Formative Assessments and Writing in the K-12 Classroom

BY
JILL BROWN
ISBE ELA CONTENT SPECIALISTS
WWW.ILCLASSROOMSINACTION.ORG
PRESENTATIONS--SELECT K-12 FORMATIVE ASSESSMENTS
Today’s Presentation
www.ilclassroomsinaction.org

PowerPoint
Additional Handouts

Classrooms in Action
Level 3: ISBE Professional Learning Series

Level 3 - Deep Understanding and Integration
This level reflects a deep understanding of the standards, knowledge of the instructional shifts for math and ELA and a commitment to integrating assessment and instructional supports.

Implementation Guide ELA
Implementation Guide Math

Balanced Assessment
Alignment- EQuIP Rubric
Classroom Resources
Instructional Supports
Outcomes

- Understand the goal of assessment and what types of messages should be given to stakeholders
- Define different types of assessments with a focus on formative assessments for writing
- Apply the most useful formative assessment practices in the classroom
- Select resources to further assist with writing practices in the classroom
The Goal of Assessment

- The purpose of assessment is really to understand what our students have learned.

- Formative Assessments are a pathway to demonstrate student understanding along the route.
A balanced assessment system is the *strategic use* of formative, interim, and summative measures of student performance to address immediate student needs, inform ongoing instructional changes, and guide long-term educational improvement.
Types of Assessments

- **Formative**
  - Performance Based Assessments
  - Self/Peer Assessments
  - Discussion/Observation/Checklist

- **Interim/Benchmark**
  - Mid Year Assessments
  - End of Chapter/Unit
  - Performance Based Assessments

- **Summative**
  - End of Course/Year Assessments
  - Portfolios
  - Performance Based Assessments

Frequency of Administration
Formative Assessment

- Used by Teachers AND students
- Completed during and after instruction
- Provides feedback to adjust ongoing instruction and learning
- Improves student achievements of intended learning outcomes
Messaging About Assessment

- Why they need to perform well
- What the goals are
- How can they meet those goals.
Formative Assessment In the Classroom
“Formative Assessment shows an effect size of between .4 and .7, the equivalent of going from the 50th percentile to the 65th percentile.”

(Black & Wiliam, 1998)
Targeted Feedback

Teacher Feedback

Peer Feedback
Four Criteria of Quality Feedback

1. It must be timely.  
2. It must be specific. 
3. It must be understandable to the receiver. 
4. It must allow the student to act on the feedback (refine, revise, practice, and retry).

Wiggins, 1998
## Quality Feedback

### Evaluative
- Sums up achievement and assigns a label
- Grades: A, B, C, D, F
- Letters: P, D, M
- Numbers: 4, 3, 2, 1
- Words: Excellent, Good, Fair, Poor
- Symbols: Smileys

### Descriptive
- Avoids praise or blame
- Focuses on the intended learning
- Strengths and challenges
- Corrective information at one sitting
- Models self assessment
Evaluative or Descriptive?

Good Job!

Proficient

You need to try harder next time. You can do it!

The students at station two are ready for the lab, they have their books cleared and their safety glasses on.

81%

Sloppy work
Symbols
Symbols
Symbols
Techy Options

- **Google Drive**: Feedback on digital docs
- **Edmodo**: Digital feedback to their portfolios via videos, icons, audio, parents can leave feedback
- **Class Dojo or Class Charts**: Leave feedback with notes or icons
- **Class Wikis or Blogs**: Can be peer or individual—video or audio
What are other FA strategies?

- Summaries
- Questioning
- Visual Representation
- Self Assessment (handout)
Strategy 1: Summaries

- What is summarizing?
- What do we do when we summarize?
- What happens when we ask students to summarize?
- What do we want students to do when we ask them to summarize?

- They write down nothing.
- They give incomplete sentences.
- They write down everything.
- They write way too much.
- They copy word for word.
- They don’t write enough.

- Try to capture the main ideas and the crucial details necessary for supporting them.
- Write only enough to convey the gist.
- Pull out main ideas.
- Focus on key details.
- Use key words and phrases.
- Break down the larger ideas.
- Write only enough to convey the gist.
- Take succinct but complete notes.
- Focus on the main points that are worth noting and remembering.
Summarizing Tactics

- A summary must be comprehensive.
  - Isolate important points and note them in a list
- A summary must be concise.
  - Eliminate any repetitions in the list
- A summary must be comprehensive.
  - It should not merely be taken directly from a list of notes; it should make sense as a piece of writing
- A summary must be independent.
  - Do not imitate the author; students use own words to express understanding because it’s THEIR interpretation of author’s ideas.
Summarizing Ideas

- Write-Pair-Share
- Observation Diaries
- Reflection Notebooks or Journals
- QQTP (*)
- S-O-S (*)
- Speed Dating
- RAFT-Fisher & Frey
- Knowledge Ladder
- Memory Box

11th and 12th Grade Assessment ideas
<table>
<thead>
<tr>
<th>Title</th>
<th>Year</th>
<th>Characters</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beetle Boy</strong></td>
<td>David, 1999</td>
<td>R: Gregory, A: Mom and Dad, F: Note, T: Why don’t you notice me?</td>
<td></td>
</tr>
<tr>
<td><strong>The Library</strong></td>
<td>Stewart, 1995</td>
<td>R: Elizabeth Brown, A: The town, F: Donation form, T: I’m giving you my books</td>
<td></td>
</tr>
<tr>
<td><strong>Tomas and the Library Lady</strong></td>
<td>Mora, 1997</td>
<td>R: Tomas, A: The library lady, F: Letter, T: thank you</td>
<td></td>
</tr>
<tr>
<td><strong>Rough Face Girl</strong></td>
<td>Martin, 1992</td>
<td>R: Cinderella, A: Rough-Face Girl, F: Letter, T: Our sisters</td>
<td></td>
</tr>
<tr>
<td><strong>A Picture Book of Louis Braille</strong></td>
<td>Adler, 1997</td>
<td>R: Louis Braille, A: National Institute, F: Business letter, T: Please adopt my new system of writing</td>
<td></td>
</tr>
<tr>
<td><strong>The Korean Cinderella</strong></td>
<td>Climo, 1993</td>
<td>R: Pear Blossom, A: Stepmother, F: Goodbye note, T: I’m leaving</td>
<td></td>
</tr>
<tr>
<td><strong>I’m In Charge of Celebrations</strong></td>
<td>Baylor, 1995</td>
<td>R: Desert girl, A: Me, myself and I, F: Book entry, T: Today’s celebration</td>
<td></td>
</tr>
<tr>
<td><strong>Casey at the Bat</strong></td>
<td>Thayer and Bing, 2001</td>
<td>R: Sports reporter, A: Mudville fans, F: Newspaper article, T: Mudville loses</td>
<td></td>
</tr>
<tr>
<td><strong>Faithful Elephants</strong></td>
<td>Tsuchiya, 1988</td>
<td>R: General, A: Head zookeeper, F: Official letter, T: Ensuring the public's safety</td>
<td></td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
<td>Weisner, 1991</td>
<td>R: Police officer, A: Blotter, F: Official report, T: Tuesday night’s incidents</td>
<td></td>
</tr>
<tr>
<td><strong>Tar Beach</strong></td>
<td>Ringgold, 1991</td>
<td>R: Cassie, A: Diary, F: Diary entry, T: the view from up here</td>
<td></td>
</tr>
<tr>
<td><strong>The Big Box</strong></td>
<td>Morrison, 1999</td>
<td>R: Patty, Mickey or Liza Sue, A: Adults, F: A speech, T: What my freedom means to me</td>
<td></td>
</tr>
</tbody>
</table>
Knowledge Ladder for Amphibian

Ays eggs

salamander

ponds

losing habitats

cold-blooded

swims

lives near water

Newts

Vertebrate
**Memory Box**

**Topic:**

<table>
<thead>
<tr>
<th>On this side, jot down ten things you can remember about this topic</th>
<th>On this side, for each thing you remember, explain why it is important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
</tr>
</tbody>
</table>
Techy Options

- Wikis or Blogs
- Student or Classroom Weebly
- Glogster
- ThingLink
- Flipsnack
- Blabberize
Strategy 2: Questioning

- Enhance student learning by
  - developing critical thinking skills,
  - reinforcing student understanding,
  - correcting student misunderstanding,
  - providing feedback for students, and
  - enlivening class discussion.
Questioning Tactics

• Create a positive classroom culture with open dialogue.
• Use preplanned and emerging questions.
• Select appropriate level of questions based on learner needs (start with knowledge-level questions and graduate to open-ended questions).
• Avoid trick questions and those that require only a Yes or No response.
• Foster student generated questioning
Ideas for Questioning

- Written Reflections
  - Exit Slips
  - Stop Light Method
  - Be Sure Tos
- Polls & Surveys
- Checks for Understanding
- Sentence Frames
- Wrappers
  - Think-Pair-Share
  - Turn and Talk
- Games
  - Jeopardy
  - Kahoot
Techy Options

- Kahoot
- Socrative
- StickPick (cost associated)
- PearDeck
- HaikuDeck
- BackChannel Chat
## Strategy 3: Visual Representation

### Any Visualization Method
- Systematic
- Rule-based
- External
- Permanent
- Graphic representation

### Depicts information
- Conducive to acquiring insights
- Develops an elaborate understanding
- Communicates understanding

**George Lucas On [Visual Literacy](#)**
Visual Representation Tactics

- Types of Visualization:
  - Data
  - Information
  - Concept
  - Represented
  - Cognitive
Visual Representation Ideas

- Quick Write/Quick Draw (*)
- Doodle It (*)
- Photo Finish
- Extension Projects
- Picture Note Making
- Be the Illustrator (*)
- Graphic Organizers
- Infomural
Quick Write/Quick Draw

**Science**
- Sequence/steps/cycles/processes
- Scientific principles
- Content-area vocabulary

**Math**
- Steps in a process

**Social Studies**
- Important events/turning points/conflicts
- Elements of civilization
- Highlights of an era
- Content-area vocabulary

**ELA**
- Character/key figures/attributes
- Setting/conflict/problems & solutions
- Beginning, middle, end
- Symbols/themes

From *25 Quick Formative Assessments for a Differentiated Classroom*
InfoMural
www.ilclassroomsinaction.org

- **Balanced Assessment Button:**
  - Formative Assessment Strategies
  - Foldable Ideas

- **Illinois Writing Matters Button:**
  - Mentor Texts Suggestions (Questioning)
Sample Mentor Texts to Teach Writing Grades 3-5

Ralph Fletcher explains that mentor texts are, "...any texts that you can learn from, and every writer, no matter how skilled you are or how beginning you are, encounters and reads something that can lift and inform and infuse their own writing."

"By using mentor texts, the reader can virtually position him-or herself to sit beside the author and study how the text is constructed and how it communicates. It is a powerful teaching and learning strategy....."

The Writing Thief, Ruth Culham
What’s the urgency?

- Over half of adults scoring at the lowest literacy levels are dropouts (National Center for Educational Literacy, 2005).
- Only 1 out of 3 high school students is a proficient reader (Lee, Grigg, and Donahue, 2007).
- Only 1 out of 4 twelfth grade students is a proficient writer (Salahu-Din, Persky, and Miller, 2008).
- 3 out of 10 students do not graduate high school on time (Gewertz, 2009).
- Lack of basic skills costs $16 BILLION to businesses and universities annually (Greene, 2000)
Jill Brown
jbrown@illinoiscsi.org

Kathi Rhodus
krhodus@illinoiscsi.org

ISBE ELA Content Area Area Specialists
References

• http://ctl.utexas.edu/teaching/learning/critical-thinking/skills-training/writing/informal

• http://www.readingquest.org/strat/summarize.html

• http://www.smekenseducation.com/picture-based-note-taking-helps-students-comprehension.html#sthash.LHQbAmE5.dpuf


References


