

Formative Assessment Strategies for the Student-Centered Classroom

Formative assessment is an essential element of student-centered classrooms.

Teachers who use formative assessment techniques can identify students' current levels, differentiate their instruction, and help all students achieve standards-based learning outcomes.

During this presentation, participants will:

- discuss the concept of formative assessment and review strategies teachers can use to check for understanding, track student progress, and increase student learning
- reflect on your own teaching practices and gain ideas you can implement immediately in your classrooms



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Tabitha Kidwell



Tabitha has taught languages and trained teachers on five continents. She was an English Language Fellow in Indonesia from 2011-2013, and has completed English Language Specialist positions in Indonesia, Rwanda, Ethiopia, and Tanzania.

She is interested in language teacher education, innovative TESOL methods, and the role of culture in language teaching.

She holds a PhD in Applied Linguistics and Language Education from the University of Maryland and currently teaches academic writing at American University in Washington, DC.



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Session Overview

- Build a shared understanding of assessment-related terms
- Examine the formative assessment cycle
- Discuss four principles of formative assessment and how they can be applied in the classroom:
 1. Clear learning targets
 2. Frequent checks for understanding
 3. Track individual student progress
 4. Differentiate instruction

What do you think about when you hear the word

Assessment



Assessment is...

- all of the methods and tools that educators use to measure students' educational needs and learning progress.
- NOT only traditional tests.
- both formative and summative.

Formative Assessment



- Takes place **during** learning
- Primary purpose is to **identify students' current level**
- Can be **graded** or **ungraded**
- Also called “assessment **FOR** learning”

Summative Assessment



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- Takes place **after** learning
- Primary purpose is to **determine what students have learned**
- Usually used to give a **grade**
- Also called “assessment **OF** learning”

Formative Assessment is...

all of the methods and tools that
educators use to get information about
student progress and help them learn.

Examples of Formative Assessment



Asking comprehension questions



Grammar or vocabulary exercises



Pair and group work



Student presentations



Drafts of writing

What activities do you use
to get information about
student progress
during the learning process?

Recent Trends in Education

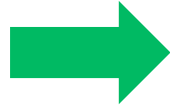


Student-centered



Standards-based

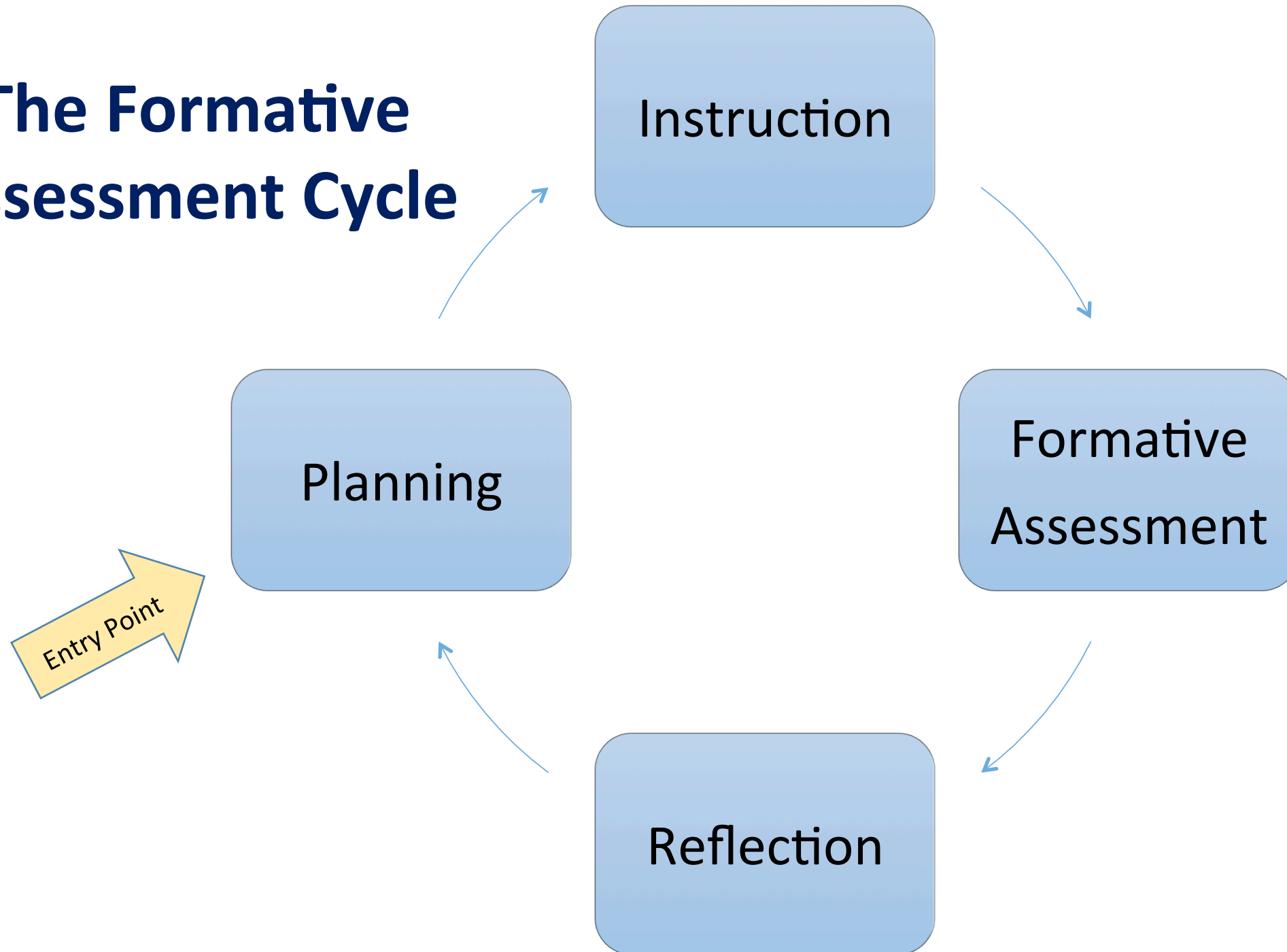
Formative Assessment



Where are students now?
(Current ability levels)

Where are students going?
(Expected learning outcomes)

The Formative Assessment Cycle





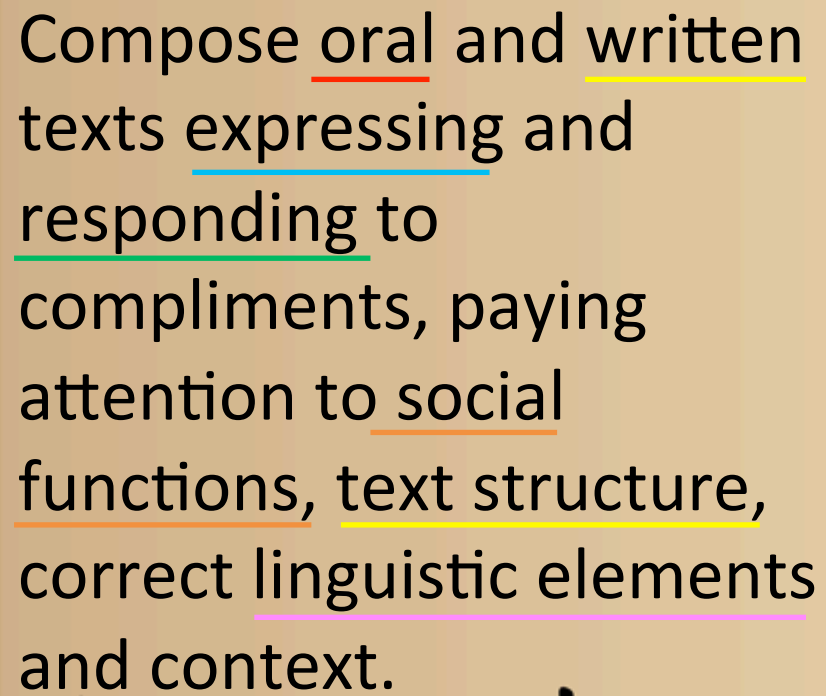
Fitri's lesson on Compliments

1. Discussion about compliments
2. Brainstorm: Items you could compliment
3. Example compliments
4. Volunteer dialogue
5. "Do you understand?"
6. Written exercise

What are some weaknesses of this lesson?

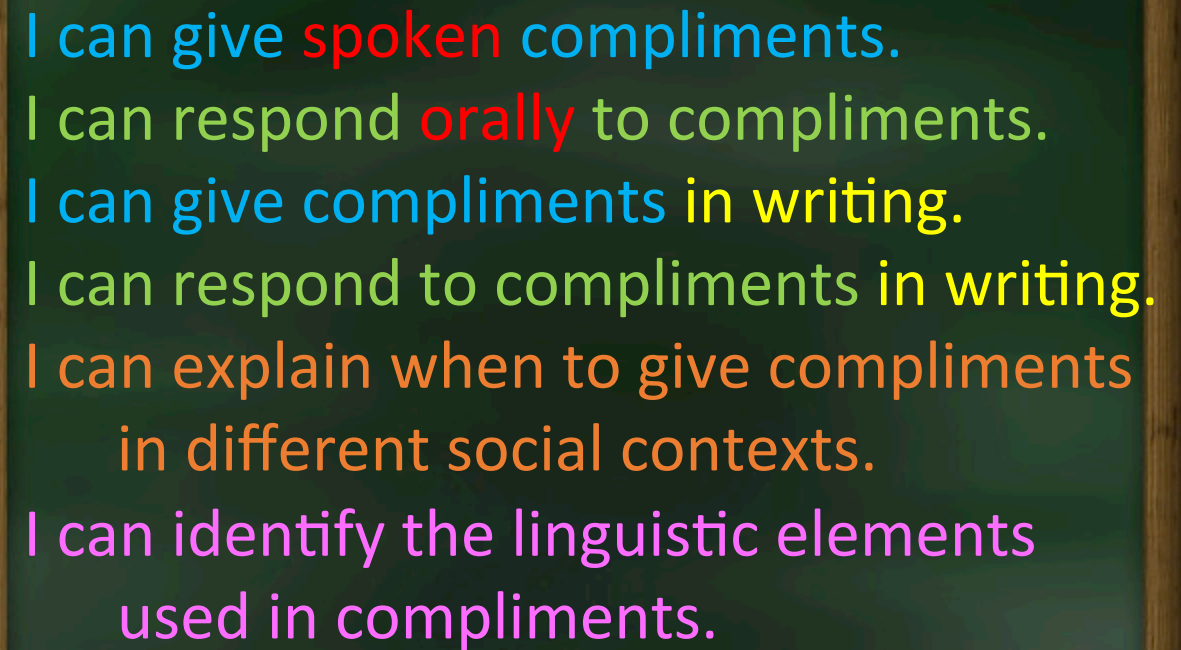
Principle 1: Provide Clear Learning Targets

Competency from Indonesian Curriculum:



Compose oral and written texts expressing and responding to compliments, paying attention to social functions, text structure, correct linguistic elements and context.

Learning Targets:



- I can give **spoken** compliments.
- I can respond **orally** to compliments.
- I can give compliments **in writing**.
- I can respond to compliments **in writing**.
- I can explain when to give compliments in different social contexts.
- I can identify the linguistic elements used in compliments.

Using Clear Learning Targets in the Classroom

Lesson Introduction

Your learning target today is:
“I can give spoken compliments.”

Lesson Activities

Focus only on giving spoken compliments.

- Teacher modeling
- Guided practice
- Independent practice

Lesson Conclusion

Did you meet today's learning target?

Principle 2:

Frequent Checks for Understanding



Comprehension Questions

- Students show their understanding through their response

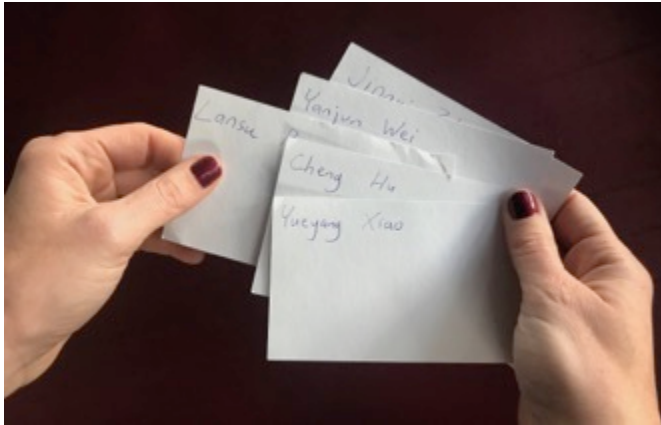


Hand Signals

- Thumbs up/down
- Number of fingers

Principle 2:

Frequent Checks for Understanding



Name Cards

- All students need to be prepared to answer



Rapid Response

- Every student shares an answer

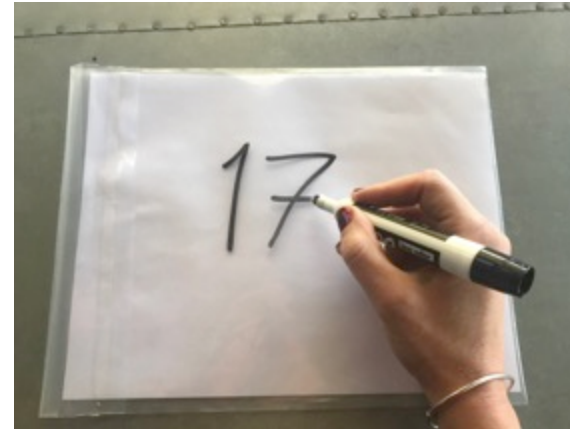
Principle 2:

Frequent Checks for Understanding



Warm up/Exit Tickets

- At the beginning or end of a lesson, students respond to a question



Whiteboards

- Each student writes answers on a white board and shows it to the teacher
- Try making your own white boards!



Comprehension
Questions

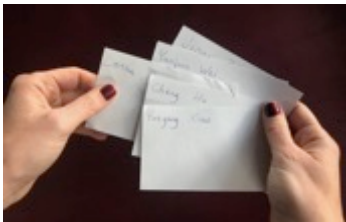


Rapid Response

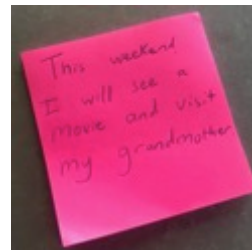


Hand
Signals

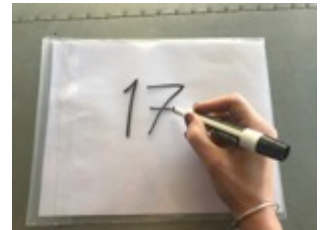
What strategies do you use to check students' understanding?



Name Cards



Warm up/Exit Tickets



Whiteboards

Using Frequent Checks for Understanding in the Classroom

Teacher Modeling

You're
wearing
blue shoes.

I love your
shoes!



NOT a
compliment



WEAK
compliment



STRONG
compliment

Guided Practice



What a ___ bike!
Your bike is ____.
I like your ___ bike.

Independent practice

Your shirt
is very
pretty.

I like your
neat
handwriting.



Principle 3:

Track Individual Student Progress

Exercise A

Learning Target: I can respond to compliments in writing.

Directions: Write a different response to each of these statements.

1. I love your new shoes! Thank you. Me too.
2. Your kitten is so cute. Thank you.
3. Wow! What a beautiful jacket! Thanks.
4. Your paper is well-written and clear. Thanks a lot.
5. You speak English so well! Thank you very much.

Analyze Student Performance

	Jingyi Zhang	YanJun Wei	Lansu Pang	Cheng Hu	Yueyang Xiao	Guoyang Zhan	Yiting Hou	Zeyuan Mang	Xiangyue Yu
I can give spoken compliments.	+	+	-	+	-	+	+	-	+
I can respond orally to compliments.	+	+	+		+			-	
I can give compliments in writing.	-	-		+		-		+	
I can respond to compliments in writing.	+	+	+	-	+	+	+	-	+
I can explain when to give compliments in different social contexts.									
I can identify the linguistic elements used to give and respond to compliments.									

Use Checklists

Tracking Individual Student Progress in the Classroom

	Student A	Student B	Student C
I can give spoken compliments.			
I can respond orally to compliments.			
I can give compliments in writing.			
I can respond to compliments in writing.			
I can explain when to give compliments in different social contexts.			
I can identify the linguistic elements used to give and respond to compliments.			



Guided Practice



Independent Practice

What is...

DIFFERENTIATION?

Principle 4: Differentiate Instruction



Struggling Students:
Extra Support



Advanced Students:
Extra Challenge

Differentiating Instruction in the Classroom: Extra Support

Fitri's next lesson

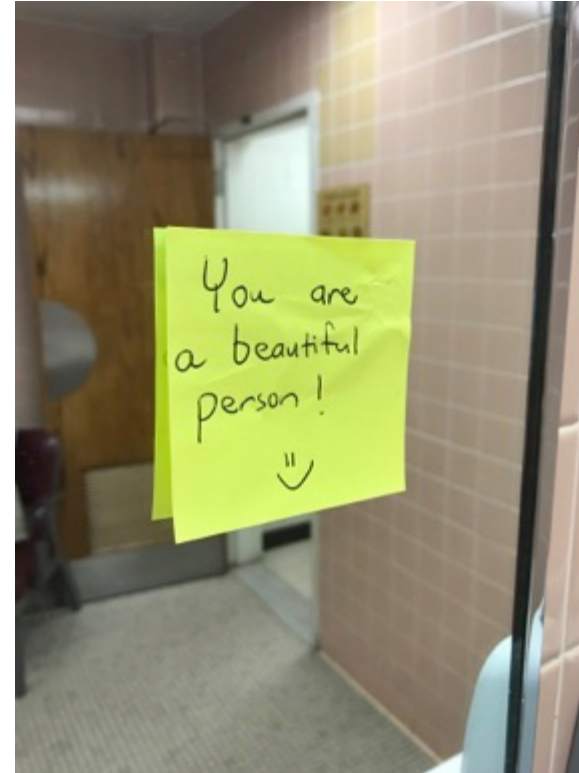


Some students continue practicing

- More examples
- More practice
- More feedback

Differentiating Instruction in the Classroom: Extra Challenge

Fitri's next lesson



Some students plan a community service project

- Write compliments on sticky notes and place them around the school
- Continued self-directed practice

Summary:

Principles of Formative Assessment

1. Clear Learning Targets
2. Frequent Checks for Understanding
3. Track Individual Student Progress
4. Differentiate Instruction



What idea
(or ideas)
from this
webinar
will you try
in your
classroom?



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Thank you!

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Reflection and Discussion Questions

1. What formative assessment approaches have been successful where you teach?
2. Do you share learning targets (goals) with students? Why or why not?
3. Which approaches from today's webinar (tracking checklists, tips for defining learning targets, understanding checks like name cards, whiteboards, or hand gestures, etc.) might you use or adapt in your classes?



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