

“Unfortunately, in many districts the pendulum has swung too far the other way: a lesson is regarded as a bad lesson if the teacher fails to post a learning objective at the start.” p. 69

Wiliam, D. (2011). Embedded Formative Assessment. Solution Tree Press.



Reflecting on Practice: Using Formative Assessment to Inform Instruction

Unit 2 Session 7



Gathering evidence

Remember from the video last week you saw students using Red, Blue, and Green Cups to indicate their understanding. At your tables, share some other ways to collect evidence of student understanding.

Talk about the pros and cons of some of these strategies.



Two truths and a Lie

1. A good first step in solving equations is to isolate the variable - that is get the variable on one side of the equation.
2. If you are solving an equation and end up with a statement $0x=2$ when you are solving equations, there is no replacement for the variable x that will make the original equation true.
3. Dividing both sides of an equation by a number will not always produce an equation that has the same solution set as the original equation.



When might you use two truths and a lie in your class?



Hinge points

A carefully crafted check for understanding mid-way through a lesson to see if students grasp the central concept, need to have it briefly clarified, or need the teacher to start all over again.



Hinge Questions

Dylan Wiliam video:

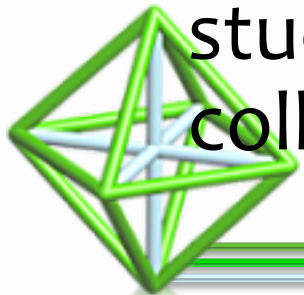
<https://vimeo.com/104059936>



Key characteristics of good hinge questions

- They're concise: students can respond in under two minutes.
- The question is worded so that that students can't get the right answer for the wrong reasons; common errors and misconceptions are made visible.
- The teacher can see responses from every student using some method of data collection.

(William, <https://vimeo.com/104059936>)



Hinge points

Look at the worksheet in your folder - Which of these make good hinge-point questions?

- If a problem makes a good hinge-point question, say why. For problems that aren't good hinge-point questions, identify changes you could make to improve the question.



Hinge Points

“We’re taking a temperature not doing an MRI.”

– Cal Armstrong



2 truths and a lie

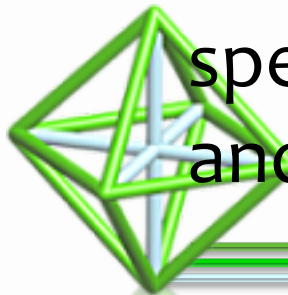
Write “two truths and a lie” about hinge-point questions.



Summary of Key Strategy 2:

Engineer effective classroom discussions, activities, and learning tasks that elicit evidence of learning.

- Yesterday we considered three strategies for adapting tasks to make student thinking visible;
- Today we looked strategies for collecting evidence of what students understand, specifically at “hinge” points and “two truths and a lie”.



Resource

A possible resource: a history teacher using hinge points and describes what worked for him and what did not and how he adjusted.

(Fletcher-Wood, *Improving Teaching*:

<http://improvingteaching.co.uk/2013/08/17/do-they-understand-this-well-enough-to-move-on-introducing-hinge-questions/>)



Quote

“Hinge questions have transformed my teaching – by giving me a significantly improved understanding of what my students understand, what they don’t understand, and why. They are incredibly useful for me as a way to improve my appreciation of what students are thinking in lessons – as I construct hinge questions **I am forced to spend far more time thinking about student understanding.** Additionally, they allow me discuss and correct student misconceptions in a safe environment for students to make mistakes – because almost all of them will make mistakes at some point.” – Harry Fletcher-Wood

