

Arizona Professional Learning Series for Creating Systems Change to Increase Literacy Achievement for All Students

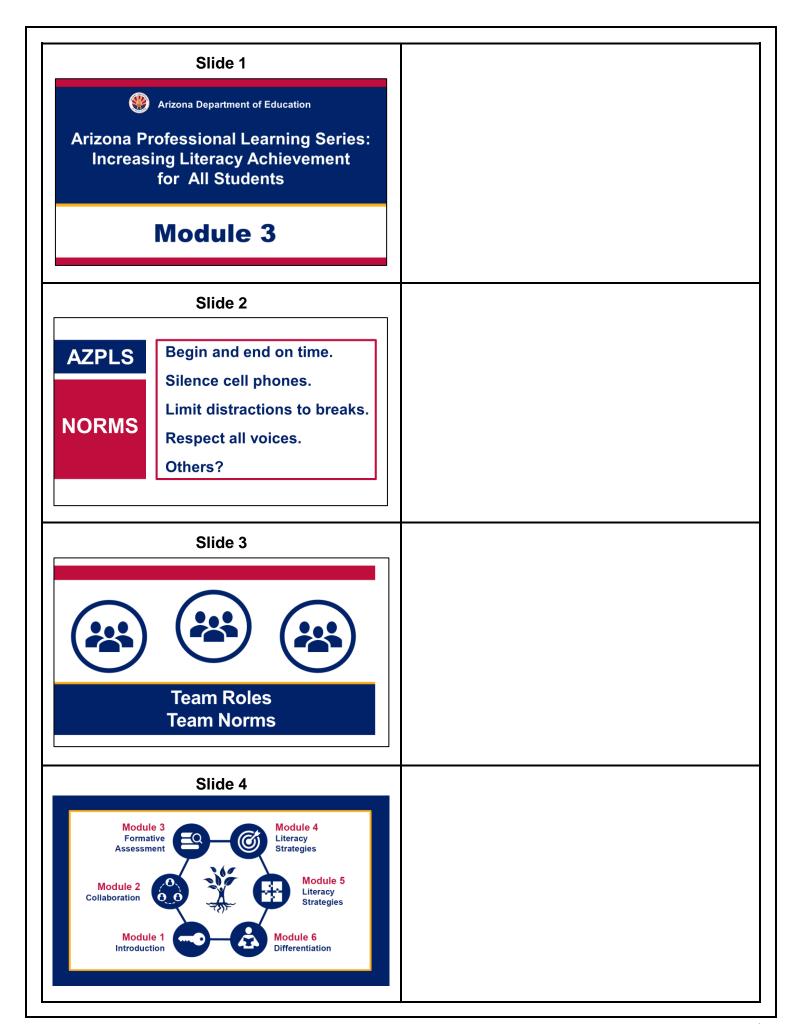
# Module 3 Formative Assessment



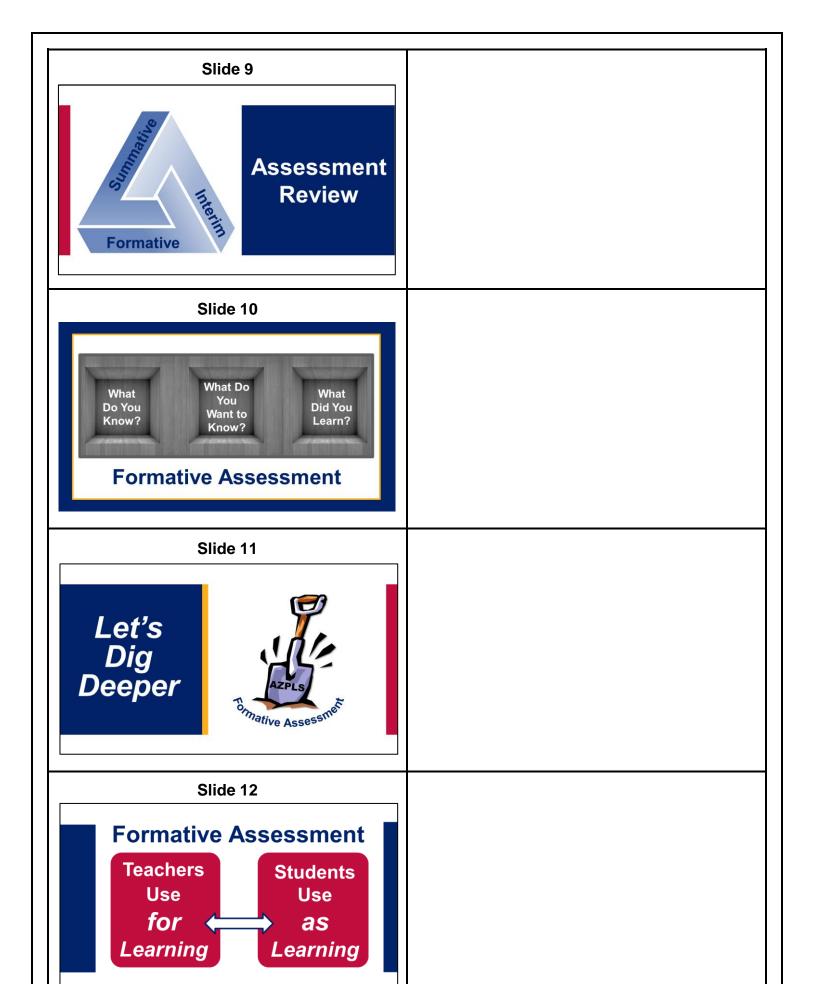
## Participant Packet

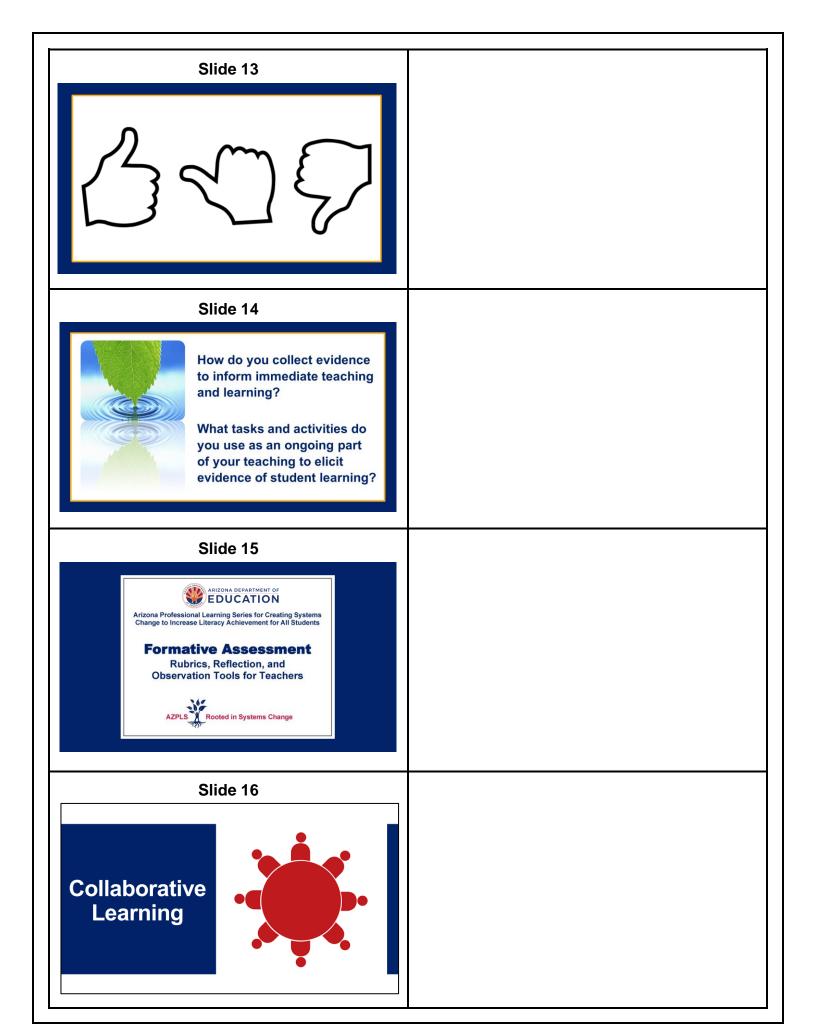
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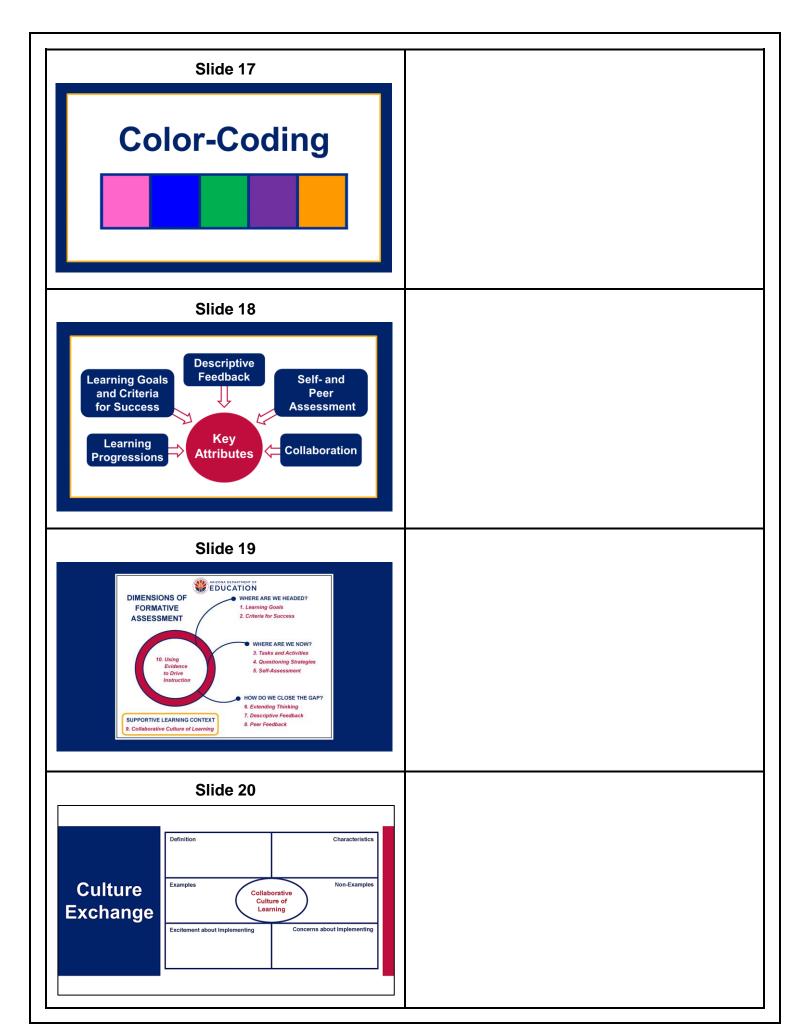
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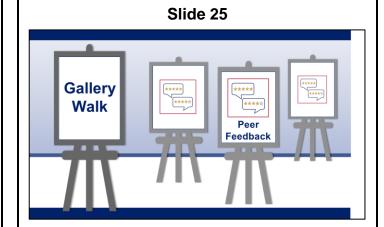




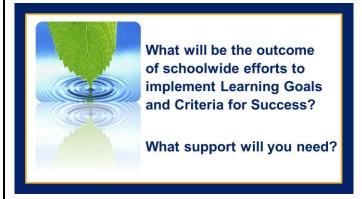




### Slide 21 A RIZONA Department of Education Dimension 1: Learning DIMENSIONS OF WHERE ARE WE HEADED? FORMATIVE ASSESSMENT 1. Learning Goals 2. Criteria for Success Goals WHERE ARE WE NOW? 3. Tasks and Activities 4. Questioning Strategies 5. Self-Assessment **Dimension 2**: Criteria for HOW DO WE CLOSE THE GAP? 6. Extending Thinking 7. Descriptive Feedback 8. Peer Feedback **Success** SUPPORTIVE LEARNING CONTEXT Slide 22 Rubrics describe the level of implementation **NOT** the level of expertise of a teacher. Slide 23 Connecting Actively Slide 24 Criteria Learning Learning Learning Goal Task Topic Success



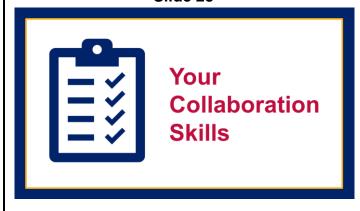
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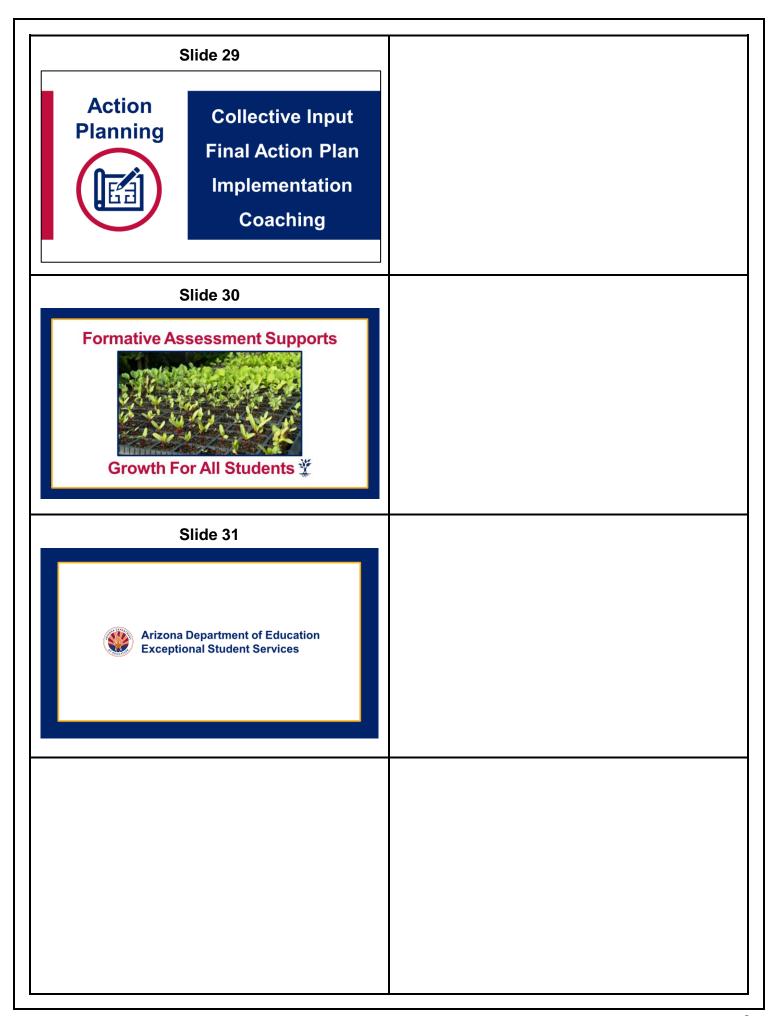


### Slide 27



### Slide 28







# Arizona Professional Learning Series Module Overview

# Module 3 Formative Assessment

success, and strategies to move Identify formative assessment dimensions with learning goals, criteria for learning forward for all students.

vocabulary and comprehension

Learn strategies for improving

**Literacy Strategies** 

**Module 4** 

all classes, content areas, and

grade levels.

skills for every student across

## Collaboration Module 2

Create collaboration education, content parents, and with all general education, special area teachers, students.

**Extend literacy skills** 

with higher-level questioning and discussion of all text tailored to include every

**Literacy Strategies** 

Module 5

## **Differentiation** Module 6

student.

content, process, and product Design instruction to include for every student.

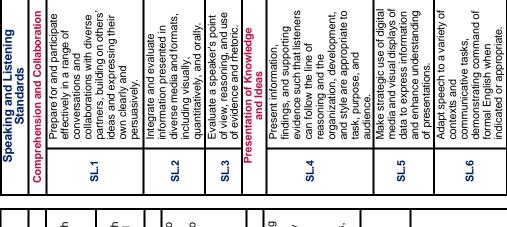
### Introduction **Module 1**

Support systems change and collaborative culture of high expectations for all students.



# Arizona English Language Arts Anchor Standards

| retails  Text Types and Purposes  Write arguments to support claims in solicity and to: leavant and sufficient evidence.  Write arguments to support claims in relevant and sufficient evidence.  Write informative explanation; tests, support claims in relevant and sufficient evidence.  Was and information clearly and accurately through the effective selection.  Was and information clearly and accurately through the effective selection.  Was and information clearly and accurately through the effective selection.  Was informative infortal experiences or events using effective selection.  Was informative infortal experiences or events using effective selection.  Was informative infortal experiences or events using effective selection.  Was effective selection.  Was effective selection.  Was information clearly and accurately through the effective selection.  Was effective selection.  Was effective selection.  Was effective selection.  Was information clearly and accurately through the effective selection.  Was informative information of event writing as equences.  Production and Distribution of Writing in which as the produce clear and coherent writing as equences.  Was selected by prima an experience.  Was effective selection.  Was intended experiences.  Was essent and coherent writing as more the writing of the subject under information from multiple print and digital sources.  Was essent the reddiging of the subject under information from multiple print and digital sources.  Was essent the reddiging of the subject under information from multiple print and digital sources.  Was essent the reddiging of the  | Reac  | Reading Standards for Literature and Informational Text   |      | Writing Standards   |     | Language Standards  |         |
|--|-------|---|------|---|-----|---|---------|
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| R.2 therefore of a text and analyze how and why mine preformed and convey or complex (leas and information clearly and accurately farming technical and structure of texts.)  R.4 connotative, and analyze how and with the develop and integration of the choices shape meaning of tone.  Creat and Structure of texts. including technical meaning of tone.  R.5 services, and analyze and analyze shape structure of texts. including how specific word forces shape meaning or tone.  R.5 services, and evaluate the service of the structure of texts. including how specific word forces shape a section, chapter, scene, or starcaples to each other and the words.  R.6 purpose shapes the content and R.7 formation of Mine and evaluate the words.  R.7 formation of the service or early force of events using effective technique, well-chosen to generate using and the section of the services shape are content and section choices shape are content and section of the | R.1   | Read carefully to determine what the text says explicitly and to make logical inferences from it.                             | W.1  | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.    | 7   | Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.                              | I       |
| Catt and Structure Course of a text.  Control of the word and phrases as the reasoning as and phrases as the reasoning as and analyze how are reasoning as and analyze how specific word choices shape meanings, and analyze how specific word choices shape meanings and analyze how specific word choices shape memoral prographs, and specific sentences, paragraphs, and season of standard pow specific and meaning to the text of the whole.  R.5 Analyze the structure of texts, including how specific and analyze how the whole.  R.6 Assas how promite of knowledge and ideas in the shapes the content and quantitatively, as well as the presented in divergence and evaluate correct and evaluate correct and evaluate correct and evaluate the reasoning as well as the surface and evaluate correct and evaluate correct and evaluate correct and evaluate the evaluation of knowledge or to each other and correct others.  R.8 Assas how promited and present knowledge to a text.  R.9 Integrate and evaluate the mensor of more texts of the reasoning as well as the reasoning as well as the reasoning as well as the evaluation of the propose shape office takins in a feature to a grammatic themes or providence.  R.9 Integrate and evaluate correct and evaluation from a duantitatively, as well as in order to building and accuracy of each other and of Text Complexity.  R.9 Integrate and evaluate the information while avoiding plagiarism.  R.8 Assess the credibility and accuracy of each other and sufficiency of the evaluation of the evalu | R.2   | Determine central ideas or themes of a text and analyze their development. Analyze how and why individuals, events, and ideas | W.2  | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, | L.2 | Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.                  | 1 1     |
| Hitepret words and phrases as they are as the fire the technique, well-chosen content withing in meanings, and analyze how specific word choices shape meaning or tone.  R.5 analyze the structure of texts, including how specific word choices shape streaming or tone.  R.5 shaper portions of the text (e.g., section, chapter, scene, or starrary leids to each other and the section, chapter, scene, or starrary leids to each other and the section of the text (e.g., section, chapter, scene, or starrary leids to each other and the section of the text (e.g., section, chapter, scene, or starrary leids to each other and the section of the text (e.g., section, chapter, scene, or starrary leids to each other and the section of the text (e.g., section, chapter, scene, or starrary leids to each other and the section of the text (e.g., section, chapter, scene, or starrary leids to each other and the section of the text (e.g., section, chapter, scene, or starrary leids to each other and the section of the subject under integrate and evaluate content of argument and specific claims in words.  R.8 a text, including the valicity of the subject under information from multiple print and digital sources.  R.9 butpose shapes the content and syle are appropriate to task. Including the view of the subject under information from multiple print and digital sources.  R.6 Assess how point of view or more texts.  R.8 a text, including the valicity of the subject under information from multiple print and digital sources.  R.8 a text, including the valicity of the subject under information from multiple print and digital sources.  R.9 purposes shapes the content and evaluate the evaluation of the subject under information from multiple print and digital sources.  R.8 a text, including the valicity of the subject under information from multiple print and dight single or a subject under information from more text.  Range o |       | develop and interact over the course of a text.  Craft and Structure  |      | organization, and analysis of content. Write narratives to develop real or imaginal experiences or events using                                 |     | Knowledge of Language Apply knowledge of language to  | -       |
| R.4 connotative, and figurative meanings, and analyze how specific word choices shape meanings, and analyze the structure of texts, including two specific states of the text (e.g., starza) relate to each other and the whole.  R.5 larger portions of the text (e.g., single the whole.)  R.5 larger portions of the text (e.g., single the structure of text (e.g., single the structure of the second to single the structure of the structure of the second to single the single the single the single the single the second to single the single t |       | Interpret words and phrases as they are used in a text, including determining technical,                                      | W.3  | effective technique, well-chosen details, and well-structured event sequences.  | L3  | unctions in different contexts, to<br>functions in different contexts, to<br>make effective choices for<br>meaning or style, and to |         |
| Specific word rough structure of texts, including or tone.  R.5 farger portions of the text (e.g., ascertion, chapter, scene and audience.  R.5 farger portions of the text (e.g., ascertion, chapter, scene and audience.  R.6 farger portions of the text (e.g., ascertion, chapter, scene and audience.  R.6 farger portions of the text (e.g., ascertion, chapter, scene and are withing a section, chapter, scene and a section, chapter, scene and a section, chapter, scene and a section of Knowledge and Ideas  R.7 formats, including visually and evaluate the argument and specific claims in a fax, including the validity of the reasoning as well as the search to build knowledge or to compare the approaches the compared to the propositional texts of treating and evel and of the search. Integrate and evaluate the argument and specific claims in a fear and compared to build knowledge or to compare the approaches the authors take.  R.9 in order to build knowledge or to compare the approaches the authors take.  Range of Faeding and Level  R.9 in order to build knowledge or to compare the approaches the authors take.  Range of Faeding and Level  R.10 illerance and sufficiency of the each source, and integrate the event of the subject under farmers in order to build knowledge or to compare the approaches the event of the subject of the subject under farmers in order to build knowledge or to compare the approaches the event of the subject of the subject under farmers in order to build knowledge or to compare the approaches the subject of the subject of the subject of the subject under farmers and sufficiency of the each source, and integrate the event of the subject of the subject of the subject of the subject of | R.4   | connotative, and figurative<br>meanings, and analyze how  | Pro  | duction and Distribution of Writing   |     | comprehend more fully when reading or listening.  |         |
| R.5 sentences, paragraphs, and arguer to task, including how specific assertion, chapter, scene, or starza) relate to each other and the whole.  R.6 purpose shapes the content and secret to build say the ord and audience.  R.5 purpose shapes the content and secret to build and Present Knowledge and Ideas burposes shapes the content and sylve of a text.  R.7 purpose shapes the content and sylve are applicitly writing and to presented in diverse media and presented in diverse media and quantitatively, as well as in quantitatively, as well as in a text, including the validity of the reasoning as well as the content and order to build knowledge or to compare the approaches the of Text Complexity  R.9 purposes similar themes or topics or the whole.  R.8 a text, including the validity of the reasoning as well as the reasoning as well as the address similar themes or topics in order to build knowledge or to compare the approaches the of Text Complexity  R.9 R.7 purposes and audichonal texts independently and proficiently.   |       | specific word choices shape meaning or tone.  | 4.W  | which the development, organization,  | Voc | Vocabulary Acquisition and Use  | П       |
| R.5 larger portions of the text (e.g., a section chapter, scene, or stanza) relate to each other and section chapter, scene, or stanza) relate to each other and section chapter, scene, or stanza) relate to each other and section chapter, scene, or stanza) relate to each other and section chapter, scene, or stanza) relate to each other and section chapter, scene, or stanza) relate to each other and section chapter, scene, or stanza) relate to each other and section chapter, scene, or stanza) relate to each other and section chapter including the literary and complexity  R.6 purpose shapes the content of knowledge and Ideas style of a text.  Integration of Knowledge and Ideas (Content and complexity and accuracy of a section chapter and evaluate the argument and specific claims in a text, including the validity and accuracy of the evidence.  R.8 action, chapter, scene, or section, and research to Build and Present Knowledge and Ideas (Content and evaluate content or words.  R.9 action, chapter, scene, or section, and research to Build and Present Knowledge and Ideas (Content and evaluate content or words.  R.7 purpose shapes the content or stream of a text.  Integrate and evaluate and evaluate the argument and specific claims in words.  R.8 argument and specific claims in a text, including the validity and specific claims in a text, including the validity and specific claims in a text, including the validity and specific claims in a text, including the validity and specific claims in a text, including the validity and specific claims in a text, including the validity and specific claims in a text, including the validity and specific claims in a text, including the validity and specific claims in a text, including the validity and specific claims in a text, including the validity and specific claims in a text, including the validity and specific claims in a text, including plaint and present the approaches the address similar themes or topics and inclear the address and an organized plaint and present the approach |       | Analyze the structure of texts, including how specific  |      | and style are appropriate to task, purpose, and audience.   |     | Determine or clarify the meaning of unknown and multiple-   |         |
| R.6 purpose shapes the content and style of a text.  R.6 purpose shapes the content and style of a text.  Integration of Knowledge and Ideas  R.7 formats, including visually and quantitatively, as well as in words.  R.8 a reasoning as well as the reasoning visuality with a routinely to the reasoning as well as in in order to build knowledge or to compare the approaches the authors take.  R.9 Integrat and collaborate with others.  R.7 Formats, including visually and proficiently.  R.8 A a text, including visually and proficiently.  R.8 A a text, including the walling and to reason to r | R.5   | sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or                                   | W.5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                   | L.4 | meaning words and phrases by using context clues, analyzing meaningful word parts, and  |         |
| Research to Build and Present Knowledge  Integration of Knowledge and Ideas  Integration of Knowledge and ldeas  Integration of Knowledge and Ideas  Integrate and evaluate content  W.7  Integration of Knowledge and Ideas  Integrate and evaluate content  Integrate and evaluate content  Integrate and evaluate content  Integrate and evaluate the accuracy of a general information from multiple print and cligital sources, assert and carbinity of the reasoning as well as the evidence.  Integrate and evaluate content  Integrate and evaluate content  Integrate and evaluation of the search information from multiple print and cligital sources, assert and carbinity of the reasoning as well as the information and source and sufficiency of the evidence.  Integrate and evaluation of the subject under relevant information and source, and integrate the evidence and sufficiency of the evaluation of the reasoning as well as the information and source and sufficiency of the evaluation of the evidence.  Integrated the research integrated the information and source and sufficiency of the evaluation of the evaluation of th |       | stanza) relate to each other and the whole.   | W.6  | Use technology, including the internet, to produce and publish writing and to   |     | consulting general and specialized reference materials,   |         |
| Integration of Knowledge and Ideas   Integrate and evaluate content presented in diverse media and presented in diverse media and quantitatively, as well as in words.   Analyze how two or more texts and compare the approaches the authors take.      Range of Reading and Level and complex to literary and information at text independently and proficiently.      Range of Reading and Level and complex to literary and informational texts independently and proficiently.      Conduct short as well as in focused questions, demonstrating understanding of the subject under investigation.      Conduct short as well as in investigations, demonstrating understanding of the subject under investigation.      Conduct short as well as in the course media and countered as understanding of the subject under investigation.      Conduct short as swell as in the course media and focustion and integrate the investigation.      Conduct short as well as in the course media and focustion and integrate the investigation.      Conduct short and evaluate content and specific claims in words.      Range of Reading and Level   W.19      Read and comprehend complex and informational texts independently and proficiently.      Conduct short as well as in the course more texts are suggered to the subject under investigation of the subject under investigation.      Conducts short as well as in more texts are sustained relevant and informational texts in course and sufficiency of the subject under informational texts in course.      Conducts short as well as in more texts are sustained relevant and informational texts in course and sufficiency of the subject under informational texts in course and authors are more texts.      Conducts and integrate the informational texts in course and authors are more texts.      Conducts and sufficiency of the subject under inversing of the subject under inve   | R.6   | Assess how point of view or purpose shapes the content and  | Rese | interact and collaborate with others.  arch to Build and Present Knowledge  |     | as appropriate.  Demonstrate understanding of   | 1       |
| Integration of Knowledge and Ideas  Integrate and evaluate content presented in diverse media and quantitatively, as well as in words.  R.B. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the reasoning as well as the reasoning as well as the relevance and sufficiency of the evidence.  R.B. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.  R.B. Range of Reading and Level of Text Complexity  R.10 literary and informational texts independently and proficiently.   |       | style of a text.  |      | Conduct short as well as more   | L.5 | figurative language, word   |         |
| R.7 formats, including visually and quantitatively, as well as in words.  R.8 a faxt, including the validity of a the reasoning as well as the a the reasoning as well as the a the reasoning as well as in order to build knowledge or to evidence.  R.9 In order to build knowledge or to compare the approaches the anothors take.  R.9 In order to build knowledge or to compare the approaches the anothors take.  R.9 Read and comprehend complex and informational texts in order to build knowledge or to a freeding and Level of Text Complexity.  R.10 Iterary and informational texts in order to build knowledge of the anothor transported time frames (ime for research, reflection, and research, reflection, and revision) and shorter time frames (ime for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of Reading and Level of Text Complexity and informational texts in order to build knowledge or to a factor compared the approaches the another the | Integ | gration of Knowledge and Ideas  | 1    | sustained research projects based on  |     | relationships, and nuarices in word meanings.   |         |
| Analyze how two or more texts  R.9  R.9  R.9  R.9  R.9  Range of Reading and Level of Text Complexity R.10  R.10  R.10  Read and comprehend complex R.10  R. | R.7   | Integrate and evaluate content presented in diverse media and formats, including visually and                                 | W./  | focused questions, demonstrating understanding of the subject under investigation.  |     | Acquire and use accurately a range of general academic and  | 1       |
| R.9 R.9 Range of Reading and Level  Range of Reading and comprehend complex  R.10 Read and comprehend complex  R.10 R.10 R.10 R.10 R.10 R.10 R.10 R.1  |       | quantitatively, as well as in words.  |      | Gather relevant information from multiple print and digital sources,  |     | phrases sufficient for reading,   |         |
| the reasoning as well as the relevance and sufficiency of the relevance and surfaces similar themes or topics in order to build knowledge or to compare the approaches the authors take.  Range of Reading and Level of Text Complexity  Range of Reading and Level range of tasks, purposes, and relevances.  Read and comprehend complex independently and proficiently.  | 8     | Delineate and evaluate the argument and specific claims in a text, including the validity of                                  | W.8  | assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.                                    | L.6 | withing, speaking, and itserining<br>at the college and career<br>readiness level; demonstrate<br>independence in cathering         |         |
| R.9 in order to build knowledge or to compare the approaches the authors take.  Range of Reading and Level of Text Complexity  R.10 Read and comprehend complex  R.10 Iterary and informational texts independently and proficiently.  |       | the reasoning as well as the relevance and sufficiency of the evidence.   | W.9  | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |     | encountering an unknown term  |         |
| R.9 in order to build knowledge or to compare the approaches the authors take.  Range of Reading and Level of Text Complexity  Read and comprehend complex literary and informational texts independently and proficiently.  |       | Analyze how two or more texts   |      | Range of Writing  |     | expression.   |         |
| Range of Reading and Level of Text Complexity Read and comprehend complex R.10 literary and informational texts independently and proficiently.  | R.9   | address stilling trefiles of topics in order to build knowledge or to compare the approaches the authors take.                | W.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames                                 |     | ()s   | A DEPAP |
| Read and comprehend complex literary and informational texts independently and proficiently.   | 4     | Range of Reading and Level of Text Complexity   |      | (a single sitting or a day or two) for a range of tasks, purposes, and  |     | Pav   |         |
|  | R.10  | Read and comprehend complex literary and informational texts independently and proficiently.                                  |      | 000000000000000000000000000000000000000   |     |   | DOC ATT |







### **Our Learning Focus**



Date:

Class: Module 3

**Learning Topic:** Dimensions of Formative Assessment

| THREE QUESTIONS            | PLANNING NOTES   |
|----------------------------|--|
| Where are we headed?       | We are learning how to implement the formative assessment process as defined by the Dimensions of Formative Assessment.  |
| Where are we now?          | We are reflecting on our practices using the Dimensions of Formative Assessment.   |
| How will we close the gap? | We will collaboratively learn and plan how to implement the practices defined in the Dimensions of Formative Assessment. |



### **My Learning Focus**



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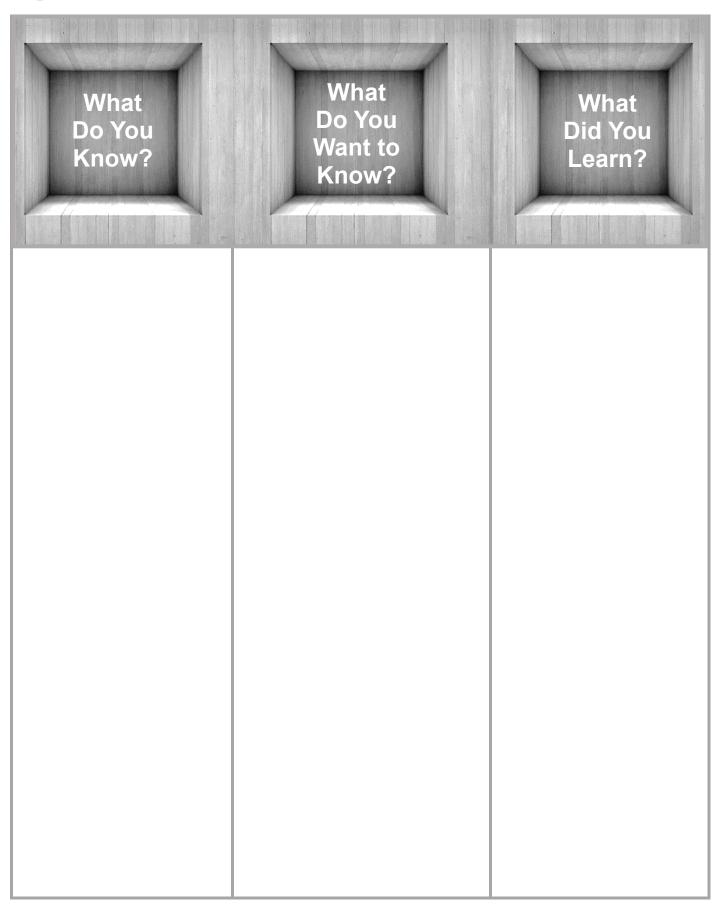
Class:

**Learning Topic:** 

| THREE QUESTIONS   | NOTES TO ME |
|---|-------------|
| Where am I headed?  |             |
| <ul> <li>What am I learning today?</li> </ul>   |             |
| <ul> <li>What is the Criteria for<br/>Success?</li> </ul>   |             |
| <ul> <li>What does quality<br/>work look like?</li> </ul>   |             |
| Where am I now?   |             |
| <ul> <li>What evidence can I show that I learned it?</li> </ul>   |             |
| How can I self-assess<br>and set my own<br>Learning Goals?  |             |
| How will I close the gap?   |             |
| <ul> <li>What is my next step for learning?</li> </ul>  |             |
| <ul> <li>How can I rework,<br/>refine, and revise my<br/>work to reach my<br/>Learning Goal?</li> </ul> |             |



### **Formative Assessment KWL Chart**





### **Defining Formative Assessment**

Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners. Revised Definition, Council of Chief State School Officers, December 2018

| Planned, ongoing process   | The planned nature of formative assessment draws attention to the work that teachers should engage in prior to being in the classroom with students. The ongoing process reinforces formative assessment as a classroom process that is enacted while the learning is occurring and not something done after the learning has taken place. |
|--|--|
| Learning and teaching  | Both student and teacher share responsibility and roles in the formative assessment process with the focus on learning and students.   |
| Elicit and use evidence  | Intentional elicitation of evidence of student learning and the use of that evidence to inform immediate or near-immediate next steps directs the process. This is done by the teacher, the individual student, or peers.  |
| Student understanding of intended disciplinary learning outcomes | Formative assessment focuses on how practices may be applied flexibly due to the differences in disciplinary learning across content areas.  |
| Students to become self-directed learners                        | Students learn important content and the critical ways of thinking within a disciplinary area while learning how to learn and take control of their own learning.  |

Formative assessment should be evident in every lesson through one or more of the following:

- A discussion of the learning goals
- Feedback from students on their self-assessments
- Observed patterns in student group discussions that would be productive to share with the whole class
- Peer feedback
- Teacher conferences with individuals
- Small groups to help them plan revisions of their work or their thinking
- A carefully planned question for the end of the lesson to support planning for next day

**Directions:** Working in pairs, read the following overview and highlight key words. Choose four key words to add to the table below with comments as to how they relate to your current or future teaching or questions you may have for more understanding.

Formative assessment is the integration of those practices that create an effective formative assessment process within a collaborative classroom culture that is necessary to support formative assessment.

Formative assessment is not a linear process, nor a set of discrete steps; rather, the practices weave together and influence each other.

While a novice formative assessment practitioner may focus on a specific practice along the way to developing fluency with that practice, any one of these practices in isolation is insufficient.

What leads to a robust and effective enactment of formative assessment by both student and teacher in concert is the integration with the:

- Use of the clear learning goals to help the teacher ask a clarifying question.
- Analysis of work by a peer against the criteria for success.
- Carefully worded feedback that spurs deeper self-reflection and goal setting.
- Analysis of student responses that informs planning for the next lesson.

None of these practices are effective in a vacuum. It is their integrated application that gives formative assessment its power to positively impact student learning.

It is also essential that teachers create a classroom environment in which students feel safe to express their ideas, even as they are emerging, and that encourages students to work collaboratively with each other and with the teacher. Only then can teachers and students truly work together to move learning forward for all.

| Key Words | Comments/Questions |
|-----------|--------------------|
|           |                    |
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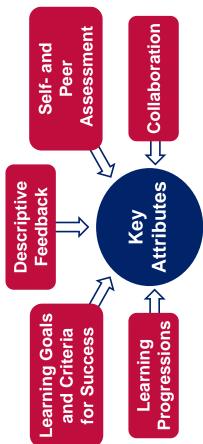


**Key Attributes of Effective Formative Assessment** 

# Learning Goals and Criteria

identified and communicated to of the Learning Goals look like. question: Where am I headed? Goals and what success looks know and be able to do by the for Success: Both are clearly describe what students are to what successful achievement like, students can answer the Criteria for Success describe By identifying the Learning succeed if they can explain students in student-friendly Students are more likely to language. Learning Goals end of a learning period. what they are trying to

**Descriptive Feedback:** Identify what was done well, what needs improvement, and how to improve (Black, et al, 2003; Dixon, 2005; Hattie and Timperley, 2007). It needs to relate specifically to the Learning Goal and Criteria for Success, so students are fully aware of the steps needed to close the gaps or improve their performance. This information can be conveyed orally, in writing, or as a question that causes students to reflect.



Learning Progressions: Clearly articulate the sub-goals of the ultimate Learning Goal. They focus on the big ideas of our Arizona English Language Arts Anchor Standards. Knowing the connection of the Standards across content areas and grade levels is the core concept of Learning Progressions. This understanding connects day-to-day instructional planning with annual Learning Goals and longer-term goals that extend beyond the current grade level.

accomplish.

**Collaboration:** A classroom culture with teachers and students as partners in learning should be established. Successful formative assessment takes place in a classroom culture where all students feel respected and see that their contribution to the learning community is valued. When the classroom culture reflects these characteristics, students feel confident about revealing their learning status in front of peers and their teacher and in giving and receiving peer feedback.

and how to revise it accordingly. how well it reflects the Learning and peer assessment, they are Goals and Criteria for Success assessment are about revision When students engage in self-Self- and Peer Assessment: ndependence and motivation and improvement. It enables more actively involved in the students' work by identifying metacognitively about their assess their own and other learning process and their students to independently Both provide students an learning. Self- and peer opportunity to think mproves. ь

# Collaborative Culture of Learning Non-Examples **Characteristics** Concerns about Implementing Collaborative Culture of Learning **Excitement about Implementing** EDUCATION ARIZONA DEPARTMENT OF **Examples** Definition



# Connect, Extend, Challenge: Learning Goals

Work through the three questions as you reflect on your practice with the learning. Complete the graphic organizer using page 8 of the Formative Assessment: Rubrics, Reflection, and Observation Tools for Teachers guide.

Where are you headed? Define the practice of the Learning Goals Dimension.

Where are you now? Connect to something you currently do in your classroom.

How will you close the gap? Describe two ways you can extend this dimension in your classroom. Can you take it one step further? Challenge yourself to describe one new thing you plan to try.

# **LEARNING GOALS DEFINITION**

# CONNECT

How is this connected to something I do?

## EXTEND

How can I extend this dimension in my classroom?

# EXTEND

How can I extend this dimension in my classroom?





# Connect, Extend, Challenge: Criteria for Success

Work through the three questions as you reflect on your practice with the learning. Complete the graphic organizer using page 9 of the Formative Assessment: Rubrics, Reflection, and Observation Tools for Teachers guide.

Where are you headed? Define the practice of the Criteria for Success Dimension.

Where are you now? Connect to something you currently do in your classroom.

How will you close the gap? Describe two ways you can extend this dimension in your classroom.

Can you take it one step further? Challenge yourself to describe one new thing you plan to try.

# **CRITERIA FOR SUCCESS DEFINITION**

# CONNECT

How is this connected to something I do?

## EXTEND

How can I extend this dimension in my classroom?

## EXTEND

How can I extend this dimension in my classroom?





### **Key Points for Writing Learning Goals and Criteria for Success**

### Connecting

### Learning Goals Criteria for Success Learning Tasks

| A. Definitions a   | and Explanations  |
|--|---|
| Learning Goal  | Criteria for Success  |
| Specifies the learning that is intended for a lesson.                              | Indicates expectations of what students need to show to demonstrate learning.   |
| Tip to Writing<br>Learning Goals   | Tip to Writing<br>Criteria for Success  |
| Remember Learning Goals refer to understanding, knowledge, skills, or application. | Remember Criteria for<br>Success refer to a concrete<br>learning performance:<br>something students will say,<br>do, make, or write to indicate<br>they are moving toward the<br>Learning Goal. |

| B. Verb choice   | ce is important.  | Notes/Summary |
|--|---|---------------|
| Learning Goals   | Criteria for Success  |               |
| Often begin with verbs like know, develop, apply, understand, use, or extend.                                | Often begin with verbs like explain, describe, model, show, write, justify, or create.  |               |
| Exa  | mples   |               |
| <b>Literacy:</b> I am learning how to <b>determine</b> the main idea and how to explain my ideas in writing. | I can <b>describe</b> the main idea of text. I can <b>justify</b> why I believe this is the most important thing the author wants me to remember. |               |
| Science: I am learning how to compare and contrast life cycles using valid reasoning and relevant evidence.  | I can <b>explain</b> my process to compare and contrast the life cycle of a butterfly and a frog using valid reasoning and relevant evidence.     |               |
| Mathematics: I am learning how to develop number sentences based on models.                                  | I can <b>write</b> a number sentence with the same meaning as the words.  |               |

| C. Learning Goals describe learn. Learning Tasks describe going to acquire that learn                                       |  | Notes/Summary |
|---|--|---------------|
| Learning Goals  | Learning Tasks   |               |
| Describe what students are going to learn.  | Describe how students show<br>evidence of progress toward<br>the Learning Goal aligned to<br>expectations defined by<br>Criteria of Success. |               |
| Exa   | mples  |               |
| Social Studies:<br>Understand the chronicle<br>of events that led to the<br>internment of Japanese-<br>Americans in 1942.   | Create a timeline of the events leading to the Japanese-American Internment.   |               |
| Science: I am learning how to identify the impact of water pollution on the environment using valid reasoning and evidence. | Prepare a PowerPoint presentation to show the impact of water pollution on the environment citing evidence.                                  |               |
| Reading/Literacy: I am learning how to retell a story and include important events after listening to a story.              | After a read aloud, retell the story and include three important events.   |               |

| _  | on-sized and not isolated or   | Notes/Summary |
|--|--|---------------|
| discrete. The learning they describe is aligned to a Standard and connected to other prior, concurrent, and future learning. |  |               |
| Examples   |  |               |
| Reading 5.Rl.2: Determine two main ideas of a text and explain how they are supported by key details. Summarize the text.    | I am learning how to<br>summarize text by<br>determining the main ideas<br>and how they are supported<br>by key details. |               |
| Mathematics 5.MD.B:<br>Represent and interpret<br>data.  | I am learning how to represent and interpret a data set of fractions.  |               |
| Science 5.P3U2.5: Define problems and design solutions pertaining to force and motion.                                       | I am learning how to define problems and develop solutions to problems pertaining to force and motion.                   |               |



### **Collaboration Skills**

Strong collaborative teams develop over time and require commitment to the process. That requires using the schoolwide team meeting procedures of having an agenda, roles, norms, and a decision-making process. It also requires each team member to identify and practice collaboration skills. After each collaborative team meeting, use the following list to self-assess your level of collaboration skills. As each team member improves, your team will grow stronger.

| Name:  | Grade level: | Date:       |        |  |  |
|--|--------------|-------------|--------|--|--|
| Check the level that reflects your participation within your team collaborative meeting.   |              |             |        |  |  |
| Collaboration Skills   | Neve         | r Sometimes | Always |  |  |
| Pausing     I allow time for thinking before adding to discuss and/or decision-making.   | sion         |             |        |  |  |
| 2. Paraphrasing I contribute to understanding by restating the ide presented by others.  | eas          |             |        |  |  |
| 3. Probing I ask questions to clarify information.   |              |             |        |  |  |
| 4. Putting forward ideas I share ideas during discussion.  |              |             |        |  |  |
| 5. Paying attention to self and others I am aware of what I say, how I say it, and how respond to it.                                  | others       |             |        |  |  |
| 6. Presuming positive presuppositions I maintain the idea that my team members act for positive and constructive intentions.           | rom          |             |        |  |  |
| 7. Pursuing a balance between advocacy and in a linquire for better understanding before advocation position that leads to a decision. |              |             |        |  |  |
| Steps I will take to improve my collaboration sl   | kills:       |             |        |  |  |

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|--------------------------------------|---|--|---|----------------------------------|
| Date Delivered to Staff              | <b>Dimensions of Format</b> i implementation with Lea promote collaborative pla | <b>Dimensions of Formative Assessment</b> : Identify Dimensions of Formative Assessment and begin implement to rearning Goals and Criteria for Success. Identify and implement concepts that promote collaborative planning and collaborative classroom learning cultures. | ative Assessmer<br>and implement cc<br>ultures. | it and begin<br>incepts that     |
| Where Are We Headed? Focus Area Goal | Where Are We Now?<br>Baseline/Date  | How Will We Close the Gap?<br>Strategies   | Who Is<br>Responsible?                          | When Will It Be<br>Accomplished? |
|                                      |   |  |   |                                  |
| Quarter 1                            | Focus Area Progress:  |  |   |                                  |
| Target:                              |   |  |   |                                  |
| Actual:                              |   |  |   |                                  |
| Quarter 2                            | Focus Area Progress:  |  |   |                                  |
| Target:                              |   |  |   |                                  |
| Actual:                              |   |  |   |                                  |
| Quarter 3                            | Focus Area Progress:  |  |   |                                  |
| Target:                              |   |  |   |                                  |
| Actual:                              |   |  |   |                                  |
| Quarter 4                            | Focus Area Progress:  |  |   |                                  |
| Target:                              |   |  |   |                                  |
| Actual:                              |   |  |   |                                  |
|                                      | Next Steps:   |  |   |                                  |
| Sustainability Plan                  |   |  |   |                                  |
|                                      |   |  |   |                                  |

### ARIZONA DEPARTMENT OF EDUCATION

### **Active Learning Strategies**

Active learning strategies help teachers and students engage in learning. The strategies from each module in the Arizona Professional Learning Series can be adapted to support teaching and learning in your classroom.

**Charts:** Charts encourage cooperative learning and helps students see their own thinking represented visually and promotes higher levels of thinking.

**Collaborative Culture of Learning:** Collaborative Culture of Learning is a classroom culture in which teachers and students are partners in thinking and learning. It promotes student autonomy, and students as learning resources for one another.

**Color Coding:** Color coding draws attention to important words. It can be introduced to all students to increase understanding then used in the future by those who benefit from the strategy.

**Connect, Extend, and Challenge:** The Connect, Extend, and Challenge graphic organizer helps students connect to their learning, extend their knowledge, and identify any challenge that may hinder learning.

**Criteria for Success:** Criteria for Success are explicit expectations of quality work that relate directly to Learning Goals.

**KWL:** The KWL graphic organizer tracks what a student knows (K), wants to know (W), and learned (L) about a topic. It is used before, during, and after a lesson.

**Highlighters:** Highlighters are used to emphasize important information in reading, math problems, finding keywords within a textbook, or studying for tests. Students should be taught how to use highlighters effectively in context and given opportunities to become proficient.

**Jigsaw:** The jigsaw technique is a method of organizing classroom activity that makes students dependent on each other to succeed. It breaks classes into groups that each assemble a piece of an assignment and synthesize their work when finished.

**Instructional Scaffolding:** Instructional scaffolding offers different levels of one strategy to fit individual student needs that allows every student the ability to gain the most from the strategy use.

**Learning Goals:** Learning goals focus on what students should know, understand, or be able to do by the end of the lesson.

**My Learning Focus:** The Three Questions help students break down where they are headed, where they are now, and how they will close the gap for a specific topic or lesson.

**Peer Feedback:** Peer feedback is a two-way process in which one student cooperates with another to offer corrections, opinions, suggestions, or ideas.

**Thumbs Up—Thumbs Sideways—Thumbs Down:** Thumbs Up—Thumbs Sideways—Thumbs Down is a quick formative assessment strategy that allows students to demonstrate they understand—they still have questions—they don't understand.

**Two-Column Notes:** Using two-column notes helps students organize information with main ideas in one column and supporting details in another column.