FORMATIVE ASSESSMENT PROMOTES LEARNING, AND STUDENTS LOVE IT

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THE WORLD WITHIN REACH
“Traffic Lights”

How familiar are you with formative assessment?

- Very familiar
- Somewhat familiar
- Unfamiliar
Assessment ≠ Grading

- Summative assessment = grading or scoring
- Formative assessment = feedback for teachers and students
A balanced assessment system serves the purposes of learning and the purposes of accountability.
Qualities of Summative and Formative Assessment

**SUMMATIVE**

“How did I do?”

- happens when student work is completed
- evaluates the quality of their learning and work
- students are rarely able to improve or revise

*For people outside the Classroom*

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**FORMATIVE**

“How am I doing?”

- happens while student work is in progress—before, during and after a lesson or unit
- provides feedback on the quality of learning and work
- students can make improvements and revisions

*For people inside the classroom*
Formative assessment is any process of gathering and using evidence of student learning to:

- adapt instruction to meet students’ needs
- support students in making adjustments to their own approaches to learning, and their actual work
ASSESSMENT AS A MOMENT OF LEARNING

My 6-word philosophy of assessment
Student Involvement in Formative Assessment: A Template

1. An assignment is handed out and explained.
2. The teacher and students co-create criteria for the assignment.
3. Students create first drafts.
4. Peer feedback according to the criteria.
5. Revision by students.
6. Self-assessment according to the criteria.
7. Revision by students.
8. Teacher feedback, if possible, then revision.
9. Teacher grades student work using the same criteria.
Common Misconceptions About Self- and Peer Assessment

- Student self-assessment is pointless because they just give themselves As.
- Peer assessment is useless because students will just stroke their friends and bash their enemies.
- Self- or peer-generated feedback is a waste of time because students won’t revise their work anyway.
A Definition of Self-Assessment

- Self-assessment is *not* a matter of determining one’s own grade.
- It is a process of formative assessment during which students *reflect* on the quality of their work and their learning, judge the degree to which they reflect the standards for it, *identify strengths and weaknesses*, and *revise*.
- Or, criteria-referenced feedback for oneself *from oneself*. 
Student Self-Assessment

More powerful than you might expect—
under the right conditions
# Persuasive Essay Rubric (excerpt; grades 6-8)

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<thead>
<tr>
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<td>An opinion is given. One reason may be unclear or lack detail. Opposing views are mentioned.</td>
<td>An opinion is given. The reasons given tend to be weak or inaccurate. May get off topic.</td>
<td>The opinion and support for it is buried, confused and/or unclear.</td>
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<td><strong>Organization</strong></td>
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**Grading Scale:**
- **4**: Excellent
- **3**: Good
- **2**: Fair
- **1**: Poor
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*The rubric provides a detailed assessment of persuasive essays in grades 6-8, focusing on ideas and content, organization, and voice and tone. Each category is rated on a scale from 4 (high) to 1 (low), with specific criteria for each level.*
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EXPERIMENTAL CONDITION

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The treatment was associated with higher scores on all criteria—including Ideas and Voice—except Conventions, which was not self-assessed.

This finding undermines critiques of rubric use that claim it promotes weak writing by focusing only on the most quantifiable and least important qualities of writing.
Self-Assessment in Practice

- Jason Rondinelli and Emily Maddy’s 7th grade students
- Brooklyn, NY
- Task: an essay about art
- [www.studentsatthecenter.org/resources/student-centered-assessment-video-suite](http://www.studentsatthecenter.org/resources/student-centered-assessment-video-suite)
  - 1:35

Artful Learning Communities: Assessing Learning in the Arts, funded by a USDOE PDAE (Professional Development for Arts Educators) grant, the NYC Department of Education (District 20), and ArtsConnection.