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Douglas Fisher

SATURDAY 24 May

Formative Assessments

Session 3

DOUGLAS FISHER



Douglas Fisher, PhD, is professor of language and literacy education in the Department of Teacher Education at San Diego State University and a classroom teacher at Health Sciences High and Middle College. He teaches preservice courses in literacy and English language learners, graduate courses in reading instruction and intervention and doctoral courses in policy, research and literacy. As a classroom teacher, Dr. Fisher focuses on English language arts instruction. He was director of professional development for the City Heights Educational Collaborative and also taught English at Hoover High School.

Dr. Fisher received an International Reading Association Celebrate Literacy Award for his work on literacy leadership. For his work as codirector of the City Heights Professional Development Schools, Dr. Fisher received the Christa McAuliffe award. He was corecipient of the Farmer Award for excellence in writing from the National Council of Teachers of English for the article, "Using Graphic Novels, Anime, and the Internet in an Urban High School," published in *The English Journal*.

Dr. Fisher has written numerous articles on reading and literacy, differentiated instruction and curriculum design. His books include *Creating Literacy-Rich Schools for Adolescents*, *Checking for Understanding*, *Better Learning Through Structured Teaching* and *Content-Area Conversations*.

He earned a bachelor's degree in communication, a master's degree in public health, an executive master's degree in business and a doctoral degree in multicultural education. Dr. Fisher completed post-doctoral study at the National Association of State Boards of Education focused on standards-based reforms.

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Hawker Brownlow Education
P.O. Box 580, Moorabbin, Victoria 3189, Australia
Phone: (03) 8558 2444 Fax: (03) 8558 2400
Toll Free Ph: 1800 334 603 Fax: 1800 150 445
Website: www.hbe.com.au
Email: orders@hbe.com.au

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Comparing Formative and Summative Assessments		
Formative Assessments		Summative Assessments
Improve instruction	<i>Purpose?</i>	Measure of student competency
Provide student feedback		
Ongoing throughout unit	<i>When administered?</i>	End of unit or course
Self-monitor understanding	<i>How do students use results?</i>	Gauge their progress toward course or grade level goals and benchmarks
Check for understanding	<i>How do teachers use results?</i>	Grades, promotion



Why?

“...formative assessment practices greatly increased the achievement of low-performing students, in some cases to the point of approaching that of high-achieving students.”

Chappuis, 2009



Feed up: establishing purpose


Check for understanding: daily monitoring

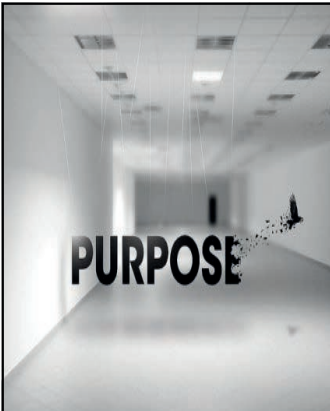
Feedback: providing information about success and needs

Feed forward: using performance for “next steps” instruction and feeding this into an instructional model

Fisher & Frey, 2009, Hattie & Timperley, 2007


What elements of formative assessment are more difficult? Are these elements linked as a coherent system?






Feed Up

Establishing Purpose:
Why are we doing this anyway?




A clear learning
target
establishes
criteria for
success

The established purpose focuses on student learning, rather than an activity, assignment, or task.



Two Components:

Language Purpose



Content Purpose

Reading C.O. You will be able to retell a familiar story including the characters, setting, and important events. L.P. You will describe the events in the story using sequence words, Character names and Setting names. (Proper Nouns!)

Purpose in Second Grade R/LA

What will you assess?

Our **content purpose** today is to **multiply and estimate products of fractions** and mixed numerals because these are used in cooking, construction, and medicine.

Our **language purpose** for today is to **use mathematical terminology** while discussing problems and answers with your peers.

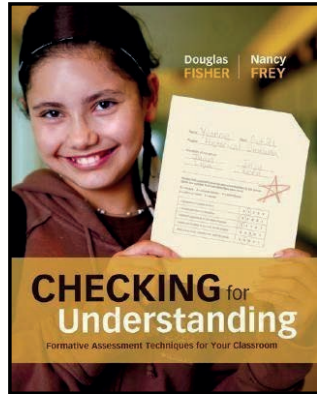
Our **social purpose** today is to **improve our turn-taking skills** by making sure that each member of the group has a chance to participate in the discussion.

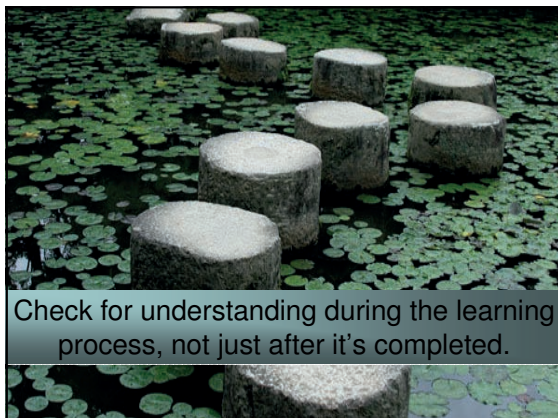
Check for Understanding:
What am I learning?





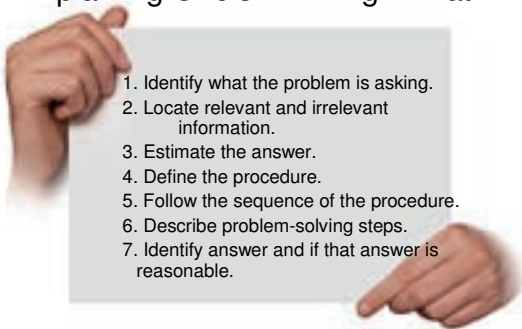
- Oral language
- Questioning
- Written language
- Projects and performance
- Tests
- Common assessments and consensus scoring





Check for understanding during the learning process, not just after it's completed.

Explaining One's Thinking in Math



Original price of a microphone: \$129.99. The tax is 7%. What is the total price you have to pay for this?



Wendy says...



"So, the problem is asking me how much I have to pay for this mic. The information I know is the price and how much tax they make you pay. I think it has to be more than \$129, like maybe \$150, because the tax is on top of the price. I have to add the tax to the price. But I have to find out how much the tax is. I think you multiply. So I did \$129.99 times 7, but that is \$909 and that is too much for the microphone. The answer isn't reasonable. But I don't know why it didn't work."

What does Wendy know?
What doesn't she know?
What do you do next?



"So, the problem is asking me how much I have to pay for this mic. The information I know is the price and how much tax they make you pay. I think it has to be more than \$129, like maybe \$150, because the tax is on top of the price. I have to add the tax to the price. But I have to find out how much the tax is. I think you multiply. So I did \$129.99 times 7, but that is \$909 and that is too much for the microphone. The answer isn't reasonable. But I don't know why it didn't work."

Feedback

How am I doing?





William, 2011, p. 127

Mismatch between feedback and core beliefs

Teachers pay most attention to language form, but believe there's more to good writing than accuracy.

Lee, 2009



Mismatch between feedback and core beliefs

Teachers use error codes
although they think students have
limited ability to decipher them.



Lee, 2009

Mismatch between feedback and core beliefs

Teachers respond mainly to
student weaknesses
Even though they believe feedback should include
both strengths and weaknesses.



Lee, 2009

Make feedback useful



Timely
Specific
Understandabl
e
Actionable

**Feedback about the task**

Most common type

"You're pointing to the right one."

Corrective feedback

"You'll want a transition between these two ideas in your paper."

Not useful without additional information

"Reread Section 3 of the text because you have this one wrong."

Feedback about the processing of the task

Did you use the FOIL method to solve that problem?

It seems like a prediction might help here, right?

Feedback about self-regulation

When you put your head down, you stopped listening to your group members.

I think you achieved what you set out to achieve, right?

Feedback about the self as a person

You have great stamina
because I can see
You've been working
on this for several
minutes.

I bet you're proud
of yourself because you
used that strategy
We've been
talking about, and it's
working for you.

Structure the feedback for effectiveness

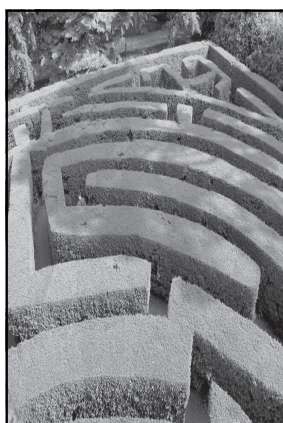
Begin with a description of performance.

Follow with guidelines of what to continue
doing, or to change.


End with encouragement to persist.

Zwiers, 2008






**Feed
forward**
Where to next?

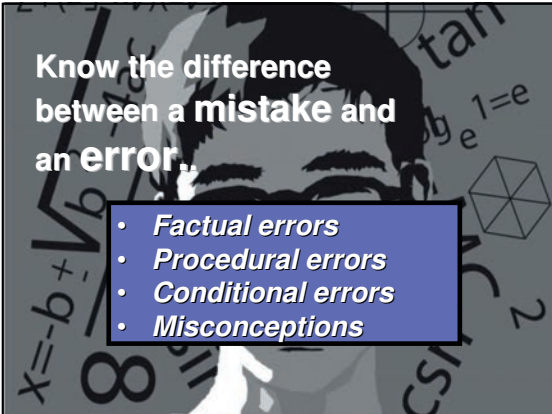


Feeding forward involves...

Using what students know and do not know to determine what happens next.

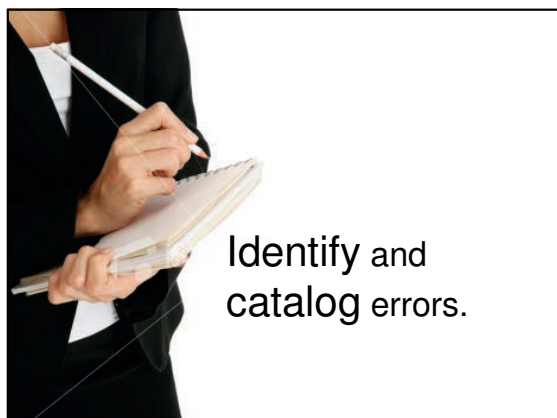


Work smarter not harder.



Know the difference between a **mistake** and an **error**.

- *Factual errors*
- *Procedural errors*
- *Conditional errors*
- *Misconceptions*



Recognize when errors are global, and when they are targeted.



- Whole class
- Small group
- Individual

Miscue analysis and running records

Reading a-z Running Record		Level D	
Student's Name: <u>Matt Jones</u> Date: <u>1/28/12</u>		The Wheel 99 words	
Have the student read out loud as you record. Assessed by: <u>P. Castillo</u>			
page	E = error, S-C = self-correction, M = meaning, S = structure, V = visual	E	S-C
3	The wheel came off the track.		
4	The wheel came off the track.		
5	The wheel came off the track.		
6	The wheel came off the track.		
7	The wheel came off the track.		
8	The wheel came off the track.		
9	The wheel came off the track.		
10	The wheel came off the track.		
Totals		8	3

Accuracy Rate: 92% Error Rate: 1:12 Self-correction Rate: 1:4




Error Analysis				
Fourth Grade Verb Usage				
Verb Form	Total Attempts	Correct Usage	Errors	Percentage of Errors
Student's writing displays subject-verb agreement.				
Student utilizes the simple present tense.				
Student utilizes simple past tense with and.				
Student utilizes simple future tense with the helping verb will.				
Student uses the present perfect tense with the helping verbs has and have.				
Student uses the past perfect tense with the helping verb had.				
Student demonstrates the ability to write the "to" verb (e.g., am, are, was, were with singular and plural nouns).				
>80% meets standard 65%-79% approaching <64% below Source: Hawker Brownlow Education, Inc. Standard 1.6.6.1 and 1.6.6.2				

	Week 1	Week 2	Week 3	Week 4
Student has chosen the appropriate sign for the equation.				
Student has constructed the appropriate equation for the problem.				
Student has identified the key words that tell what the problem is asking his/her to do.				
Student shows confidence in his/her decision and is therefore able to justify the reasoning to the group.				
Student demonstrates the ability to check his/her work using the opposite sign (+ and - or x and /).				

Date: 10/12 Topic: Who Am I (don't easy, some on vocabulary)						
Error	Period 1	Period 2	Period 3	Period 4	Period 5	
MLA sentence organization	2C			AA		
Colons and semicolons	2C, 7F, AG, DL, TV	2C, MV, WK		AA, SK, MO, EM, SA, TS	BF, DP, MR, CH	
Infinitive phrase	2C, AD, SE	WK, MW		AA, SA	MR	
Subject-verb	2C, 7F, DL, MD, SE, SE, SE	2C, 7F, VJ, CC		AA, MO, BC, PA, LG	DF, DB	
Time - consistency	DL	SI, DI		AA, TS, PC	DE	
Spelling	2C, MD	WK, 2C, AG, SI		2A, MB, 2A, CL, 7F, DO, LR, LR	SK, DC, MB	
Supporting evidence	2C, 7F, MD	DC, SI		2A, MO, BA, CL, 7F, DO, DE, LB, SK, EN, TS, LG, 2C	DE, MB, 2A, CL	

Item Analysis in Science

a) It gets its food from the soil. <i>Misconception</i>	Does not understand that nutrients are manufactured internally by the plant.
b) It turns water and air into sugar. <i>Oversimplification</i>	Understands that food is manufactured internally, but does not understand that water and the carbon dioxide (from the air) are used to make sugar and oxygen.
c) It has chlorophyll to produce food. <i>Overgeneralization</i>	Does not understand that some parasitic plants do not contain chlorophyll.
d) It adds biomass through photosynthesis.	Correct answer 

Feed up: establishing purpose

Check for understanding:
daily monitoring

Feedback: providing
information about success
and needs

Feed forward: using
performance for "next steps"
instruction and feeding this
into an instructional model



Formative Assessment :
Where is your school?



What is it?

We're working on it.

We're getting better at it.

We understand it and we believe in it.

We're ready to teach someone else.



[illegible]

[illegible]

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	ESA4781	Text Complexity: Raising Rigor in Reading	\$47.00
	111013	The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning	\$23.95
	TCP0638	The Path to Get There: Literacy Learning for Higher Student Achievement Across the Disciplines	\$32.95
	112007	The Purposeful Classroom: How to Structure Lessons with Learning Goals in Mind	\$28.95
Total (plus freight) \$			



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