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Introduction

Good assessment is vital to effective instruction. *Formative Assessment (Years 5–6)* provides clear and effective resources to use for classroom formative assessments. Instructors in all subject areas must vary their methods of assessment to be sure each student clearly understands the content being taught. This is why successful formative assessment is a must in any discipline.

Formative assessment provides feedback on a student’s understanding of the concept being taught. The root word “form” in “formative” reminds the educator that the assessment method should be used to help form the lesson or skill being taught; the formative assessment can help the teacher decide if a student needs more instruction or has mastered the skill being taught and is ready to move on to something new.

Assessment that is formative should be used daily and provide classroom practice over the content being taught. Methods of assessment can and should vary to ensure the teacher is meeting the differentiated learning styles of all students. Teachers should use formative assessment to ensure that all students understand the material to the best of their ability before they are given a summative or marked assessment. Using formative assessment daily can also provide evidence that some students in the classroom are ready to move on to more advanced work. The results of formative assessment allow those students who are skilled in a given area to be able to continue their own individual progress rather than waiting on other students to reach a specific goal.

This book is divided into five sections for quick and easy reference:

- **Pre-teaching:** formative assessment activities to use before a lesson
- **Graphic Organisers:** formative assessment organisers with easy-to-use illustrations
- **Written Response:** formative assessment reactions to use various times during the lesson
- **Collaborative Reflections:** formative assessment activities to use with both small and large groups
- **Technology and Interactive Assessment:** formative assessment activities which integrate technology into the classroom.

Formative assessment is a necessary tool to help student achievement improve in all subjects and at all levels of learning. Good formative assessment allows a teacher to know what needs to happen next in the classroom and to meet the diversity of learning styles of each individual student. Good formative assessment also allows the student to be proactive in knowing where their weakness or strengths are in a particular topic. Self-assessment is key to formative assessment.

Eight Great Ways to Use Formative Assessment

Use pre-assessment formative activities before beginning a unit. Assess where your class is as a whole. Use this information to decide where to begin and to see who might need extra help and who might be ready for advanced work. Look at each activity carefully and change or add to any idea before making copies for the class. This will ensure the assessment will work best for each situation. This is true for all types of formative assessments.

Use pre-assessment formative activities to discover students who might need instruction outside the time in the regular classroom. Find time to meet with these students before starting a new unit or send home enrichment activities the student can do to help prepare him or her for the new topic.

Use the formative assessment activities to help form your lesson plans. Do not spend time teaching what your students already know; use the formative assessment activities to help you see which topics need the most time.

Use formative assessment outcomes that reflect understanding of a topic as rewards. Create incentive charts for students. Give incentives or stickers to students who do well on the assessments. Have an agreed-upon reward as individual students complete their charts.

Use formative assessment to gather information about your students. Find out how much your students remember from a previous year or even a previous unit to help you plan your lessons.

Use formative assessment for participation marks, not completion marks. Formative assessments show the teacher what a student knows at a certain point in the lesson; summative assessments show what a student knows at the end of the instruction.

Use formative assessment to gather information about the various learning styles of the students in the classroom. Use the information to help create differentiated instruction so that all the students can be successful while still adding rigor to the lesson.

Use formative assessment to know when it is time to give a summative or marked assessment. Mastery of formative assessments gives the teacher a clear understanding of when to move to the next topic.

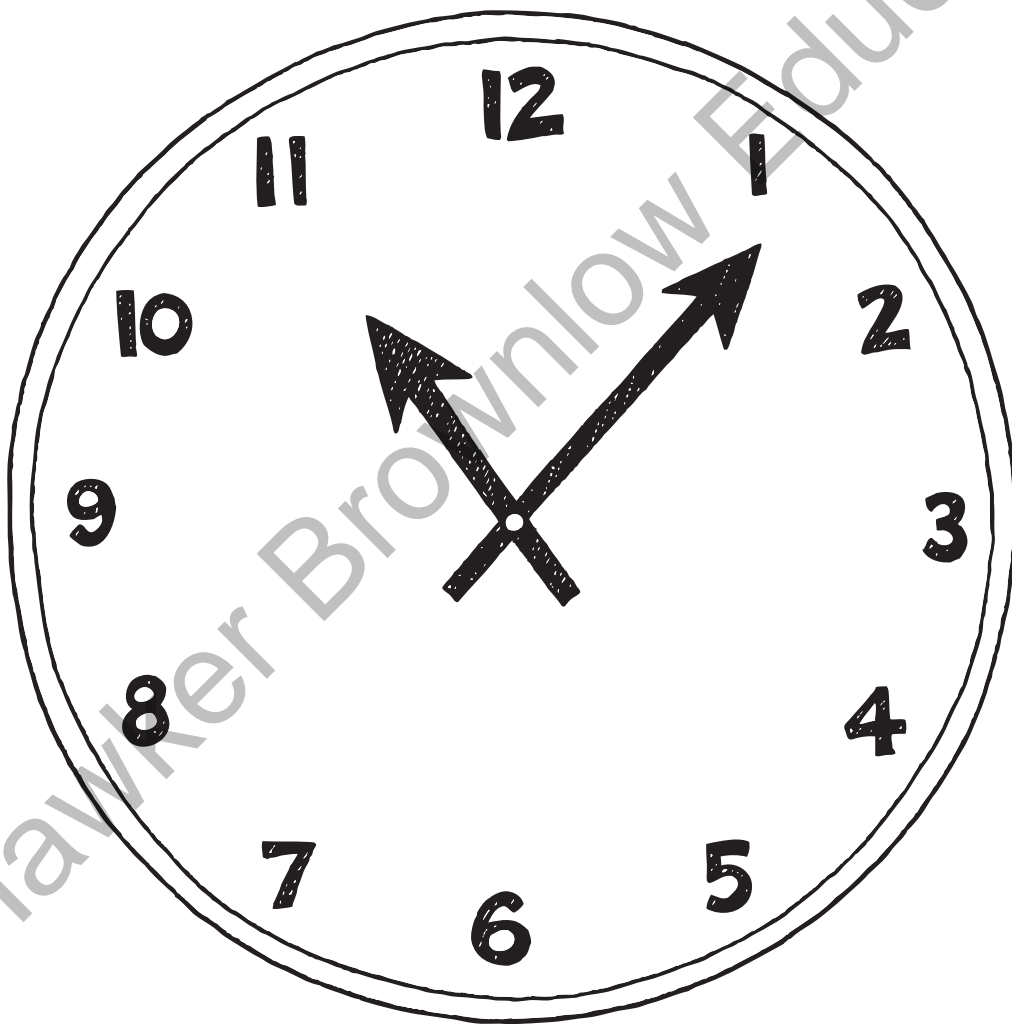
Name: _____

You're on the Clock

Directions: Listen carefully as the teacher says the topic of today's lesson. You will have three minutes to write or illustrate anything you already know about today's lesson. Write in the space inside the clock to record your thoughts.

If you do not already know anything about today's topic, draw three question marks inside the clock.

Today's topic is _____



Something extra: When people are “on the clock”, they are considered to be working. After hearing today's lesson, how could the skill(s) that were presented be used outside of school or at someone's place of work? On the back of this page, write a well-developed paragraph explaining your answer.