ARIZONA DEPARTMENT OF EDUCATION

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

Module 3

Formative Assessment

AZPLS Rooted in Systems Change

Participant Packet

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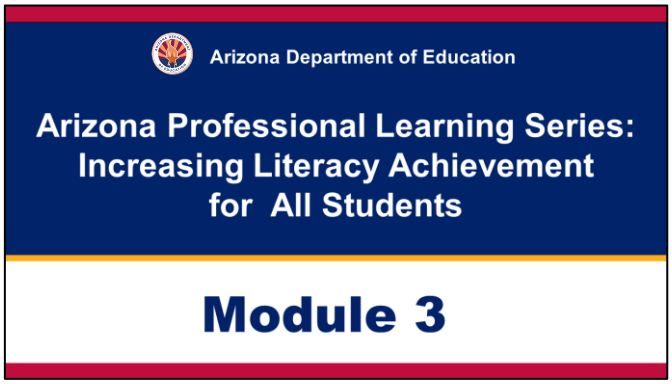

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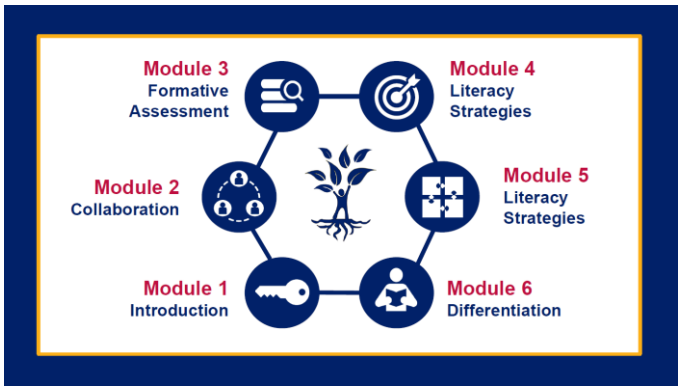

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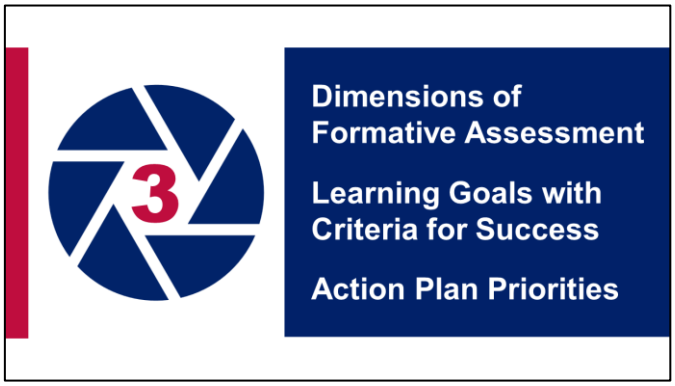

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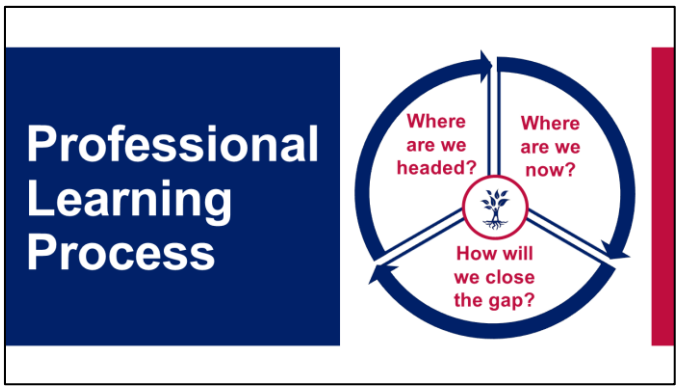

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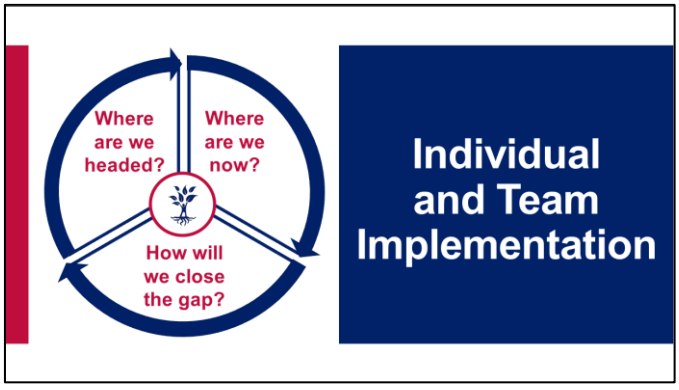

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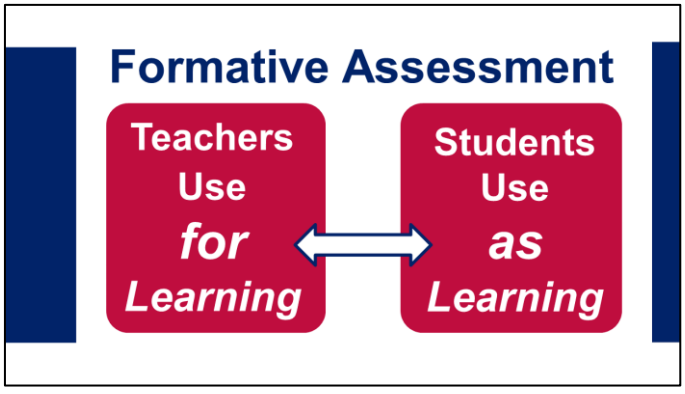

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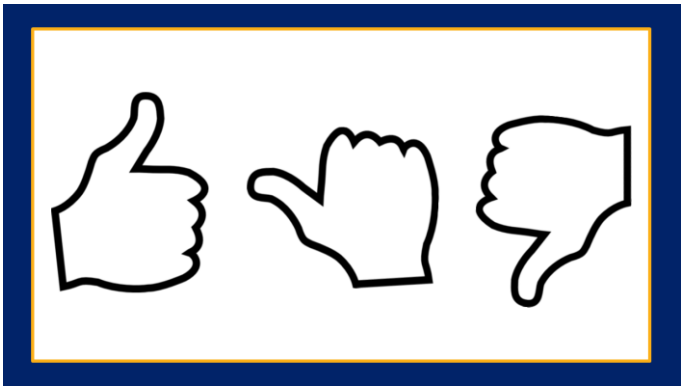

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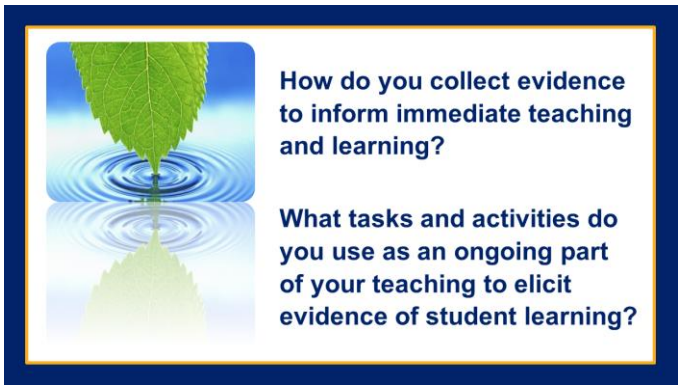

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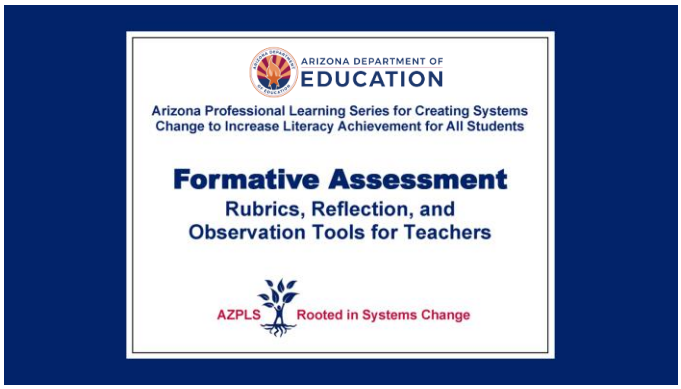

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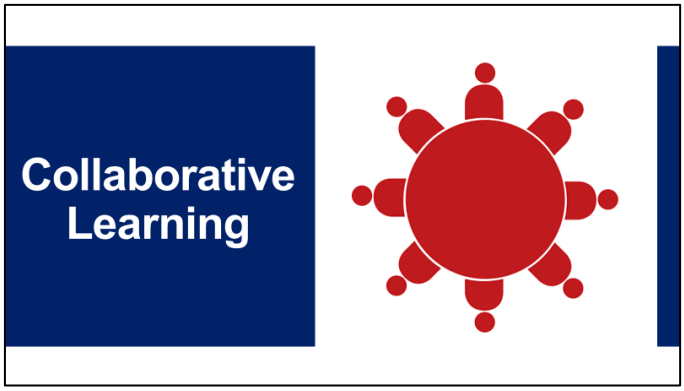

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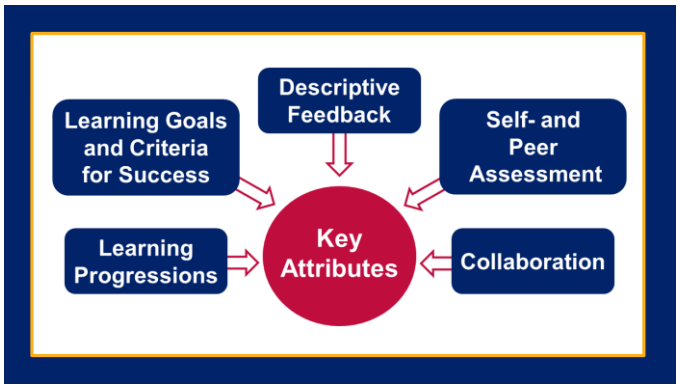

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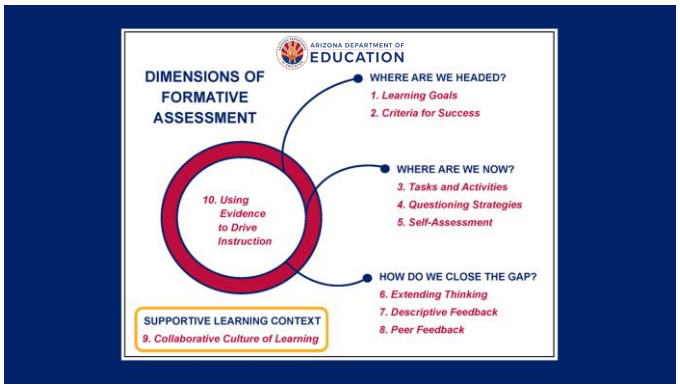

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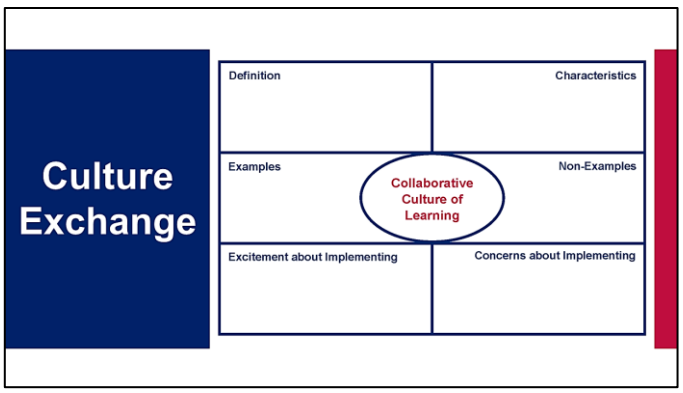

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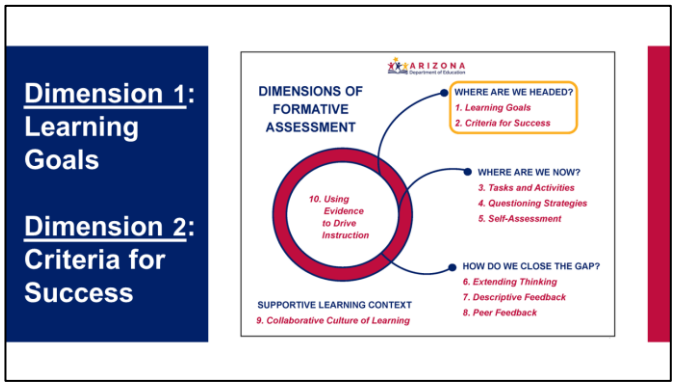

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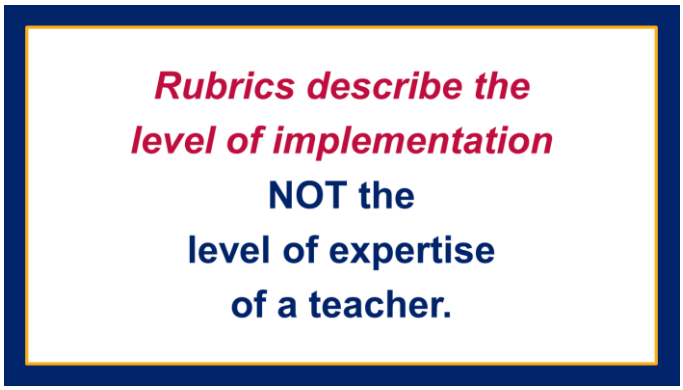

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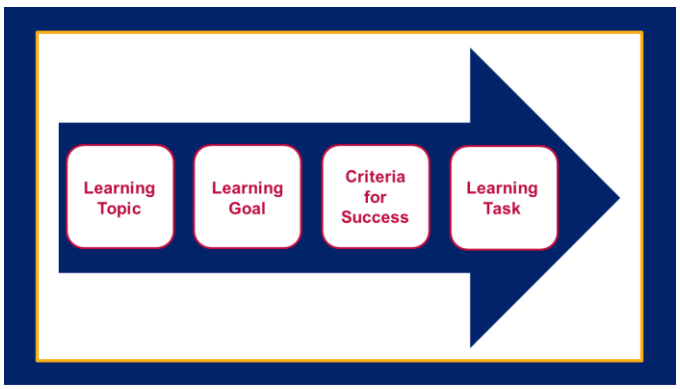

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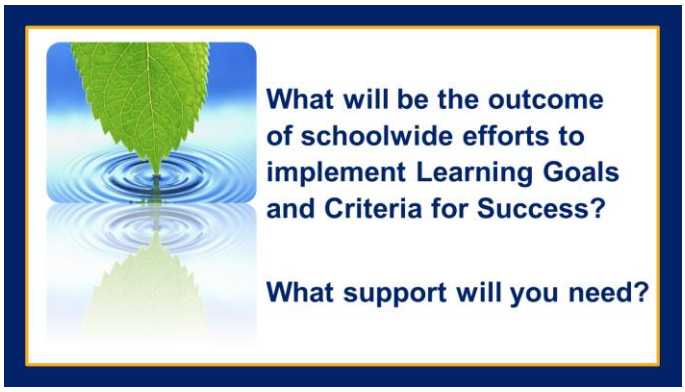

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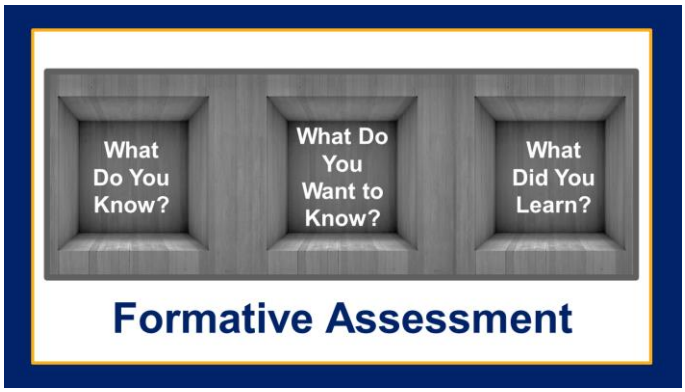

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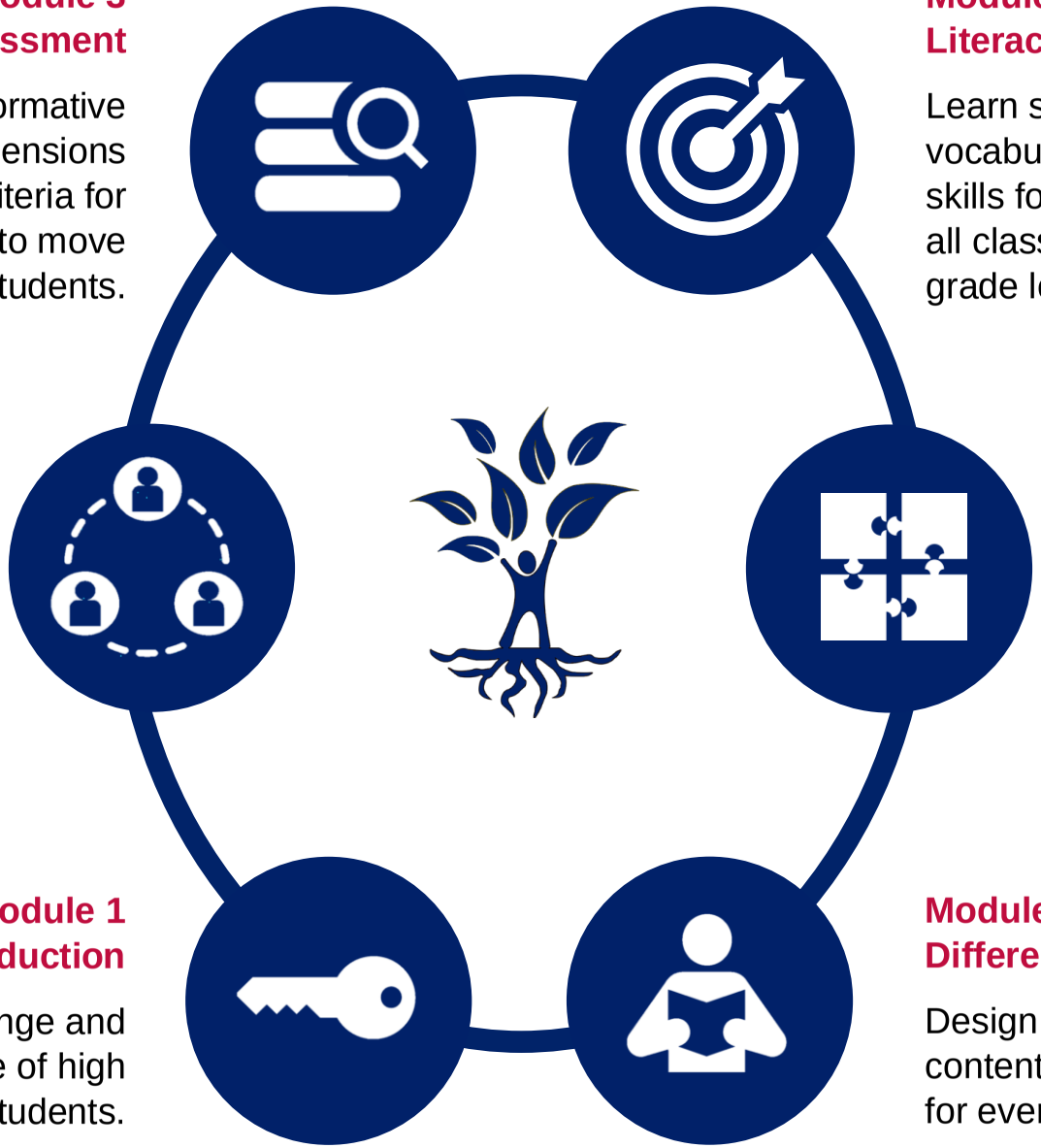
Arizona Professional Learning Series Module Overview

Module 3
Formative Assessment

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

Module 4
Literacy Strategies

Learn strategies for improving vocabulary and comprehension skills for every student across all classes, content areas, and grade levels.



Module 2
Collaboration

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

Module 5
Literacy Strategies

Extend literacy skills with higher-level questioning and discussion of all text tailored to include every student.

Module 1
Introduction

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

Module 6
Differentiation

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

Arizona English Language Arts Anchor Standards

Reading Standards for Literature and Informational Text	
Key Ideas and Details	
R.1	Read carefully to determine what the text says explicitly and to make logical inferences from it.
R.2	Determine central ideas or themes of a text and analyze their development.
R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure	
R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
R.6	Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas	
R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
R.9	Analyze how two or more texts address 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	
R.10	Read and comprehend complex literary and informational texts independently and proficiently.

Writing Standards	
Text Types and Purposes	
W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Production and Distribution of Writing	
W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6	Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.
Research to Build and Present Knowledge	
W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing	
W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language Standards	
Conventions of Standard English	
L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	
L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Vocabulary Acquisition and Use	
L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Speaking and Listening Standards	
Comprehension and Collaboration	
SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Presentation of Knowledge and Ideas	
SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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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.

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My Learning Focus

Name:

Date:

Class:

Learning Topic:

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

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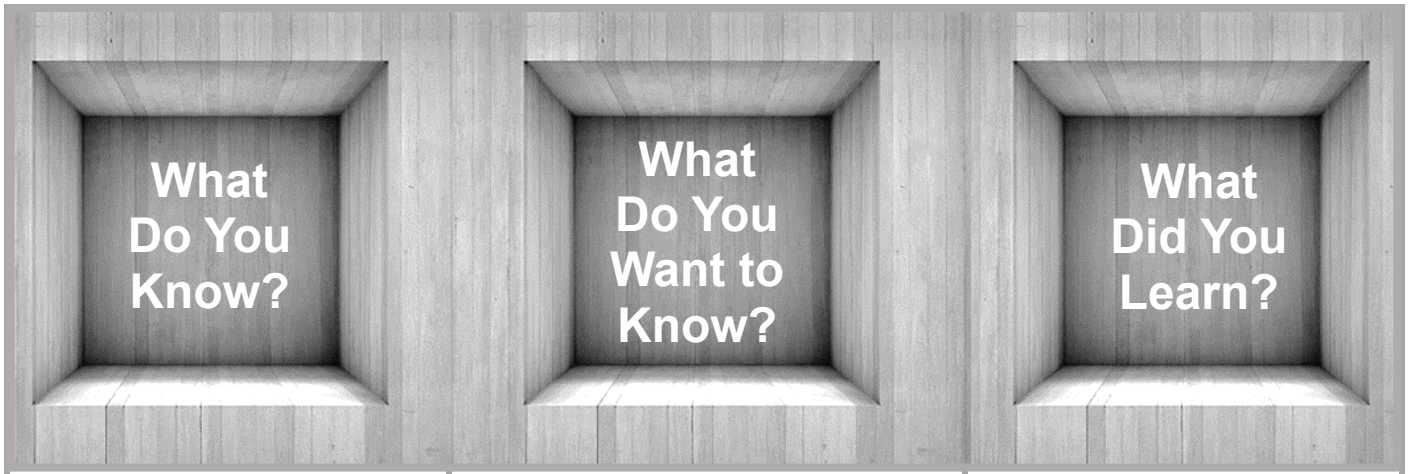
Formative Assessment KWL Chart



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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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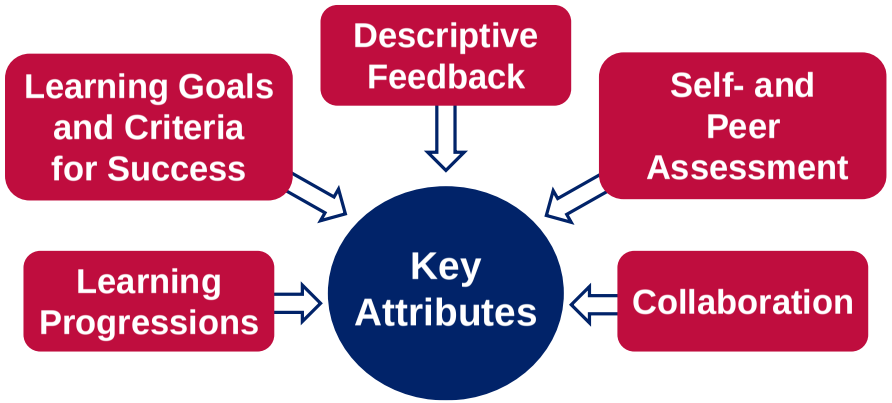
Key Attributes of Effective Formative Assessment

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

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.



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

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.

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.

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Collaborative Culture of Learning

Definition	Characteristics
Examples	Non-Examples
Excitement about Implementing	Concerns about Implementing

Collaborative Culture of Learning

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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?

CHALLENGE
What is one thing I will try in my classroom?

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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?

CHALLENGE
What is one thing I will try in my classroom?

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Key Points for Writing Learning Goals and Criteria for Success

Connecting

Learning Goals — **Criteria for Success** — **Learning Tasks**

A. Definitions and Explanations		Notes/Summary
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 Learning Goals	**Tip to Writing Criteria for Success**	
Remember Learning Goals refer to understanding, knowledge, skills, or application.	Remember Criteria for Success refer to a concrete learning performance: something students will say, do, make, or write to indicate they are moving toward the Learning Goal.	

B. Verb choice 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.**	
Examples		
Literacy: I am learning how to **determine** the main idea and how to explain my ideas in writing.	I can **describe** the main idea of text. I can **justify** 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 **explain** 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 **write** a number sentence with the same meaning as the words.	

C. Learning Goals describe what students are going to learn. Learning Tasks describe how students are going to acquire that learning.		Notes/Summary
Learning Goals	**Learning Tasks**	
Describe what students are going to learn.	Describe how students show evidence of progress toward the Learning Goal aligned to expectations defined by Criteria of Success.	
Examples		
Social Studies: Understand the chronicle of events that led to the internment of Japanese-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.	

D. Learning Goals are lesson-sized and not isolated or discrete. The learning they describe is aligned to a Standard and connected to other prior, concurrent, and future learning.		Notes/Summary
Examples		
Reading 5.RI.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 summarize text by determining the main ideas and how they are supported by key details.	
Mathematics 5.MD.B: Represent and interpret 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.	

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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	Never	Sometimes	Always
1. Pausing *I allow time for thinking before adding to discussion and/or decision-making.*			
2. Paraphrasing *I contribute to understanding by restating the ideas presented by others.*			
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 others respond to it.*			
6. Presuming positive presuppositions *I maintain the idea that my team members act from positive and constructive intentions.*			
7. Pursuing a balance between advocacy and inquiry *I inquire for better understanding before advocating for a position that leads to a decision.*			

Steps I will take to improve my collaboration skills:

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Module 3 Action Plan

Date Delivered to Staff ___/___/___	**Dimensions of Formative Assessment:** Identify Dimensions of Formative Assessment and begin implementation with Learning Goals and Criteria for Success. Identify and implement concepts that promote collaborative planning and collaborative classroom learning cultures.			
Where Are We Headed? ***Focus Area Goal***	**Where Are We Now?** ***Baseline/Date***	**How Will We Close the Gap?** ***Strategies***	**Who Is Responsible?**	**When Will It Be Accomplished?**

Quarter 1 **Target: _____** **Actual: _____**	**Focus Area Progress:**
Quarter 2 **Target: _____** **Actual: _____**	**Focus Area Progress:**
Quarter 3 **Target: _____** **Actual: _____**	**Focus Area Progress:**
Quarter 4 **Target: _____** **Actual: _____**	**Focus Area Progress:**
Sustainability Plan	**Next Steps:**

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.