

Getting to Know the WELS Teaching Standards

Standard Eight

Activity Guide

**Introduction** (5 minutes)

Share with an “elbow partner”

* your understanding of formal, informal, and formative assessments.
* an example of an assessment you use in the classroom.

**Video 1:** Assessment for Learning by Dylan Wiliam (10 Minutes)

1. Discuss with your “elbow partner”

What ideas did you hear or see in the video that connected to the articles (“Inside the Black Box” and “Working Inside the Black Box”) you read for this inservice?

1. Share your responses with the entire group.

**Video 2:** Embedded Formative Assessment by Dylan Wiliam (10 Minutes)

1. Discuss with your “elbow partner”

What are 1 or 2 key ideas you want to remember from this video?

1. Share your responses with the entire group.

**Video 3:** Dylan Wiliam: Content, Then Process (10 Minutes)

1. Discuss with your “elbow partner”

What are 1 or 2 key ideas you want to remember from this video?

1. Share your responses with the entire group.

**STANDARD EIGHT: Christian teachers know how to assess student progress.**

*The teacher uses formal and informal assessment strategies to evaluate and promote the continuous spiritual, intellectual, social, emotional, and physical development of learners.*

• **Uses a variety of formal and informal assessment techniques to enhance her or his knowledge of learners, evaluate students' progress and performance, and modify teaching and learning strategies.**

• Solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.

• Engages learners in self‐assessment activities to develop awareness of their strengths and weaknesses and to set personal goals for learning.

• **Continuously evaluates the effect of class instruction on both individuals and the class as a whole.**

**• Monitors teaching strategies in relation to student success, modifying plans and instructional approaches accordingly.**

**• Evaluates and modifies assessment processes to ensure alignment with instructional objectives.**

**•** Maintains useful records of student work and performance, provides meaningful feedback to learners, and communicates student progress knowledgeably and responsibly to parents and colleagues.

**Video 4:** Formative Assessment in the Primary Classroom (15 minutes) Discuss the meanings of the standards in relation to the video. Focus on the criteria in bold typeface.

1. Discuss with your “elbow partner” (4 highlighted criteria on the continuum)

What level would you say this teacher is reflecting in this video segment? What specific words in the descriptors apply to the level you chose?

*Uses a variety of formal & informal…*

*Continuously monitors*

*Monitors teaching strategies*

*Evaluates and modifies*

1. Share your responses with the entire group.

**Moodle Forums** (A faculty representative should enter responses to the prompts.):

1. How does your faculty plan to implement formative assessments in response to the study of WELS Teaching Standard Eight? (Submit strategies faculty members are using or modifying based on the inservice work in Module Eight. Identify your school and location in the name of the discussion. (Example: St. John, Anytown, MN)
2. How does this quote deepen your understanding of the purpose and value of formative assessments? How can schools incorporate more formative assessments?

**Further Study:**

Read and discuss the [Five “Key Strategies” for Effective Formative Assessment](http://www.nctm.org/news/content.aspx?id=11474) by Dylan Wiliam (2007).

**Formative Assessment Resources:**

Brookhart, S. M. (2010). *Formative assessment strategies for every classroom*.  
 Alexandria: ASCD.

Brown, W. (2008). Young children assess their learning. *Young Children, 63*(6),  
 14-20.

Fisher, D., & Frey, N. (2007). *Checking for understanding*. Alexandria, VA:   
 Association for Supervision and Curriculum Instruction.

Dodge, D. T., Heroman, C., Charles, J., & Maiorca, J. (2004). Beyond outcomes:   
 How ongoing assessment supports children's learning and leads to meaningful  
 curriculum. *Young Children, 59*(1), 20-28.

Keeley, P. (2008). *Science formative assessment: 75 practical strategies for linking  
 assessment, instruction, and learning*. Thousand Oaks, CA: Corwin Press.

Keeley, P., & Tobey, C. R. (2011). *Mathematics formative assessment: 75 practical  
 strategies for linking assessment, instruction and learning*. Alexandria, VA: ASCD.

Tuttle, H. G. (2009). *Formative assessment: Responding to your students*.   
 Larchmont, NY: Eye on Education.