

Module 3: Assessment
Six Highly-Effective Teaching Strategies
Handout

This handout accompanies the module 3 video. You can use this handout to review information on the video and record your answers to discussion. Follow along as prompted during the video.

Section 1: Growth & Discussion

Discussion 1

How do you know if your students are learning what they're supposed to? Discuss this question with an elbow partner. Then share your answer with the whole group.

Discussion 2

Work with a partner. Compare these two learning targets, and explain why one helps guide the teacher's instruction and the student's learning better than the other.

Target One: I can explain how nutrients from food get to every cell in my body.

Target Two: Today we're going to cover pages 35 -46 of our Science text and do a workbook page.

Discussion 3

With an elbow partner, discuss what the young driver's skill tests results will be using the following methods:

Approach One

To make sure the teen tries his best, the instructor grades each driving attempt. For example, the instructor tells the student how to turn on the car, check the mirrors, and engage the transmission. The teen tries and the instructor gives the student a C because he forgot to put his foot on the break when engaging the transmission. The instructor moves on to the next series of skills.

Approach Two

The instructor tells the teen what to do, but never bothers to check the teen's progress or provide corrective feedback along the way. How will the student do on the final skills test.

Discussion 4

Pause the video and recall how you have used quick checks of understanding during a lesson. Share a new quick check method you'd like to try, and explain how you see yourself using it.

Discussion 5

Learning Target: I can explain how one event can trigger a major conflict like World War I.

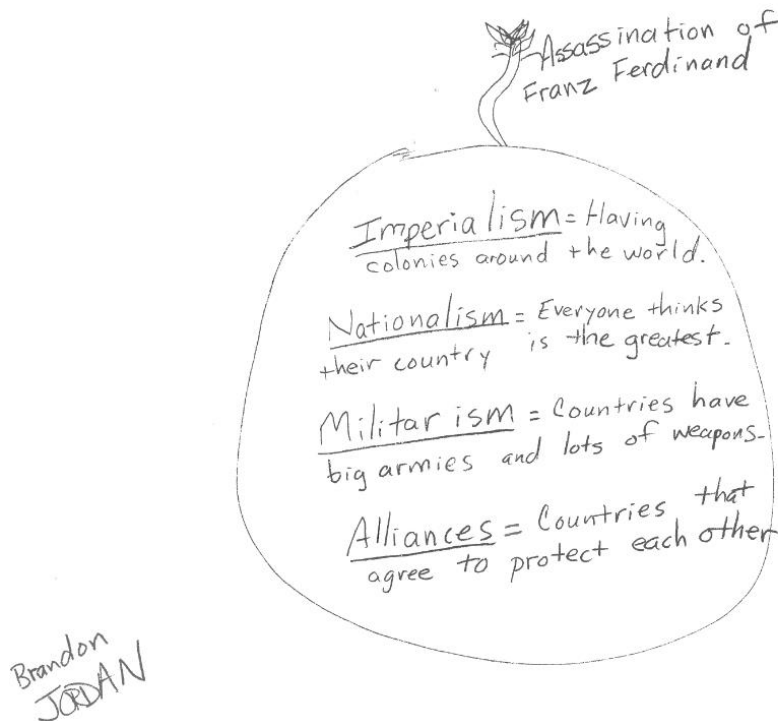
Full Check for Understanding: Near the end of the lesson, students work in groups of two to create a graphic organizer to show the relationship between the underlying causes and the trigger event of WWI.

Criteria:

- All four causes are included and described.
- The triggering event is identified.
- The diagram shows through pictures and/or words how the triggering event caused a worldwide war.

Consider again the WWI learning target, full check for understanding, criteria, and the following student work sample. Discuss as a whole group.

- What meets the criteria?
- What doesn't meet the criteria?
- What do these two students understand, and what should the teacher review or reinforce?



Discussion 6

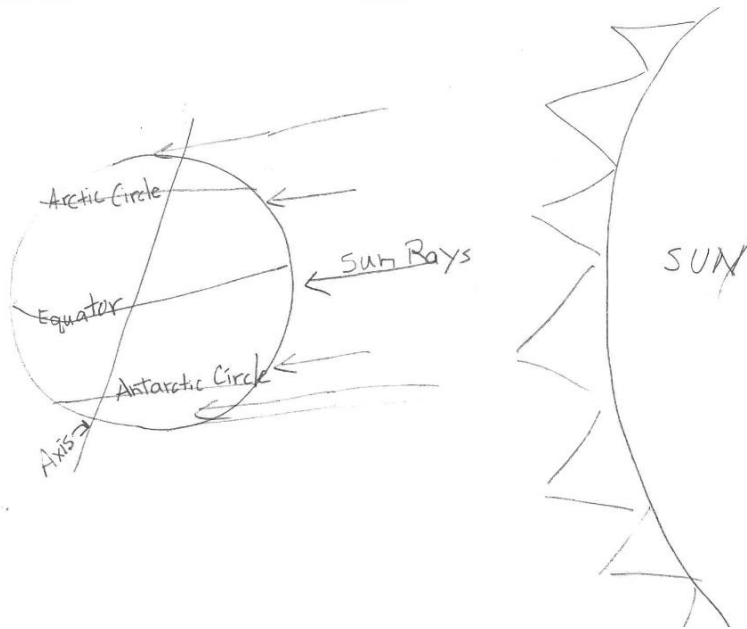
Consider the following learning target, check for understanding, criteria, and student work sample. With a peer, diagnose the student's understanding and plan some effective feedback. Select a partner to share your assessment and feedback with the entire group.

Target: I can explain why summer has warmer and longer days than winter in Minnesota.

Full check for understanding: Draw a picture of the earth and sun that demonstrates why summer days are longer and warmer than winter days in the northern hemisphere.

Criteria:

- The axis tilt matches the season.
- The equator, arctic and Antarctic circles are in the right places.
- The sun's rays show where daylight and darkness last 24 hours
- The sun, earth, equator, axis, arctic circle, and Antarctic circle are correctly labeled



Section 2: Planning and Implementation

You will teach a lesson in which you plan to use several checks for understanding with corrective feedback. *Your lesson should follow these criteria:*

- Has a shared learning target.
- Contains at least two preplanned quick checks during the lesson.
- Has one full check for understanding during the lesson.
- Success criteria are shared with students.
- Opportunities for effective feedback.

When you meet again, you will share your lesson topic, learning target, quick checks, and full checks. Bring student work samples and explain how you used criteria to provide feedback.

The following can serve as your lesson preparation guide:

Lesson Topic: _____

Learning Target: _____

Quick checks for understanding:

1) _____

2) _____

Full Check for Understanding: _____

Full Check Criteria: _____

Section 3: Reflection and Revision

After you have tried a lesson using quick and full checks for understanding, meet together and discuss how things went. Remember to bring some student work samples from that lesson. Work samples may represent quick or full checks for understanding captured on paper or video.

Use these questions as reflection prompts:

- To what extent did students share the learning target?
- How did students become familiar with the success criteria?
- How valuable were the quick checks?
- Based upon the full check for understanding, to what degree did all students meet the learning target?
- Explain how you provided feedback.

Section 4: Optional Extensions

Books

Dodge, J. (2009) *25 quick formative assessments for a differentiated classroom*. Scholastic
<https://www.amazon.com/Quick-Formative-Assessments-Differentiated-Classroom/dp/0545087422>

Moss, C., and Brookhart, S. (2009) *Advancing formative assessment in every classroom: A guide for instructional leaders*. Alexandria VA. ASCD
<http://www.ascd.org/publications/books/109031.aspx>

Articles

Black, P., & Wiliam, D. (1998) Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*. 80 (2). pp. 139- 148
<http://www.wyoaac.org/Lit/Inside%20the%20Black%20Box%20-%20Black.pdf>

Dodge, Judith What are Formative Assessments and How Should We Use Them? Judith Dodge Sholastic Teacher Resources. (<http://www.scholastic.com/teachers/article/what-are-formative-assessments-and-why-should-we-use-them>)

Dyer, K. (2013) Formative Assessment – What it Is, Why you should use it, and how to make it happen. The Education Blog. <https://www.nwea.org/blog/2013/formative-assessment-what-it-is-why-you-should-use-it-and-how-to-make-it-happen/>

Meyer, J. (2012) What's Up with Formative Assessment?

Popham, W.J. (2008) Chapter 1: Formative Assessment: Why, What, and Whether? Transformative Assessment. *Transformative Assessment*.
<http://www.ascd.org/publications/books/108018/chapters/Formative-Assessment@-Why,-What,-and-Whether.aspx>

Videos

Assessment by Susan Brookhart: <https://www.youtube.com/watch?v=9OLVf6s7crE>

Giving Effective Feedback by Susan Brookhart: <https://www.youtube.com/watch?v=jYQE73yhu7g>

Formative Assessment Strategies: <https://www.youtube.com/watch?v=JBtM7hpGXtA>

Embedding Formative Assessment into Classroom Practice by Dylan Wiliam:
<http://www.dylanwiliamcenter.com/webinar-embedding-formative-assessment-into-classroom-practice/>