



# Formative Assessment: Quality Checks for Understanding



November 2nd, 2022

# Table Chat -

## Activity Directions:

1. Using the cards at your table categorize the descriptors or examples into two categories titled **“Formative”** and **“Summative”** assessment **WITHOUT TALKING**.
2. All members must participate in the placing of cards.
3. Once all cards have been categorized, each participant must choose one of the following questions to respond to with their group members.
  - a. I believe the categories are correct/incorrect because.....
  - b. I believe formative/summative assessment is the most important because.....
  - c. I utilize formative/summative assessment more often to truly determine where my students are performing on essential standards because.....
  - d. I am a little confused with.....





# Stepping Out



## “Table Chat”

- What did you like about this activity?
- Does it allow you to effectively and efficiently assess learning? How?
- How and when could you use it?

# FOR

# Vs.

# OF

Uses the belief that success is in reach, as a motivator.

For instructional purposes.

Process that occurs during learning, while there is still time to help.

How can we help students learn more?

Focus: Achievement targets that underpin standards

Used to inform students about themselves.

Used to inform others about students.

Focus: State or local standards.

An event that occurs after learning is supposed to have occurred.

Uses rewards and punishments as motivators.

How much have students learned.

For grading purposes.





# Learning Targets

01.

Understanding  
Formative  
Assessment

””

02.

Creation of  
Formative  
Assessments

””

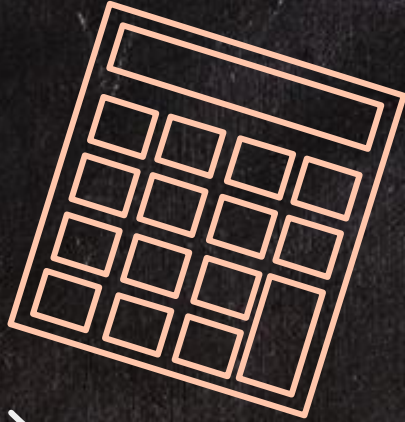
03.

Implementation  
and Use of  
Formative  
Assessments

””

01.

Understanding  
Formative  
Assessment





# Where does Formative Assessment fit within the PLC Process?



**Question 1:** What do we want all students to learn?

**Question 2:** How will we know if students have learned it?

**Question 3:** What will we do if they do not learn it?

**Question 4:** What will we do if they already know it?



“

**Question 2: How will we know if students have learned it?**

The PLC collectively creates and aligns common assessments to measure student progress toward meeting the team goal. Both formative and summative assessments should be used to measure progress toward the goal. **The formative assessments (Assessment FOR Learning) inform the teacher of student progress as the learning is happening. The formative assessments also provide students with feedback about their progress toward the goal.** The summative assessments give the teacher and students a summary of the student learning.

**MPMS PLC Handbook 22-23**

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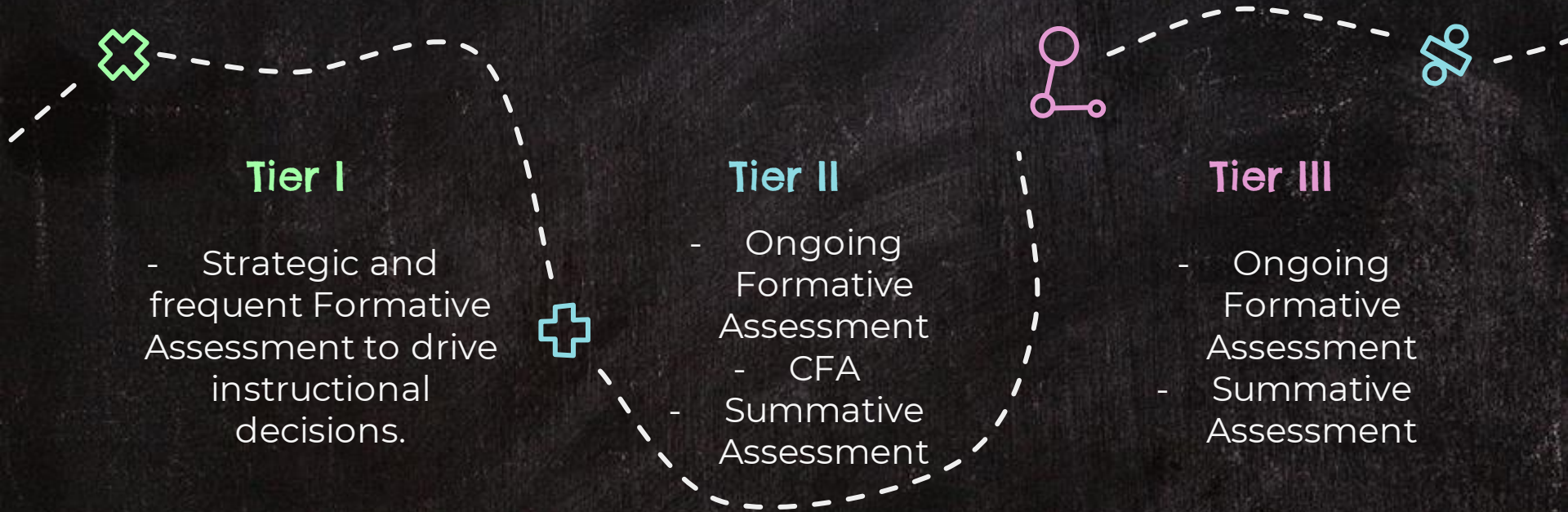
# Stepping Out



## “Name it! Claim it!”

- What did you like about this activity?
- Does it allow you to effectively and efficiently assess learning? How?
- How and when could you use it?

# Assessment and Tiers of Instruction





# Stepping Out



## “Add to, Validate, Challenge!”

- What did you like about this activity?
- Does it allow you to effectively and efficiently assess learning? How?
- How and when could you use it?

# Assessment and Interventions at MPMS

Most Effective

Least Effective

01

- Tier I
- Daily Formative Assessment
- Small Groups

02

- Tier II
- Tiered Lessons
- Formative Assessment
- Hornet Time

03

- Tier III
- Tutorials
- Summative Assessment

04

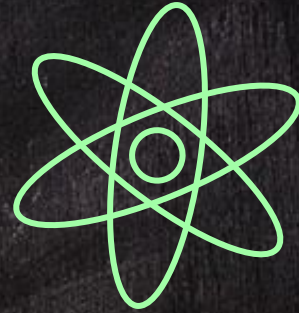
- Whole Group Instruction
- Summative Assessment



# 02.

## Creation of Formative Assessments

Quality Checks for  
Understanding (CFU)



“

The steps **MOST** critical to developing and utilizing quality checks for understanding within tier I instruction is identifying the essential standard/skill being taught, defining specific success criteria for such standard/skill, making students aware of the success criteria, intentionally assessing success criteria and providing quality feedback to students.

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# Stepping Out

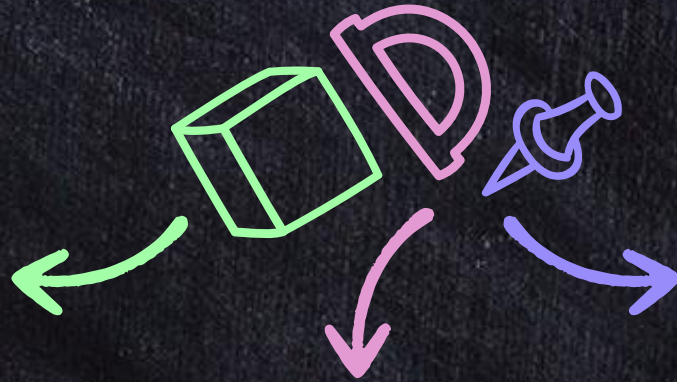


## “Turn and Talk”

- What did you like about this activity?
- Does it allow you to effectively and efficiently assess learning? How?
- How and when could you use it?

# Current Practice at MPMS

Step 1



Step 3

Step 2

Defining  
Proficiency Levels  
of Performance

Develop Quality  
Checks for  
Understanding

Identify Essential  
Standard/Skill



# Stepping Out



## “Google Form”

- What did you like about this activity?
- Does it allow you to effectively and efficiently assess learning? How?
- How and when could you use it?

# The Process of Formative Assessment

**Figure 1.1: Aspects of Formative Assessment**

ACTOR	WHERE THE LEARNER IS GOING	WHERE THE LEARNER IS RIGHT NOW	HOW TO GET THERE
Teacher	1 Clarifying learning intentions and criteria for success	2 Engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding	3 Providing feedback that moves learners forward
Peer	Understanding and sharing learning intentions and criteria for success	4 Activating students as instructional resources for one another	
Learner	Understanding learning intentions and criteria for success	5 Activating students as the owners of their learning	

Source: Black and William<sup>4</sup>



# Stepping Out



## “Thumbs Up/Down”

- What did you like about this activity?
- Does it allow you to effectively and efficiently assess learning? How?
- How and when could you use it?

# Research Behind the Practice

*“After synthesizing over 250 publications, Black and Wiliam, concluded that formative assessment is perhaps the most effective educational practice when it comes to improving academic achievement.”*



*“Formative assessment may be disproportionately beneficial for underachieving students. One study found an effect size for learning disabled populations of 0.70.”*



# How do we Develop Checks For Understanding?

01

## Define Proficiency

Determine varied levels of success criteria

02

## Develop Exemplars, Models and Rubrics

Develop models and examples of varied levels to assist you and students in assessing their learning

04

## Create Varied forms of Assessment

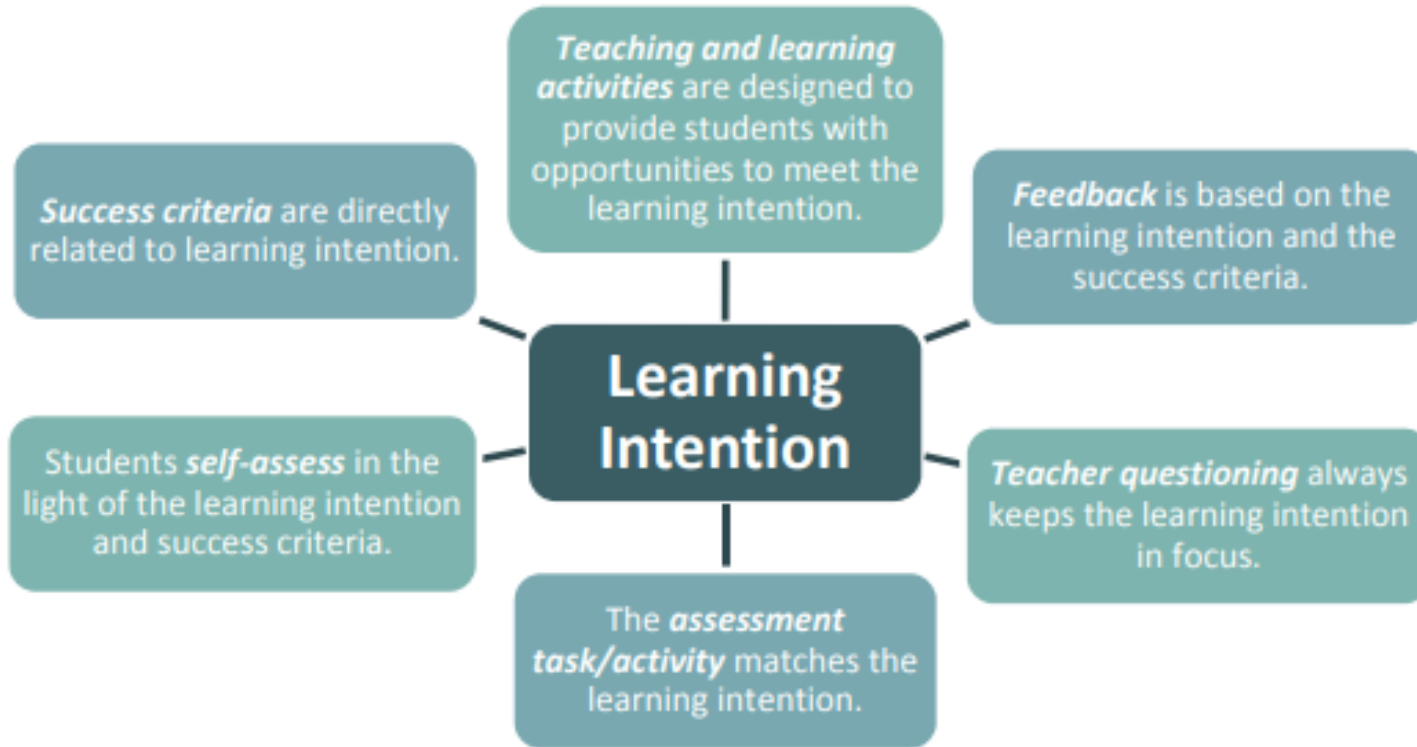
Use proficiency levels to develop varied modalities of CFU

03

## Determine Implementation and Data Collection

Plan strategically how you will implement CFU's and maximize your data collection (information rich)

**Figure 1.3: Learning Intentions**





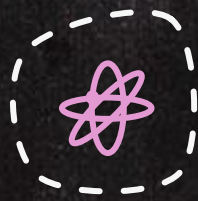
# Stepping Out



## “Think, Pair, and Share”

- What did you like about this activity?
- Does it allow you to effectively and efficiently assess learning? How?
- How and when could you use it?

# Factors to Consider When Creating CFU's



## What am I assessing?

- Learning Target
- Proficiency
- Success Criteria



## How will I collect the data?

- Effectively
- Efficiently



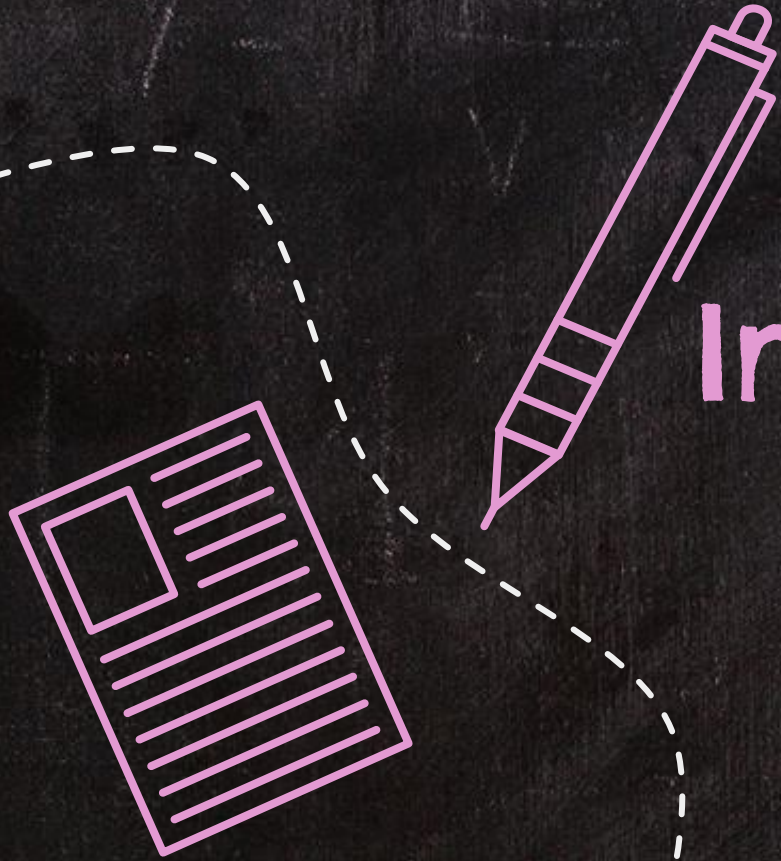
## What strategy will I use?

- Varied strategies
- Varied proficiency
- Varied modalities



03.

Implementation  
and Use of  
Formative  
Assessments



# Think, Write & Discuss



Take a moment and reflect on our lesson cycle. Write down on a post-it note where you feel the most optimal time(s) to implement Quality Checks for Understanding would fall.

When prompted, discuss with a tablemate your response and the why behind it.





# Stepping Out



## “Think, Write, and Discuss”

- What did you like about this activity?
- Does it allow you to effectively and efficiently assess learning? How?
- How and when could you use it?

# Data/Information Collection



## Maximize Opportunity

Don't limit yourself to one CFU within a lesson.

- Roster Check
- Desk #'s
- Google Forms

How will you use the information to impact instruction:

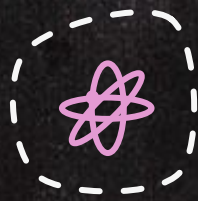
- Small Group
- Tiered Lesson
- Hornet Time

## Use of Information





# Factors to Consider When Creating CFU's



## What am I assessing?

- Learning Target
- Proficiency
- Success Criteria



## How will I collect the data?

- Effectively
- Efficiently



## What strategy will I use?

- Varied strategies
- Varied proficiency
- Varied modalities

# What types of check for understanding do you currently use?

[Link to Word Cloud](#)



## Checks for Understanding





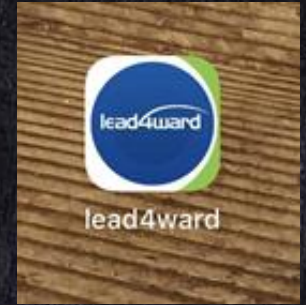
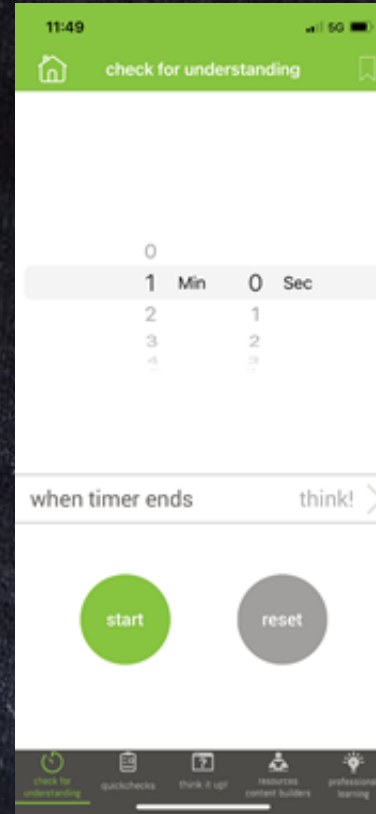
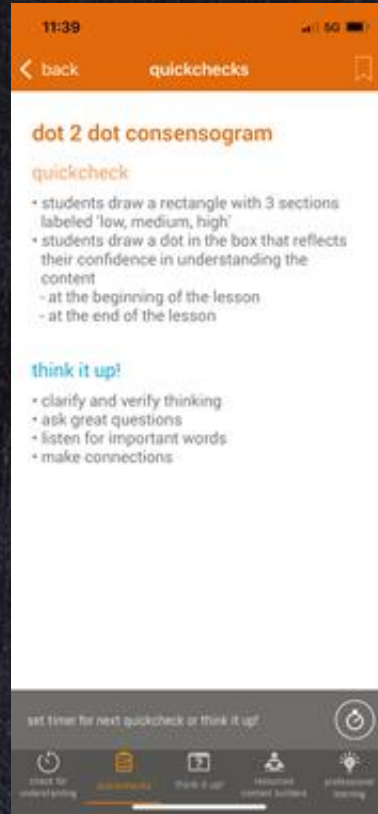
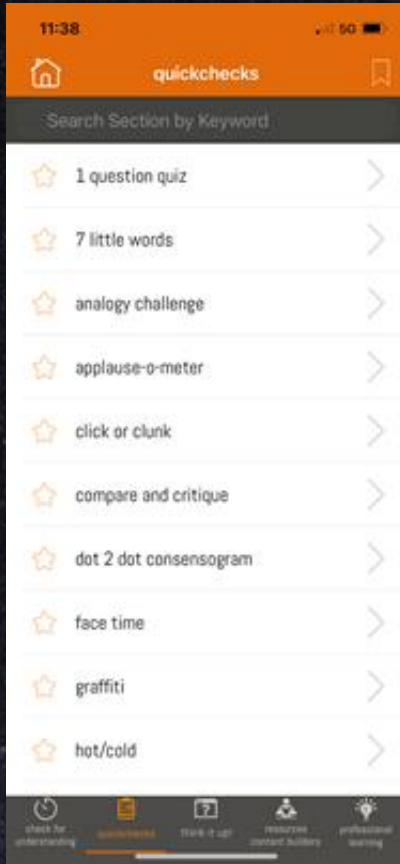
# Stepping Out



## “Word Could”

- What did you like about this activity?
- Does it allow you to effectively and efficiently assess learning? How?
- How and when could you use it?

# Lead4Ward App





# The Process of Formative Assessment

**Figure 1.1: Aspects of Formative Assessment**

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Source: Black and William<sup>4</sup>

# Keep the Question Going!

With this formative assessment strategy, you'll ask one student a question and then ask another student if that answer seems reasonable or correct. Then, ask a third student for an explanation of why there is an agreement or not. This helps keep all the students engaged because they must be prepared to either agree or disagree with the answers given and provide explanations.





# Stepping Out



## “Keep the Question Going”

- What did you like about this activity?
- Does it allow you to effectively and efficiently assess learning? How?
- How and when could you use it?

# Resources



- [Lead4ward App](#)
- [27 Easy Formative Assessment Strategies](#)
- [20 Quick Formative Assessments](#)
- [Pocket Assessments](#)