Competency-Based Learning Series:

Feedback and Formative Assessment Strategies

Webinar #5

March 2, 2016

HOUSEKEEPING

For technical support contact Great Schools Partnership **207-773-0505**

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All phone lines will be **muted** throughout the presentation to reduce background noise. They will be **unmuted** for Q & A.

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Feel free to ask questions **any time** or make comments using the **chat space**

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This webinar is being **recorded**.

Find all materials on our website:

www.greatschoolspartnership.org/colorado-seminar-series

Proficiency-Based Learning Simplified

A Great Schools Partnership Learning Model

The Great Schools Partnership created Proficiency-Based Learning Simplified to help schools develop efficient standards-based systems that will prepare all students for success in the colleges, careers, and communities of the 21st century. For this reason, our model is focused on prioritizing and assessing the most vitally important knowledge and skills, while also balancing these high academic expectations with the need for flexibility, responsiveness, and creativity in the classroom.

We know that learning standards are powerful instructional assets that can bring focus and coherence to an academic program. But we also recognize that standards are sometimes translated into burdensome instructional checklists that can stifle instructional flexibility and limit learning options. In our model, standards are not checklists but prioritized learning goals that help schools and teachers design more effective academic programs and learning experiences that will meet the distinct needs of each student.

Throughout this website, school leaders and teachers will find detailed guidance on developing a proficiency-based system. We have strived to keep our guidance concise and practical, focusing only on the most essential policies, processes, and practices. In addition, we see our model as an iterative process, and we intend to revise, improve, and expand our resources over time.

For general questions related to Proficiency-Based Learning Simplified, contact Stephen Abbott: sabbott@greatschoolspartnership.org

www.greatschoolspartnership.org

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Strengthening Today's Schools for the World of Tomorrow

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WHAT ARE PERSONAL LEARNING PLANS?

A NEW LEADERSHIP IN ACTION BRIEFING

Personal learning plans can bring greater focus and purpose to the decisions students make about their education.

Click here to learn more

Proficiency-Based Learning Simplified

10 WAYS TO IMPROVE YOUR SCHOOL

A free monthly webinar series

#EdChatME

A weekly Twitter chat for Maine educators

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Strengthening Today's Schools for the World of Tomorrow

Colorado Seminar Series

Competency-Based Learning: A Systemic Approach is a seminar series focused on supporting districts in Colorado to implement competency-based learning. Here, you can find all the **meeting materials**, our **webinar archive**, and essential **guiding documents and resources** to support your work.

Guiding Documents and Resources

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Meeting Sessions

→ **November 16-19, 2015 | Seminar 1**

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Please **type your name, school, district and role** into the chat space

e.g. **Ted Hall, GSP, Senior Associate**

TODAY'S PRESENTERS

From Great Schools Partnership

Ted Hall, Senior Associate

Craig Kesselheim, Senior Associate

"When the **cook** tastes the soup, that's **formative** assessment.

When the **customer** tastes the soup, that's **summative** assessment."

- Paul Black

Outcomes

Articulate the role of and research basis for feedback and formative assessment within a competency-based learning system

Outcomes

Understand processes for engaging educators in learning about and developing strategies for formative assessment.

Agenda

Backwards Design and Formative Assessment

Review of Research and Exemplars

Design Guide for Formative Assessment

Re-teaching & Intervention Examples

Questions?

Formative Assessment Defined

"….a sequence of moves that invite a positive, ongoing relationship between teachers and their students."

—Brent Dukor, "Formative Assessment in Seven Good Moves."
Educational Leadership, 71:6, March 2014

Our Central Question

How can we better design our units, our classroom practices, our school schedules, and resources to create numerous opportunities for students to receive quality feedback?

Reflect and Chat

If you are with others, feel free to chat with them, but also include your comments in the “chat space.”

What do opportunities for feedback, reteaching, and re-assessment currently look like in your school and/or district?

The Importance of Feedback

Feedback is the single most important defining component of formative assessment.

The Importance of Feedback

"…the most influential practice that improves student outcomes…"

- John Hattie 2012

The Importance of Feedback

… When feedback provides **explicit guidance that helps students adjust their learning**, there is a greater impact on achievement, students are more likely to take risks with their learning, and they are more likely to keep trying until they succeed (Brookhart, 2008; Hattie & Timperley, 2007; Shute, 2008).”

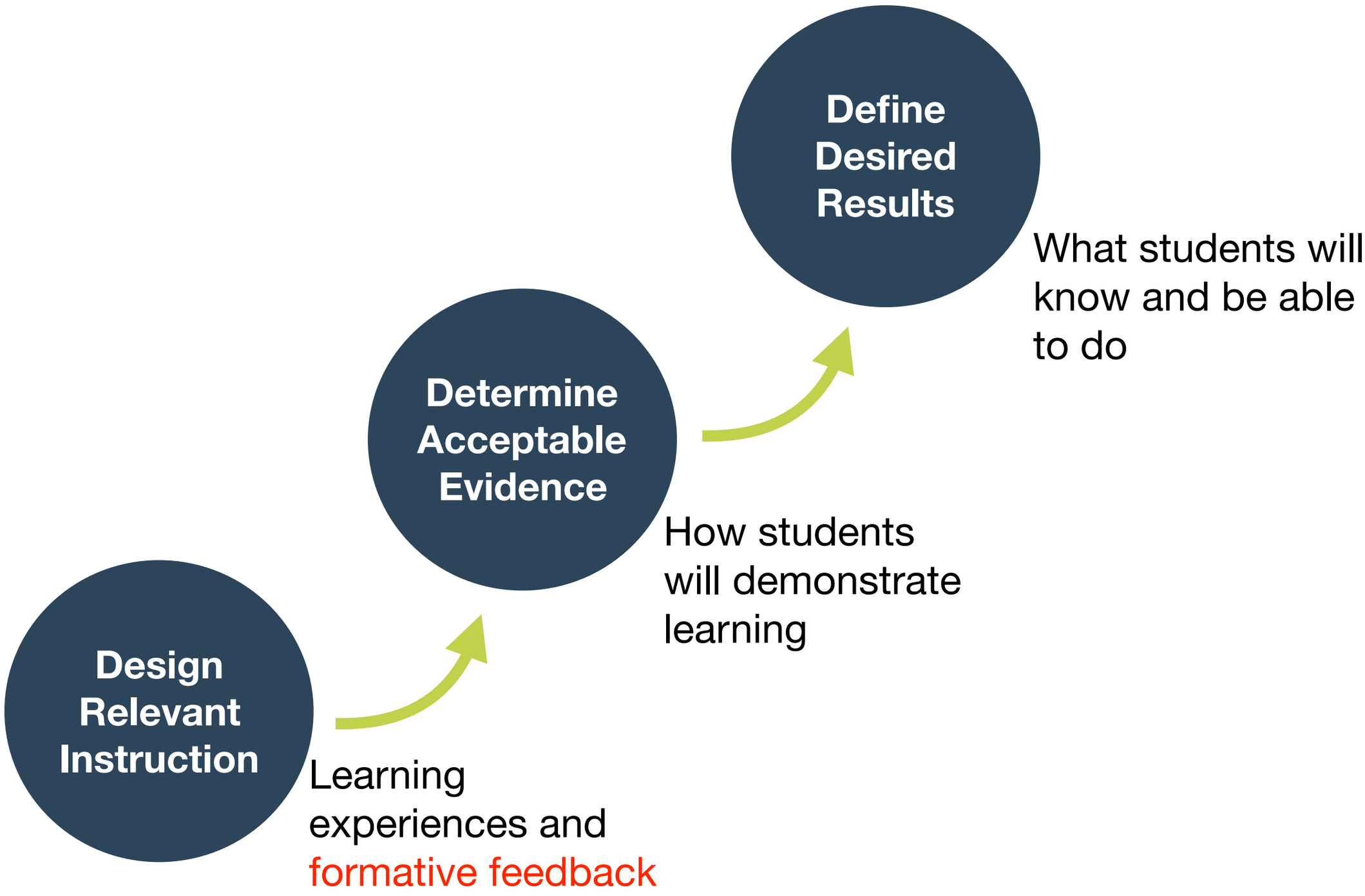
—Dean, C. B., Hubbell, E. R., Pitler, H. & Stone, B. (2012). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Understanding by Design

Units should be designed to include opportunities for meaningful feedback that will help students gain proficiency

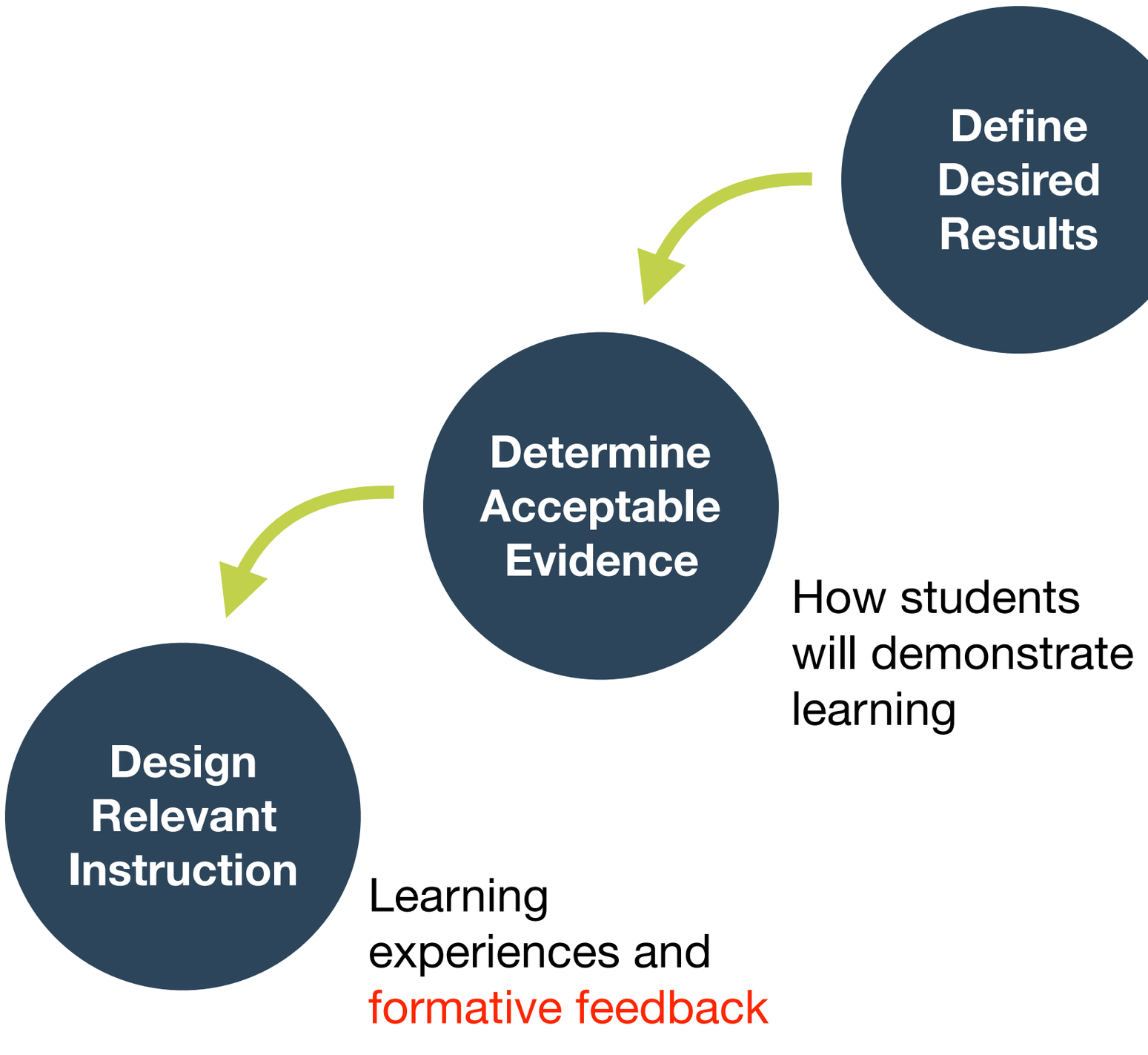
Stages of “Traditional” Design

Planning and Implementation

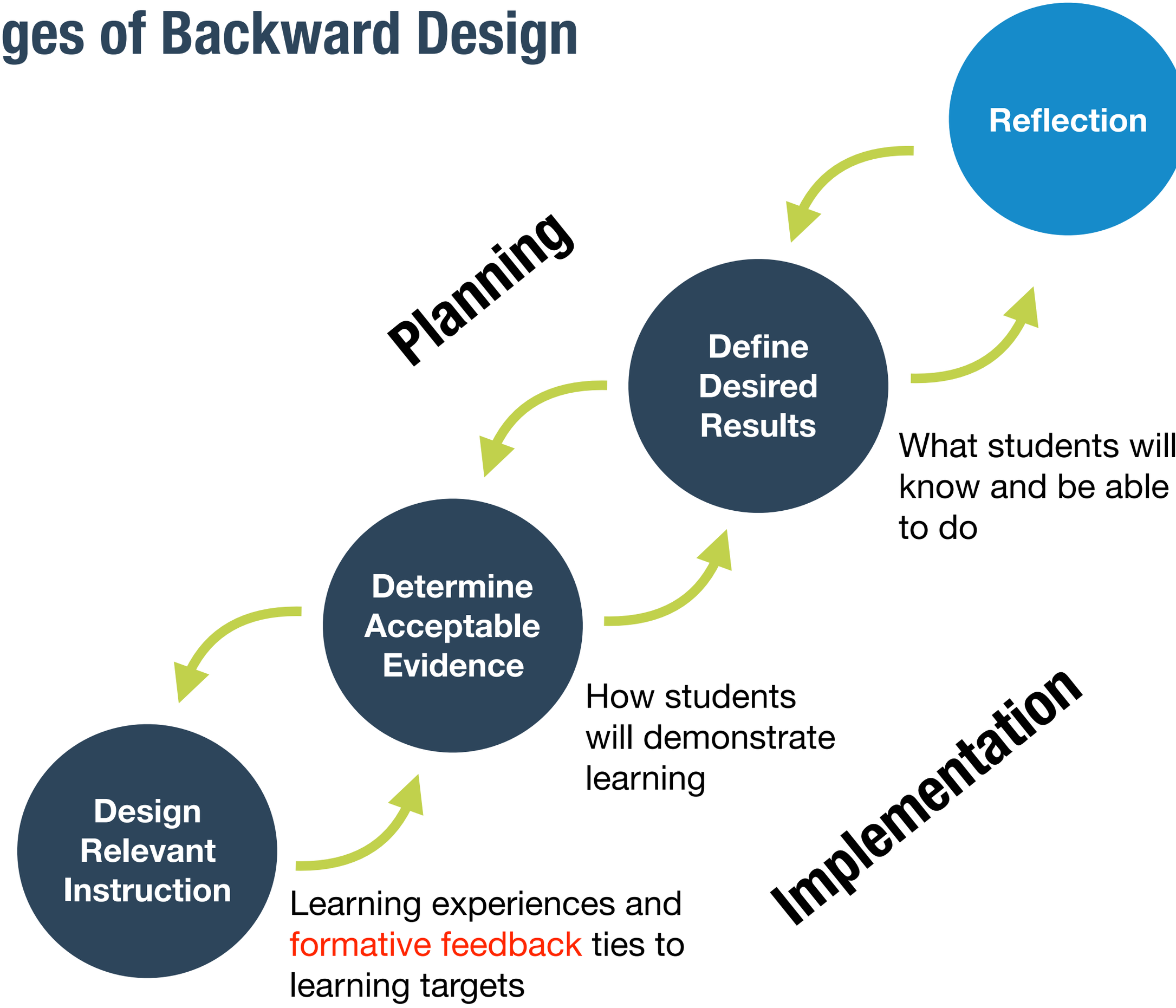


Stages of Backward Design

Planning

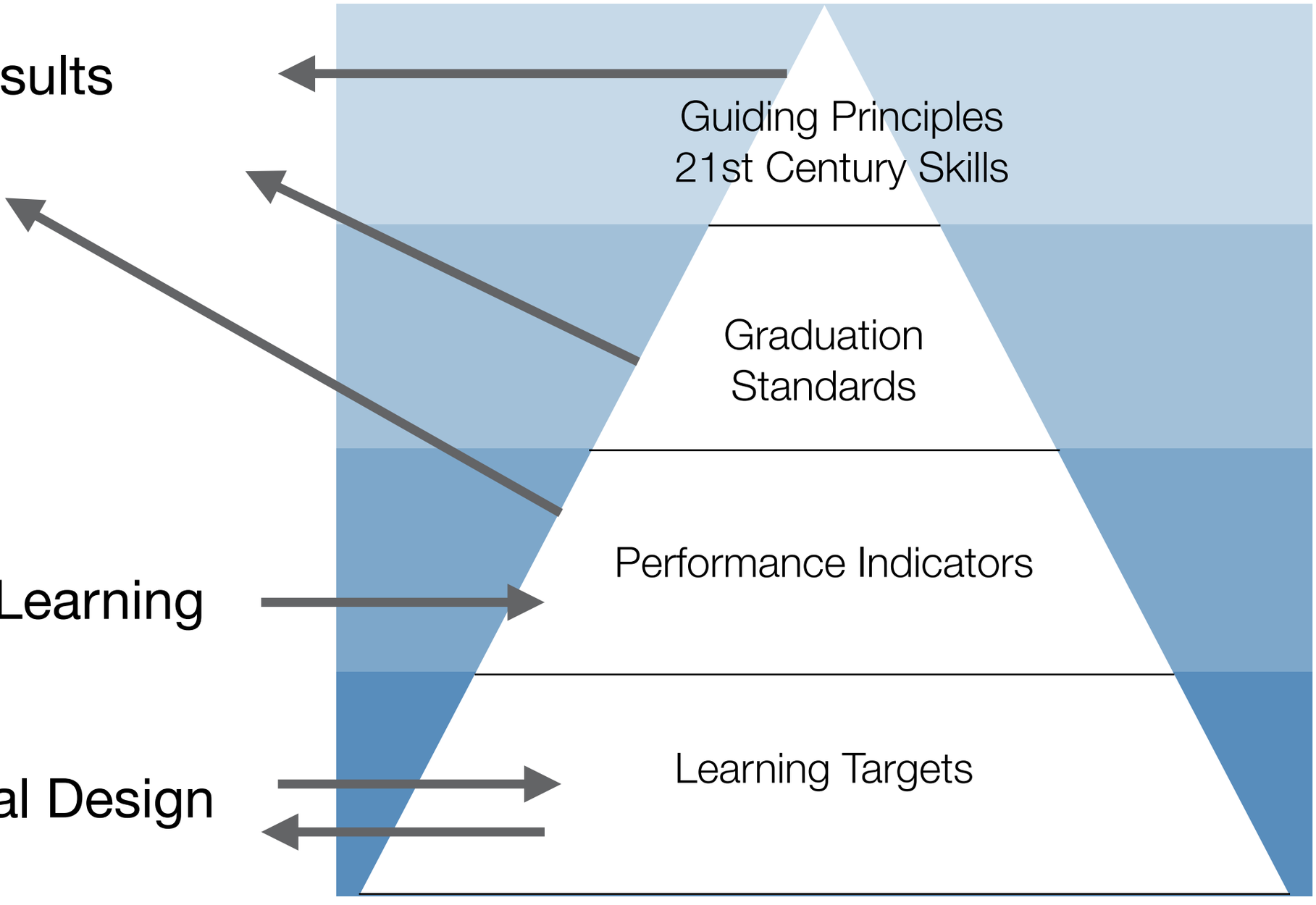


Stages of Backward Design



Unit Design Template

STAGE 1: Desired Results



STAGE 2:
Evidence of Student Learning

STAGE 3: Instructional Design

Formative Assessment

"If teachers do not understand the learning objectives, it is difficult for them to provide students with **information about what good performance or high-quality work looks like**….(Shirbagi, 2007; Shute, 2008)."

—Dean, C. B., Hubbell, E. R., Pitler, H. & Stone, B. (2012). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Unit Design with Formative Assessments in Mind

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Unit Design

Unit Planning Template

Unit Overview	
Unit Title:	
Teacher:	
Grade Level/Course:	
Length/Dates:	
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	

Stage 1: Desired Results

Standard(s) List the Graduation Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

Unit Design Template p. 2

Primary Indicators List the Performance Indicators that will be assessed on the summative assessment for this unit	**Supporting Indicators** List any indicators that will be reviewed or introduced, but not formally assessed

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	
Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	

What will students <u>know</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do</u>** Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

Unit Design Template p. 3

Stage 2: Evidence of Student Learning

Task Neutral Scoring Criteria Define levels of performance for each indicator				
Indicator List performance indicators from Stage 1	**1 = Does Not Meet**	**2 = Partially Meets**	**3 = Meets**	**4 = Exceeds**

Pre-assessment Determines student strengths, weaknesses, and prior knowledge of the concepts and skills addressed in the unit

Summative Assessment Task Describe what students will do and produce to develop evidence that will be evaluated using the scoring criteria. If an assessment has not been developed, the Summative Assessment Planning Template and Protocol might be helpful to guide this process.

Unit Design Template p. 4

Stage 3: Instructional Design

Hook Encourages students to access prior knowledge; sparks student interest and engagement, and answers the question, “Why do we need to learn this?”

Learning Targets Identify what students should know and do in the course of the specific learning experience	**Formative Assessments** Provide clear, descriptive, actionable feedback for students and provide feedback to teachers in order to adjust instruction	**Learning Experiences** Differentiated experiences that provide opportunities for students to engage in active learning around the learning target(s)

Unit Design Template

Formative Assessments

Provide clear, descriptive, actionable feedback for students and provide feedback to teachers in order to adjust instruction

What makes formative assessment powerful?

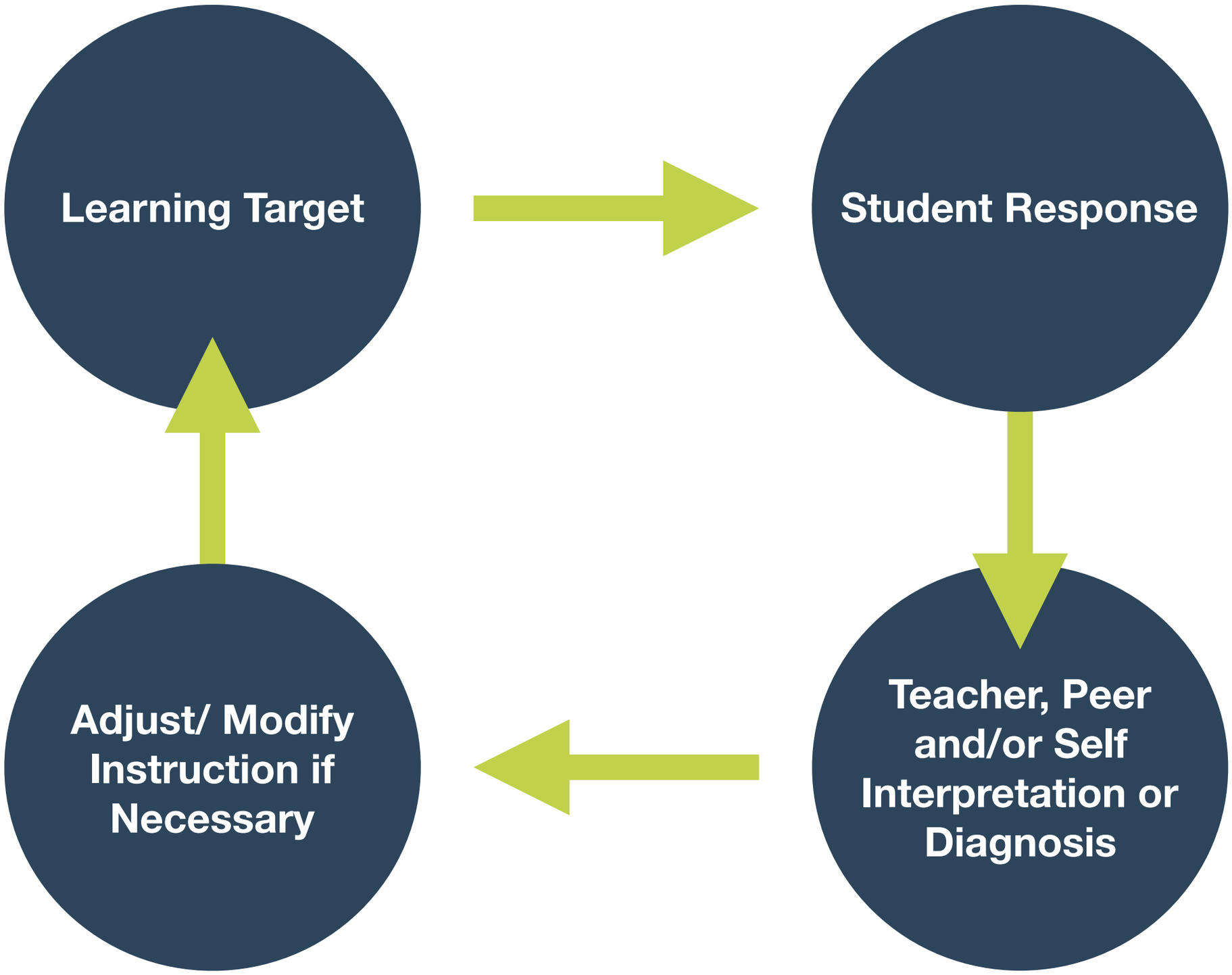
My Favorite No

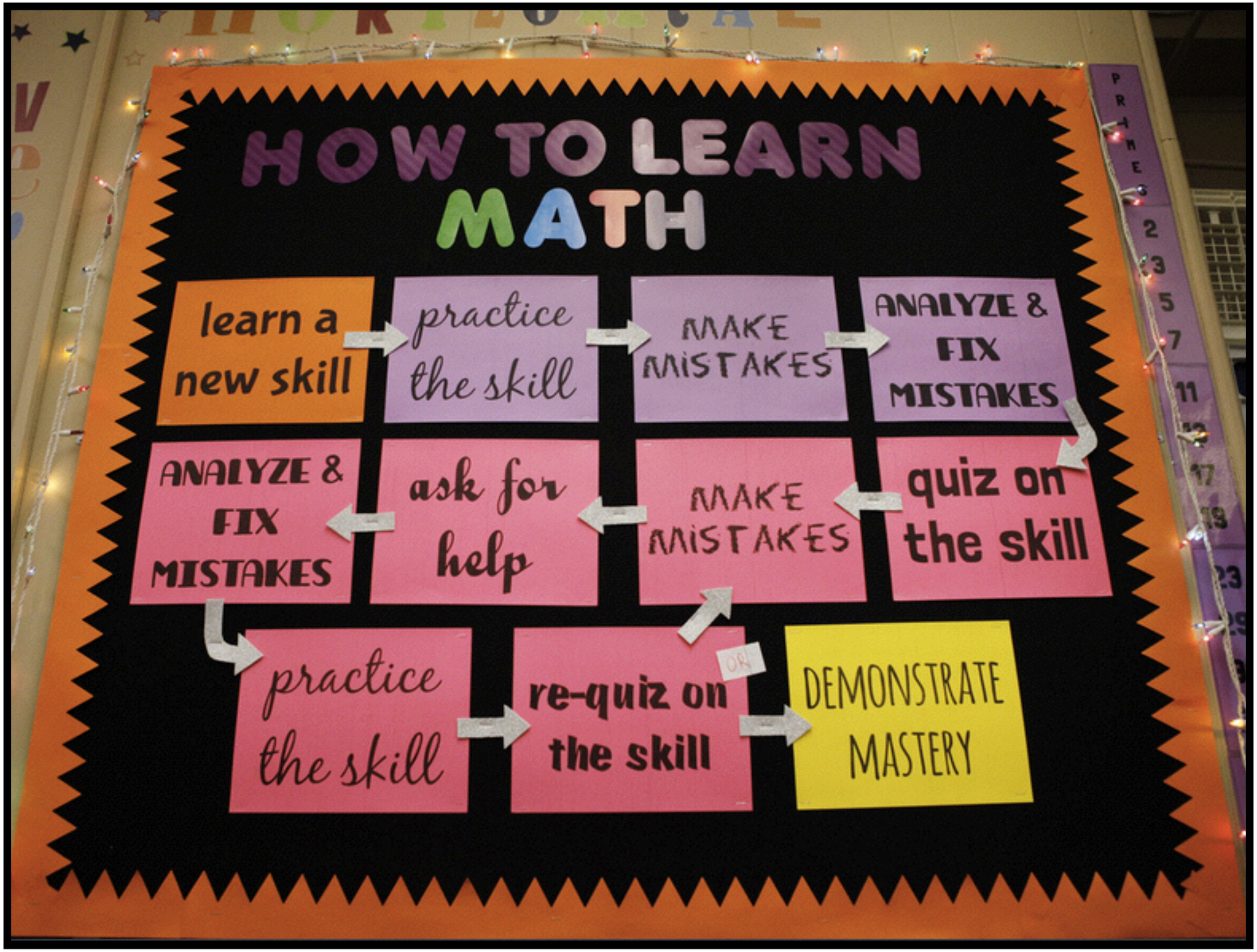
https://www.teachingchannel.org/videos/class-warm-up-routine

Reflect and Chat

Talk to a partner and post your thoughts about how this this teacher's approach to her students is similar/different to the one you experienced as a math student.

Formative Assessment



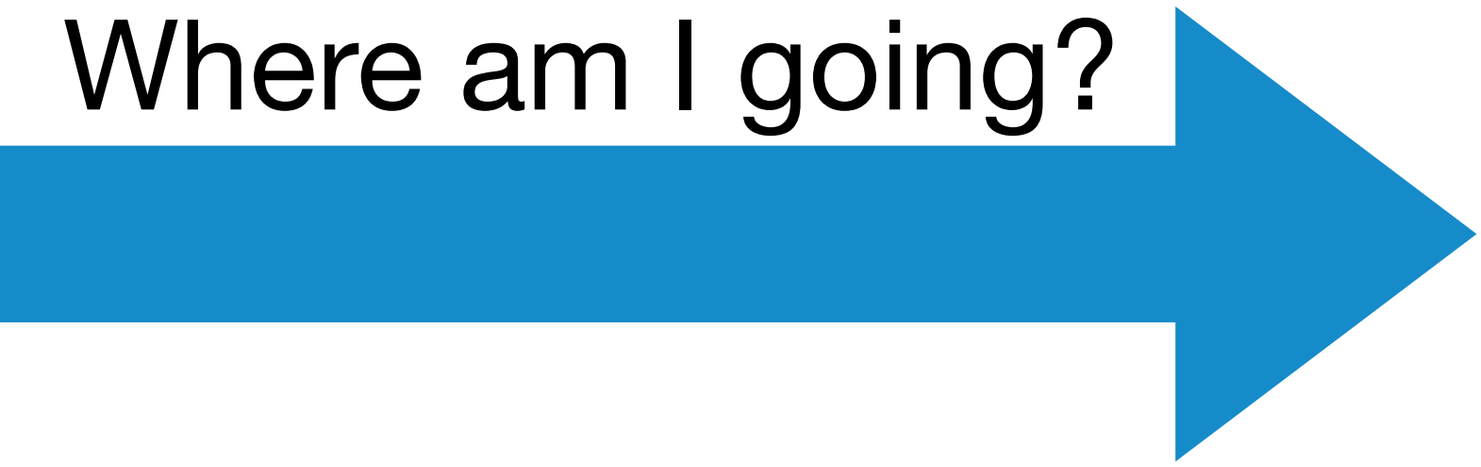


Sarah Hagan's classroom, Drumright, Oklahoma

It's not formative assessment if it doesn't inform instruction!

PBL Assessment is driven by the same questions for teachers and students

Where am I going?



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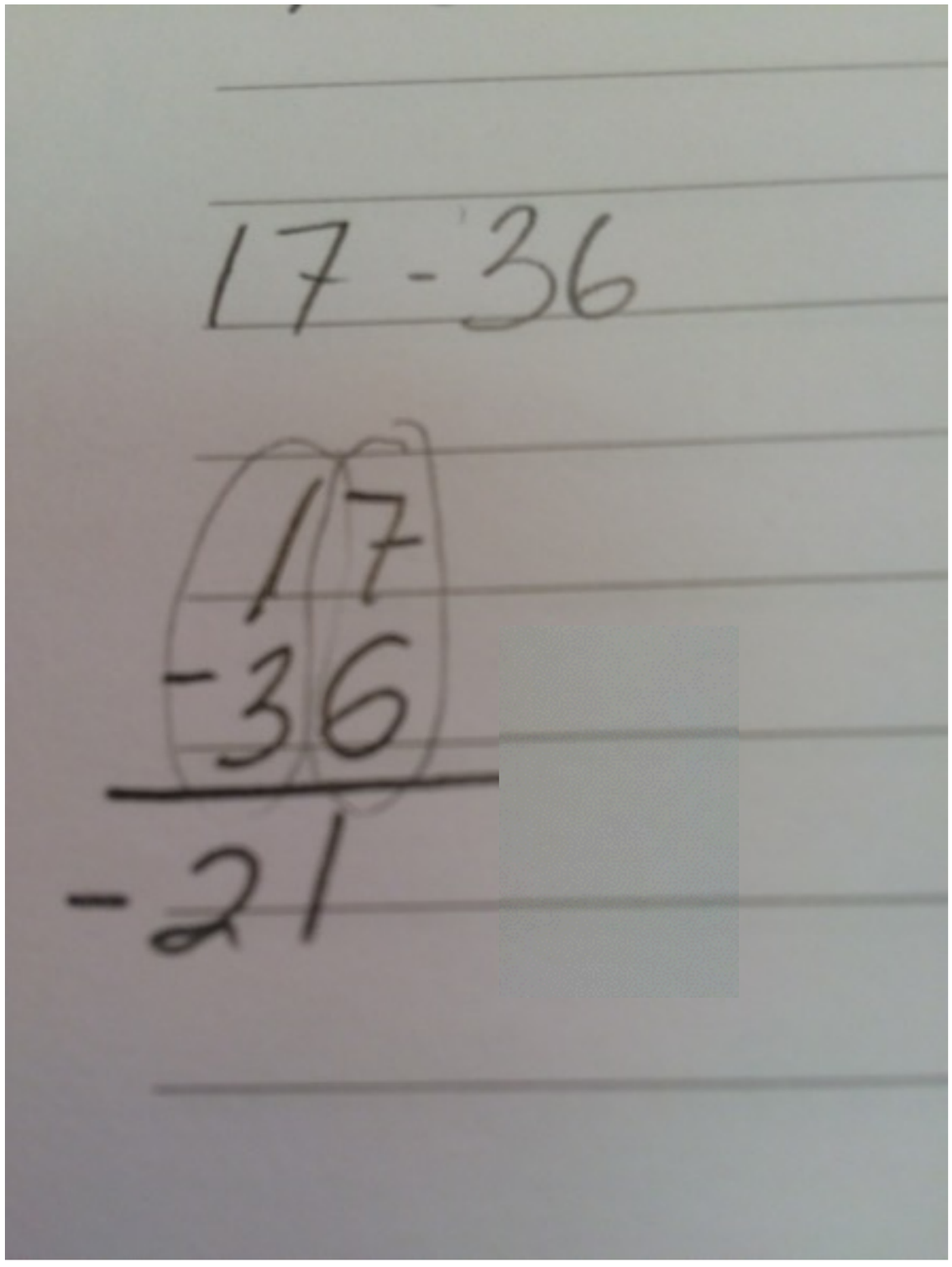
PBL Assessment is driven by the same questions for teachers and students

How can I close the gap between where I am now and where I want to go?

Question	Teacher's Role	Students' Role
Where am I going?	– Share exemplars of student work – Unpack learning targets with students	– Use scoring criteria to examine exemplars – Put learning targets in my own words
Where am I now?	– Pre-assess student knowledge and skills – Provide descriptive feedback to students	– Reflect on strengths and challenges from pre-assessment
How can I close the gap?	– Help students choose strategies for learning – Explicitly teach skills for revision / growth – Provide opportunities for low-stakes practice.	– Set clear, attainable goals – Respond to feedback – Expect multiple attempts and don't give up

Giving Useful Feedback is Critical



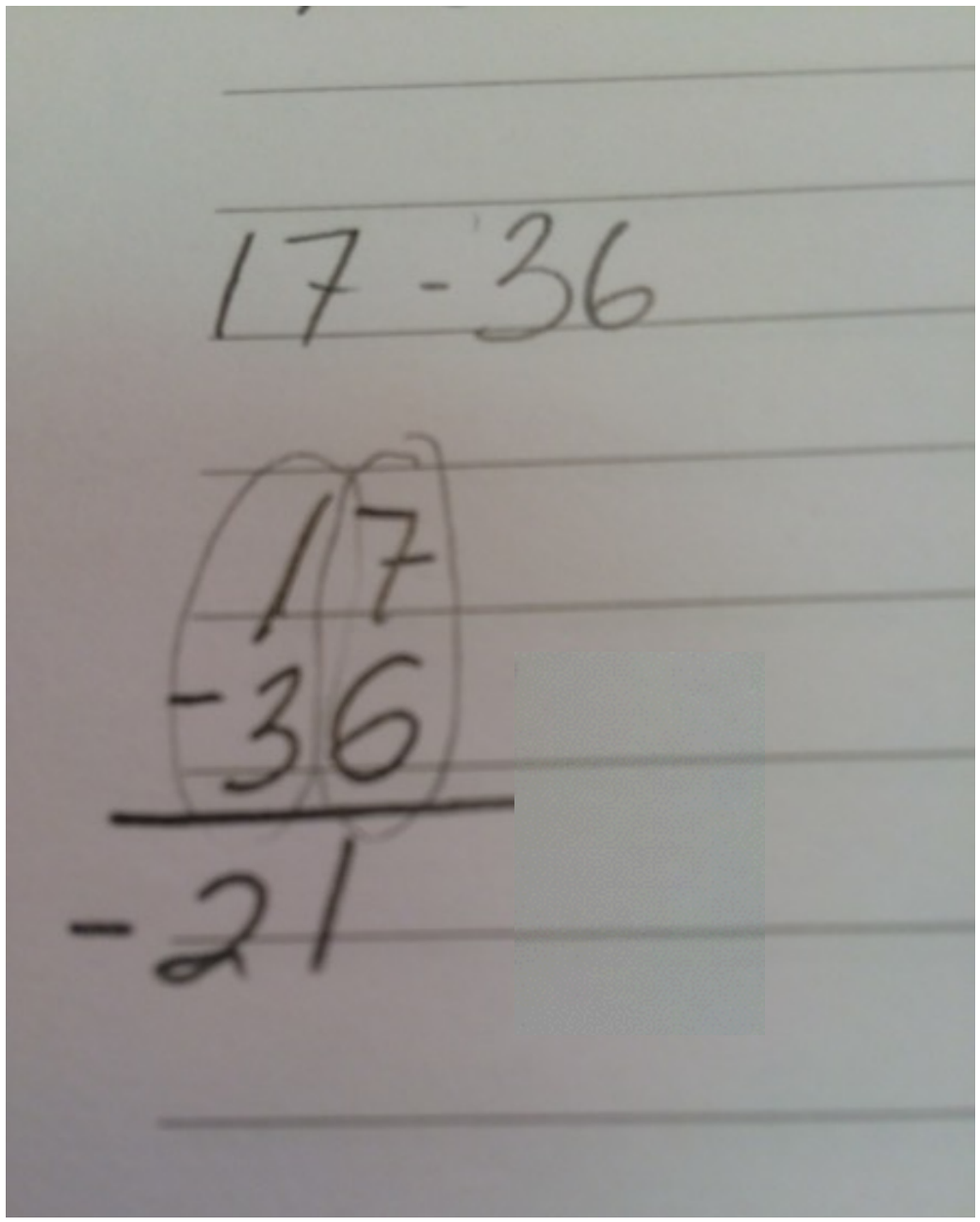
Giving Useful Feedback is Critical

"The statement is a multifacceted piece that looks over all dimensions of why they were choosing to revolt, and anticipeting every objection and attacking them beforehand."

"The statement is a multifacceted piece that looks over all dimensions of why they were choosing to revolt, and anticipeting every objection and attacking them beforehand."

awk!

Think about an **example of feedback** (for either piece of work) that is **specific, understandable, descriptive, value neutral, and prompts a response.**



"The statement is a multifaceted piece that looks over all dimensions of why they were choosing to revolt, and anticipating every objection and attacking them beforehand."

Effective Formative Assessment

- Is Specific
- Is Relevant
- Is Understandable
- Is Descriptive
- Is Value Neutral
- Is Tied to the Learning Target
- Includes Varied Approaches
- Prompts a Response
- Is Timely

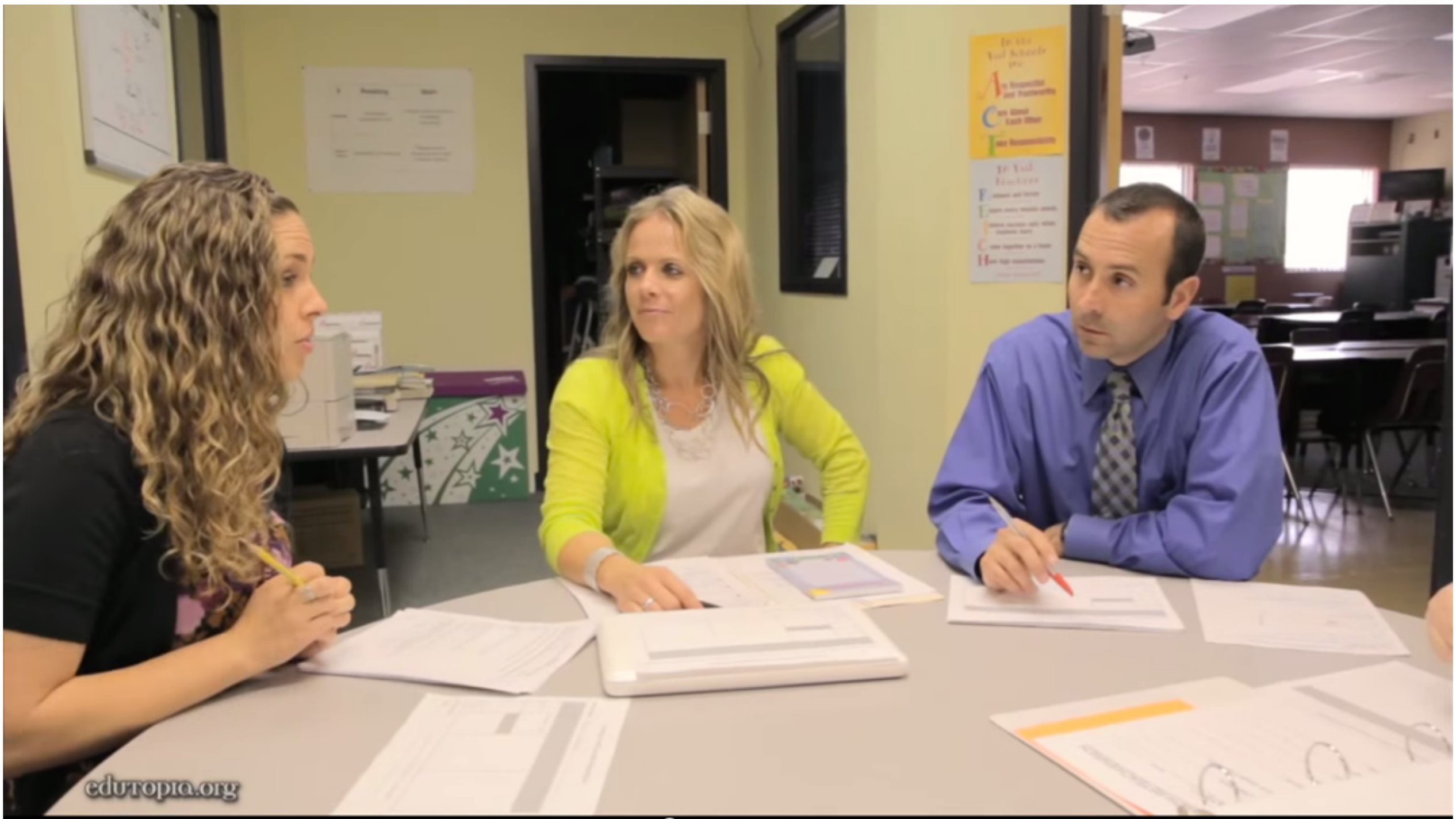
Useful Formative Assessment is Timely

"As in many other areas of life, timing is everything (or at least important) when giving feedback.... **Providing immediate feedback can encourage students to practice, and it helps them make connections between what they do and the results they achieve**. (Clariana & Koul, 2006; Shute, 2008)."

—Dean, C. B., Hubbell, E. R., Pitler, H. & Stone, B. (2012). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Tools for Formative Assessment Techniques to Check for Understanding	
Index Card Summaries/Questions	Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and work it as a statement or question.
Hand Signals	Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand_____ and can explain it (e.g., thumbs up). – I do not yet understand _____ (e.g., thumbs down). – I'm not completely sure about _____ (e.g., wave hand).
One Minute Essay	A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.
Analogy Prompt	Periodically, present students with an analogy prompt: (A designated concept, principle, or process) is like _____ because _____.
Web or Concept Map	Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts. http://www.graphic.org/concept.html
Misconception Check	Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.
Student Conference	One on one conversation with students to check their level of understanding.
3-Minute Pause	The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification. - I changed my attitude about… - I became more aware of… - I was surprised about… - I felt… - I related to… - I empathized with…
Observation	Walk around the classroom and observe students as they work to check for learning

Formative Assessment: A Systems Approach



Time for Re-Teaching, Revising + Re-Learning

- Student- or teacher-run Writing and Math Centers
- Flexible grouping using student achievement data
- Daily intervention or targeted learning blocks
- Scheduled before- or after-school sessions
- “Mud Season School”
- Classes designed with time embedded for re-teaching

Formative Assessment: A Systems Approach: Final Questions to Consider as We Finish the Webinar

- What practices do we currently use in our school that promote a systemic approach to formative assessment
- What are possible steps toward a more systemic approach to formative assessment?

Reminders

Next Seminar

April 11 & 12
Colorado Springs

April 14 &15
Location to be decided

Resources

www.greatschoolspartnership.org/colorado-seminar-series/

Questions?