opportunities will students have to make use of the feedback?

Level	Excellent	Proficient
Criteria		

Practice with short, low-risk activities?  
Refer to an anchor chart and set specific goals?  
At the sound of a timer, receive feedback from a peer or through self-reflection, then revise goals?

## Now plan for formative assessment...

Take time to consider each question.

- What activities and discussions will you plan to provide you with evidence of learning?
- How will you use the evidence you gather to inform your instruction?

Class discussion/reflection on successes and challenges?  
Capturing group interactions on video?  
Creating scaffolding supports as needed?

Level Criteria	Excellent	Proficient
<b>Contribute to group process</b> Science 5-1.7, 5-1.9, 5-4.8	Makes <b>significant</b> contributions to the group plan, and includes others in a <b>purposeful</b> manner.	Makes <b>relevant</b> contributions to the group plan and includes others in an <b>effective</b> manner.



## Now plan for formative assessment...

Take time to consider each question.

- How will you involve students in the process, every step of the way?

Our students can be our **assessment partners**.

Level Criteria	Excellent	Proficient
<b>Contribute to group process</b> Science 5-1.7, 5-1.9, 5-4.8	Makes <b>significant</b> contributions to the group plan, and includes others in a <b>purposeful</b> manner.	Makes <b>relevant</b> contributions to the group plan and includes others in an <b>effective</b> manner.

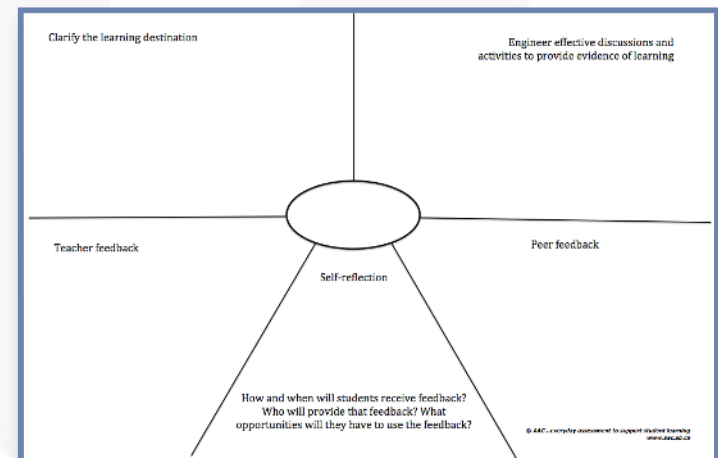
## Try your hand...

**Choose an assessment criteria from an upcoming activity or assessment task.**

- e.g. “retell story”, “defend position”, “communicate visually”, “create bar graph”, “evaluate design” ...

**Use the placemat accompanying this module to purposefully plan for formative assessment.**

**Formative assessment *will* help your students reach the learning destination!**



# Purposefully plan for formative assessment!

Clarify the learning destination

What are the qualities of excellent work?  
How will I clarify that for students?

Engineer effective discussions and activities to provide evidence of learning

How will I gather on-going evidence of learning?  
How will I use that evidence to inform instruction?

**Assessment  
Criterion**

Teacher feedback

Peer feedback

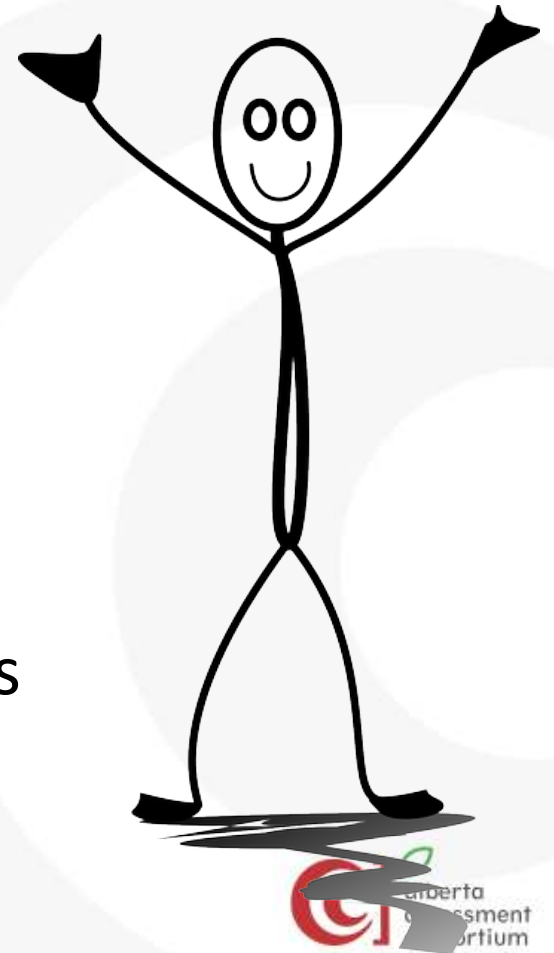
Self-reflection

How and when will students receive feedback on their learning? Who will provide that feedback? What opportunities will students have to make use of the feedback?

## **We need assessment that will:**

- **Encourage**, not discourage
- **Build confidence**, not anxiety
- **Bring hope**, not hopelessness
- **Offer success**, not frustration
- **Trigger smiles**, not tears

Rick Stiggins



# Reflection

- How do our assessment practices support or hinder the students who seem to need us the most?
- How might a renewed focus on formative assessment impact learning in our classrooms?
- What is one new idea you will be considering now?





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