

“... if they try really hard, teachers can do the learning for the students”

William, D. (2011). Embedded Formative Assessment.



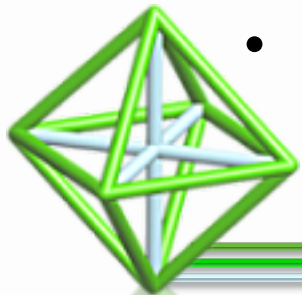
Reflecting on Practice: Using Formative Assessment to Inform Instruction

Unit 3 Session 13



5 Key Strategies for Effective Formative Assessment

- Clarifying, sharing and understanding goals for learning and criteria for success with learners
- Engineering effective classroom discussions, questions, activities and tasks that elicit evidence of students' learning
- Providing feedback that moves learning forward
- Activating learners as instructional resources for themselves
- Activating learners as instructional resources for each other



My Favorite No

- Our of our favorite teaching strategies
 - If you've already seen this video, be ready to share how you've evolved it to fit your classroom.



Dylan Wiliam

- Our guest on Thursday
- Biography is on the back of the handout



	Where the learner is going	Where the learner is	How to get there
Teacher	Clarifying, sharing and understanding learning intentions	Engineering effective discussions, tasks, and activities that elicit evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Learner		Activating students as owners of their own learning	

Teaching Techniques

- Pick at least TWO techniques you picked up over the past three weeks like “go for hinge points” or “use coloured cups” or “Donut diagrams” (or ones you still have yet to share) that you want to try/continue next year.
- Record your planned teaching techniques in a survey bit.ly/pcmi15technique



PCMI Alumni

- Greta Anderson
 - New Orleans, LA



PCMI Alumni

- Sam Shah
 - New York City, NY



Drafting Goals

- Goals should be simple
- Goals should be singular

- Spend a few minutes on your own writing down some ideas for goals you're curious about having.



- In your group, set at least one individual goal for yourself for next year
 - As a group for each individual's goal
 - Help determine any obstacles/concerns
 - Help determine solutions/clarifications
- Use the Rough Paper form to draft
- Transfer your latest copy to the OneNote
<http://bit.ly/pcmiwg15>
under your room's name



Just as iron sharpens iron,
friends sharpen the minds of each other.

Proverbs 7:17



PCMI Alumni

- Will Stafford
 - Washington DC



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- Providing feedback that moves learning forward
- Activating learners as instructional resources for themselves
- Activating learners as instructional resources for each other
- Goals for next year
- Teaching techniques
- Provide feedback during goal discussion
- Reflecting on goals
- Stepping forward as discussant on tasks