



# FORMATIVE ASSESSMENT: LEARNING TARGETS AND FEEDBACK

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# ASSESSMENT FOR LEARNING

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A shift in why we assess and a shift in how  
students respond to assessment



# Dylan Wiliam

“It is not about being right or wrong, it is about the learning.”

# Our Learning TARGETS

- Participants will...
  - Identify the difference between doing and learning
  - Understand what is a quality learning target
  - Be able to communicate learning targets to students
  - Be able to provide formative feedback to students through a variety of means

# Self Reflection

Mark the level that best reflects your location on the continuum.

<p>My students know the learning target on a daily basis.</p> <p>My students are aware of where they are on the learning continuum towards the learning target.</p> <p>My students are provided frequent opportunities to use formative feedback to make decisions about studying and learning.</p> <p>I collect formative information about student performance to differentiate my instruction.</p> <p>My students receive feedback about their progress on individual learning targets from my formative assessments.</p>	4
All of 3 and some of 4	3.5
<p>I provide my students with clear learning targets on a daily basis.</p> <p>I provide my students frequent, specific, and descriptive formative feedback.</p> <p>I collect formative information about class performance to make instructional decisions.</p> <p>I use summative assessments that are aligned to the learning targets.</p> <p>I use formative assessments that are aligned to the learning targets.</p> <p>My students receive feedback about their mastery of individual learning targets from my summative assessments.</p>	3
All of 2 and some of 3	2.5
<p>I know or have identified most of my course's unit and building block learning targets.</p> <p>I create learning targets based on skill and/or concept.</p> <p>I collect summative information about the class performance on unit and/or building block targets.</p>	2
All of 1 and some of 2	1.5
<p>I can identify effective learning targets.</p> <p>I understand the difference between a unit target and a building block target.</p> <p>I know or have identified some of my course's learning targets.</p>	1



# A BRIEF REVIEW

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Formative Assessment Attributes

# Formative Assessment

- “Assess”
  - From the Latin *assidere*—**to sit beside**.
- ...include all activities undertaken by teachers and/or students which provide information to be used as feedback to modify the teaching and learning activities in which they engage (Black and Wiliam).
- The most effective provide frequent, immediate, and specific feedback.

# Formative vs. Summative

- **Summative** assessments show if the student has mastered the concept/material/task/standard.
- **Formative** assessments show the **student** and **teacher** where the student is on the continuum of learning.
- It can show where they have been, where they are, and where they need to go.



# Formative Assessments

- Should provide information to
  - Student
  - Teacher
  - Parents
  - Admin/District
- The most important are the students and the teachers

# 5 Attributes of formative Assessment

- Learning Progressions
- Learning Goals/Targets and Criteria for Success
- Descriptive Feedback
- Self- and Peer-Assessment
- Collaboration

## 2. Learning Goals/Targets

- Identify and communicate the instructional goals to the student.
- Provide the criteria by which learning will be assessed.
- Understood by students

### 3. Descriptive Feedback

- Students should be provided evidence-based feedback linked to the Goal/Target
- Where is the student, where do they need to go, what can they do to close the gap.

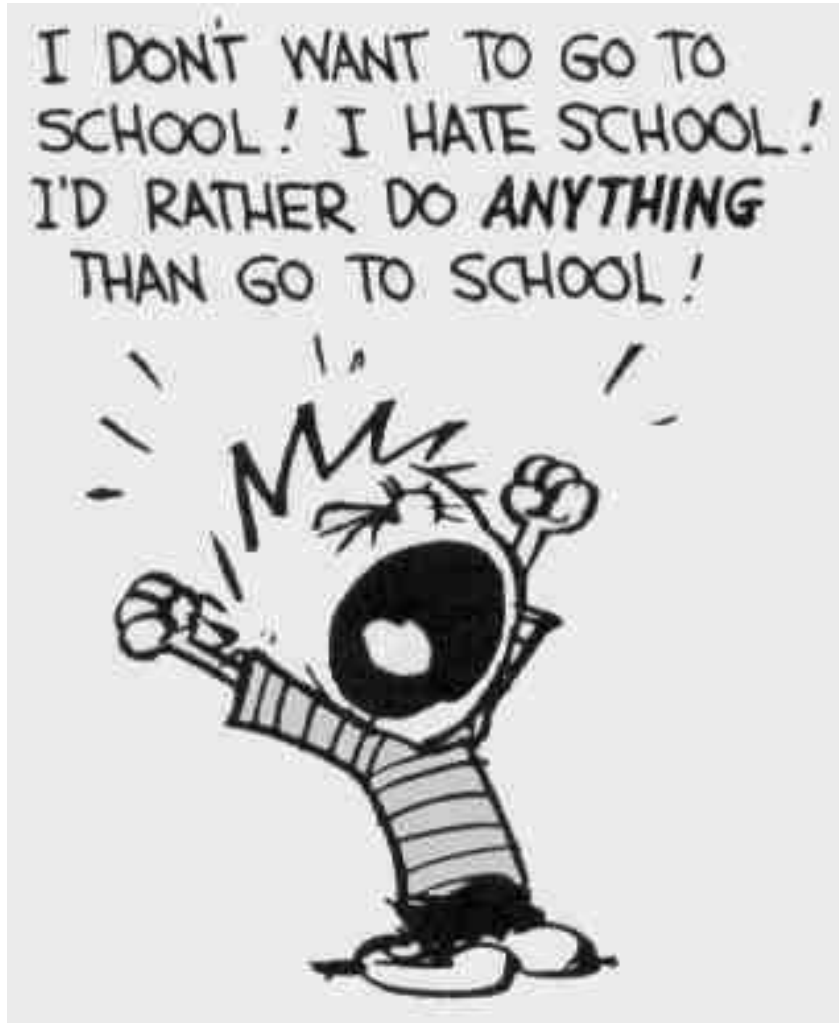
# Four Levels of Implementation

Popham (2008) describes four levels...

- Level 1 calls for the teacher to use formative assessments to collect information to make instructional decisions\*
- **Level 2 calls for the student to use formative information to make decisions about learning**
- Level 3 classroom climate shift
- Level 4 school wide implementation

# The biggest impact on student achievement...

- The student



# Crucial Components

- Communicate the learning target (unit, lesson, activity, assignment, assessment)
  - Attribute #2
- Provide descriptive, specific, and timely feedback to the student about their progress toward that target
  - Attribute #3
- Use the collected formative information to make decisions about instruction and learning
- Provide Information to the student about his or her progress and mastery
- Allow and encourage students to continue to learn and show you when they have

# Research on Student Affect

- Research showed a strong statistically significant correlation between Academic Efficacy and:
  - Progress Monitoring Feedback
  - Clear Learning Targets
- Research showed a strong statistically significant correlation between Eagerness to Learn and:
  - Progress Monitoring Feedback
  - Clear Learning Targets



# A design

- Unit consists of several learning targets
- Each lesson identifies the learning target
- Provide several lessons on learning target
- Use formative assessments to inform your instruction
- Use formative assessment to provide feedback to students to inform progress
- Differentiate instruction/practice for students based on formative assessment/evidence
- Provide instruction
- Administer summative assessment when the majority of your class has reached success
- What about the few who still haven't progressed?



# LEARNING TARGETS

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# Learning Targets

- Students should know what they are learning
- Identify a body of knowledge, application of knowledge, skill, or concept to the student
- Good “I can” statements can be student friendly targets
- Common Core
- UbD
- Bad example: Target: Chapter 2
- Good example: Target: today we are learning how to convert units of measure to the metric system
- Ask a student what did you **learn** as opposed to what did you **do**

# Learning Targets

- It is important that students **understand** the target
- Ask them to explain in their own words
- Video
- Targets should build in a progression
  - Think ladder or scaffold
- Assess the learning target
  - Be careful not to assess “other things” instead
  - Examples—Grad class

# Guided Practice

- Unit Target
  - Classroom Management
- In groups, create Building Block Targets
  - What are the building block targets that you would teach a new teacher to help him or her master classroom management?



# DESCRIPTIVE FEEDBACK

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# Descriptive Feedback

- What formative feedback does a student receive about his or her progress or achievement?
- Is it day by day, minute by minute?
- Does it show the student where on the continuum of learning they are (where have I been, where am I now, where do I need to go)?

# Grades as descriptive feedback?

- Grades only provide feedback and motivation to those motivated by grades—usually our high achieving/motivated students
- Grades are summative—determine if students have or have not mastered skill/concept
  - Are they accurate?
  - Can students find the loophole?
  - Can they be formative?



# Student Feedback: Grades and Homework

- Averages can be confusing
- Zero versus the D-
- When a grade is attached it becomes summative.  
Trashcan effect
- Students response to feedback
  - “I understand where I am, where I need to go, and **I choose to keep trying.**”

# Descriptive Feedback

... to gather formative data and involve students in their learning

- Think about a learning progression as a continuum
- Feedback should show where they are on the continuum and where they are headed
- GPS

# Accurate feedback

- Feedback should identify where the student is on the continuum
- Aligned to the learning target
- Provide direction as to what needs work and how to work on it
- Identify targets for instruction and practice and assignment and assessments (especially formative)

# Guided Practice

- Take learning targets and create feedback methods
  - What is the criteria for success?
  - What is the method to give feedback
  - Rubric—below, at, above?

# Strategies for student feedback...

- ...to help students gather information about their learning and where they are on the continuum of learning
- Homework=practice and feedback
  - Allow students to make mistakes and learn from them without fear
- Target/Standard aligned pretest drives student study and homework
- Target aligned assessments show what the student has mastered and what they need to work on.

# Some more ways

- ActiveVotes
- Polleverywhere.com
- Practice quizzes
- Observation
- Summative as Formative
- Retakes
- Other ideas?

# Student Feedback Continued

- Have students track progress on targets through visual means.
  - Bar charts ([www.nikerunning.com](http://www.nikerunning.com))
  - Graphs
  - Etc
- Video Game Effect: Level versus Points
- Video

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# Remember

- How do you learn?
- Fixing the sink
- When you try something different in the classroom and it doesn't work well and your students didn't get it--do you get a grade and move on?
- Or, do you learn from that?
- So should our students

# A challenge today

- Work together to find ways to increase the formative feedback to your students.
- What are you doing that others can try?
- What are ways we can help students understand where they are on the learning continuum, where they need to go, and what that looks like?
- It shouldn't be a surprise to them
- What will help you?

## A great quote

*“Don’t ask ‘Do I have buy-in from all the adults?,’ rather you should ask... ‘Is it the right decision for students?’”*

*—Douglas Reeves*

# The goal...

- The goal is to refocus students' attention to learning and not points and “playing the game”.
- The goal is to provide students with a clear understanding of what they should be learning and not just doing.
- The goal is student ***learning***.

# Resources

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