FORMATIVE ASSESSMENT
Reflective Interaction with an Expectation
3 WAYS TO MAKE THIS HAPPEN

- Students need to reflectively interact with an expectation at their learning threshold as much as possible.
- Instruction is essentially these three elements: Desired State, Current State, Gap Thinking
- Students must reflect before, during and after assessment events or experiences.
PRINCIPLE 1

- Students need to reflectively interact with an expectation at their learning threshold as much as possible.
Learning Threshold: The cognitive are just beyond one’s current state of learning with high potential for learning and growth.

Student’s don’t work at their threshold nor do they know how to find it.
To help students discover learning thresholds teachers must move around the learning gradations of the proficiency based target in order to expose learning limits (thresholds of students)
<table>
<thead>
<tr>
<th></th>
<th>Reaction to Student Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Exceeds Expectations</td>
</tr>
<tr>
<td>3</td>
<td>Meets Expectations</td>
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<tr>
<td>2</td>
<td>Approaching Expectations</td>
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<tr>
<td>1</td>
<td>Still Developing</td>
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</tbody>
</table>
THRESHOLD TEACHING

- Structured Tasks and Unstructured Tasks
- Definite Contexts and Indefinite Contexts
- Proficiency Content and Rigorous Content
- Familiar Situations and Unfamiliar Situations
PRINCIPLE 2

- Instruction is essentially these three elements: Desired State, Current State, Gap Thinking
• Desired State - Proficiency Based Target - *Intended state of competency that acts as a learning outcome*

• Current State - An observable action or product that reflects the present state of one’s learning

• GAP Thinking - The thinking that is produced when a learner attempts to distinguish between their own current state and what is desired.
4 STAGES OF FORMATIVE INSTRUCTION

- CAPTURE
- EXPOSE
- GUIDE
- REWORK
4 STAGES OF FORMATIVE INSTRUCTION

- CAPTURE: Students produce a current state; raw, untouched, unclassified by teacher.
- EXPOSE: Teacher exposes students to desired state; but does NOT comment or take them through the desired state. Simply lets the students see their own UNTouched current state in relation to a DESIRED STATE. This is RAW, UNTouched by the teacher.
- GUIDE: As students begin to comment and scrutinize their current state against the desired state it is the teachers duty to capture those thoughts, comments, ideas and TEACH with those.
- REWORK: Students then reshape, reform, polish, RECONSTRUCT their current state.
**CAPTURE**: Get Current State

**EXPOSURE**: Scrutinize Current State

**GUIDE**: Teacher helps students distinguish between Current State and Desired State

**REWORK**: Reconstruct Current State
PRINCIPLE 3

- Students must reflect before, during and after assessment events or experiences.
WHAT THAT MEANS

- Before: Prepping Thinking (Mapping Thinking)
- During: Seeing Thinking (Recording Thinking)
- After: Analyzing Thinking (Not outcomes)
How to create assessments that capture thinking

• Direct Reflective Questions
• Reflective Pauses
• No Outcome Assessments
Direct Reflective Questions

Algebra
11_06_Quiz

Multiple Choice: Circle the letter of the correct answer. Show all work for credit.

1. Solve: \((x+1)(2x-5)=0\)
   
   \[ \text{A. } x = -1 \text{ or } x = 5 \]
   \[ \text{B. } x = 1 \text{ or } x = -5 \]
   \[ \text{C. } x = -1 \text{ or } x = 5/2 \]
   \[ \text{D. } x = 1 \text{ or } x = -5/2 \]

What is the first thing you looked at to begin solving this problem?

What in the equation led you to believe your chosen answer is correct?
Reflective Pauses

Advanced Algebra
06_06 Simplifying Rational Expressions
Learning Target D: Simplifying rational expressions
ARE YOU READY????????

DIRECTIONS: Reduce each fraction below completely:

1. \( \frac{4}{8} \) 2. \( \frac{9}{6} \) 3. \( \frac{-10}{2} \) 4. \( \frac{5}{5} \)

5. \( \frac{3(x-8)}{3(16)} \) 6. \( \frac{(7x-1)}{(-1)(7)} \) 7. \( \frac{12(-2)}{4(-2)} \) 9. \( \frac{9}{9} \)

YES I'M READY

NO, I'M NOT READY

Advanced Algebra
06_06 Simplifying Rational Expressions
EXIT SLIP

1. Simplify: \( \frac{5(x+4)(x-4)}{-10(x+4)(x+3)} \)

2. Simplify: \( \frac{x^2+8x+16}{5x^2+35x+60} \)

Name: ____________________________
Date: Monday, Dec. 10, 2012
No Outcome Assessments
THOUGHT BASED

• The Answer is B, why are the other answers not correct?
  • A. Answer 1
  • B. Answer 2
  • C. Answer 3
  • D. Answer 4
THOUGHT BASED

Which group of graphs better represents the unemployment rate over last 8 years?

Group A

Group B
Types of Reflection to Increase Accountability

• Students must reflect in all these types to truly be accountable to proficiency
  • Collective Reflection
  • Performance Reflection
  • Forward Reflection
  • Active Reflection
  • Conclusive Reflection
How to create more reflection time

- move summative experience up in pacing
- Have students scrutinize their work publicly and relate to peers
- pause classifying (grading) student work, let them sit with it for a while
INSTRUCTIONAL TIMELINES

Scaffolded

I = Instruction
Q = Quiz
S = Summative Exam
R = Reflect
F = Formative Assessment
P = Project

For Learning (Formative)

Generative (EBR)
3 Essential Questions have deeper meaning

• Where am I going?
• Where am I now?
• How can I close the gap?
3 Essential Questions have deeper meaning

- Where am I going?
- How well do I Need to Know it?
- Where am I now?
- How well am I doing?
- How can I close the gap?
- What will I be able to do if I am proficient?
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<td>What Will I Be Able to Do if I Am Proficient? What Will I Be Able to Do if I Am Not?</td>
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