

Reflections on Classroom Formative Assessment & Standards- Based Grading



July 13-14 2009 Workshop
featuring Dr. Debra Pickering and Bea McGarvey



Guiding Principles of Assessment

Institutional Learning Assessment Plan of Saint Joseph's College of Maine
August 2008

2. Articulating clear course outcomes
6. Incorporating multiple methods
7. Including feedback

The Three F's

- **FORMATIVE**
 - standards/outcomes
 - multiple chances
- **FEEDBACK**
 - standards-based
 - specific
- **FLEXIBLE**
 - instructional practices
 - grading practices

FORMATIVE

- standards/outcomes
- multiple chances

When students know what they are learning, their performance, on average, has been shown to be significantly higher than students who do not know what they are learning.

ED205 Science and Technology Methods in Elementary Education

1. I can use resources to insure my understanding of standards, content, and process skills associated with science.
2. When planning, I can design lessons that integrate technology, math, reading, and writing with science.
3. Acknowledging diversity, I can write lessons that engage multiple learning modalities within a lesson.
4. Using learning standards, I can plan science instruction based upon knowledge of subject matter, students, and curriculum goals.
5. Acknowledging diversity, I can engage learners through inquiry and collaboration and incorporate appropriate technologies.
6. I can plan for and create a classroom environment, that supports and encourages learning.
7. Acknowledging collaboration, I can work with colleagues during planning, teaching, and reflecting to support students' learning.
8. I can use a variety of formal and informal assessment strategies to evaluate and support the development of the learner.
9. Acknowledging safety, I can plan for and teach in a safe environment.
10. Acknowledging my responsibility as a professional teacher, I can plan science lessons that emphasize science and technology literacy. I can identify the value of engaging students in service learning.

Formative

- Formative assessment is a process, not a specific type of assessment.
- A defining feature of the process is that teachers and students use the information to determine what needs to happen next in order to improve performance.
- A formative score indicates student's level of knowledge at a certain point in time.

Formative means providing multiple chances to exhibit learning.



LESSON PLAN FRAMEWORK (Updated 12 -07)
Saint Joseph's College of Maine
Education Department

3-4
OPPORTUNITIES

Standards

Maine Learning Results (Maine Learning Results are always included on the lesson plan.)

District Curriculum (This may be appropriate on the lesson plan depending on your district.)

Teaching Plan

1. Statement of Objectives (The objectives should be clearly written for every lesson.)
2. Assessment/Evaluation (How will student learning be measured?)
3. Focus and the Activation of Prior Knowledge (Briefly describe the focus for the lesson.)
4. Direct Teacher Input (Modeling)
5. Check for understanding (Describe how this will be accomplished.)
6. Guided Practice
7. Independent Practice (What will the student do for independent practice?)
8. Closure/Summary (How will closure be provided?)

FEEDBACK

- standards-based
- specific

Marzano: Like most things in education, classroom assessment enhances student achievement under certain conditions only.

- Feedback from classroom assessments should provide students with a clear picture of their progress on learning goals and how they might improve.

- Feedback from classroom assessment should encourage students to improve.

Bangert-Drowns, Kulik, Kulik, & Morgan, 1991

# of studies	Characteristic of Feedback from Classroom Assessment	Percentile Gain/Loss
6	Right/wrong	-3
39	Provide correct answers	8.5
30	Criteria understood by student vs. not understood	16
9	Explain	20
4	Student reassessed until correct	20

John Hattie—reviewed 7,827 studies on learning and instruction.

Conclusion... "The most powerful single innovation that enhances achievement is feedback. The simplest prescription for improving education must be 'dollops' of feedback."

FLEXIBLE

- instructional practices
- grading practices
 - separate academic from life skill factors
 - track progress toward learning goals
 - use rubric scales instead of percents

INSTRUCTION

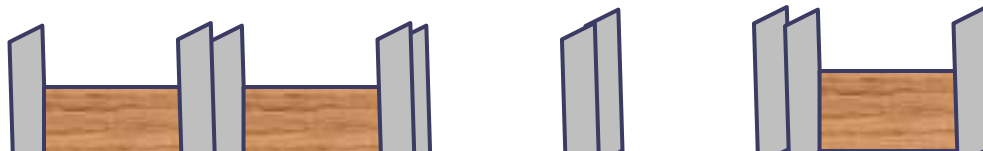
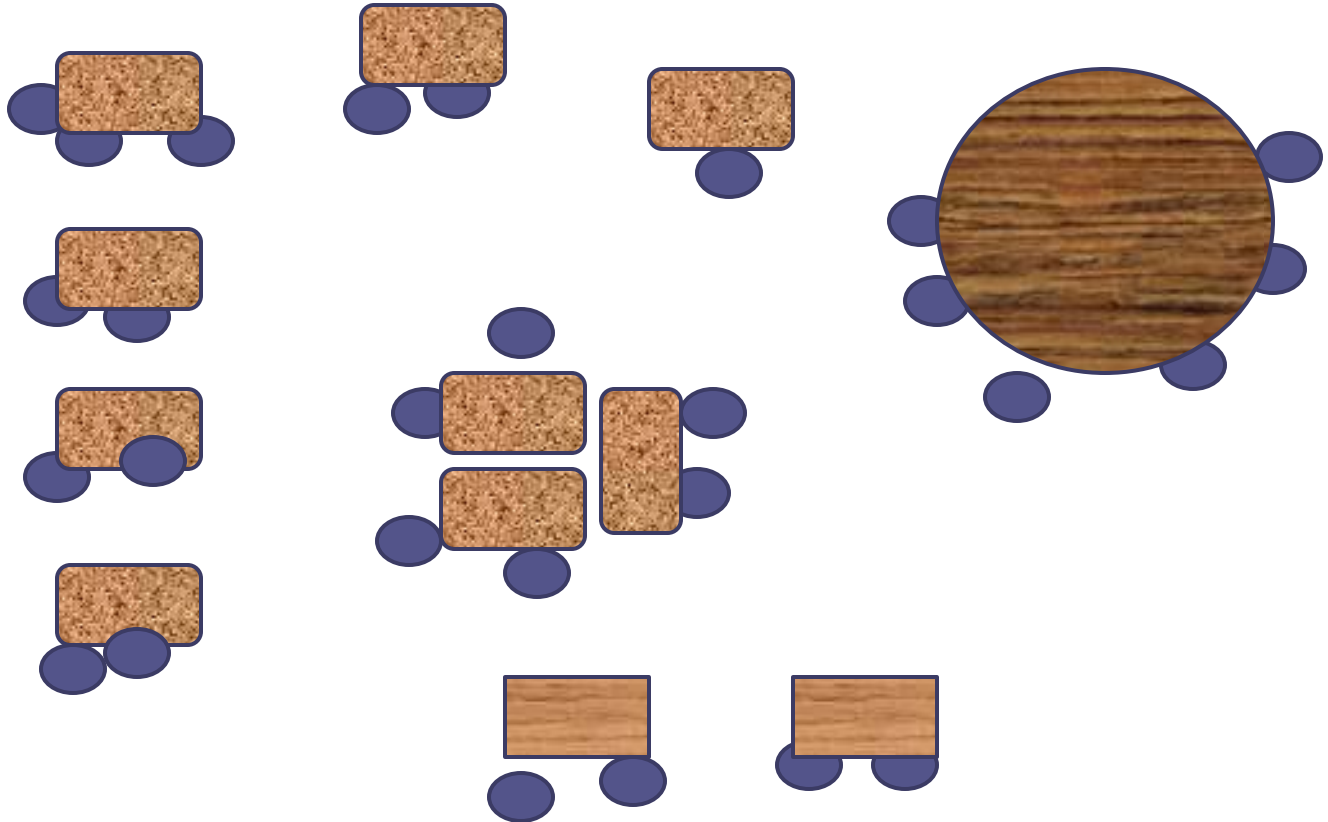
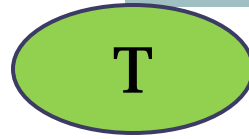
- Whole Class
 - Lecture
 - Video
 - Presentation
 - Speaker
- Learning Lab
 - Cooperative groups
 - Investigations
 - Guided groups

Monday	Tuesday	Wednesday	Thursday	Friday
Whole class.	→		Learning Lab	Learning Lab

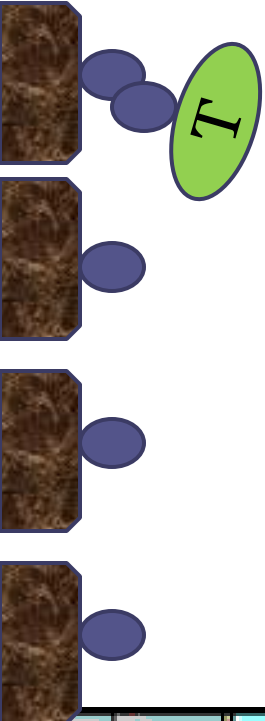
Monday	Tuesday	Wednesday	Thursday	Friday
Whole class	→			

Monday	Tuesday	Wednesday	Thursday	Friday
Learning Lab	→			Whole class.

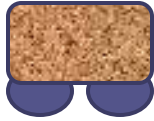
Classroom Structure-- Whole Class



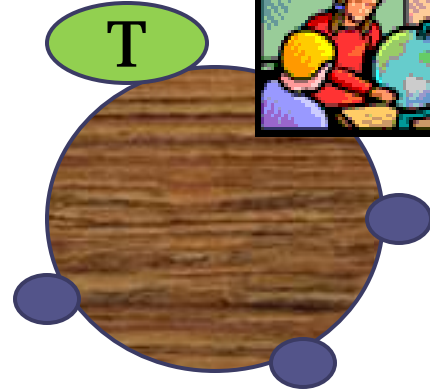
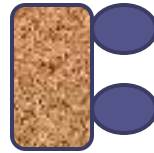
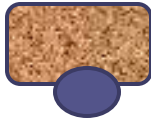
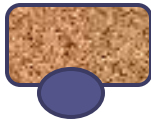
Learning Lab



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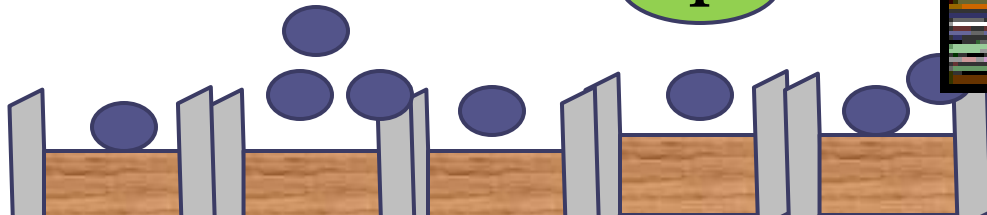
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Before

After

Grouped by
Learning Goal



- No averaging in zeroes for missing work...
- No decreasing score on assessment for late work...

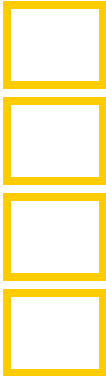
...LATE AND MISSING WORK IS TRACKED UNDER
"NON-ACADEMIC FACTORS" AND CAN INFLUENCE
OVERALL GRADE



- There is no accumulation of points; the score for a topic represents the student's level of learning up to that point
- Students are re-assessed as often as needed—and as long as it is feasible

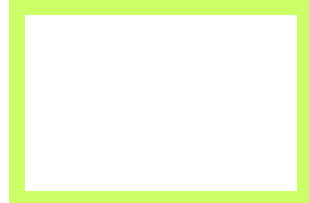
Academic:

Academic Topic:
Academic Topic:
Academic Topic:
Academic Topic:



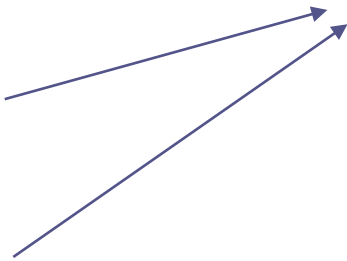
?????

Overall Grade
for
Class/Subject



Life Skills:

Work on Time:
Homework:



A Scale for a Clean Refrigerator

- 4 Entire refrigerator is sparkling and smells clean. All items are fresh, in proper containers (original or Tupperware, with lids), and organized into categories.
- 3 Refrigerator is generally wiped clean. All items are relatively fresh, in some type of container (some Tupperware lids are missing or don't fit) and are sitting upright.

2 Some of the shelves are wiped clean, although there are some crusty spots. There are some suspicious smells. Items are in containers, but there seems to be some hairy green stuff growing in some of the Tupperware.

1 Items stick to the shelves when they are picked up. The smells linger long after the refrigerator door is closed. Several items need to be thrown out—Tupperware and all.

Scale

4 In addition to 3, in-depth understanding /skill that go beyond what was targeted in the teaching

3 Both the simpler AND the targeted complex understanding/ skill

2 Simpler, foundational understanding/skill

1 With help, partial understanding/skill of some of the simpler and complex

0 Even with help, no understanding or skill demonstrated.

ED 205 Lesson Plan

4
More
complex

- Design for the plan incorporates an instructional model(s) appropriate for the age group and the discipline. In addition, there is evidence of designer anticipating student responses.

3
Targeted/
Complex

- Lesson plan framework is used.
- Detailed information is included for each area.
- Scripted dialogue and questions are included in the teaching portion.

2
simpler

- Lesson plan framework is used.
- Information is included for each area.

1

0

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With this information in mind, what might work for you at SJC?