

Formative Assessment & Instruction

Presented by
Project SUCCESS

October 14, 2020

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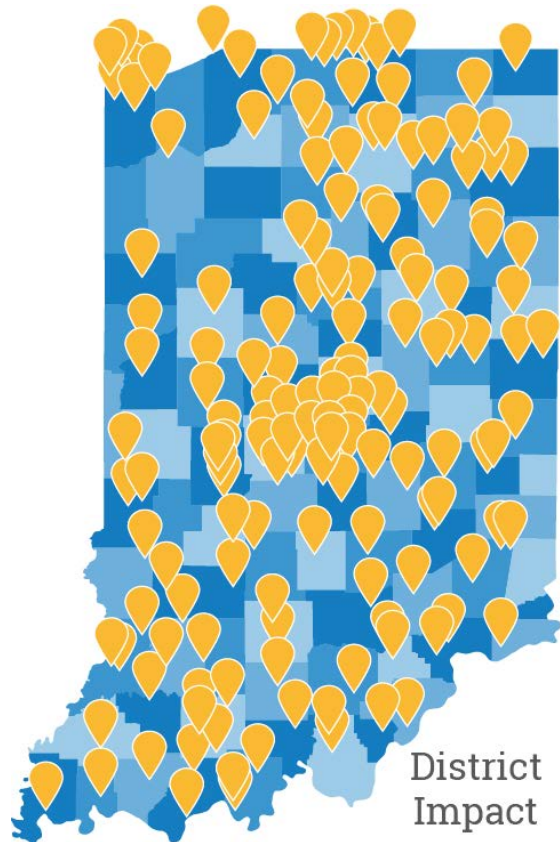
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Project SUCCESS


Project **SUCCESS** supports districts to ensure that students with significant intellectual disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options by providing ongoing and job-embedded professional development focused on academic instruction, communication, and employability skills.

Topics Frequently Covered:	● Unpacking Standards	● Curriculum Mapping	● Goal Writing	● Formative Assessment	● Certificate of Completion
Types of Support:	● On-site FD	● Summer Institutes	● Webinars	● State/National Conferences	● Online Tools and Resources




 **441** participants at our 2019 Regional Trainings

 **11** schools selected as 2019-2020 Model Sites

 **32,515** views/downloads of Content Connector resources

36,112

 **8,987** Attend or view webinars

 views/downloads of curriculum and instructional resources

“As a result of partnering with Project SUCCESS, my students are achieving at a much higher level as I am providing access and exposure to grade-level content connectors and curriculum.”

Session Overview

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Today's Objectives

Learn the definition of formative assessment and understand the goal of formative assessment in the classroom.

Understand the role of paraprofessionals in supporting formative assessment in the classroom.

Learn specific strategies for using formative assessment with students with intellectual disabilities.

Webinar Activities Form #4

Webinar Activities #4: Formative Assessment & Instruction

Please complete the following questions below to receive a Professional Growth Points (PGP) certificate for today's webinar.

* Required

Email address *

Your email _____

Participant Name *

Your answer _____

District Name, City/State *

Your answer _____

Next

Never submit passwords through Google Forms.

www.projectsucceedindiana.com/paraprofessional-webinar-series

Pre-Webinar Assessment

Answer each of the following questions on the Webinar Activities form for this session.

- Write a definition of formative assessment.
- Provide two examples of formative assessment in the classroom.

Formative Assessment

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Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievements of intended instructional outcomes.

FAST SCASS

Definition of Formative Assessment

- Formative assessment is a process.
- Formative assessment happens when students and teachers get evidence of student thinking — from a variety of methods — and use that evidence to further student learning.
- Formative assessment is used by teachers and students.
- Formative assessment improves student achievement of intended instructional outcomes.



What is Formative Assessment? Explained.

What Formative Assessment Does	What Formative Assessment Does Not
Highlight the needs of each student	View all students as being or needing to be, at the same place in their learning
Provide immediate useful feedback to both students and teachers	Provide feedback weeks or months after the assessment
Planned and intentional part of the learning in a classroom	Always occur at the same time for each student
Focus on progress or growth	Focus solely on number, score or a level
Support goal setting within the classroom curriculum	Occur outside of authentic learning experiences
Occur in the context of classroom life	Interrupt or intrude upon classroom life



What is Formative Assessment? Explained.

What Formative Assessment Does	What Formative Assessment Does Not
Focus on responsibility and care	Focus on accountability
Inform immediate next steps	Focus on external mandates
Encourage students to assume greater responsibility for monitoring and supporting their own learning	Exclude student from the assessment process
Consider multiple kinds of information, based in a variety of tools or strategies	Focus on a single piece of information



Checking in...

Formative assessment is meant to interrupt or intrude upon classroom life.

Formative assessment provides immediate useful feedback to both students and teachers.

Goals of Formative Assessment

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“Formative Assessment is a constantly occurring process, a verb, as series of events in action, not a single tool or a static noun.”

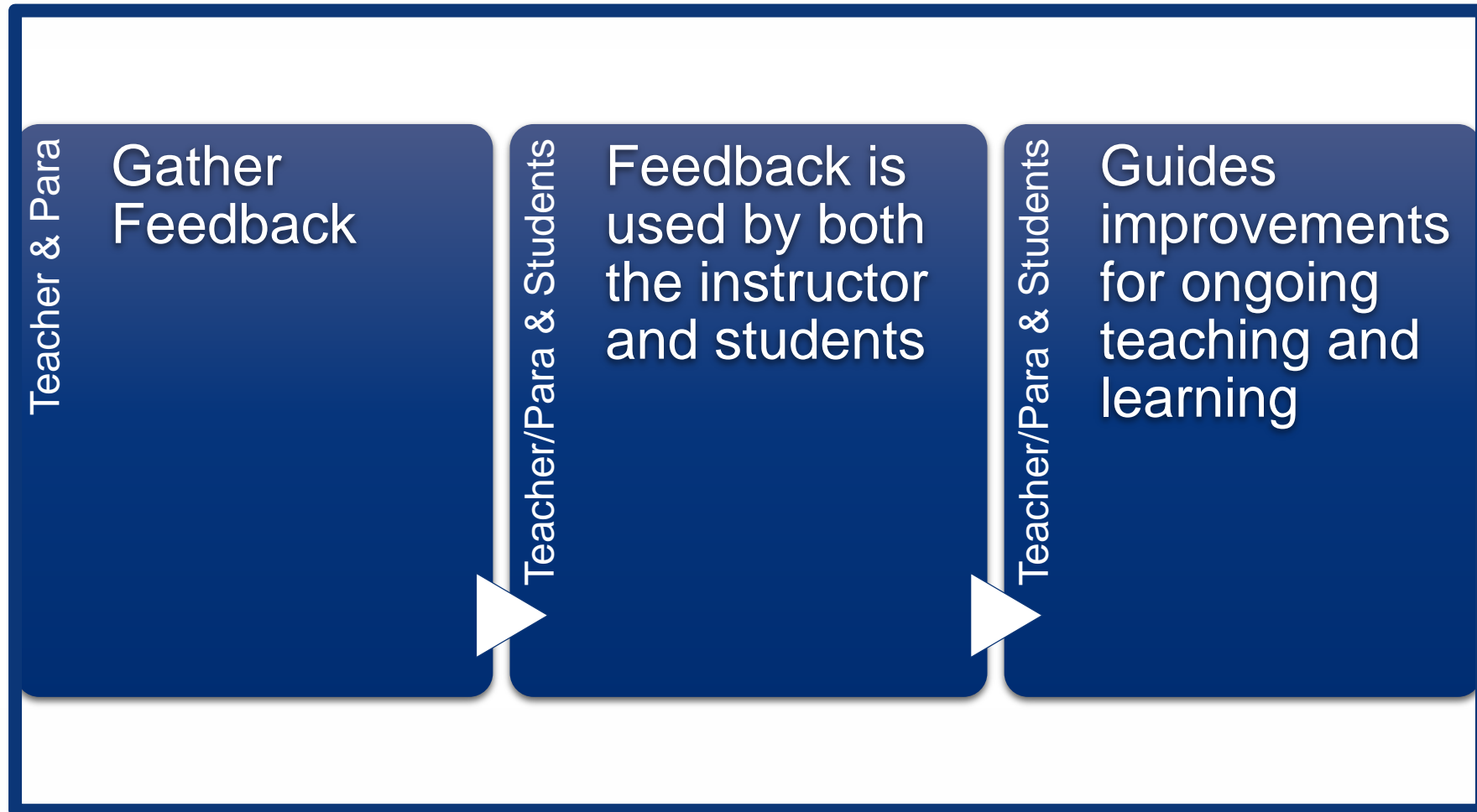
~Unknown

Goals for Formative Assessment

To inform ongoing
teaching and
learning.



Goals of Formative Assessment



Checking in...

All low performing students have a disability.

Formative assessment can be used to support all students.

The Formative Assessment Process

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The 'Why' of Formative Assessment

So students and teachers can answer the question, "Where am I going?"

So teachers can students can gather the information they need to determine progress toward learning.

To answer the question, "Where am I now?"

To answer the questions, "Where to next" and "How do I get there?"

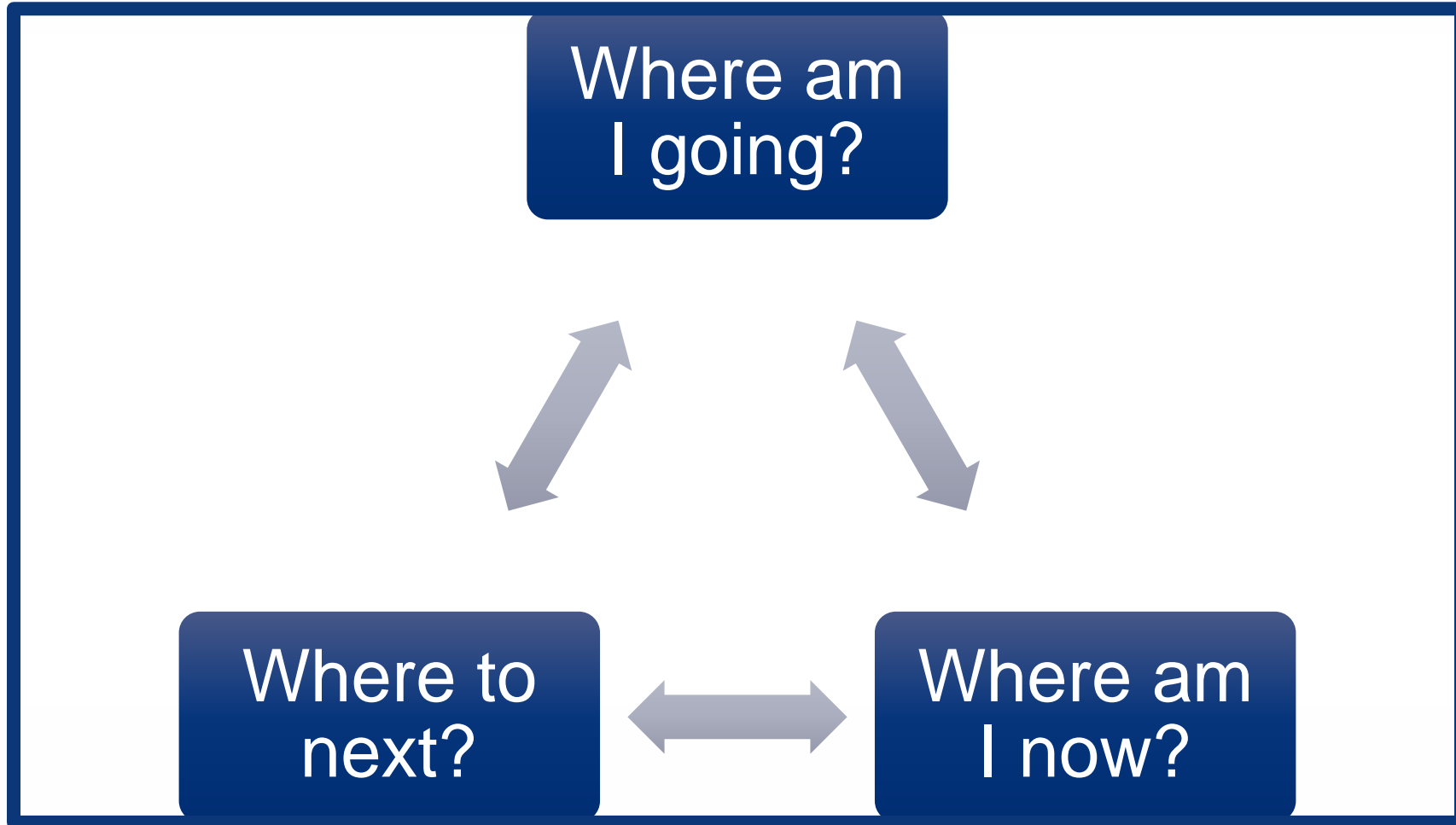




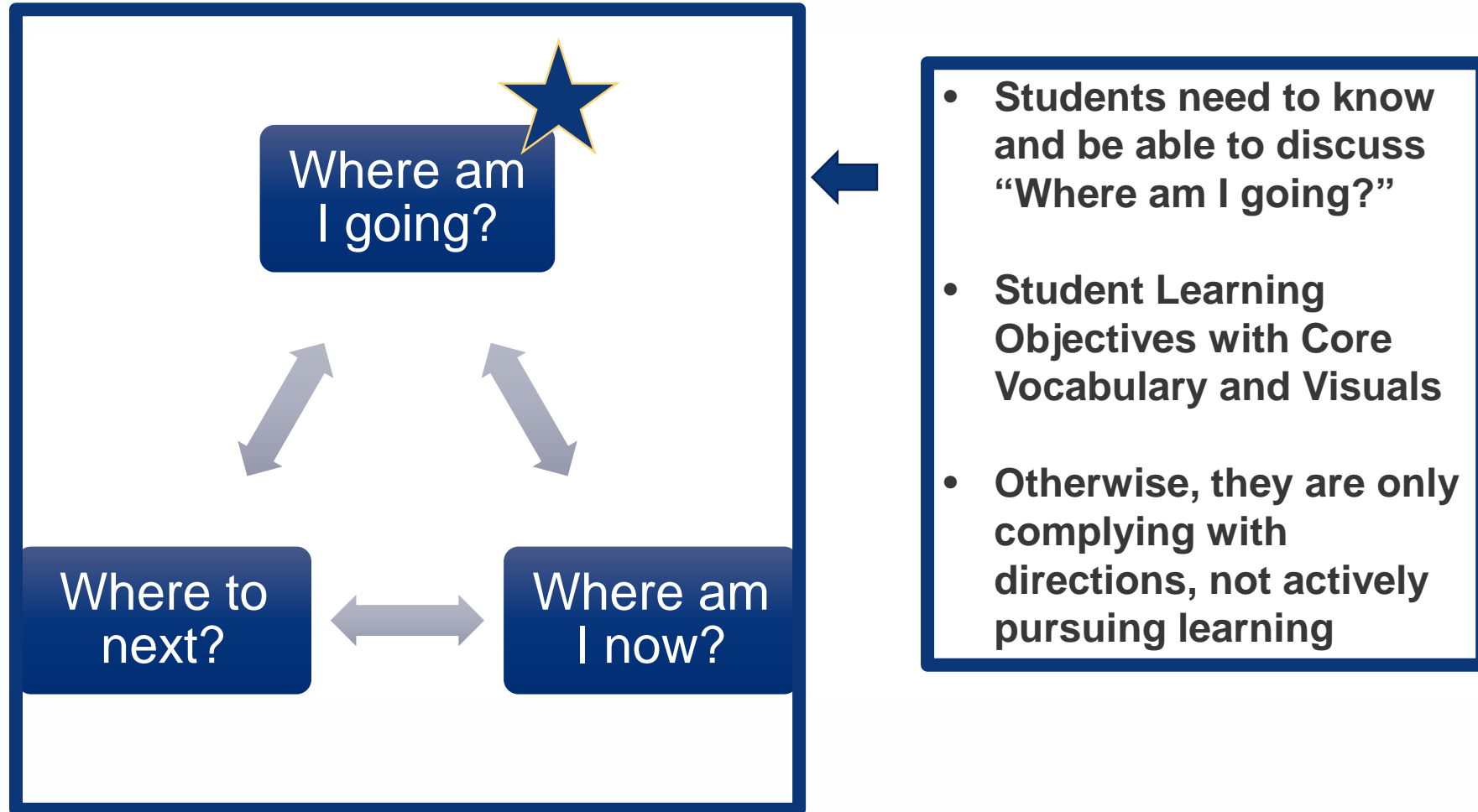
Students who experience the formative assessment process strive to answer three questions Where am I going? (What am I trying to learn?) Where am I now? (What progress have I made toward my learning goal?) What do I need to do next? (What next steps will take me closer to my learning goal?). They do this by generating and evaluating evidence of their own learning.

(Hattie & Timperley, 2007; Sadler, 1989)

The Formative Assessment Process



1. The Formative Assessment Process



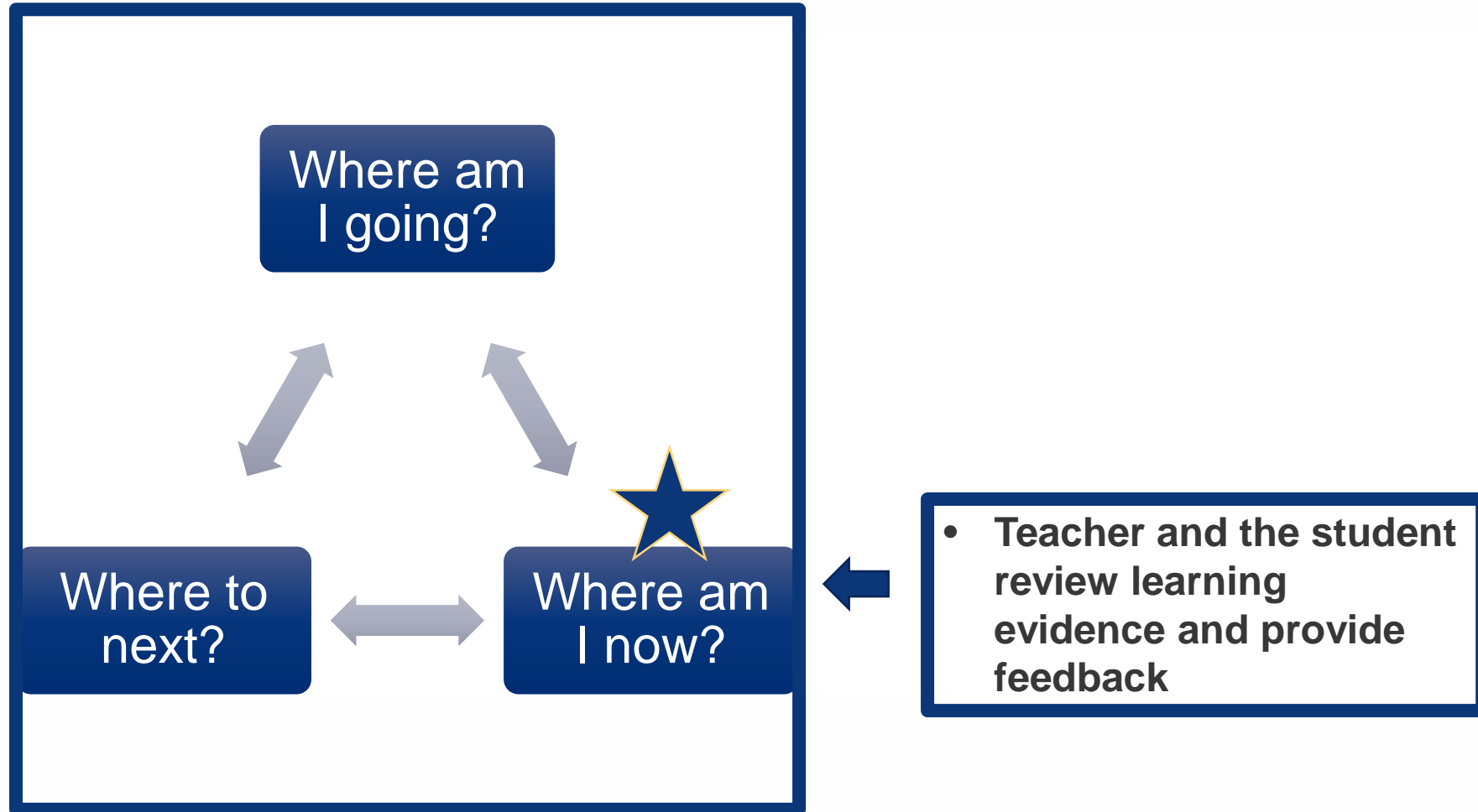
Technique	What does this look like for students with significant disabilities?
<p>Share the target verbally</p>	<ul style="list-style-type: none"> • Pair verbal target with a visual picture • Use simple and direct language; Align Core Vocabulary • Provide concrete examples • Record a video model • Relate the learning target to concepts previously introduced • Active prior knowledge
<p>Students put the target into their own words</p>	<ul style="list-style-type: none"> • Demonstrate understanding by selecting a visual picture • Draw a picture to represent learning target • Utilize an anchor target to guide response • Respond utilizing Core Vocabulary
<p>Students use a visual organizer</p>	<ul style="list-style-type: none"> • First, Then Board • Yes/No Cards or Response Cards • Create a graphic organizer with key concepts • Provide an anchor chart of key concepts to display
<p>Teachers refer to learning target throughout lesson.</p>	<ul style="list-style-type: none"> • I Can Statements are displayed visually in the classroom • Lesson Plans include opportunities learning target reference
<p>Students analyze strong and weak work</p>	<ul style="list-style-type: none"> • Teacher provides positive examples of work • Positive examples are individualized for students based on need



Sharing with the teacher...

Ask: What is the learning objective I'm sharing with the student? What is the *why* of this specific target?

2. Formative Assessment Process



Evidence and Feedback

Evidence

Student Talk: Utilize Core Vocabulary, Response Cards, Point to Visual, Draw

Student Writing: Highlight, Circle, Draw, Sentence Starter (one to two sentences)

Student Work, Project, Constructions: Provide multiple forms of presentation

Student Actions

Feedback

Teacher/Para

Self

Peer

Resources (books, materials, app, internet)



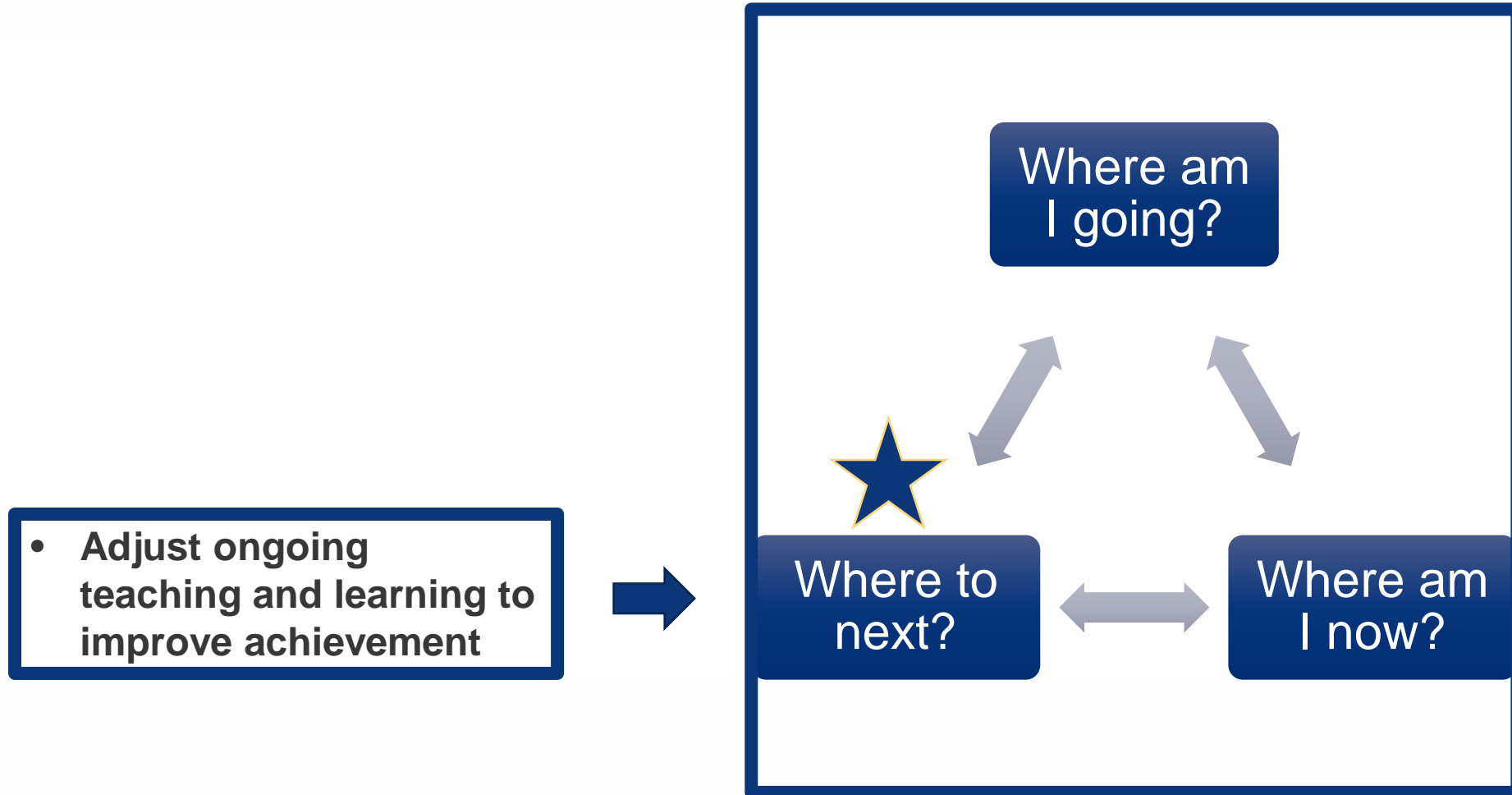
Sharing with the teacher...

Ask: What kind of evidence should I be looking for from the student?

Checking in...

Give two examples of evidence of student learning.

3. Formative Assessment Process



“Where to next?”

Teacher Action

Next instructional moves
Next instructional materials
Next instructional activities
Next assessment evidence
Re-teaching
Mini lessons
Moving on

Student Learning

Revising work
Additional work
Studying
Review
Re-reading
Reading new material
Questioning

Sharing with the teacher...

Ask: What would this process look like with a supplemental lesson? With an individual student? With a small group?

Formative Assessment Strategies for SWSID

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Considerations for SWSID

Examples:

Use visuals

Speech to text software or communication boards

Scaffolding (small steps)

Reinforces what student is doing well (relative to goal)

Concrete (visuals, manipulatives)



Formative Assessment Strategies for SWSID

Formative Assessment Strategies for Students with Significant Disabilities



Formative Assessment	Example for Students with Significant Needs
Quick Quiz (ungraded)-Quizzes assess students for factual information, concepts, and discrete skill. There is usually a single best answer. Some quiz examples are Multiple Choice, True/False, Matching, Extended Response, Short Answer.	The teacher will ask a single question using simple and direct language, and/or with visual support. Based on the question, students will determine a single best answer. To meet individual student need, students may respond orally, by selecting a visual choice or utilizing an AAC Device.
Learning Logs/Journals-Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.	Independently or with targeted/guided questions, a student uses speech to text to record in journal or log; student uses picture cues to describe learning.
Exit Tickets-Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.	The teacher will pose a single question, at the end of a class or learning activity, the student will respond using a visual picture and/or simple words.
Hand Signals/Polls-Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand _____ and can explain it (e.g., thumbs up). - I do not yet understand _____ (e.g., thumbs down). - I'm not completely sure about _____ (e.g., wave hand).	The teacher will provide students with preestablished cards or recorded responses to determine level of student understanding.
Student Conferences-One on one conversation with students to check their level of understanding.	The teacher will have a one on one conversation with the students to check their level of understanding. Questions are worded in a manner that a student may use their AAC Device or Core Vocabulary for a response.
Observation-Walk around the classroom and observe students as they work to check for learning.	The teacher, paraeducator, or peer tutor will walk around the classroom and observe students as they work on a skill to check for learning. Make sure that paraeducators and peer tutors know what skills, aligned to the standards, they are observing.

[Link to Document](#)



Formative Assessment for Distance Learning

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Checking in...

What is one thing you are doing to support distance learning for students?

What is one challenge of supporting students during distance learning?

Know the purpose

Collect data over time

Focus on feedback

Check for understanding in synchronous sessions

Leverage personal conversations

Check in on social-emotional-learning

Make it useful

Formative Assessment at a Distance

Tools for Virtual Formative Assessment

75 Digital Tools and Apps Teachers Can Use to Support Formative Assessment

Animoto

**Answer
Garden**

BrainPOP

EdPuzzle

Flip Grid



Tools for Virtual Formative Assessment

24 Digital Tools for Formative Assessment

Kahoot

Padlet

Poll Everywhere

Quizlet

See Saw



Checking in...

Name two things related to formative assessment that you will discuss with your cooperating teacher.

Contact me:
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Thank You!

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