



Summary

Guided by *The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning*, this professional learning community examines the varied ways in which teachers can create a formative assessment system that includes feed-up, feedback, and feed-forward. Teachers will view exemplars of written and oral feedback to help them refine the quality and quantity of their feedback. Throughout the PLC, time will be given to discuss how to help students self-assess as well as use peer and teacher feedback to set learning goals.

Related Learning Principles

- Learning is an active process that requires **regular reflection and adjustment** as learners connect big ideas to facts, skills, and experiences.
- Learners require regular, timely, and meaningful feedback based on established criteria with opportunities for revision and improvement to produce quality work.

Overarching Teacher Development Targets

- 4C: Access Learning Experiences
- 4D: Persist through Challenges
- 4E: Promote Culture of Inquiry and Improvement

PLC-Specific Teacher Development Targets

- 2A: Review Student Data and Curricular Goals
- 2B: Establish Measures of Proficiency and Feedback Plan
- 3B: Monitor Student Learning
- 4A: Identify Achievement Gaps

Format

- Three in-person sessions and four online sessions

Pre-Requisite

- *Developing* or *proficient* performance on teacher development targets 2F, 3A, 3C, and 3D is a prerequisite for participation in this professional learning community.

Session 1: Articulating Established Criteria

Online Session: August 27 to October 3

Submission by September 30

Peer Feedback by October 3

Summary

Teachers will review formative assessment strategies and their impact on student learning.

Essential Question

What counts as formative assessment?

Evidence

- Review formative assessment strategies.
- Create an assessment blueprint for upcoming unit of instruction.

Session Resources

- 📖 Fisher, D. and Frey, N. (2011). Chapter 1: Creating a Formative Assessment System. In *The formative assessment action plan: practical steps to more successful teaching and learning*. Alexandria, VA: ASCD.
- ✂ Assessment Training Institute. (2003). Excerpt from Activity 7: Auditing classroom assessments for quality. In *Assessment for learning: Thinking about assessment*. Portland, OR: Pearson.
- ✂ Brookhart, S.M. (2009). Figure 3: Pre-assessment questionnaire. In *PLC series: Exploring formative assessment*. Alexandria, VA: ASCD.
- ✂ Brookhart, S.M. (2009). Worksheet 1.4: Classroom connections – Formative assessment (Experienced level). In *PLC series: Exploring formative assessment*. Alexandria, VA: ASCD.
- 📖 Brookhart, S.M. (2010). Chapter 1: General principles for assessing higher-order thinking. In *How to assess higher-order thinking skills in your classroom*. Alexandria, VA: ASCD.
http://www.ascd.org/publications/books/109111/chapters/General_Principles_for_Assessing_Higher-Order_Thinking.aspx.
- 📖 Fisher, D. and Frey, N. (2009). Feed up, back, forward. In *Educational leadership*. November 2009, v69, n3.
<http://www.ascd.org/publications/educational-leadership/nov09/vol67/num03/Feed-Up,-Back,-Forward.aspx>.

Recommended Resources

- 📖 Iowa Department of Education Characteristics of Effective Instruction (CORE): Assessment for Learning (Formative Assessment) Information Brief.
- 📖 Popham, W.J. (2008). Chapter 1: Formative assessment - Why, what, and whether. In *Transformative assessment*. Alexandria, VA: ASCD. <http://www.ascd.org/publications/books/108018/chapters/Formative-Assessment@-Why,-What,-and-Whether.aspx>.

Session 2: Feed-Up

Thursday, October 9, 4:00-6:00 pm

Summary

Teachers will refine formative assessments and how they are communicated to students for the purpose monitoring student learning.

Essential Question

How do I ensure students understand the purpose of a learning task?

Evidence

- Refine assessment blueprint.

Session Resources

- 📖 Fisher, D. and Frey, N. (2011). Chapter 2: Feed-Up: Where Am I Going? In *The formative assessment action plan: practical steps to more successful teaching and learning*. Alexandria, VA: ASCD.
- ✂ Draft of assessment blueprint
- ✂ Brookhart, S.M. (2010). Figure 1.1: Blueprint for a high school assessment on the English colonies, 1607-1750. In *How to assess higher-order thinking skills in your classroom*. Alexandria, VA: ASCD.
http://www.ascd.org/publications/books/109111/chapters/General_Principles_for_Assessing_Higher-Order_Thinking.aspx.
- ✂ Brookhart, S.M. (2010). Figure A.1: Specific strategies for assessing higher-order thinking. In *How to assess higher-order thinking skills in your classroom*. Alexandria, VA: ASCD.
<http://www.ascd.org/publications/books/109111/chapters/Afterword.aspx>.
- ✂ Brookhart, S.M. (2010). Afterword figure A.1: Checking for understanding strategy grid. In *How to assess higher-order thinking skills in your classroom*. Alexandria, VA: ASCD.
- 📖 Fisher, D. and Frey, N. (2007). Chapter 2: Using oral language to check for understanding. In *Checking for understanding: Formative assessment techniques for your classroom*. Alexandria, VA: ASCD.
<http://www.ascd.org/publications/books/107023/chapters/Using-Oral-Language-to-Check-for-Understanding.aspx>.
- 📖 Fisher, D. and Frey, N. (2007). Chapter 3: Using questions to check for understanding. In *Checking for understanding: Formative assessment techniques for your classroom*. Alexandria, VA: ASCD.
<http://www.ascd.org/publications/books/107023/chapters/Using-Questions-to-Check-for-Understanding.aspx>.
- 📖 Fisher, D. and Frey, N. (2007). Chapter 4: Using writing to check for understanding. In *Checking for understanding: Formative assessment techniques for your classroom*. Alexandria, VA: ASCD.
<http://www.ascd.org/publications/books/107023/chapters/Using-Writing-to-Check-for-Understanding.aspx>.
- ✂ Sample assessment blueprint from previous PLC participant
- ✂ Sample summative and formative assessment alignment guide
- ✂ Blank summative and formative assessment alignment guide

Online Session: October 10 to October 31

Session 3: Checking for Understanding

Submission by October 28
Peer Feedback by October 31

Summary

Teachers will plan and execute checks for understanding that guide instruction and help to determine if students are making progress toward their goals.

Essential Question

How do I help students understand and assess their progress?

Competency

- Monitor student understanding to identify students who have mastered an objective, and those who have not yet done so.

Evidence

- Completed data tracking tool.

Session Resources

- 📖 Fisher, D. and Frey, N. (2011). Chapter 3: Checking for Understanding: Where Am I Now? In *The formative assessment action plan: practical steps to more successful teaching and learning*. Alexandria, VA: ASCD.
- ✂ Data tracking tools
- ✂ Formative assessment data sets from participants

Expectations between Sessions

- Teachers will bring at least one class set of graded formative assessments to Session 4. It will be most beneficial to bring a set of open-ended responses or a mix of open-ended and selected responses.

Session 4: Effective Written Feedback

Thursday, November 6, 4:00-5:30 pm

Summary

Teachers will understand how to use common rubrics and key phrases as a basis for written feedback that is clear, specific, and uses appropriate tone and word choice.

Essential Question

How do I give effective feedback that provides students with valuable and constructive information about their successes and needs?

Competency

- Provide feedback that is clear, specific, and uses appropriate tone and word choice.

Evidence

- Share copies of written feedback to students (paper-based or digital).

Session Resources

- 📖 Fisher, D. and Frey, N. (2011). Chapter 4: Feedback: How Am I Doing? In *The formative assessment action plan: practical steps to more successful teaching and learning*. Alexandria, VA: ASCD.
- 📖 Brookhart, S.M. (2008). Chapter 2: Types of feedback and their purposes. In *How to give effective feedback to your students*. Alexandria, VA: ASCD. <http://www.ascd.org/publications/books/108019/chapters/Types-of-Feedback-and-Their-Purposes.aspx>.
- 📖 Brookhart, S.M. (2008). Chapter 3: How to give effective written feedback. In *How to give effective feedback to your students*. Alexandria, VA: ASCD. <http://www.ascd.org/publications/books/108019/chapters/How-to-Give-Effective-Written-Feedback.aspx>.
- 📖 Wiggins, G. (2012). Seven keys to effective feedback. In *Education leadership: Effective grading practices*. September 2012. Alexandria, VA: ASCD. <http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx>
- 🎥 Video: Christine Moynihan on individualized feedback
- ✂ Formative assessment from participants (ungraded)

Expectation between Sessions

- Teachers will videotape themselves providing oral feedback to students or take notes on key phrases they use in their oral feedback and be prepared to share with the group during Session 5.

Session 5: Effective Oral Feedback

Online Session: November 7 to December 5

Submission by December 2

Peer Feedback by December 5

Summary

Teachers will learn how to provide “quick and quiet” feedback, facilitate in-class and out-of-class conferences, and make connections between prior and new learning.

Essential Question

How do I give effective feedback that provides students with valuable and constructive information about their successes and needs?

Competencies

- Provide feedback that is clear, specific, and uses appropriate tone and word choice.
- Monitor student reception of feedback to determine whether it is well-received.

Evidence

- Record and share student conference(s) (audio or video) to reflect on the quality and reception of feedback.

Session Resources

- ✂ Assessment training institute. (2003). Activity 13: Using feedback to set goals. In *Assessment for learning: Thinking about assessment*.
- 📖 Brookhart, S.M. (2008). Chapter 4: How to give effective oral feedback. In *How to give effective feedback to your students*. Alexandria, VA: Association for Supervision and Curriculum Development. <http://www.ascd.org/publications/books/108019/chapters/How-to-Give-Effective-Oral-Feedback.aspx>.
- 📀 Brookhart, S.M. (2009). Disc 2: Seven key factors to ensure effective feedback. In *Giving effective feedback to your students DVD series*. Alexandria, VA: ASCD.
- 📺 Video: Feedback clarity (“Alice Giving Feedback”)
- 📄 Oral feedback videos and notes from participants
- ✂ Sample oral feedback talking points from previous PLC participant
- ✂ Video note-taking guide

Session 6: Student Self-Assessment

Online Session: December 8 to December 19

Submission by December 16

Peer Feedback by December 19

Summary

Teachers will examine and implement student self-assessment strategies around feedback.

Essential Question

How do I help students set goals and accomplish them?

Competencies

- Monitor student reception of feedback to determine whether it is well-received.
- Evaluate effectiveness of feedback based on student revisions and next steps.

Evidence

- Identify and implement strategies around feedback (i.e., opportunities for student revision based on error analyses, questions, misconceptions, etc.).

Session Resources

- ✂ Assessment Training Institute. (2003). Resource 2: Student survey to study assessment for learning practices in the classroom. In *Assessment for learning: Thinking about assessment*.
- ✂ Assessment Training Institute. (2003). Resource 3: Using test results to self-assess and set goals. In *Assessment for learning: Thinking about assessment*.
- ✂ Assessment Training Institute. (2003). Resource 4: Student self-assessment and goal-setting activities. In *Assessment for learning: Thinking about assessment*.
- 📖 Brookhart, S.M. (2008). Chapter 5: How to help students use feedback. In *How to give effective feedback to your students*. Alexandria, VA: ASCD. <http://www.ascd.org/publications/books/108019/chapters/How-to-Help-Students-Use-Feedback.aspx>.
- ✂ Brookhart, S.M. (2009). Worksheet 3.2: Reflection on reading – Listening to students. In *PLC series: Exploring formative assessment*. Alexandria, VA: ASCD.

- ✂ Brookhart, S.M. (2009). Figure 4: Post-assessment questionnaire. In *PLC series: Exploring formative assessment*. Alexandria, VA: ASCD.
- ✂ Brookhart, S.M. (2009). Figure 5: Pre- and post-assessment comparison. In *PLC series: Exploring formative assessment*. Alexandria, VA: ASCD.
- ✂ Formative assessment action plan options
- 📖 Wormeli, R. (2011). Redos and retakes done right. In *Education leadership: Effective grading practices*. November 2011. Alexandria, VA: ASCD.
- ✂ Sample during and post-assessment reflection from previous PLC participant

Recommended Resources

- 📖 Chappuis, J. (2005). Helping students understand assessment. In *Educational leadership*. November 2005, v63, n3. <http://www.ascd.org/publications/educational-leadership/nov05/vol63/num03/Helping-Students-Understand-Assessment.aspx>.
- 📖 Popham, W.J. (2008). Chapter 4: Level 2 formative assessment – Students’ learning tactic adjustments. In *Transformative assessment*. Alexandria, VA: ASCD. <http://www.ascd.org/publications/books/108018/chapters/Level-2-Formative-Assessment@-Students'-Learning-Tactic-Adjustments.aspx>.
- 📖 Popham, W.J. (2008). Chapter 5: Level 3 formative assessment – Classroom climate shift. In *Transformative assessment*. Alexandria, VA: ASCD. <http://www.ascd.org/publications/books/108018/chapters/Level-3-Formative-Assessment@-Classroom-Climate-Shift.aspx>.

Session 7: Feed-Forward

Thursday, January 29, 4:00-5:30 pm

Summary

Using performance data, teachers will learn how to provide action-oriented steps that students can execute to facilitate student achievement.

Essential Question

How do I help students set goals and accomplish them?

Competencies

- Monitor student reception of feedback to determine whether it is well-received.
- Evaluate effectiveness of feedback based on student revisions and next steps.

Evidence

- Identify and implement strategies around feedback (i.e., opportunities for student revision based on error analyses, questions, misconceptions, etc.).

Session Resources

- 📖 Fisher, D. and Frey, N. (2011). Chapter 5: Feed-Forward: Where I Am Going Next? In *The formative assessment action plan: practical steps to more successful teaching and learning*. Alexandria, VA: ASCD.
- 📖 Fisher, D. and Frey, N. (2011). Chapter 6: Building a Formative Assessment System. In *The formative assessment action plan: practical steps to more successful teaching and learning*. Alexandria, VA: ASCD.

Expectations following Session

- Between Friday, January 30 and Sunday, March 1, teachers will complete and submit a portfolio from one of the options offered. Teachers will evaluate the effectiveness of feedback based on student revisions, and discuss how their feedback changed over time. Teachers will meet with the facilitator between Monday, March 2 and Friday, March 20 to present the portfolios.