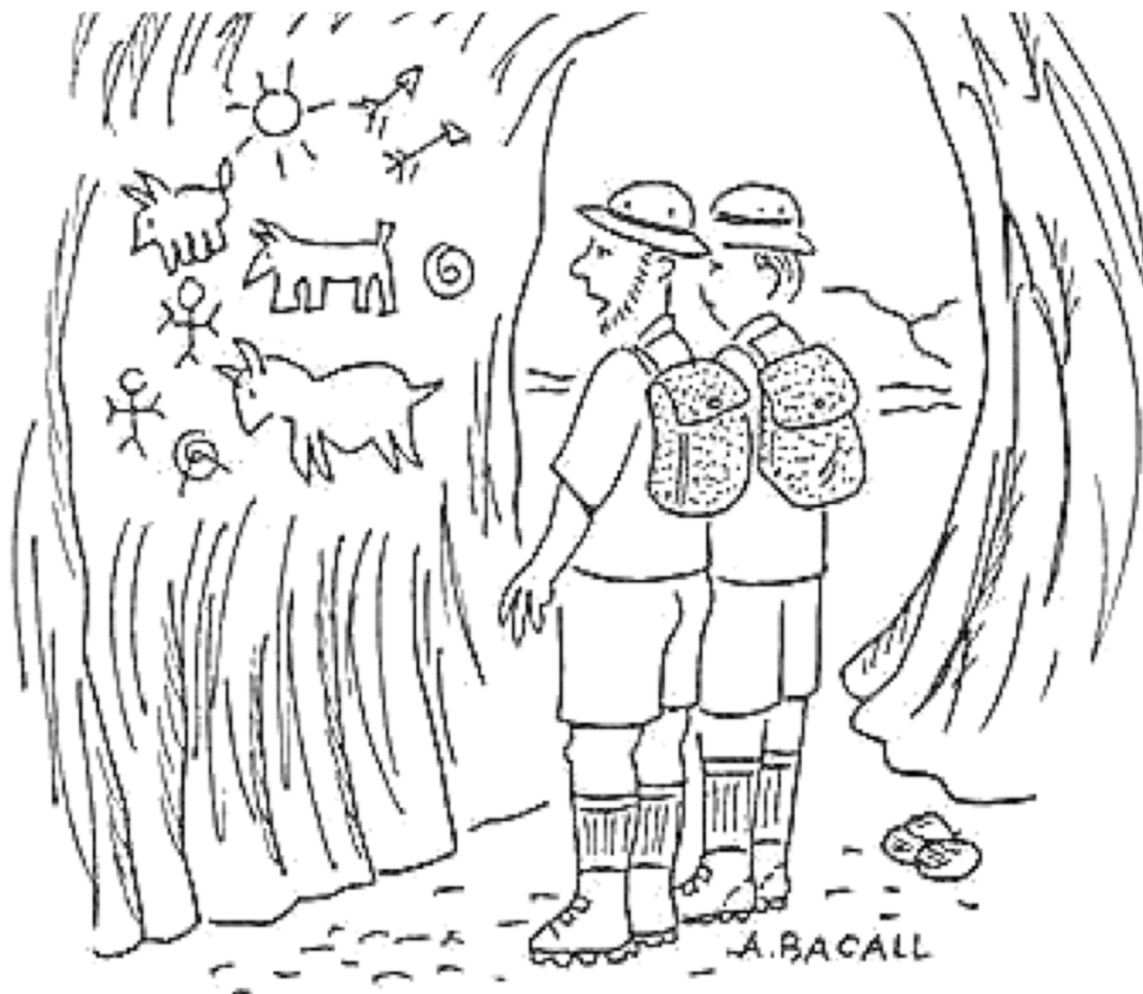


Reflecting on Practice: Using Formative Assessment to Inform Instruction

Unit 1
Session 4





"It appears to be some sort of staff development presentation."

“An assessment functions formatively to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have made in the absence of that evidence.”

Dylan Wiliam, (2011). *Embedded formative assessment*, p. 43.
Bloomington, Ind.: Solution Tree Press



Think about your readings.

- What are some distinguishing characteristics of formative assessment?
- What are some things formative assessment is not?
- Write down the two characteristics that seem most important to you in defining formative assessment.



At your table discuss how you would explain to a colleague why formative assessment is important to us as teachers.



At your table discuss how you would explain to a colleague why formative assessment is important to us as teachers.

What obstacles might you encounter when trying to explain why formative assessment is important to your colleagues, administrators, students, parents? How could you address them?



Exponents

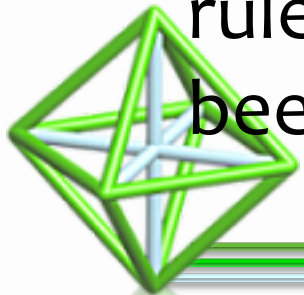
- This is a TIMMS video of an 8th grade class in the first lesson in a unit on exponents. We are going to show you some clips and provide you with a transcript. We would like you to view the clips looking for evidence of what the students do and do not seem to understand and whether the listening is evaluative, interpretative, or generative. (Remember our discussions on listening and understanding.)
- At the end of the clip we will be asking each of you to respond to the following:

What evidence of student thinking did you observe that might have supported different instructional decisions.



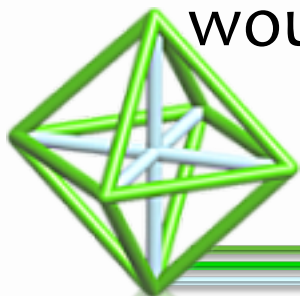
Split Into 2 Groups

- TASK 1: Describe an intervention the teacher could have used as soon as she heard evidence at the very beginning of the video that many students were confused.
- TASK 2: After Law 1 the teacher had some evidence of student's thinking about writing a rule. Describe an intervention that could have been used at this point in light of this evidence.



Trade with another table who had the same task. Consider the following questions while providing comments/feedback that might be useful for the planners.

- Was the problem grounded in evidence from the video?
- Was the strategy described in enough detail that you could implement it in your classroom?
- Did the plan take into account how to access each student's thinking, what it means to understand an idea and what it means to be a generative listener?
- What suggestions do you have for the authors that would make their plan better?



Reflective Journal Writing

- As you consider your own classroom practice how are you listening to students? How are you collecting evidence that everyone understands? How might you change your current practice to make these more relevant to student learning?

Exit ticket:

- What questions do you have from this week? What resonated with you and what are you struggling with?



References

- US3 Exponents. (1995). TIMSS videos.
[www.timssvideo.com/videos/mathematics/
United%20States](http://www.timssvideo.com/videos/mathematics/United%20States)

