



Resource Handouts

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Resource Handout A

Classroom Snapshots: Effective Formative Assessment

Prepared by Karen Hayashi

Within classrooms where formative instruction is used effectively to support student learning, observers would most likely see evidence of its use in what students and teachers say, in both the students' work and in the teachers' assignments, and in the teachers' feedback to students. Here are a few examples of what you might see or hear as students and teachers are actively engaged in instruction:

Look for...	Listen for...
<ul style="list-style-type: none"> • Teachers assigning and students completing quickwrites and tickets out the door, as evidence of learning before, during, or after instruction. • Teachers monitoring guided and independent practice to gather evidence of student learning or confusions. • Students engaged in reflection about their learning process. • Students generating study questions from their text or notes. • Students referencing "student-friendly" versions of the standards (either displayed in the room or filed in binders). • Students referencing specific success criteria, rubrics, and models of high quality responses when completing papers or projects. • Evidence of effective teacher feedback or "feed-forward" that guides students toward improvement. • Students re-doing or correcting assignments or tests to demonstrate improved performance en route to mastery. • Students in pairs or small groups working to support one another. • Students actively engaged in the instruction . . . volunteering to respond and participate in discussions. • Teachers "dropping in" at students' desks during independent work periods to hold quick, focused conferences (15-20 seconds) to assess understanding and identify needs. 	<ul style="list-style-type: none"> • Teachers making statements such as, "Before we continue, let's see how you are doing so far so we can be sure we are ready to move on." • Teacher directions such as "Summarize what we just discussed"; "List the steps in ___"; "Predict what we will be discussing next"; etc. • Teachers providing specific standards-aligned verbal feedback/ "feed-forward" as students work, " I notice that many of you are having difficulty with __, make sure that you__." • Teachers saying "Those of you who are finding that you need more explanation or a "refresher," huddle with me at the board." • Teachers providing opportunities for student reflection, "It's Friday so take ten minutes to complete your 'What I Learned/What I Still Need to Work On Charts'. Remember to include your effort reflections." • Teachers stating "When you have finished your test, turn it over and write a paragraph about how you studied and what grade you expect to earn." • Teachers facilitating discussions that include challenging questions and reveal students' understanding. • Students commenting on their need for additional help by citing what they do understand and specifying what they need to clarify or review. • Students using the language of the standards in discussions. • Students reflecting on their progress making such statements as, "I am making good progress on this standard."

Resource Handout B

Think Sheets

Developed by Karen Hayashi

One option for organizing and integrating formative assessment into a busy day is to have students keep an index card, a half sheet of scrap paper, or a large post-it on their desk during the day (you might use a full sheet for older students, and have them maintain it for a week). You might refer to this as their “Think Sheet,” “Show What You Know,” “Think and Respond,” “Think, Apply, and Extend,” etc. These sheets/cards are intended to supplement the formative data teachers acquire as they monitor independent work and discussions during the day and to serve as a short, easily accessible written record of student response to instruction. As the day unfolds, have students record brief (30 seconds to 2 minute) responses to formative assessment prompts on the sheet . . . monitor their responses as they provide immediate information about the impact of instruction. For example, if many students struggle, there might be a need for immediate reteaching, or you might identify a small group in need of additional support during small group instruction, or you might determine that the class is ready to move to the next step. Collect the sheets at the end of the day/week and have students evaluate their own responses. (Note: The last prompt of the day might require a reflective response about their performance as learners that day.)

“Think Sheet” Model

- Students enter and record responses to “board work” that consists of prompts related to specific content from the previous day’s lessons.
- After decoding or word study instruction, the teacher dictates two words related to the lesson focus.
- Before reading the next portion of the current story, the teacher gives students 2 minutes to write a sentence summarizing what they read the previous day.
- Before math, the teacher has students explain in writing what they learned the day before. After the lesson, the teacher checks for understanding by assigning a problem from the day’s lesson.
- After social studies or science, the teacher has students list two facts they learned from the lesson.
- At the end of the day, students have one minute to jot down the most important thing they learned and to evaluate their active participation during the day on a scale of 1-5.

Sample Prompts

1. What was most challenging about your homework? Explain.
2. In this lesson we worked on Standard/s _____. This/these standard/s are important because
3. Write a ____ sentence/ ____ paragraph summary of the reading/discussion.
4. Explain how this topic applies to something you have learned previously.
5. Explain why this topic is important and how you will use it in the future.
6. Identify the most important idea in the reading/our discussion.
7. List at least ____ facts you learned.
8. List ____ remaining questions you have after reading/discussion.
9. Write ____ questions that might be used in a “notes quiz” or on a test.
10. One question I still have is
11. The most important fact I learned is
12. Write “masterpiece” sentences using the words ____.
13. Restate this paragraph/passage in your own words.
14. Make a personal connection to ____.
15. Solve/explain this problem/concept/process/event.
16. Do you agree/disagree with ____? Explain your position.

Self-Reflection Prompts

17. I worked hard on . . . , but it was worth the effort because
18. I need to expend more effort on
19. I was most challenged by
20. I was most surprised by
21. I was confused about
22. I need additional help with
23. I want to know more about
24. If I had taught this lesson I would have
25. I received this grade because
26. Next time I need to remember
27. Rate the effectiveness of your listening (1 = poor – 5 = very effective). Justify.
28. Rate the legibility of your notes (1 = poor – 5 = very legible). Justify.

Resource Handout C

Formative Assessment Toolkit Sampler

Developed by Karen Hayashi

Response Opportunities

Consider using the following formative assessment activities or prompts as the content for:

- Quick Quizzes
- Homework
- Tickets In/Out the Door (Exit Tickets)
- Transition Sponges
- Journal Entries
- Think Sheets (see Resource Handout B)
- Bellwork Activities

Response Kits

The use of response kits facilitates efficient progress monitoring activities by having necessary response materials in the hands of students at all times during the lesson. Consider making a class set of “response kits” by stocking heavy duty ziplock bags with a variety of sticky notes, assorted sized paper scraps, index cards of various types, and highlighters, if possible. You might number each bag and have students pick them up as they enter and leave them as they exit. Alternatively, you might set the expectation that students assume responsibility for keeping some sticky notes and index cards in their binders so they have immediate access and time is not wasted in distributing response materials.

Generic Prompts/Question Stems

1.	Write a sentence/a paragraph summary of the passage/lecture/discussion/film/lab.
2.	List ___(##) facts about ___.
3.	Identify the ___ (##) most important words from this passage/lecture/discussion/film/lab.
4.	Create ___(##) questions for a quiz or test based on this information.
5.	Describe ___ in your own words.
6.	How are ___ and ___ different/alike?
7.	What does ___ mean?
8.	Why is ___ important?
9.	What are the strengths/weaknesses of ___?
10.	In what ways is ___ related to ___?
11.	How does ___ effect ___?
12.	Compare ___ and ___ with respect to ___.
13.	What do you think/know causes ___?
14.	Explain why ___.
15.	Explain how ___.
16.	How could ___ be used to ___?
17.	What would happen if ___?
18.	How does ___ relate to what we have learned previously?
19.	What are some possible solutions for ___?
20.	Do you agree or disagree with this statement ___? Support your response.
21.	What do you understand? I was confused about
22.	What is still confusing/“foggy” to you?

Resource Handout C, continued

Generic Comprehension Prompts

1.	List as many facts about ___ as you can in ___ (#) minutes.
2.	Prioritize ___ (#) facts from this lesson/lecture/text.
3.	Organize a "Quick Report" – give students a few minutes to organize a brief written/oral report on the information. You might collect written response from all students or randomly call on a few students to orally present the reports in the last few minutes of class, etc.
4.	Write a ___ (#) sentence/paragraph summary.
5.	"Translate" the illustrations or chart/s on p. ___ into text.
6.	"Translate" the text on p. ___ into a graph or illustration.
7.	Generate ___ (#) questions for further investigation.
8.	Prepare a ___ (#) minute lesson on the information.
9.	Develop a quiz on this topic.

Generic Vocabulary Prompts

1.	List synonyms/antonyms.
2.	Use the word/s in a/ ___ (#) meaningful sentence/s.
3.	Where would you find a ___?
4.	Make and appropriately label a picture of ___.
5.	In what category/ies would you place the word ___? (e.g., the word thyroid refers to a human gland and to the hormone it produces)
6.	Name some examples of ___. (e.g., examples of chemical reactions . . .)
7.	Construct an analogy using the word ___.
8.	Name as many thing/people/places/etc. that you can that are ___. (e.g., enigmatic)
9.	Which word is stronger, more intense? (e.g., fatigued or exhausted)
10.	Complete a linear array for ___. (e.g., hungry – starved, famished, ravenous, hungry, peckish, satiated)
11.	Which word has the most positive/negative connotation? (e.g., cheap or frugal)
12.	List other words that are related to this Greek or Latin root of the word ___.
13.	What part of speech is this word? Can this word or another form of this word serve as any other part of speech? If so, how would it be spelled? (e.g., initiate, initial, initially, initiation, etc.)
14.	Are there other meanings for this word? Create meaningful sentences that demonstrate your understanding of all the meanings for this word. (e.g., table)
15.	Act out the word ___.

Resource Handout C, continued

Making Connections

Teach students to respond to an established set of questions for people, places, events, things, and/or concepts you study such as these:

People/Person	Place	Event	Thing	Concept
<ul style="list-style-type: none">• What are this person's personality traits?• What are his/her accomplishments?• Why did he/she do these things?• What is/will be his/her legacy?• Why is this person important to our studies?	<ul style="list-style-type: none">• Where is it?• What are its unique features?• Why is it important to our studies?• What important events have occurred there?	<ul style="list-style-type: none">• When did it occur?• Who was involved?• What was the outcome?• How is this event related to our studies?	<ul style="list-style-type: none">• What is it?• What is its purpose?• What are its component parts?• Who uses it?• Why is it important to our studies?	<ul style="list-style-type: none">• What is the essential idea?• What are the defining characteristics of this concept?• What are some examples?• What are some non-exemplars?

Structured Interviews

There are several types of interviews that can be conducted quickly and provide a wealth of information about student progress toward standards, the depth of their understanding, and the connections they are able to make.

- **Concept Interview:** Students explain their graphic organizers, defend their quickwrites, or respond to the results of their multiple-choice quizzes.
- **Prediction Interview:** Students reflect quickly on previous learning to anticipate what is to come in their studies.
- **Problem-Solving Interview:** Students are presented with a problem or challenge related to current studies and are asked to "think-aloud" as they apply their knowledge to solve the problem.
- **Summary Interview:** Students meet with the teacher to quickly summarize their understanding of current content.

Resource Handout D

Formative Assessment: Sample Questions for Self-Reflection or Coaching

Developed by Karen Hayashi

1. How do you evaluate the effectiveness of your lessons and the degree of understanding your students have as lessons end?
2. What evidence do you use to determine whether you should move forward or provide additional instruction after a lesson?
3. How do you determine the focus of your small group instruction lessons?
4. How do you encourage active engagement and accountability?
5. How might you use independent work time to gather formative assessment data?
6. How do you monitor the quality of students' responses to homework assignments?
7. How do you evaluate the quality of student responses and contributions to classroom discussions?
8. How do you and your team use data from your interim (6-8 week) assessments?
9. How do you motivate discouraged learners? What is the role of success in motivating struggling learners?
10. How do you engage students in the assessment process?

Resource Handout E

Formative Assessment: Changing the Lens

Developed by Karen Hayashi

Because formative assessment is a part of the instructional process, many of the most effective strategies require little more than the use of a different lens to monitor and evaluate the outcomes of instructional practices you most likely use on a daily basis.

- We work with students to set goals and establish performance expectations . . . provide students with clear, student-friendly versions of the standards, and ask them to connect daily instructional activities to the standards to evaluate their understanding of the importance of the instruction they are receiving.

We provide direct instruction . . . take opportunities within the lesson to pause briefly and use formative assessment prompts to determine who is “with you” and which students are struggling. Use this information to plan reteaching and preteaching sessions.

- We observe students as they practice . . . watch and evaluate their work products with the goal of identifying candidates for acceleration or additional instruction in small group settings.
- We ask questions . . . use open-ended questions that encourage students to explore their ideas and expose their thinking, their understanding, and their misconceptions.
- We give quizzes and tests . . . require students to explain their thinking as they respond to questions and ask them to apply their learning to new situations to evaluate their level of understanding.
- We assign homework . . . use the evidence from their homework to guide decisions about small group instruction and the pace of instruction.
- We encourage engagement and accountability . . . require students to evaluate their own performance and effort frequently. Use the information to evaluate metacognitive growth.