## **Learning Support: Responsive Teaching**

## ***A weekly blog for Forest Ridge faculty; format generally the same***

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## **January 17, 2019. Theme: Formative Assessment IN the Classroom**

### **Strategies and structures**

Laundry list of formative assessments:

* Half- to one-page quick writes
* Exit tickets
* Thumbs up/thumbs down
* Audience response: clickers, or mini whiteboards, or even just a paper held up with student answers
* Student groups go to the board
* Student group worksheets that you will review
* Traffic light: students hold up green, yellow, or red sign to I indicate understand; I think I understand; Ido not understand.
* Listening for the ‘holes’ in their knowledge

Try these out:

1. Name four formative assessments you will use during EACH class (corresponding to how you will break up an 85-minute class, per the teen brain’s attentional need for shorter chunks of time on task).
2. Think about how you’ll record or notate the data you get from formative assessments:

* Keep a chart on a clipboard (or whatever makes it easy while you’re walking around) of the students & the assessments, so you can quick-check, and analyze the data on the spot or later in the day.
* Keep sticky notes handy to notate what you’re observing.
* *How else can you track data?*

### **Evidence-based corner (re-named to broaden the focus from ‘brain-based’ but to keep grounded in evidence).**

Formative assessment’s purpose is to monitor student learning and provide a feedback loop: student work is assessed by teachers, who provide feedback about the student’s learning, for the purpose of improving and meeting the target outcome.

This blog focuses on formative assessment IN THE CLASSROOM (not homework assignments). *Wouldn’t you like to know how each student stands at the end of a period?*

Specifically: How do you know that EACH student “got” what the lesson intended before they walk out the door? How do you know they “got” what the last 15 minutes of class was intended for?

Formative assessment is low stakes, which means there is low, or better yet, NO point value. Frequent formative assessment helps struggling students see where they are against the lesson’s goals. Formative assessment is frequent and purposeful and transparent, and often has [more effect on student progress than summative](http://www.oecd.org/education/ceri/35661078.pdf) assessment (OECD study). It helps you make daily & weekly adjustments to what the learners need.

The real difference between formative and summative is WHEN you give the assessment and HOW you use the data.

* Formative is used during the course of learning
* Summative is completed after the learning

Rick Wormeli on formative & summative assessment

[5-minute video](https://www.youtube.com/watch?v=rJxFXjfB_B4) and [12-page thought piece](https://www.stenhouse.com/sites/default/files/public/legacy/pdfs/formative%20assessment.pdf)

By the way, collecting information about student progress actually doesn’t require tests or quizzes. Providing feedback doesn’t actually require grades.

*What would happen if we made* ***learning constant*** *and* ***time variable****? --paraphrase, Sal Khan, One World Schoolhouse*

## **Seen and heard: Cool stuff promoting brain-based learning and metacognition**

Math: Eve has been using a kind of “test anxiety toolkit”--teaching one strategy each test, and then asking girls choose the one that works for them.

Math: Eve is also using a “test wrapper”—a post-test Q&A that asks the girls to reflect on their preparation for a test.

Religious Studies: Louisa periodically and regularly stops to stand and stretch, then they all go back to work.