



## 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.*

## ▶ Engaging Students through Effective Questions

<https://aac.ab.ca/video/engaging-students-through-effective-questions/>

### Video Summary

A teacher combines an effective question along with an engaging formative assessment technique to provide information to guide instructional planning. 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

- Students make connections to and deepen their understanding of prior learning as they engage in self-reflection.
- Meaningful questions guide self-reflection.
- Both teachers and students benefit from this process.

#### Discussion Question

- How might we collaborate to design high quality questions that would support this type of student reflection and engagement?

### 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:** [Engaging Students through Effective Questions](#).
  - 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  |
|---|---|
| <i>“This feels overwhelming. It’s hard to come up with good questions.”</i>   | <ul style="list-style-type: none"> <li>• Start small with one upcoming lesson. Work with a colleague to ‘test drive’ some questions. Anticipate the type of responses students may give, and then fine-tune the questions.</li> <li>• Try the questions out with your students. Their authentic responses will help you fine-tune your questions even further.</li> </ul> |
| <i>“Many of my students are disengaged when I ask questions. If I started to use higher level questions, I think even more students would ‘check out.’”</i> | <ul style="list-style-type: none"> <li>• Consider ways to increase student engagement so that all students are participating. Exit slips, mini-whiteboards, paper tweets, random sticks, and ABCD cards are possible ways to engage students beyond the typical hands-up response from the students who already like to volunteer a response.</li> </ul>                  |

As a school leader, provide time for teachers to work together to create purposeful questions that would guide self-reflection.

## 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.