



Activity 4.3

Discuss Formative Assessment Practices With Students

Learning Target for the Activity

- Know how to gather evidence of effective use of formative assessment practices from students.

Purpose

At the beginning of the chapter we made a case for the importance of meeting students' information needs. In this activity you ask students to share the ways in which they are involved in the assessment of their own learning and the impact that involvement has on them as learners. You can do it formally as a series of focus groups with a small number of students or more informally as part of a classroom observation or walk-through.

Time

Variable

Materials Needed

- Your notes from Activity 4.1
- An electronic or paper copy of the form "What to Ask Students"
- The chapter section "Using Classroom Questioning to Elicit Evidence of Student Thinking"

Suggested Room Setup

If you will be conducting this activity with a focus group, set up chairs and tables so everyone can see one another. A U shape or a circle will work best.

Directions

Complete each step in the order below:

1. Determine whether you will conduct the activity formally, with a group (or several groups) of students, or as part of a classroom observation.
2. Review your notes from Activity 4.1. If you have done Activity 4.2, review your notes from that activity too.
3. Read through the questions on the form "What to Ask Students." Add or modify questions as appropriate.
4. Decide which of the six components (or perhaps all of them if working with older students) you will inquire about.
5. Pose questions to students, using the recommendations in the chapter section "Using Classroom Questioning to Elicit Evidence of Student Thinking." If conducting a focus group, encourage student-to-student dialogue.

Closure

Write a short summary of what you have learned about the components you discussed with students. What patterns did you notice? Which components seemed to be working well for them? Which components were they less familiar with? Were any areas problematic for them? If so, what actions might be indicated?

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What to Ask Students (Activity 4.3)

Component 1: Establishing clear learning goals and success criteria

ASK STUDENTS . . .	DISCUSSION NOTES
<input type="checkbox"/> What is the aim of your work? Why are you doing this assignment? (If one of those questions doesn't elicit a reference to the intended learning, ask "What are you trying to learn?")	
<input type="checkbox"/> How does this _____ [task] help you learn _____ [target]?	
<input type="checkbox"/> What helps you understand the success criteria?	
<input type="checkbox"/> How do learning targets help you?	

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

ASK STUDENTS . . .	DISCUSSION NOTES
<input type="checkbox"/> What's your teacher's purpose in asking questions in class?	
<input type="checkbox"/> When the teacher is asking questions during class, what do you do?	
<input type="checkbox"/> What do you like about classroom discussion? What do you learn from it?	
<input type="checkbox"/> What don't you like about classroom discussion? What would you change if you could?	

Component 3: Diagnosing learning needs to inform instructional next steps

Not applicable for students

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Component 4: Offering actionable feedback

ASK STUDENTS . . .	DISCUSSION NOTES
<input type="checkbox"/> How do you use the feedback your teacher gives you?	
<input type="checkbox"/> What kinds of feedback are most helpful to you?	
<input type="checkbox"/> What have you learned from feedback?	

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

ASK STUDENTS . . .	DISCUSSION NOTES
<input type="checkbox"/> How do you know what to say when you self-assess/ give peer feedback?	
<input type="checkbox"/> What does self-assessment help you do?	
<input type="checkbox"/> What does giving feedback to/receiving feedback from classmates help you with?	
<input type="checkbox"/> What goals have you set for yourself?	
<input type="checkbox"/> What helps you meet your goals? How are you doing on meeting them?	

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

ASK STUDENTS . . .	DISCUSSION NOTES
<input type="checkbox"/> How does tracking your progress help you?	
<input type="checkbox"/> How do you know when you are learning?	
<input type="checkbox"/> When you look at a collection of your work, what do you notice?	
<input type="checkbox"/> How does sharing your thoughts about your learning help you learn better?	