



## Activity 4.2

### Looking for Evidence of Effective Formative Assessment Practices in the Classroom

#### Learning Target for the Activity

- Be able to identify formative assessment practices as they are used in daily instruction.

#### Purpose

This activity gives practice with looking for evidence of each of the six critical components of formative assessment while observing lessons.

#### Time

Variable

#### Materials Needed

- An electronic or paper copy of the form “Evidence of Formative Assessment Practices” (The form is simply a list of what to look for in each of the six formative assessment critical components.)
- An electronic or paper copy of the form “What to Ask of Teachers”
- Your notes from Activity 4.1

#### Suggested Room Setup

Not applicable

#### Directions

For this activity you will be observing in a classroom, looking for evidence of each of the six formative assessment critical components. We recommend that you ask teachers to volunteer to be observed in order to assist you in more deeply understanding how formative assessment practices are carried out in the classroom. Your notes from Activity 4.1 will help you in talking about each component prior to an observation.

1. Review with a teacher volunteer the six formative assessment components described in this chapter. Review the “look fors” listed for each component on the form “Evidence of Formative Assessment Practices” also presented at the end of each component section in the text). Together, identify one component that you will observe for in an upcoming lesson.
2. Observe the lesson, noting what you see and hear as evidence of each of the “look fors” for the component in question.
3. In a post-observation conference share your evidence with the teacher, asking also for their input regarding evidence that you might have missed. Use the form “What to Ask Teachers” to frame discussion questions as

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appropriate. (These questions could also be used in a pre-observation conference.) Discuss what each of you has learned from the observation and the post-observation conference, as well as any questions each of you has.

4. Repeat the process with a different teacher and a different component until you have observed lessons for all six formative assessment components.

## Closure

Write a short summary of what you have learned about the components you have observed for. What strengths did you notice? What areas of further learning might be called for? What actions might be indicated?

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## Evidence of Formative Assessment Practices in the Classroom (Activity 4.2)

### Component 1: Establishing clear learning goals and success criteria

LOOK FOR . . .	EVIDENCE
<input type="checkbox"/> Statements of learning targets that are in language students understand.	
<input type="checkbox"/> Activities that help students understand the learning at the heart of instructional activities.	
<input type="checkbox"/> Assignments that are aligned directly with stated learning goals.	
<input type="checkbox"/> Success criteria (what the learning looks like when it's done well) that are aligned directly with salient features of the learning goal.	
<input type="checkbox"/> Activities that help students understand the success criteria.	

### Component 2: Using classroom questioning to elicit evidence of student thinking

LOOK FOR . . .	EVIDENCE
<input type="checkbox"/> Key questions are planned in advance of instruction to promote deeper thinking.	
<input type="checkbox"/> Teachers are aware of misconceptions and flaws in reasoning that student work is likely to exhibit; questions are devised or selected to identify and explore them.	
<input type="checkbox"/> Students respond to each other's ideas in discussions.	
<input type="checkbox"/> Teachers pose questions with their full attention and offer think time before inviting responses.	
<input type="checkbox"/> All students are responsible for discussing questions through participation in randomized-response activities.	

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### Component 3: Diagnosing learning needs to inform instructional next steps

LOOK FOR . . .	EVIDENCE
<input type="checkbox"/> Teachers prepare or select instruments and activities that have instructional traction.	
<input type="checkbox"/> Teachers plan time in their instructional sequence to gather diagnostic information and to act upon it.	

### Component 4: Offering actionable feedback

LOOK FOR . . .	EVIDENCE
<input type="checkbox"/> Students receive feedback during the course of instruction, before the graded event.	
<input type="checkbox"/> Feedback focuses on salient features of the work with respect to the learning goal, pointing out strengths and offering guidance on next steps.	
<input type="checkbox"/> Students use the feedback to improve their work.	

### Component 5: Engaging students in self-assessment, peer feedback, and goal setting

LOOK FOR . . .	EVIDENCE
<input type="checkbox"/> Activities in which students practice evaluating a range of work samples as rehearsal for self-assessment.	
<input type="checkbox"/> Activities in which students practice offering feedback in simulated settings as rehearsal for giving feedback to one another.	
<input type="checkbox"/> Student use of success criteria/rubrics when self-evaluating and offering peer feedback.	
<input type="checkbox"/> Opportunities for students to set goals for further learning based on feedback and self-assessment.	
<input type="checkbox"/> Goal statements that include the elements of effective goals.	

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### Component 6: Providing opportunities for students to track learning and self-reflect

LOOK FOR . . .	EVIDENCE
<input type="checkbox"/> Opportunities for students to track their progress.	
<input type="checkbox"/> Periodic opportunities for students to reflect on one or more aspects of learning.	
<input type="checkbox"/> Opportunities to share thoughts, conclusions, reflections, and evidence with others.	

## What to Ask Teachers (Activity 4.2)

### Component 1: Establishing clear learning goals and success criteria

ASK TEACHERS . . .	DISCUSSION NOTES
<input type="checkbox"/> How do you help students understand the learning goal?	
<input type="checkbox"/> How do you help students understand the success criteria?	
<input type="checkbox"/> Who may not understand the intended learning? What do you do to find out?	

### Component 2: Using classroom questioning to elicit evidence of student thinking

ASK TEACHERS . . .	DISCUSSION NOTES
<input type="checkbox"/> How many hands are in the air? Whose hand does not go up?	
<input type="checkbox"/> Who is not engaged? How might you alter your questioning strategies to include all students?	
<input type="checkbox"/> How often do you ask students to think and then talk to a partner before calling on someone to answer?	

### Component 3: Diagnosing learning needs to inform instructional next steps

ASK TEACHERS . . .	DISCUSSION NOTES
<input type="checkbox"/> How do you diagnose student learning needs? What instruments or activities do you use? How well do they work?	
<input type="checkbox"/> How do you make time to address learning needs as you uncover them?	

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#### Component 4: Offering actionable feedback

ASK TEACHERS . . .	DISCUSSION NOTES
<input type="checkbox"/> When do you give feedback to students?	
<input type="checkbox"/> What do they do with the feedback you give?	
<input type="checkbox"/> Have you noticed gains in learning caused by your feedback?	

#### Component 5: Engaging students in self-assessment, peer feedback, and goal setting

ASK TEACHERS . . .	DISCUSSION NOTES
<input type="checkbox"/> How do you prepare students to engage in self-assessment?	
<input type="checkbox"/> How do you prepare students to offer each other feedback?	
<input type="checkbox"/> What types of goal-setting activities do students in your class engage in?	
<input type="checkbox"/> How do students keep in touch with their progress in meeting their goals?	

#### Component 6: Providing opportunities for students to track learning and self-reflect

ASK TEACHERS . . .	DISCUSSION NOTES
<input type="checkbox"/> In what ways do students track their learning progress or achievement in your class?	
<input type="checkbox"/> What aspects of learning do you ask students to reflect on?	
<input type="checkbox"/> What opportunities do students have to share their reflections with others?	