



ARIZONA DEPARTMENT OF
EDUCATION

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

Module 3

Dimensions of Formative Assessment



Facilitator Guide

MODULE 3 FACILITATOR GUIDE

PROFESSIONAL LEARNING SERIES OVERVIEW

The purpose of Arizona's Professional Learning Series is to increase literacy achievement for all students. These comprehensive modules were created through funding from the State Personnel Development Grant, known as the SPDG, awarded to Arizona by the U.S. Department of Education, Office of Special Education Programs.

The focus is to close the gap in literacy achievement between students with specific learning disabilities and their peers without specific learning disabilities in grades 4–8. The foundation of the series is based on systems change, so the professional learning and implementation is schoolwide for grades K–8. The teaching and learning strategies presented in the modules work for all student populations in grades 4–8 and can be adapted and introduced in the primary grades.

The module progression builds to sustainable systems change. The organization of the modules, coaching, and implementation provide a supportive course to increasing knowledge, skills, and achievement. Everyone is aware and involved in the step-by-step process to accomplish the common use of specific teaching and learning strategies in every class.

MODULE 3

Module 3 focuses on identifying the Dimensions of Formative Assessment and beginning implementation with Learning Goals and Criteria for Success and strategies that promote collaborative planning and collaborative classroom learning cultures.

USING THIS FACILITATOR GUIDE

This facilitator guide provides the information necessary to prepare for and facilitate the module. Prior to training, facilitators should:

1. Read the complete guide.
2. Preview videos, if included.
3. Prepare materials for activities.
4. Print posters, activity materials, and Action Planning Wall Headings.

MATERIALS

Computer, projector, screen, and speakers

Tape, markers, highlighters

Half sheets of paper

Action Planning Wall (chart paper or sticky wall)

IMPORTANT NOTES

Collaborative Teams must bring Team Role Cards and Team Norms to the professional learning.

Each participant must bring the AZPLS binder and Formative Assessment Rubrics, Reflection, and Observation Tools for Teachers to the professional learning.

ANCHOR POSTERS: Print one each in color. *Anchor Posters 1–3 are from Module 1. Anchor Poster 4 is from Module 2. Anchor Poster 5 is new. It is recommended to laminate the Anchor Posters, as all will be used with Modules 3–6.*

Anchor Poster 1: Arizona Professional Learning Series Module Overview

Anchor Poster 2: Arizona English Language Arts Anchor Standards

Anchor Poster 3: Three Questions

Anchor Poster 4: Professional Learning Norms

Anchor Poster 5: Dimensions of Formative Assessment

POSTER: Print one each in color for every Collaborative Team.

Poster 6: Formative Assessment KWL Chart

POSTER: Print five in color.

Poster 7: Collaborative Culture of Learning

POSTERS: Print one each in color for every Collaborative Team. *Posters are grade specific.*

Poster 8: Connecting Learning Goals and Criteria for Success

Grade K Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8

Poster 9: Peer Praise and Possibilities

Grade K Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8

PARTICIPANT PACKET: Print one complete packet in color per participant. Handouts are included.

Participant Packet with Handouts

ACTION PLANNING HEADINGS: Print one each in color.

Collaborative Culture of Learning Learning Goals and Criteria for Success

CONNECTING CARDS: Print one set in color for each team. Cut apart.

Connecting Cards A–D

FORMATIVE ASSESSMENT RUBRICS, REFLECTION, AND OBSERVATION TOOLS FOR TEACHERS: Print one for each participant.

Print cover on cardstock. Add blank cardstock back page. Print one-sided pages. Bind the guide with a spiral.

COMMON MEETING DAY/TIME FOR COLLABORATIVE TEAMS: Print one.

PROFESSIONAL LEARNING SURVEY

Professional Learning Survey: *Optional*

ACTIVITY PREPARATION

Activity 1—Slide 2: Professional Learning Norms

Anchor Poster 4: Professional Learning Norms should be displayed. Go over the norms on the poster. Ask if anyone would like to add something. Add anything that is proposed and has consensus. Ask for agreement from the group for the final list. *There are five numbers on the poster, but any number may be used.*

Activity 2—Slide 3: Team Roles

Team members add the numbers in the month, day, and year of their birthdays. The team member with the highest number is assigned the Facilitator role. The person with the lowest number is the Recorder. Adding the month and day, the person with the highest number is the Recorder, and the person with the lowest number is the Timekeeper. The remaining team members are Engaged Participants. Ask participants to place their Team Role cards in front of them.

Activity 3—Slide 3: Team Norms

Collaborative Teams review their team norms and come to consensus on their learning culture for today. If needed, teams add any norms that have consensus.

Activity 4—Slide 3: Common Meeting Day/Time

Teams assess progress for creating a recurring, common time for all team members to meet. Recorders add teams' meeting days/times to the Common Meeting Day/Time for Collaborative Teams sheet. If there is not an established time, Recorders add challenges for creating one.

Activity 5—Slide 8: Table Talk

Referring to Handout 4: My Learning Focus, Collaborative Teams discuss how the three questions strategy could benefit teachers and students if collectively taught and implemented. Reporters share results.

Activity 6—Slide 10: Formative Assessment KWL

Individuals answer first two questions only on Handout 5: Formative Assessment KWL Chart. Collaborative Team members share answers. Recorders fill in the two columns of their teams' Poster 6: Formative Assessment KWL Chart. Reporters share results. Identify similarities and differences among the teams. *Teams will return to fill in the third column later in the professional learning.*

Activity 7—Slide 13: Thumbs Up, Sideways, Down

Use this quick formative assessment strategy to discover how comfortable the participants are with their current knowledge of formative assessment and implementing the ongoing use in your classrooms.

Activity 8—Slide 14: Reflect and Discuss

Team members reflect and discuss how they collect evidence to inform immediate teaching and learning with the tasks and activities they use as an ongoing part of teaching.

Activity 9—Slide 15: Formative Assessment Guide Introduction

Participants are introduced to the Formative Assessment Guide. They read the Table of Contents and skim through the guide to identify the guide's big picture.

Activity 10—Slide 17: Defining Formative Assessment

Part 1: Participants use a color-coding strategy with the first page of Handout 6: Defining Formative Assessment to define formative assessment. Participants discuss the information.

Part 2: Participants continue with the second page of Handout 6: Defining Formative Assessment without the scaffolding of color-coding. Partners choose four key words to add to the table with comments as to how those items relate to their teaching or questions they may have for more understanding. The partners share and discuss their information with their team.

Activity 11—Slide 19: Student Role in Each Dimension

Participants read pages 6–7 in the guide highlighting and annotating key ideas. Teams discuss each dimension and the possible implications for practice.

Activity 12—Slide 20: Collaborative Culture of Learning

Participants read the Collaborative Culture of Learning Dimension on page 16 of the guide. Then, participants count off 1–5 to establish new small groups. Taking the Formative Assessment Guide and Handout 8: Collaborative Culture of Learning, participants move to the Poster 7: Collaborative Culture of Learning for their group number. Each small group chooses a Group Facilitator to guide discussion, a Group Recorder to add information to the poster, and a Group Reporter to share information. All group members add the information to their Handout 8: Collaborative Culture of Learning.

Activity 13—Slide 20: Action Planning

Collaborative Culture of Learning Group Reporters share one excitement and one concern for supporting a collaborative learning culture. Using the half sheets of paper and markers, Recorders add the concerns to the Action Planning Wall under the heading, Collaborative Culture of Learning.

Activity 14—Slide 21: Learning Goals

Participants read the explanation and rubric on page 8 of the guide highlighting main ideas and key details and adding notes about implications for practice. Using Handout 9: Connect, Extend, Challenge: Learning Goals, participants apply the three questions to reflect on their current practice with Learning Goals.

Activity 15—Slide 21: Criteria for Success

Participants read the explanation and rubric on page 9 of the guide highlighting main ideas and key details and adding notes about implications for practice. Using Handout 10: Connect, Extend, Challenge: Criteria for Success, participants apply the three questions to reflect on their current practice with Criteria for Success.

Activity 16—Slide 22: Connecting to Current Classroom Practices

Team members share examples of practices they are using in their classrooms that reflect the

practices defined in the rubrics. Reporters share key ideas of these discussions.

Activity 17—Slides 22–23: Key Points for Writing Learning Goals and Criteria for Success

Team Facilitators, give one Connecting Card A–D to each team member. *If teams have more or less than four team members, they should double up.* Each card holder reads their card and takes turns as the Activity Facilitator to share the information, starting with Connecting Card A and proceeding through Connecting Card D. Handout 11: Key Points for Writing Learning Goals and Criteria for Success provides an area to record notes and summarize the information.

Activity 18—Slide 24 Learning to Practice

There is a specific Poster 8: Connecting Learning Goals and Criteria for Success for each grade level. *Use two of the same grade level for larger teams.* Each poster provides a basic example. Team members read the example and work together to create their own examples for Literacy, Mathematics, Science, and Social Studies.

If additional background knowledge is needed on Learning Goals and Criteria for Success, take the time to provide this clarity before Activity 15: Learning Goals address what students will learn. These goals can be stated in terms of what students will know, understand, or be able to do by the end of the lesson or series of lessons, or they may be stated in terms of how students will apply what they know. The key is that the goals are accessible to all students and the teacher makes multiple meaningful and appropriate references to the Learning Goals. Clearly stated Learning Goals provide the direction where learning is headed.

Criteria for Success describe in specific terms what successful achievement of the Learning Goal looks like. The criteria help students recognize if they have been successful in their learning. When students have Criteria for Success at hand, they are more informed about where the learning journey is ultimately going and how well they are doing during the process. Criteria for Success also allow you and the students to give accurate feedback that is directly related and specific to the Learning Goal. Criteria for Success keep you both focused on the criteria that the work will be assessed against. When students understand what they are supposed to learn and do, they become more accountable for their learning.

Activity 19—Slide 25: Peer Feedback Gallery Walk

There is a specific Poster 9: Peer Praise and Possibilities for each grade level. Teams do a peer feedback gallery walk of praise and possibilities. Teams review each other's work and offer one specific praise and one possibility of something to consider. When teams return to their own poster, they review and discuss the peer feedback. Reporters share one insight.

Activity 20—Slide 26: Reflect and Discuss

Teams discuss their understanding of Learning Goals and Criteria for Success. They identify the outcome of a schoolwide effort to implement Learning Goals and Criteria for Success and the support needed for implementation.

Activity 21—Slide 26: Action Planning

Using the half sheets of paper and markers, Recorders add team suggestions for a schoolwide effort under the Action Planning Wall Heading: Learning Goals and Criteria for Success.

Activity 22—Slide 27: Formative Assessment KWL

Going back to Handout 5: Formative Assessment KWL Chart, participants review the first two questions and fill in the column for what they learned. Teams discuss their insights. Recorders fill in Poster 6: Formative Assessment KWL Chart with collective responses for the third question. Reporters share what their teams learned.

Activity 23—Slide 28: Collaboration Skills

Participants reflect on their personal collaboration skills during this professional learning. Using Handout 12: Collaboration Skills, participants use the checklist to self-rate their individual levels of collaboration. Teams discuss how each team member's participation supported each other.

Action Planning Note: *Action planning begins during professional learning, so all staff have input. Teams discuss each topic, and Recorders add their teams' needs under the headings. It is a good idea to take pictures of the final Action Planning Wall to provide a visual aid when the BLT creates the formal action plan to share with staff and the DLT. A detailed explanation of action planning can be found in the [Action Planning Guide](#).*

ROOM SETUP

Set up computer, projector, screen, and speakers.

Hang Anchor Posters 1–5 in front of room. **Note:** *These Anchor Posters will be used at every module professional learning.*

Hang Posters 6–9 for each Collaborative Team. **Note:** *Plan additional wall space for these poster activities. You will need enough space for Collaborative Teams to gather around each poster. Poster 8: Connecting Learning Goals and Criteria for Success and Poster 9: Peer Praise and Possibilities should be placed together for each team to work. A gallery walk concludes these activities. If your room cannot provide enough space, you might consider using the hallway or another appropriate space.*

Hang Action Planning Wall (chart paper or sticky wall) with the two Action Planning Wall Headings.

Set up tables with Participant Packets, Formative Assessment Guide, half sheets of paper, markers, highlighters, tape, and Connection Cards.

Seat participants by Collaborative Teams. Content area teachers, special education teachers, and special area teachers should sit with the grade level they support most often.

REFERENCES

[Arizona Promising Practices](#)

This website provides research to practice guidelines, strategies, and resources to support Arizona professionals and parents in improving results for students with disabilities.

AGENDA OUTLINE

The following table provides an outline of the agenda for the professional learning session. It includes timing, slide numbers, activities, and materials. The outline provides facilitators with a big-picture view of this professional learning and activities. Total time estimate: 4 hours

Note: *The Formative Assessment Rubrics, Reflection and Observation Tools to Support Professional Reflection on Practice resource will be referred to as the Formative Assessment Guide.*

Agenda Items	Time	Slides	Activities	Materials
Welcome Introductions Norms	5 minutes	1–2	Activity 1: Professional Learning Norms	Anchor Poster 4: Professional Learning Norms
Team Roles Team Norms Common Meeting Day/Time	5 minutes	3	Activity 2: Team Roles Activity 3: Team Norms Activity 4: Common Meeting Day/Time	Team Role Cards Team Norms Common Meeting Day/Time for Collaborative Teams Sheet
Module Progression	5 minutes	4		Anchor Poster 1: Arizona Professional Learning Series Module Overview Handout 1: Arizona Professional Learning Series Module Overview
Module Focus and Intention	10 minutes	5–8	Activity 5: Table Talk	Anchor Poster 3: Three Questions Handout 3: Our Learning Focus Handout 4: My Learning Focus
Assessment Review Formative Assessment KWL	10 minutes	9–10	Activity 6: Formative Assessment KWL	Poster 6: Formative Assessment KWL Chart Handout 5: Formative Assessment KWL Chart
Defining Formative Assessment Thumbs Up, Sideways, Down	5 minutes	11–13	Activity 7: Thumbs Up, Sideway, Down	

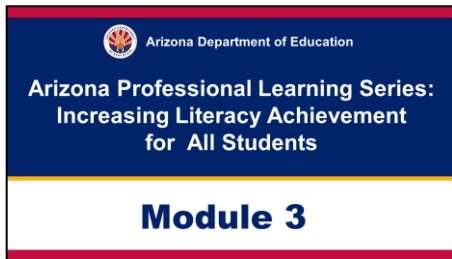
Reflect and Discuss	5 Minutes	14	Activity 8: Reflect and Discuss	
Formative Assessment Guide Introduction	5 minutes	15–16	Activity 9: Formative Assessment Guide Introduction	Formative Assessment Guide
Defining Formative Assessment	20 minutes	17	Activity 10: Defining Formative Assessment with Color-Coding Strategy—Part 1 Defining Formative Assessment without Color-Coding Strategy—Part 2	Handout 6: Defining Formative Assessment—Page 1 Handout 6: Defining Formative Assessment—Page 2
Formative Assessment Attributes	3 minutes	18		Handout 7: Key Attributes of Effective Formative Assessment Formative Assessment Guide: Page 3
Dimensions of Formative Assessment Introduction	7 minutes	19		Anchor Poster 5: Dimensions of Formative Assessment Formative Assessment Guide: Pages 4–5
Student Role in Each Dimension			Activity 11: Student Role in Each Dimension	Formative Assessment Guide: Pages 6–7
Collaborative Culture of Learning	20 minutes	20	Activity 12: Collaborative Culture of Learning	Formative Assessment Guide: Page 16 Handout 8: Collaborative Culture of Learning Poster 7: Collaborative Culture of Learning
Action Planning			Activity 13: Action Planning	Action Planning Wall Heading: Collaborative Culture of Learning
Learning Goals	15 minutes	21	Activity 14: Learning Goals	Formative Assessment Guide: Page 8 Handout 9: Connect, Extend, Challenge:

Criteria for Success			Activity 15: Criteria for Success	Learning Goals Formative Assessment Guide: Page 9 Handout 10: Connect, Extend, Challenge: Criteria for Success
Connecting to Current Classroom Practices			Activity 16: Connecting to Current Classroom Practices	
Key Points for Writing Learning Goals and Criteria for Success	15 minutes	22–23	Activity 17: Key Points for Writing Learning Goals and Criteria for Success	Connecting Cards A–D Handout 11: Key Points for Writing Learning Goals and Criteria for Success
Learning to Practice	30 minutes	24	Activity 18: Learning to Practice	Poster 8: Connecting Learning Goals and Criteria for Success Handout 2: Arizona English Language Arts Anchor Standards Anchor Poster 2: Arizona English Language Arts Anchor Standards Formative Assessment Guide
Peer Feedback Gallery Walk	30 minutes	25	Activity 19: Peer Feedback Gallery Walk	Poster 8: Connecting Learning Goals and Criteria for Success Poster 9: Peer Praise and Possibilities Anchor Poster 2: Arizona English Language Arts Anchor Standards. Handout 2: Arizona English Language Arts Anchor Standards Formative Assessment Guide
Reflect and Discuss Action Planning	5 Minutes	26	Activity 20: Reflect and Discuss Activity 21: Action Planning	Action Planning Wall Heading: Learning Goals Criteria for Success

Formative Assessment KWL	10 minutes	27	Activity 22: Formative Assessment KWL	Poster 6: Formative Assessment KWL Chart Handout 5: Formative Assessment KWL Chart
Collaboration Skills	10 Minutes	28	Activity 23: Collaboration Skills	Handout 12: Collaboration Skills
Wrap Up	5 minutes	29–30		Handout 13: Module 3 Action Plan
Professional Learning Survey <i>Optional</i>	5 minutes	31		Professional Learning Survey

Arizona Professional Learning Series: Module 3

Slide 1



Have this slide showing as participants arrive. Remind participants their Participant Packet with handouts will be used throughout the professional learning for note taking and activities.

Explain:

Today, we continue our AZPLS journey of schoolwide systems change that will lead to increased literacy achievement for all students. Specifically, we will focus on using the Dimensions of Formative Assessment to plan teaching and learning that meets the needs of all learners.

Slide 2



Activity 1: Professional Learning Norms. Refer to Anchor Poster 4: Professional Learning Norms. Add proposed norms if they have group consensus.

Explain:

Process norms set ground rules or expectations on how people treat each other at a meeting or professional learning. The AZPLS norms focus on respecting all participants. Look over the norms listed on the poster. Are there additional norms you would like to discuss?

Please raise your hand if you agree with the norms we have.

Slide 3



Activity 2: Team Roles. Activity 3: Team Norms. Activity 4: Common Meeting Day/Time for Collaborative Teams.

Explain:

In our last module, we developed foundational Collaborative Teams and the structure needed to work together efficiently. Let's establish our Team Roles for today and review our Team Norms.

Add your birthday month and day. The team member with the highest number is assigned the Facilitator role. The person with the lowest number is the Recorder.

Next, use the sum of the numbers in your birth year. The highest number is the Reporter, and the lowest number is the Timekeeper. The remaining team members are Engaged Participants.

Please place your **Role Cards** in front of you.

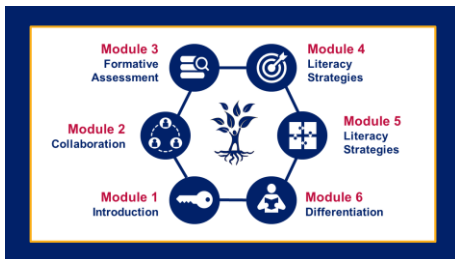
Take a moment to review your Team Norms and come to consensus on your learning culture for today. If any norms need to be discussed or added, please do so. This sets the tone for your collective commitment as a team.

After review of Team Norms: Your Collaborative Team's work is specific to individually and collectively building your knowledge and skills with the expectation of continuing that work. Extending learning and practice in your Collaborative Team meetings through

guided discussions and activities will enhance your teaching and the learning of all students. Your coach and principal will provide ongoing support as you build on the foundational information within each module.

Take a few minutes to assess your progress towards creating a recurring common time for all team members to meet. Recorders, please add your meeting day and time to the **Common Meeting Day/Time for Collaborative Teams** sheet being passed around. If you do not have an established time, please add the challenges your team has in creating one. For teams experiencing challenges, your AZPLS Coach will work with you and the principal to establish the day and time.

Slide 4



Describe module content and progression. Refer to Anchor Poster 1: Arizona Professional Learning Series Module Overview. Participants have the same information in Handout 1: Arizona Professional Learning Series Module Overview.

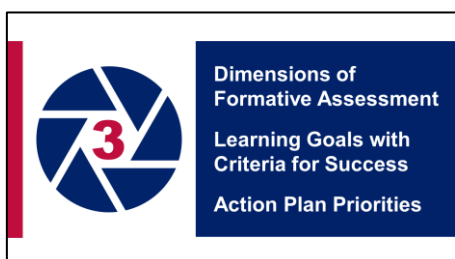
Explain:

As we learned in Module 1, there is a well-planned progression of the AZPLS modules. The organization of the modules, implementation, and coaching provide a supportive process to increasing knowledge, skills, and achievement. Everyone is aware and involved in the step-by-step process to accomplish the common use of specific teaching and learning strategies in every class. **Handout 1: Arizona Professional Learning Series Module Overview** is the brief outline of the modules and indicates how they build on each other.

Modules 1 and 2 outlined the frameworks for your systems change that will lead to increased literacy achievement for every student. You learned the importance of including your entire school community in creating a culture that supports high expectations for all. You applied strategies of intentional collaboration to support your teamwork for collective learning and implementation. You identified how inclusive collaboration connects every teacher to your AZPLS work.

This module identifies the Dimensions of Formative Assessment and strategies to move learning forward for all students. Ongoing classroom data will drive instruction, and your implementation will be supported by your Collaborative Team and your coach.

Slide 5



Explain:

Moving through the step-by-step module series, we are building on our foundation. All the learning activities demonstrate ways to engage our students in learning.

Today's focus is using the Dimensions of Formative Assessment, creating Learning Goals with clear Criteria for Success, and developing action priorities for supporting inclusive practices to increase literacy achievement for all students.

Slide 6

Collective
and
Individual
Implementation



Explain:

Today's intention is to work within your teams to learn how to collectively and individually implement formative assessment practices, create Learning Goals with Criteria for Success, and use data-driven decisions to increase learning outcomes for all students.

Remember everyone has input as to what the Action Plan should include. At specific points during today's work, you will clarify action items to continue your learning. From that input, the Building Leadership Team will create and share the formal Action Plan with you. Everyone will be responsible for implementation and will be supported by the Building Leadership Team and coach.

Slide 7

Professional
Learning
Process



Refer to Anchor Poster 3: Three Questions and Handout 3: Our Learning Focus.

Explain:

We are continuing our use of the three questions, a strategy that centers your professional learning throughout the modules, with **Handout 3: Our Learning Focus** for this module.

Where are we headed with our work today? 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.

After gaining the information in this module, you will be able to decide what your next steps will be. In your next Collaborative Team meeting, you will determine your process for closing the gap.

As with all our strategies, think about how you can implement them in the future. Use the three questions when you are planning your lessons to guide your teaching. They will help you focus on what you want the students to learn and what it will take for students to achieve the desired learning.

Slide 8



Individual
and Team
Implementation

Refer to Anchor Poster 3: Three Questions and Handout 4: My Learning Focus. Activity 5: Table Talk

Explain:

Using the three questions is also a strategy for your students to use. It will help them become self-directed learners. **Handout 4: My Learning Focus** is an example form your students can use. Take time to teach your students the strategy. Make sure they understand the strategy will help guide their own learning. Model the strategy process and give them opportunities to practice with

you, then with their peers, and finally, individually.

Discuss how the three questions could benefit you and your students if you collectively taught and used the strategy.

When the Table Talk starts to wind down: Reporters, share one insight from discussing how the three questions could benefit teachers and students if you collectively taught and implemented the strategy.

Slide 9



Explain:

Let's begin by briefly distinguishing between the three broad assessment categories: summative, interim, and formative (Northwest Evaluation Association, 2014).

We know that summative assessments provide data that is evaluative. For example, state proficiency tests measure student achievement at the end of a year. It answers the question, what did the students learn? Another example of summative assessment would be end of chapter tests.

Interim or benchmark assessments guide and track learning throughout the year. Your interim or benchmark assessments help predict students' achievement on state tests, offer snapshots of students' growth throughout the year, and give guidance to changing instructional plans to assist students' improvement. These assessments answer the questions: Where are the students now? What will change their trajectory for increasing their achievement?

The ultimate purpose of formative assessment is to use evidence of learning to inform teaching and learning in order to advance learning. Formative assessments are done during the instructional process. It is ongoing and is used by both teachers and students to evaluate evidence so teachers can make adjustments to their teaching and students to their learning. Formative assessments answer the questions: What do the students know? What do they need to know? How can the teacher use that information to guide real-time instruction?

Slide 10



Activity 6: Formative Assessment KWL. Individuals answer first two questions only on Handout 5: Formative Assessment KWL Chart. Team responses are recorded on Poster 6: Formative Assessment KWL Chart.

Explain:

KWL is a strategy that serves several purposes. It elicits your prior knowledge of formative assessment by asking the question: What do you know?

It sets a purpose for learning by asking the question: What do you want to know?

After learning, it monitors understanding by asking the question: What did you learn?

Using **Handout 5: Formative Assessment KWL Chart**, answer the first two questions regarding formative assessment: What do you know? and What do you want to know?

When everyone is finished answering the first two questions: Discuss what you wrote down with your team. Recorders, fill in your **Formative Assessment KWL Chart poster** with collective team responses in the columns for what you know and what you want to know.

When all teams are finished with their posters: Reporters, share your team responses, and let's all look for similarities and differences. *After sharing:* We will return to these posters later.

Slide 11



Explain:

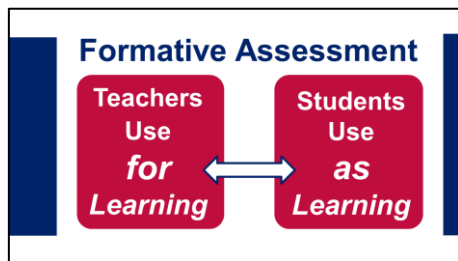
It is important to note that formative assessment is not a thing. It is a process that occurs during teaching and learning. It involves both teachers and students in gathering information, so they can take steps to keep learning moving forward to meet the Learning Goals.

A major landmark in the emergence of formative assessment was a synthesis of research findings conducted by Paul Black and Dylan Wiliam in 1998. This review led to the widespread recognition of formative assessment as a powerful method for improving all students' learning. They concluded that student learning gains triggered by formative assessment were "amongst the largest ever reported for educational interventions," with the largest gains being realized by low achievers (1998b).

Black (2014) went on to say that formative assessment is at the heart of effective instruction. This was, and remains, powerful evidence for the value of formative assessment (Heritage, 2010). Professor John Hattie (2009) provided evidence to support the view that there will be a noticeable difference to student learning as a result of formative assessment. Effect size 1.33.

As we explore formative assessment, we will identify a step-by-step process to implement formative assessment in your classrooms with support from your Collaborative Team and your coach.

Slide 12



Explain:

The first step is to recognize that formative assessment is a main component of an effective classroom. The National Research Council compiled an overview of research on learners and learning and on teachers and teaching in the book, *How People Learn: Brain, Mind, Experience, and School*. They concluded effective classrooms have four defining characteristics that are foundational to our work.

Effective classrooms are student-centered. Teaching is focused on where individual students are in their learning journey to becoming proficient. Teachers can adapt instruction based on evidence, making changes and improvements that will yield immediate benefits to student learning. Formative assessment for learning improves student learning and, in addition, helps students become independent, self-monitoring learners (Black and Wiliam, 1998; Clarke, 2008).

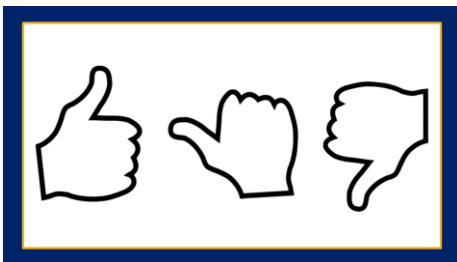
Effective classrooms are knowledge-centered. Formative assessment as learning signals the active role students play in the learning process (Earl, 2003). Information is provided that allows students to make connections and relationships among ideas. Students can use evidence of their current progress to actively manage and adjust their own learning (Stiggins, Arter, Chappuis, and Chappuis, 2006).

Effective classrooms are community-centered. Formative assessment is something teachers do with students. Students and teachers are partners that share responsibility for learning. Teachers and students need to share and learn from one another. Everyone understands what they are supposed to learn and support each other in succeeding at that.

Effective classrooms are assessment-rich. Using formative assessments throughout learning help teachers and students know where they are in the moment and where they need to go next.

Formative assessment for learning can take many different forms in the classroom. It consists of anything teachers do to help students answer the three questions: Where am I headed? Where am I now? and How will I close the gap? (Atkin, Black, and Coffey, 2001).

Slide 13



Activity 7: Thumbs Up, Thumbs Sideways, Thumbs Down. Explain strategy and model.

Explain:

How comfortable are you with your current knowledge of formative assessment and implementing the ongoing use in your classrooms?

I am going to give you explanations for the Thumbs Up, Thumbs Sideways, Thumbs Down strategy that fit what we are doing today.
Wait until I give all the explanations before raising your thumbs.

If you understand formative assessment and feel comfortable using formative assessment you will raise your hands with thumbs up.
Model by holding your thumb up.

If you are not sure exactly what formative assessment is or how to use formative assessment, you will raise your hands with your

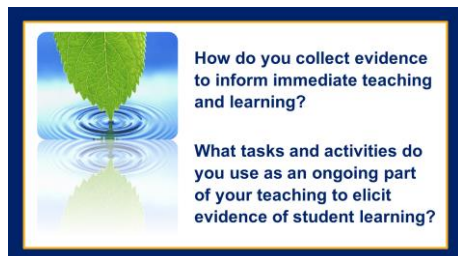
thumbs sideways. *Model by holding your thumb sideways.*

If you don't know what formative assessment is or how to use it, you will raise your hands with thumbs down. *Model by holding your thumb down.*

Now, raise your thumbs to show me your level of understanding for formative assessment.

This was a quick way to see how well everyone understands using formative assessment at this point. It is important to note that for this formative assessment practice to be informative, teachers must first provide the criteria for the thumbs up, thumbs sideways, thumbs down strategy. Providing the criteria is essential for students to accurately self-assess. This precise feedback is key to their learning and should guide teachers' actions.

Slide 14



Activity 8: Reflect and Discuss.

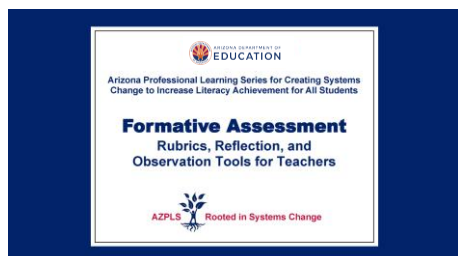
Explain:

Reflect on these questions and discuss:

How do you collect evidence to inform immediate teaching and learning?

What tasks and activities do you use as an ongoing part of your teaching to elicit evidence of student learning?

Slide 15



Activity 9: Formative Assessment Guide Introduction. Formative Assessment Guide

Explain:

The Council of Chief State School Officers commissioned a guide for formative assessment for 18 states that included Arizona (2016). You will use these guidelines to assess your formative assessment implementation, so we created a spiral bound guide for your use.

The primary motivation for using an observation tool focused on formative assessment is to improve teaching practice that includes formative assessment practice. Just as student learning can be supported through the appropriate use of self-assessment and peer assessment, teaching practice can also be improved through self- or peer assessment. In this guide, these activities are referred to as self-reflection and peer observation.

Before we move on, take a few minutes to review the Table of Contents and skim through the guide.

After skimming: We will refer to this guide throughout the rest of the modules, and you will need to bring it to every session.

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Collaborative Learning



Refer to Formative Assessment Guide.

Explain:

Please turn to page 3 in the guide. In the second paragraph, you will see a research-based definition of formative assessment.

Ask someone to read the definition aloud: 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 December 2018).

Gaining knowledge and skills for implementation will be a step-by-step process with direct support from your Collaborative Team and AZPLS Coach.

You will work within your Collaborative Teams to implement and sustain the use of formative assessment in your daily teaching. Together, you will improve the learning culture within your classrooms and the actual learning of all your students, including students with specific learning disabilities.

As you progress with your implementation of formative assessment, your coach will do observations to help you identify areas of success, recognize opportunities for growth, and guide your use of a self- and peer assessment process. One of the most important things to remember is this is a process that improves with collaboration and practice over time.

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Color-Coding



Activity 10: Defining Formative Assessment. Part 1: Participants use a color-coding strategy with the first page of Handout 6: Defining Formative Assessment.

Part 2: Participants work individually and with partners to continue with the second page of Handout 6: Defining Formative Assessment without the scaffolding of color-coding.

Explain:

Turning to **Handout 6: Defining Formative Assessment**, you will see the same definition, but it is color-coded. This color-coding strategy draws attention to important words. It can be introduced to all students as a way to increase understanding. Then, it can be used in the future by those who benefit from the strategy.

Because an effective, inclusive classroom is an equal opportunity learning environment, every student will understand that strategies help learning. Some strategies will be used by all. Some will be used by a few, and some may be used by an individual.

Part 1: On page one of the handout, the table offers explanations of the key color-coded words. Facilitators, assign each of the colored table entries (pink, blue, green, purple, orange) to

individual team members to read and share. Then, everyone should read the last piece in red and discuss.

Part 2: We are going to continue with the same strategy, but without the scaffolding of color-coding. To gain more insight, read the second page and underline key words. Work with a partner to review the words you underlined. Together, choose four key words to add to the table below. Add comments to explain how they relate to your current or future teaching or add questions to gain more understanding.

After partner activity: Partners, share your information with your team.

Ask Reporters to share one key word and explanation or question their team had in common.

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Refer to Formative Assessment Guide, Anchor Poster 2: Arizona English Language Arts Anchor Standards, and Handout 7: Key Attributes of Effective Formative Assessment.

Explain:

The key attributes of effective formative assessment are listed at the bottom of page 3 in the guide. For your reference, **Handout 7: Key Attributes of Effective Formative Assessment** offers additional information.

The core concept of Learning Progressions is connecting the Arizona English Language Arts Anchor Standards across content areas and grade levels.

Learning Goals should describe what students are to know and be able to do by the end of a learning period. Criteria for Success should describe what successful achievement of the Learning Goal looks like.

Descriptive Feedback should identify what was done well, what needs improvement, and how to improve (Black, et al, 2003; Dixon, 2005; Hattie and Timperley, 2007).

Self- and Peer Assessment enable 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.

Successful formative assessment takes place in the context of a classroom culture where all students feel respected and see that their contribution to the learning community is valued.

We will focus on these attributes throughout the modules.

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Activity 11: Student Role in Each Dimension. Refer to Anchor Poster 5: Dimensions of Formative Assessment. Use Formative Assessment Guide.

Explain:

You have this same graphic on page 4 of your guide. Using the definition of formative assessment and the key attributes of effective formative assessment, 10 Dimensions of Formative Assessment practice have been identified that support all students' learning.

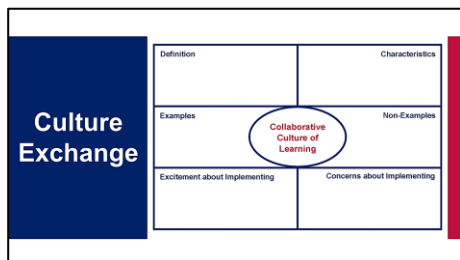
These dimensions represent a set of integrated formative assessment practices. **This is important.** The practices work together. They are not separate activities. The dimensions are only numbered for easy identification. They do not represent consecutive order. Everything relates to Number 10, Using Evidence to Drive Instruction.

On page 5, you will see a brief description of each dimension. You will refer to these as we learn about the role of the dimensions in designing lessons.

To understand the implications for practice, we will identify the student interaction with the Dimensions of Formative Assessment. On pages 6 and 7, you will see a description of the student role for each dimension. As you read these pages, highlight and annotate key ideas.

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Activity 12: Collaborative Culture of Learning. Establish new small groups for activity. Use Formative Assessment Guide, Handout 8: Collaborative Culture of Learning, and Poster 7: Collaborative Culture of Learning. Activity 13: Action Planning.

Explain:

Since the classroom culture must be positive to support formative assessment, we are going to begin with the Collaborative Culture of Learning Dimension. We will exchange information and ideas that promote a collaborative learning culture within your classroom and the school.

Please turn to page 16 in your guide. Rubrics for each dimension are provided to help you develop your implementation skills through the guiding stages of not observed, beginning, developing, progressing, and extending. Please read the Collaborative Culture of Learning Dimension rubric.

When everyone is finished reading, ask participants to count off 1–5 to establish small groups.

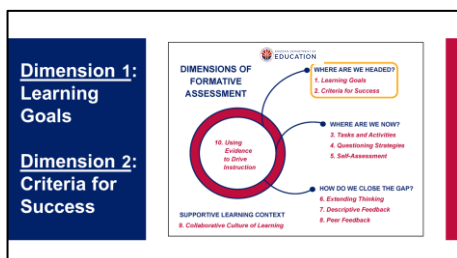
Taking your **guide** and **Handout 8: Collaborative Learning Culture**, please move to your new group and wait for instructions.

Give directions when everyone is in their new group. As a group, you will fill in the **Collaborative Learning Culture Poster**. First, choose a group Facilitator, Recorder, and Reporter. Then, discuss each section and come to a consensus for what is to be recorded. Recorders should add the information to the posters. Individuals should record notes on the **Handout 8: Collaborative Learning Culture** graphic organizer.

When groups are finished: Reporters, share one excitement and one concern for supporting a collaborative learning culture. Recorders, add the concerns to the **Action Planning Wall** under the heading, **Collaborative Learning Culture**.

Activity wrap up: The Collaborative Culture of Learning Dimension is significant to the development of an effective classroom. Reviewing 30 years of research, Michael Fullan (2011) found the consistent outcomes of collaborative cultures result in better learning for students. Every student must always feel safe and supported. True learning does not just happen. It is reinforced with strategies that include teachers supporting all students, students supporting each other, and individuals developing strategic methods to support their own learning. Always be vigilant to ensure your classroom environment supports the learning of every student.

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Activity 14: Learning Goals. Use Formative Assessment Guide and Handout 9: Connect, Extend, Challenge: Learning Goals. Activity 15: Criteria for Success. Use Formative Assessment Guide and Handout 10: Connect, Extend, Challenge: Criteria for Success. Activity 16: Connecting to Current Classroom Practices.

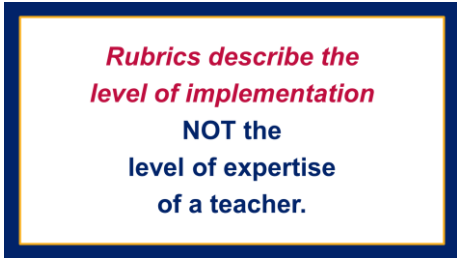

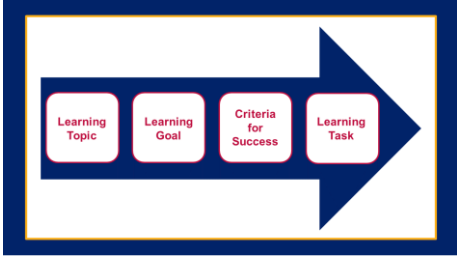
Activity Wrap Up: Model formative assessment by listening to the information shared by each Collaborative Team. Ask clarifying questions and provide feedback to extend their understanding and address possible misconceptions.

Explain:

We are going to focus on the Learning Goals and Criteria for Success Dimensions. We will identify what they are, their importance for student success, and how to use them effectively.

Let's begin with the Learning Goals Dimension. Read page 8 and highlight the main ideas and key details noting implications for practice. Then, use **Handout 9: Connect, Extend, Challenge: Learning Goals** to reflect through the three questions on your current practice with Learning Goals.

Repeat the process for the Criteria for Success Dimension on page 9 and use **Handout 10: Connect, Extend, Challenge: Criteria for Success** to reflect through the three questions on your current practice with Criteria for Success.

	<p><i>After everyone completes Handouts 9 and 10: Facilitators, give all team members an opportunity to share examples of practices they use in their classrooms that reflect the practices defined in the rubrics. Ask Reporters to share key ideas of the discussions.</i></p> <p><i>Activity wrap up:</i> The Learning Goal is the backbone of a lesson and provides the <i>reason</i> for teaching and observing it. Criteria for Success describe in specific terms what successful achievement of the Learning Goal looks like. Both help students recognize if they have been successful in their learning. In simple terms, the first two dimensions help teachers and students identify where they are headed and how they will know when they get there.</p>
<p>Slide 22</p>  <p><i>Rubrics describe the level of implementation</i> NOT the <i>level of expertise of a teacher.</i></p>	<p>Explain: It is important to recognize the foundation for successful implementation is to understand that the rubrics describe the level of implementation of a particular aspect of practice not the level of expertise of a teacher.</p> <p>After today, your coach will work with you and your Collaborative Team to help you understand the rubrics. As you begin implementing Learning Goals and Criteria for Success, the coach will follow an observation process and introduce a self- and peer reflection process to support you.</p>
<p>Slide 23</p>  <p>Actively Connecting</p>	<p><i>Activity 17: Key Points for Writing Learning Goals and Criteria for Success. Use Connecting Cards A–D and Handout 11: Key Points for Writing Learning Goals and Criteria for Success.</i></p> <p>Explain: Team Facilitators, give one Connecting Card A–D to each team member. Read your cards and prepare to share the information with your team. <i>If teams have more or less than four team members, they should double up.</i></p> <p><i>After everyone is finished reading:</i> Each of you will take turns as the Activity Facilitator, starting with Connecting Card A and proceeding through Connecting Card D. Use Handout 11: Key Points for Writing Learning Goals and Criteria for Success to record notes and summarize the information.</p> <p><i>When the teams finish the Connection Card activity:</i> Share and discuss your summaries. Choose one key point summary for the Reporter to share with the group.</p>
<p>Slide 24</p>  <p>Learning Topic → Learning Goal → Criteria for Success → Learning Task</p>	<p><i>Activity 18: Learning to Practice. Refer to Formative Assessment Guide and Anchor Poster 2: Arizona English Language Arts Anchor Standards. Use Poster 8: Connecting Learning Goals and Criteria for Success (grade level specific) and Handout 2: Arizona English Language Arts Anchor Standards.</i></p> <p>Note: <i>If additional background knowledge is needed on Learning Goals and Criteria for Success, take the time to provide this clarity.</i></p>

Explain:

Learning Goals address what students will learn. These goals can be stated in terms of what students will know, understand, or be able to do by the end of the lesson or series of lessons, or they may be stated in terms of how students will apply what they know. The key is that the goals are accessible to all students and the teacher makes multiple meaningful and appropriate references to the Learning Goals. Clearly stated Learning Goals provide the direction where learning is headed.

Criteria for Success describe in specific terms what successful achievement of the Learning Goal looks like. The criteria help students recognize if they have been successful in their learning. When students have Criteria for Success at hand, they are more informed about where the learning journey is ultimately going and how well they are doing during the process.

Criteria for Success also allow you and the students to give accurate feedback that is directly related and specific to the Learning Goal. They provide focus on the criteria that the work will be assessed against. When students understand what they are supposed to learn and do, they become more accountable for their learning.

Note: *If no additional scaffolding is needed, begin here.*

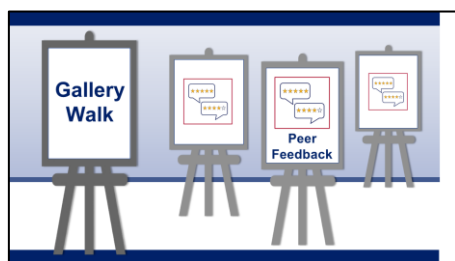
Explain:

You now have a deeper understanding of basic Learning Goals and Criteria for Success through the knowledge you have received and the active learning strategies providing support for your learning.

Let's put your learning into practice. There is a **Connecting Learning Goals and Success Criteria Poster** for each grade level that provides a basic example. The Learning Topic is from the Arizona English Language Arts Anchor Standards for your grade level. The Learning Goal states the learning outcome that connects to the Standard. The Criteria for Success states what needs to be accomplished to reach the Learning Goal. The Learning Task describes the activity to promote learning and provide evidence of the learning aligned to the Criteria for Success.

Read the example and work together to create your own examples for Literacy, Mathematics, Science, and Social Studies. Think of a learning topic you recently covered or one that you will be covering. The intention is to identify the basic connection of a Learning Topic to a Learning Goal, Criteria for Success, and Learning Task. This is the foundation for extending our learning in the next module.

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Activity 19: Peer Feedback Gallery Walk. Refer to Formative Assessment Guide and Anchor Poster 2: Arizona English Language Arts Anchor Standards. Use Poster 8: Connecting Learning Goals and Criteria for Success, Handout 2: Arizona English Language Arts Anchor Standards, and Poster 9: Peer Praise and Possibilities (grade level specific).

Explain:

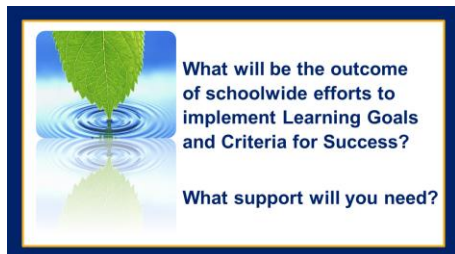
We are going to do a peer feedback gallery walk of praise and possibilities. Teams will review each other's work and offer one praise and one possibility of something to consider. Feedback should be specific.

Just putting good job is not enough. A complete feedback statement would include what specifically was done well. For example, it might say excellent connection of the Learning Goal, Criteria for Success, and Learning Task or good verb choices for the Learning Goal and Criteria for Success.

I will let you know when to move to the next poster. Let's begin with everyone moving to your right. *Watch for teams to finish to keep them moving.*

When teams return to their own posters: Review and discuss your peer feedback. Ask each Reporter to share one insight.

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Activity 20: Reflect and Discuss. Activity 21: Action Planning. Use Action Planning Wall Heading: Learning Goals and Criteria for Success.

Explain:

Discuss your shared understanding of Learning Goals and Criteria for Success by answering:

What will be the outcome of a schoolwide effort to implement Learning Goals and Criteria for Success?

What support will you need?

*After the discussion: Reporters, share the support your team needs for collectively implementing Learning Goals and Criteria for Success. Recorders, add your team's suggestions under the **Action Planning Wall Heading: Learning Goals and Criteria for Success.***

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Activity 22: Formative Assessment KWL. Refer back to Handout 5: Formative Assessment KWL Chart and Poster 6: Formative Assessment KWL Chart.

Explain:

Let's return to **Handout 5: Formative Assessment KWL Chart**. Review your first two questions and fill in: What Did You Learn?

Discuss what you learned with your team.

Recorders, fill in your **Formative Assessment KWL Chart poster** with collective responses for the third question.

Reporters, share what your teams learned. *Note similarities and differences.*

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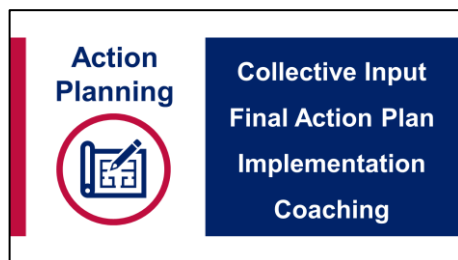


Activity 23: Collaboration Skills. Use Handout 12: Collaboration Skills.

Explain:

You participated in many collaborative activities today. Take a moment to reflect on your personal collaboration skills. Turn to **Handout 12: Collaboration Skills** and complete the checklist. Discuss how each team member's participation supported each other.

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Refer to Handout 13: Module 3 Action Plan.

Explain:

Previously, you created foundations to support your AZPLS work. Today, you are creating a supportive schoolwide collaborative learning culture with collective use of Learning Goals and Criteria for Success to increase literacy achievement for all students, including students with specific learning disabilities.

Your Building Leadership Team will review your input and synthesize the information to create measurable Action Plan items for Module 3. The final Action Plan will be shared with every team. These are the items that everyone will work toward while implementing your Collaborative Team's specific module strategies. Your AZPLS Coach will provide support for both activities. **Handout 13: Module 3 Action Plan** is the form the Building Leadership Team will use.

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Explain:

Formative assessment supports the skill development of every student. Collaboratively use the teaching and learning strategies shared today and watch the schoolwide growth in literacy skills and achievement increase for all students in all classes.

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*If using the **Module 3 Professional Learning Survey**, ask participants to complete it now.*