What Do Teacher Teams Do to Maximize The Impact of Formative Assessment

Presented by Nancy Love, Nina Smith, and Robin Whitacre

Learning Forward 2017 Annual Conference
Orlando, Florida
December 2, 2017
Essential Question

• What do teacher teams do to maximize the impact of formative assessment on student achievement and equity?
We Are Learning to…

• Describe **formative assessment** and its impact on student achievement

• Apply a **cycle, framework, and tools** for teams to use **formative assessment** for results

• Differentiate team meetings based on needs and purpose

• Facilitate teams in:
  • Communicating **success criteria** for a student product or performance
  • Conducting **criteria analysis** of student work
  • Providing students with effective feedback
And We’ll Get There by...

- Formative Assessment: Research and Rationale
- Formative Assessment for Results (FAR) Cycle
- A Framework for Coaching Teams to Go FAR
- A Coaching Framework in Action
  - Communicating Success Criteria
  - Conducting Criteria Analysis
  - Providing Effective Feedback
What Do Teacher Teams Do to Maximize the Power of Formative Assessment?
Warming Up in Trios

• Think about the following prompts (1 min):
  • What struck you about the video?
  • What do teacher teams do to maximize the impact of formative assessment?
  • What is a goal for your own learning today?

• Round-robin (1 min/person):
  • Introduce yourself (name and position), and
  • Share your responses.
We Are Learning to…

• Describe formative assessment and its impact on student achievement

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  - Providing Effective Feedback
Impact of a Formative Assessment Process

Effectively doubled the speed of student learning.

—Wiliam et al., 2004
John Hattie’s Research on What Matters Most in Raising Student Achievement

Based on 1,000+ meta-analyses, comprising 50,000+ studies, involving 250+ million students worldwide = over 150 factors that influence achievement

www.corwin.com/visiblelearning
Formative Assessment: .90 Effect Size

What Matters Most in Raising Student Achievement?

- Collective Teacher Efficacy: 1.57
- Student visible learning: 1.44
- Response to intervention: 1.07
- Formative teacher evaluation: 0.90
- Feedback: 0.75
- Metacognitive strategies: 0.69
- Direct instruction: 0.59
- Peer tutoring: 0.55
- Classroom management: 0.52
- Parental involvement: 0.41

John Hattie, 2016
www.corwincom/visiblelearning
Find Your FAR Partners (Take Your Stuff and Sit with Step 1 Partner)
If formative assessment falls in the woods and nobody hears it...
A-B-C-D Cards and/or Plickers
Which one of these is the best example of formative assessment? Why?

A. Students are given a second chance to take an assessment. Students are able to use the feedback and reteaching opportunities provided after the first assessment to improve their performance.

B. The second grade teachers work together to develop a common assessment.

C. Students answer an exit ticket question: “What is the difference between mass and weight?”

D. The Algebra 1 teachers analyze their common assessment results.
Formative Assessment

Diagnostic Question, Task + Engaging All Students = Evidence of Learning
Engaging All Students: Which Have You Tried? How Are These Similar? Different?

- ABCD cards
- Mini-whiteboards
- Technology-based responses
- Fingers as number choices
- Agree/disagree signals
- Red/Yellow/Green cups or cards
And We’ll Get There by...

• Formative Assessment: Research and Rationale

• Formative Assessment for Results (FAR) Cycle

• A Framework for Coaching Teams to Go FAR

• A Coaching Framework in Action
  • Communicating Success Criteria
  • Conducting Criteria Analysis
  • Providing Effective Feedback
Formative Assessment Is Not a Solo Act
FAR Cycle

STEP 1
Clarify the Learning Journey
- Unit Essentials
- Learning Targets & Success Criteria
- Communication w/ Students

STEP 2
Infuse Formative Assessments
- Before and End of Unit
- After Multiple Lessons
- Daily

STEP 3
Analyze Formative Assessments
- Data-Driven Dialogue
- Data & Student Work Protocols

STEP 4
Take FIRME Action
- Feedback
- Investigation
- Reteaching/Re-engaging/ Regrouping
- Moving On
- Extension
The Formative Assessment for Results Cycle

- Communicate learning targets and success criteria
- Anticipate errors, confusion

*Feedback
Investigation
Reteaching/Re-engaging/
Regrouping
Moving On
Extension
Step 1: Clarify the Learning Journey:
The Team...

- Reviewed the **objective** to make sure it was **student-friendly**.
  - “We are learning to write a summary of something we read.”
- **Anticipated errors** or confusion,
  - e.g. include extraneous information; miss important information, don’t use their own words
- Created a **success criteria checklist** for an upcoming assignment.
- Discussed how to **communicate** the checklist by using strong and weak examples.
- **Committed** to trying out communicating the checklist with examples; share “experiment” at next meeting.
The Formative Assessment for Results Cycle

- Communicate learning targets and success criteria
- Anticipate errors, confusion
- Develop & Give tasks with success criteria
- Craft diagnostic questions to surface errors and gaps

*Feedback
Investigation
Reteaching/Re-engaging/
Regrouping
Moving On
Extension
I am learning to write a summary of what I read.

Assignment: Write a summary of the book *Redwood Trees*.

My summary:

- States the main idea
- Covers all of the material
- Has no extra information
- Is in my own words
The Formative Assessment for Results Cycle

- Communicate learning targets and success criteria
- Anticipate errors, confusion
- Give tasks with success criteria
- Craft diagnostic questions to surface errors and gaps
- Facilitate Data-Driven and Criteria Analysis
- Facilitate Data-Driven Dialogue and Error Analysis
- Quick Sort

*Feedback
Investigation
Reteaching/Re-engaging/
Regrouping
Moving On
Extension
### Step 3: The Team Analyzes Formative Assessment: Criteria Analysis

<table>
<thead>
<tr>
<th></th>
<th>1 States main idea</th>
<th>2 Covers all material</th>
<th>3 Has no extra info</th>
<th>4 Is in students’ words</th>
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<tr>
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<td>Totals</td>
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</tbody>
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The Formative Assessment for Results Cycle

- Communicate learning targets and success criteria
- Anticipate errors, confusion
- Give tasks with success criteria
- Craft diagnostic questions to surface errors and gaps
- Facilitate Data-Driven and criteria analysis
- Facilitate Data-Driven Dialogue and error analysis

*Feedback Investigation Reteaching/Re-engaging/ Regrouping Moving On Extension

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### Step 4: The Team Takes FIRME Action

#### Reteaching/Re-engaging

<table>
<thead>
<tr>
<th>Feedback</th>
<th>1 States main idea</th>
<th>2 Covers all material</th>
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</tbody>
</table>

**Extension/Re-engaging**
The FAR Cycle Meets Hattie

1.57 Effect Size – Collective Teacher Efficacy
1.44 Effect size - Visible Learning

.75 effect size (teacher clarity)

1.04 (RTI)

.90 effect size (formative evaluation)

“Know thy impact”
Nothing Matters More Than Collective Teacher Efficacy: Teachers’ Confidence in Their Ability to Impact Student Achievement Together

What Matters Most in Raising Student Achievement?

- **Collective Teacher Efficacy**: 1.57
- **Student visible learning**: 1.44
- **Response to intervention**: 1.07
- **Formative teacher evaluation**: 0.90
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- **Classroom management**: 0.52
- **Parental involvement**: 0.41

John Hattie, 2016
www.corwin.com/visiblelearning
Collective Teacher Efficacy Defined

“A group’s shared beliefs about its collective capability to promote successful student outcomes within their school.” – Goodard, Hoy & Hoy, 2000)
Student Ownership & Visible Learning

“I set rigorous goals for my own learning. I know what quality work looks like.”

“I regularly monitor my own progress.”

“Errors are a vital part of learning.”

“It’s persistence, not first and fastest that matters.”

“I analyze my own work based on criteria. I analyze my own errors.”

“I challenge myself.”

“I don’t give up on myself.”

“I take next steps to improve my learning.”

“Feedback
Investigation
Reteaching/Re-engaging/
Regrouping
Moving On
Extension”

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“I want you to be successful. So I will establish and engage you with rigorous targets and success criteria – no secrets.”

“I want you to know how you are doing DURING instruction so you and I can both take next steps.”

“Errors are a vital part of learning.”

“It’s persistence, not first and fastest that matters.”

“We are taking time to analyze your work based on clearly communicated criteria. We are assessing your work, not your worth.”

“I won’t give up on you.”

“I will challenge you.”

Vital High-Expectations Teacher Messages

*Feedback
Investigation
Reteaching/Re-engaging/
Regrouping
Moving On
Extension

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How “FAR” Are We?

- Review the rubric for implementing High-Impact Teacher Teams and the FAR Cycle.
- Indicate where you think your team (your school, your district) is in each dimension.
- Discuss strengths and next steps.
And We’ll Get There by...

- Formative Assessment: Research and Rationale
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  - Conducting Criteria Analysis
  - Providing Effective Feedback
A Theory of Action for High-Impact Teacher Teams: What’s Wrong with This Picture?

Teacher Teams Meet

All students achieve proficiency and beyond
A Theory of Action for High-Impact Teacher Teams

- Learning Together … about new content and our current practice.
- Taking Action … by trying something new based on our new learning.
- Reflecting/Assessing Impact … on instructional practice and student learning.
- Getting every student to proficiency and beyond.
A Theory of Action for High-Impact Teacher Teams
From Surface to Deep to Transfer to Impact

Transfer (THRILL)
got it! Comfortable applying to new situations

Deep (WILL)
beginning to make connections, see relationships, build schema

Surface (SKILL)
learning new concepts & skills

Learning Together
...about new content and our current practice.

Taking Action ...
by trying something new based on our new learning.

Reflecting/Assessing Impact ...
on instructional practice and student learning.

Impacting student learning and teacher practice

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A Theory of Action for High-Impact Teacher Teams

Three PURPOSES of team meetings:
What is the purpose of the meeting? What does my team need?

Learning Together … about new content and our current practice.

Taking Action … by trying something new based on our new learning.

Reflecting/Assessing Impact … on instructional practice and student learning.

Getting every student to proficiency and beyond
Framework for Coaching High-Impact Teacher Teams

**STEP:**
What step in the FAR cycle is our focus?

**PURPOSE:**
What is the purpose of the meeting?

- Learning Together
- Taking Action
- Reflecting/Assessing Impact

**ACTIVITY:**
What activity will we use to achieve our purpose?

Handout p. 5

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Role of the Coach

“….the leadership of Data Coaches was key to successful implementation of collaborative inquiry.”

— Zuman, 2006, external evaluator of the Using Data Project, as cited in Love, 2009
Because RBT’s program is being led by teachers, other teachers are buying into it in a way I have not seen with other professional development programs. This program has penetrated every grade level and classroom.” — Dr. Mary Dill, Principal, Connery School
What Is The Role of a High-Impact Team Coach?

Lead Learner
(not the expert)

Meeting Organizer, Planner, Facilitator
What Supports Transfer?
Small Steps

Dylan Wiliam, 2009
What Supports Transfer?
Flexibility
What Supports Transfer?
Just in Time, Over Time
What Supports Transfer?
Balance Support and Accountability
FAR Cycle and The Role of the Coach

Watch for…

• FAR steps and meeting purposes

• Strategic coaching moves
Video Observation: Discuss…

• Which steps were they focusing on?

• What was their purpose for meeting?

- Learning Together
- Taking Action
- Reflecting
Video Observation: Discuss…

• What strategic coaching moves did the coach make?

• What was the impact on her team?

• How might they assess the impact on students?
What Do You Think?

- How do teacher teams ensure impact on teaching and learning?
- How do your teams currently build teacher (administrator) expertise?
- What new insights have you gained?
We Are Learning to…

• Describe formative assessment and its impact on student achievement
• Apply a cycle, framework, and tools for teams to use formative assessment for results
• Differentiate team meetings based on needs and purpose
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Framework for Coaching High-Impact Teacher Teams

STEP: What step in the FAR cycle is our focus?

PURPOSE: What is the purpose of the meeting?
- Learning Together
- Taking Action
- Reflecting/Assessing Impact

ACTIVITY: What activity will we use to achieve our purpose?
- Learning about Success Criteria: Presentation, Video Analysis
What If We Could Eliminate the “Never-Ending Line?”
Success Criteria

It's no secret!
If I’m going to win, I have to know the rules of the game.
Definition: Success Criteria (Same as Criteria for Success)

Success criteria are the qualities that must be present for performances and products to meet the standards and be deemed successful.

“What are the criteria?” means…

• What should we look for in examining students’ products or performances to know if they were successful?
• What attributes should we use to judge the effectiveness of the product or performance?
• What counts?

Success Criteria for Success Criteria: Five P's

Public
Precise
Prior
Printed
Presented
Background for Grade 2 Pictograph Lesson

• Learning Target: I will be able to use a data collection to create a pictograph.

• Activity: Make a pictograph representing the data we collected about our favorite specialist.

Prior to video clip, teacher does a call and response reading of the target and explains the activity.

Previous lesson: Created a whole class pictograph. Learned academic vocabulary, e.g. category, key.
Video Observation

What do you notice about:

1. The criteria for success?
2. How they are communicated?
3. How they are woven throughout the lessons?
4. How does communicating criteria for success promote equity?
Do These Success Criteria Hit the Five Ps (Public; Precise; Prior; Printer; Presented)?

Your pictograph includes:

• Pictures or symbols
• Representation of data
• Key
• At least three statements about the data shown on the pictograph
• Five categories
• Survey question or title
Formats for Communicating Success Criteria

More • Complex • Less

- Pictures showing examples of criteria
- Simple “I can” or “I am successful when” statements
- Checklists
- Rubrics
Less Complex: Using Pictures

Success Criteria: I know I am successful when...

I can make it repeat.

I can make a pattern that is the same using different things.
Formats for Communicating Success Criteria

More • Complex • Less

Checklists
Formats for Communicating Success Criteria

“Checklists provide reminders of only the most critical and important steps – the ones that even the highly skilled professionals using them could miss.”

-Atul Gawande
More Complex: Checklist for a Performance

Learning Target: We are learning to do a persuasive oral presentation.

**Your oral presentation...**
- clearly states your position on the topic
- presents the arguments supporting your position
- supports all arguments with reason and evidence
- responds to arguments opposing your position
- is accompanied by visuals (e.g., charts, overheads, chalkboard, handouts)
- is loud enough for everyone in the room to hear easily
- may be spoken with notes but not read
- is fluent in delivery and confident in tone (which means you practiced!)

More Complex: Checklist for a Product

Learning Target: We are learning to write laboratory reports that communicate our findings.

The lab report…

• lists all the steps for the process of ______
• explains your observations
• explains your conclusions about the relationship between ______
• uses technical terms correctly

Success Criteria Humor

*NO EXCEPTIONS*

IF your font is huge, bold or “cute,” I will set your paper on fire.
## Most Complex: Rubric

### Take a Stand!
Social Studies Persuasive Writing Rubric
Elementary

<table>
<thead>
<tr>
<th>Look Fors</th>
<th>Wow! 8 points</th>
<th>Almost 4 points</th>
<th>On the Way 2 points</th>
<th>Not Yet 1-0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Takes a stand!</td>
<td>Takes a stand with a clearly stated position; your position doesn’t change; someone else can easily tell if you are for or against without reading the question; some support is given for the position.</td>
<td>A stand is taken but it is difficult to understand if you are for or against without reading the question.</td>
<td>A stand is taken but no support is given for it.</td>
<td>No stand is taken or it can’t be understood if you are for or against.</td>
</tr>
<tr>
<td>Stand is supported with a Core Democratic Value (CDV)</td>
<td>A CDV is named and used; the CDV supports your position in clear, easily understood words.</td>
<td>A CDV is used but it doesn’t relate to your stated position or it actually supports a different position.</td>
<td>A CDV is named, but no connection with your position statement is made.</td>
<td>No attempt is made at supporting your stated position with A CDV.</td>
</tr>
<tr>
<td>Stand is supported by information from the data section</td>
<td>Data is used accurately and appropriately in support of your stated position.</td>
<td>Data is used in support of your stated position but the connection isn’t very clear or two different pieces of data are used and they contradict each other.</td>
<td>Data is included in the essay, but no logical connection is made in support of your stated position or it appears to contradict your position.</td>
<td>No data is used from the data section.</td>
</tr>
</tbody>
</table>

**Sorting guide:**
- Wow! – 18-16
- Almost – 14-12
- On the way – 10-6
- Not yet – 5-0

**Score:**
Wrap Up:
https://www.surveymonkey.com/r/LFFAR

- I got...
- I wish...
A Trip Around the FAR Cycle: Step 1

Communicate learning targets and success criteria—no secrets!
.75 effect size (teacher clarity)

* Feedback
  Investigation
  Reteaching/Re-engaging/
  Regrouping
  Moving On
  Extension

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Framework for Coaching High-Impact Teacher Teams

STEP:
What step in the FAR cycle is our focus?

PURPOSE:
What is the purpose of the meeting?

☐ Learning Together
☐ Taking Action
☐ Reflecting/Assessing Impact

ACTIVITY:
What activity will we use to achieve our purpose?

Develop success criteria; communication plan; try it and report results.
Creating a Success Criteria Checklist for a Task

- Find a partner and introduce yourselves
- Review pages 9-11.
- Try out steps 4, 5 and 10 using any topic that you and your partner can relate to
- If you finish early, reflect on the activity from the standpoint of a coach or a leader. How might you use/adapt?

Success Criteria for...

- A good lunch during a workshop day
- An effective team meeting
- A clean child’s bedroom
- A holiday party
Develop a Plan for Clarifying Success Criteria with Students

• Use 5 Ps
• Co-construct criteria with students
• Show strong and weak examples of work
• Have students assess work and provide evidence for their assessment
• Have students use success criteria as a guide while doing the task.
• Provide feedback based on criteria or use self- or peer assessment
FAR Partners

STEP 1 Partner

STEP 2 Partner

STEP 3 Partner

STEP 4 Partner

STEP 1: Clarify the Learning Journey

STEP 2: Infuse Formative Assessments

STEP 3: Analyze Formative Assessments

STEP 4: Take FIRME® Action
Essential Question

• What do teachers teams do to maximize the impact of formative assessment on student achievement and equity?
Communicate learning targets and success criteria—no secrets!

.75 effect size (teacher clarity)

Give students a task during learning .90 effect size (formative evaluation)

Analyze work based on pre-established criteria; assess work, not worth

“Know Thy Impact”
And We’ll Get There by...

• Formative Assessment: Research and Rationale

• Formative Assessment for Results (FAR) Cycle

• A Framework for Coaching Teams to Go FAR

• A Coaching Framework in Action
  • Communicating Success Criteria
  • Conducting Criteria Analysis
  • Providing Effective Feedback
How Is Analyzing Student Work Like Fire?

Go to:
https://www.surveymonkey.com/r/LFFAR2
Framework for Coaching High-Impact Teacher Teams

**STEP:** What step in the FAR cycle is our focus?

**PURPOSE:** What is the purpose of the meeting?
- Learning Together
- Taking Action
- Reflecting/Assessing Impact

**ACTIVITY:** What activity will we use to achieve our purpose?
- Conducting Criteria Analysis
Criteria Analysis: Purposes

- To analyze student work in relation to pre-established success criteria (checklist or rubric)
- To lead to effective and targeted FIRME action
Criteria Analysis Is Suited for...

• Any constructed-response item or task (during or toward the end of a unit) for which the success criteria have been communicated to students.
## Criteria Analysis with Data-Driven Dialogue

<table>
<thead>
<tr>
<th>Review and do task</th>
<th>Engage in Data-Driven Dialogue</th>
<th>Prepare to take FIRME* action</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Phase 1: Predict</td>
<td>Phase 2: Go Visual</td>
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*Feedback
Investigation
Reteaching / Re-engaging / Regrouping
Moving on
Extension
Detailed Criteria Analysis Protocol

Purpose
- To analyze student work in relation to pre-established success criteria, determining from the evidence in student work the degree to which each communicated criterion is met—does not yet meet, meets, or exceeds—and noting individual student misconceptions, gaps, errors, and insights
- To lead to effective and targeted FIRME (Feedback to students, Investigation into student thinking, Reteaching/Re-engaging/Regrouping, Moving on, Extension) action

Suited for Which Type of Data
- Any constructed-response item for which the success criteria have been identified and communicated to students (during or after the unit)

Materials
- Criteria Analysis Table: Success Criteria or Criteria Analysis Table: Rubric (depending on if using a list of success criteria or a rubric)
- Data-Driven Dialogue: Note-Catcher
- Student work to be analyzed (generally recommended to select work with a range of quality)

Process

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<td>Phase 2: Go Visual</td>
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<tr>
<td></td>
<td>Predict</td>
<td></td>
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</table>
During Our Team Time, We...

- Played our group roles
- Kept to our agreements
- Did the task and shared strategies
- Generated 3 predictions
- Determined whether criteria were met or not yet met for 5-6 pieces of student work
- Created a visual of our data
- Made 3 objective, factual observations of our data
- Drew inferences from our observations
- Committed to FIRME action
Agreements

• Be in the spirit of dialogue
• Focus on the evidence
• Be aware of personal biases
• Stick to the protocol
- Work in groups of 3 or 4.
- Assign group roles: facilitator, timekeeper, materials manager, recorder.
- Review agreements.

Do the task yourselves—individually or in pairs. (Grade 6 Mathematics, Handout p. 17)

Share solutions and approaches in whole team.

Don’t look at the student work yet.
Lucinda earns $20 each week. She spends $5 each week and saves the rest. The table below shows the total amount that she saved at the end of each week for 4 weeks.

Lucinda’s Savings at the End of Each Week

<table>
<thead>
<tr>
<th>Week</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>Total Amount Saved</td>
<td>$15</td>
<td>$30</td>
<td>$45</td>
<td>$60</td>
</tr>
</tbody>
</table>

a. What will be Lucinda’s total amount saved at the end of 7 weeks? Show or explain how you got your answer.

b. Use numbers, words, or symbols to write an expression that represents Lucinda’s total amount saved at the end of \( n \) weeks.

c. How many weeks will it take for Lucinda to save $300? Show or explain how you got your answer.

### Engage in Data-Driven Dialogue

**Phase 1: Predict**

Don’t look at the student work yet.

<table>
<thead>
<tr>
<th>How do you think students performed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I predict…</td>
</tr>
<tr>
<td>I assume…</td>
</tr>
<tr>
<td>I wonder…</td>
</tr>
<tr>
<td>I’m expecting to see…</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What criteria/criterion do you think they will do well on?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I predict…</td>
</tr>
<tr>
<td>I assume…</td>
</tr>
<tr>
<td>I wonder…</td>
</tr>
<tr>
<td>I’m expecting to see…</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What criteria/criterion do you think they will have trouble with?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I predict…</td>
</tr>
<tr>
<td>I assume…</td>
</tr>
<tr>
<td>I wonder…</td>
</tr>
<tr>
<td>I’m expecting to see…</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What errors or confusions do you anticipate students will make/have?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I predict…</td>
</tr>
<tr>
<td>I assume…</td>
</tr>
<tr>
<td>I wonder…</td>
</tr>
<tr>
<td>I’m expecting to see…</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Based on what assumptions?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I predict…</td>
</tr>
<tr>
<td>I assume…</td>
</tr>
<tr>
<td>I wonder…</td>
</tr>
<tr>
<td>I’m expecting to see…</td>
</tr>
<tr>
<td>Predictions</td>
</tr>
<tr>
<td>-------------</td>
</tr>
</tbody>
</table>

**Engage in Data-Driven Dialogue**

**Phase 1: Predict**

**Data-Driven Dialogue: Note-Catcher**

- Preparing to Take FIRME Action
  - Moving On

**Feedback** | **Investigation** | **Reteaching** | **Regrouping** | **Extension**

**How will we assess impact?**
How do you think students performed?

What criteria/criterion do you think they will do well on?

What criteria/criterion do you think they will have trouble with?

What errors or confusions do you anticipate students will make/have?

Based on what assumptions?

<table>
<thead>
<tr>
<th>Phase 1: Predict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t look at the student work yet.</td>
</tr>
</tbody>
</table>

I predict…

I assume…

I wonder…

I’m expecting to see…

Record notes on the Data-Driven Dialogue: Note-Catcher
Engage in Data-Driven Dialogue

Phase 2: Go Visual
## Criteria Analysis Go-Visual Example

<table>
<thead>
<tr>
<th>Students’ Names</th>
<th>Criterion 1 (Current topic)</th>
<th>Criterion 2 (Opening)</th>
<th>Criterion 3 (Closing)</th>
<th>Criterion 4 (Etiquette)</th>
<th>Notes/Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melissa</td>
<td>✓</td>
<td>✓+</td>
<td>✓+</td>
<td>✓+</td>
<td></td>
</tr>
<tr>
<td>Jose</td>
<td>✓</td>
<td>–</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Dante</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>–</td>
<td></td>
</tr>
<tr>
<td>Naushina</td>
<td>✓</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Cole</td>
<td>✓</td>
<td>–</td>
<td>✓</td>
<td>–</td>
<td></td>
</tr>
<tr>
<td>Irma</td>
<td>✓</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>6 / 100%</td>
<td>1 / 16%</td>
<td>3 / 50%</td>
<td>1 / 16%</td>
</tr>
<tr>
<td></td>
<td>–</td>
<td>0</td>
<td>4 / 67%</td>
<td>2 / 33%</td>
<td>4 / 67%</td>
</tr>
<tr>
<td></td>
<td>✓+</td>
<td>0</td>
<td>1 / 16%</td>
<td>1 / 17%</td>
<td>1 / 16%</td>
</tr>
</tbody>
</table>
Engage in Data-Driven Dialogue

Phase 2: Go Visual

Criteria Analysis Table: Success Criteria Checklist

Learning Target(s): 

Formative Assessment: 

- Insert your success criteria for the work being analyzed under the criterion headers. 
- For each student, insert ✓ for criterion met, – for not yet, and ✓ + for exceeds (optional) for each criterion. 
- Note specific errors or confusions in the final column. 
- Summarize data in the final two rows. 

<table>
<thead>
<tr>
<th>Students</th>
<th>Criterion 1</th>
<th>Criterion 2</th>
<th>Criterion 3</th>
<th>Criterion 4</th>
<th>Criterion 5</th>
<th>Notes/Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Summary Data

# & % Met
# & % Not Yet Met
# & % Exceeds
Engage in Data-Driven Dialogue

<table>
<thead>
<tr>
<th>Phase 2: Go Visual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

- Create a table to display your analysis of the student work.
- Evaluate each piece of student work in relation to success criteria (work samples follow the task in the handout).
- Use the table to record where each criterion has been **met** (✔) or **not yet met** (-) for each piece of student work. Optional: indicate work that **exceeded** each criterion (✔+).
- Note specific errors in the boxes with the checks.
- Use the last column to make additional notes.
- Focus on evidence in the work, not what you think that student knows or can do.
- Be aware of personal biases.
<table>
<thead>
<tr>
<th>Phase 3: Observe</th>
</tr>
</thead>
</table>

Engage in Data-Driven Dialogue

- **Phase 1:** Predict
- **Phase 2:** Go Visual
- **Phase 3:** Observe
- **Phase 4:** Infer

![Image of a child looking through a magnifying glass]

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Concept Attainment, Part 1

What do the “YES” bullets have in common?

How are they different from the NO bullets.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>• It’s 53 degrees out</td>
<td>• It’s cold</td>
</tr>
<tr>
<td>• 75% of our 4th graders scored below proficiency in mathematics problem solving</td>
<td>• Our teachers are not comfortable with the new mathematics curriculum</td>
</tr>
<tr>
<td>• This student diagrammed each trip across the river</td>
<td>• The student must have used the diagram to generate the rule</td>
</tr>
</tbody>
</table>
# Concept Attainment, Part 2

<table>
<thead>
<tr>
<th><strong>YES</strong></th>
<th><strong>NO</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• 22% of our students answered item 15 “b”. The correct answer was “a”</td>
<td>• That’s because they don’t understand the vocabulary in the question</td>
</tr>
<tr>
<td>• This year we increased the percentage of students in the top quartile in reading by 10% over last year</td>
<td>• Our new reading program must be working</td>
</tr>
<tr>
<td>• 25% more boys than girls meet the standard in 8th-grade science on our state test</td>
<td>• Boys are more interested in science than girls</td>
</tr>
</tbody>
</table>
Engage in Data-Driven Dialogue

| Phase 1: Predict |
| Phase 2: Go Visual |
| Phase 3: Observe |
| Phase 4: Infer |

- Made by the five senses
- Contain no explanations
- “Just the facts”
## Criteria Analysis Go-Visual Example

<table>
<thead>
<tr>
<th>Students’ Names</th>
<th>Criterion 1 (Current topic)</th>
<th>Criterion 2 (Opening)</th>
<th>Criterion 3 (Closing)</th>
<th>Criterion 4 (Etiquette)</th>
<th>Notes/Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melissa</td>
<td>✓</td>
<td>✓+</td>
<td>✓+</td>
<td>✓+</td>
<td></td>
</tr>
<tr>
<td>Jose</td>
<td>✓</td>
<td>–</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Dante</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>–</td>
<td></td>
</tr>
<tr>
<td>Naushina</td>
<td>✓</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td></td>
</tr>
<tr>
<td>Cole</td>
<td>✓</td>
<td>–</td>
<td>✓</td>
<td>–</td>
<td></td>
</tr>
<tr>
<td>Irma</td>
<td>✓</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓+</td>
<td>✓+</td>
<td>✓+</td>
<td></td>
</tr>
</tbody>
</table>

<p>|               | 6 / 100%                  | 1 / 16%                | 3 / 50%                | 1 / 16%                 |              |
|               | 0                          | 4 / 67%                | 2 / 33%                | 4 / 67%                 |              |
| ✓+             | 0                          | 1 / 16%                | 1 / 17%                | 1 / 16%                 |              |</p>
<table>
<thead>
<tr>
<th>Engage in Data-Driven Dialogue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 3: Observe</td>
</tr>
<tr>
<td>5 min</td>
</tr>
</tbody>
</table>

What patterns do you observe across several pieces of work? Examine the table by columns. Examine the summary data for each criterion.

What do you notice about individual students? Examine the table by row.

What specific criteria are our students’ strengths? Which pose difficulties for them?

Identify the criteria for which there are a significant number of not-yet performances or low rubric scores.

---

I am struck by…

I observe…

I notice…

Record notes on the Data-Driven Dialogue: Note-Catcher
Engage in Data-Driven Dialogue

| Phase 1: Predict | Phase 2: Go Visual | Phase 4: Infer/Question |

- A possible explanation is…
- I wonder if…
- A question I have now is…
- That may be because…
Criteria Analysis Example Inferences

- A possible explanation is that students’ are confusing “hooks” for persuasive essays with opening statements for debates.

- I wonder if students understand the purpose of a closing statement.

- A question I have now is if students know how to write summaries.

- That may be because students are not used to being held accountable for using their etiquette reference sheets.
Engage in Data-Driven Dialogue

- What possible explanations do we have for the patterns we are seeing?
- How can we find out which of our hypotheses is right?
- What questions do we have?
- What additional data might we explore to verify our explanations?

A possible explanation…

That may be because…

A question I have now…

I wonder if…

Record notes on the Data-Driven Dialogue: Note-Catcher
<table>
<thead>
<tr>
<th>Review &amp; Do Task</th>
<th>Engage in Data-Driven Dialogue</th>
<th>Prepare to Take FIRME Action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Phase 1: Predict</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Phase 2: Go Visual</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Phase 3: Observe</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Phase 4: Infer</td>
<td></td>
</tr>
</tbody>
</table>

What will be the focus of our FIRME action?  
What choices will our team make?  
What specific actions will we take?

<table>
<thead>
<tr>
<th>Predictions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observations</td>
</tr>
</tbody>
</table>

Preparing to Take FIRME Action  
Moving On

<table>
<thead>
<tr>
<th>Feedback</th>
<th>Investigation</th>
<th>Reteaching Re-engaging</th>
<th>Regrouping</th>
<th>Extension</th>
</tr>
</thead>
</table>

How will we assess impact?
During Our Team Time, We...

- Played our group roles
- Kept to our agreements
- Did the task and shared strategies
- Generated 3 predictions
- Determined whether criteria were met or not yet met for 5-6 pieces of student work
- Created a visual of our data
- Made 3 objective, factual observations of our data
- Drew inferences from our observations
- Committed to FIRME action
Debrief and Apply

• What struck you about the protocol?

• How might you adopt/adapt Data-Driven Dialogue and Criteria Analysis in your own work?

• What might be the impact on teachers and/or students?
STEP 4  
Take FIRME Action
- Feedback
- Investigation
- Reteaching/Re-engaging/Regrouping
- Moving On
- Extension

STEP 1  
Clarify the Learning Journey

STEP 2  
Infuse Formative Assessments

STEP 3  
Analyze Formative Assessments
The FIRME Mindset

...the act of teaching reaches its epitome of success after the lesson has been structured, after the content has been delivered, and after the classroom has been organized. The art of teaching, and its major successes, relate to “what happens next”…

It isn’t just “Do something.” It’s “Do what?”
— Jan Chappuis, 2014, p. 4

When [teachers] see learning occurring or not occurring, they intervene in calculated and meaningful ways to alter the direction of learning to attain various shared, specific, and challenging goals.”
— John Hattie, 2009, p. 22
How Do We Take FIRME Action?

Make Strategic Choices
## Criteria Analysis Example

### Feedback

<table>
<thead>
<tr>
<th></th>
<th>1 States main idea</th>
<th>2 Covers all material</th>
<th>3 Has no extra info</th>
<th>4 Is in students’ words</th>
<th>Reteaching/Re-engaging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adi</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Cole</td>
<td>✓</td>
<td>-</td>
<td>-</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Dante</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Eitan</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Simone</td>
<td>✓</td>
<td>-</td>
<td>-</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Yve</td>
<td>✓</td>
<td>✓</td>
<td>-</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>6/6 met</strong></td>
<td><strong>3/6 met</strong></td>
<td><strong>3/6 met</strong></td>
<td><strong>5/6 met</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Investigation

- Feeding back
- Extension/Re-engaging

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Communicate learning targets and success criteria—no secrets!  
.75 effect size (teacher clarity)

Give students a task during learning .90 effect size (formative evaluation)

Provide effective feedback .75 effect size

Analyze work based on pre-established criteria; assess work, not worth
“Know Thy Impact”
And We’ll Get There by...

- Formative Assessment: Research and Rationale
- Formative Assessment for Results (FAR) Cycle
- A Framework for Coaching Teams to Go FAR
- A Coaching Framework in Action
  - Communicating Success Criteria
  - Conducting Criteria Analysis
  - Providing Effective Feedback
Framework for Coaching High-Impact Teacher Teams

**STEP:** What step in the FAR cycle is our focus?

**PURPOSE:** What is the purpose of the meeting?
- Learning Together
- Taking Action
- Reflecting/Assessing Impact

**ACTIVITY:** What activity will we use to achieve our purpose?
- Providing Effective Feedback: Video, Lecturette, Technique Tracker

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Not All Feedback Is Created Equal
What kind of feedback positively impacts student achievement? (130 studies)

1/3 of studies: No impact
1/3 of studies: Improved achievement
1/3 of studies: Worsened achievement

Kluger and DeNisi (1996)
Research on Scores and Comments

<table>
<thead>
<tr>
<th>Grades</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Achievement/Learning</strong></td>
<td><strong>Achievement/Learning</strong></td>
</tr>
<tr>
<td>No Gain</td>
<td>30% Gain</td>
</tr>
<tr>
<td><strong>Attitude</strong></td>
<td><strong>Attitude</strong></td>
</tr>
<tr>
<td>Low Scorers</td>
<td>High Scorers</td>
</tr>
<tr>
<td>Negative</td>
<td>Positive</td>
</tr>
<tr>
<td>Low Scorers</td>
<td>High Scorers</td>
</tr>
<tr>
<td>Positive</td>
<td>Positive</td>
</tr>
</tbody>
</table>

Butler (1988)
What do you think happened for the students given both scores and comments?

<table>
<thead>
<tr>
<th>Option</th>
<th>Gain</th>
<th>Attitude</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>30%</td>
<td>all positive</td>
<td>Same as students given comments only.</td>
</tr>
<tr>
<td>B</td>
<td>30%</td>
<td>high scorers positive, low scorers negative</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>0%</td>
<td>all positive</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>0%</td>
<td>high scorers positive, low scorers negative</td>
<td>Same as students given grades only.</td>
</tr>
</tbody>
</table>
Dylan Wiliam Video on Feedback

• What insight does Wiliam offer about what makes for effective feedback?

• What is your reaction to Wiliam’s statement that praise can actually be worse than no feedback at all?

• What might be the implications for your own practice?
What kind of feedback positively impacts student achievement? (130 studies)

1/3 of studies: No impact
1/3 of studies: Improved achievement
1/3 of studies: Worsened achievement

Learning-centric:
Descriptive information about their performance

Kluger and DeNisi (1996)

Ego-centric:
Grades, Judgment, Criticism & praise of the student
What do you think happened for the students given both scores and comments?

<table>
<thead>
<tr>
<th>Option</th>
<th>Gain</th>
<th>Attitude</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>30%</td>
<td>all positive</td>
<td>Same as students given comments only.</td>
</tr>
<tr>
<td>B</td>
<td>30%</td>
<td>high scorers positive, low scorers negative</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>0%</td>
<td>all positive</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>0%</td>
<td>high scorers positive, low scorers negative</td>
<td>Same as students given grades only.</td>
</tr>
</tbody>
</table>
Definitions of *Effective* Feedback

“Effective feedback can be thought of as feedback that encourages students to think and act like learners and results in deeper learning.”
– Jan Chappuis, 2015, p. 94

Effective feedback causes thinking and moves learning forward. – based on Dylan Wiliam, 2009
Ingredients of Nutritional (Effective) Feedback

Adapted from ADD Moss and Brookhardt. 2009.
What Are the Ingredients of Effective Feedback?

Think about a time when you received feedback that helped you to get better at something you were trying to accomplish.

Jot a few notes about the following:
• What about the feedback helped you to think and move your learning forward?
• What might have made it more helpful?
What Are the Ingredients of Effective Feedback?

Partner up!

- Discuss your example and the notes you made about the feedback you received
- Come to consensus on a list of 3-5 “ingredients” that you agree helped to move your learning forward
## Ingredients of Nutritional (Effective) Feedback

1. **Goal-Oriented**  
   (tied to learning target, criteria)

2. **Concrete and Specific**  
   (success and next steps)

3. **Non-judgmental using evidence**

4. **Calibrated**  
   (focused on a few priorities)

5. **Timely**  
   (during instruction)

6. **Scaffolded**  
   (minimal guidance provided; students do the thinking)
Effective Feedback

GO: Starts with data about the performance relative to standards (just facts)

CAUTION: Can include guidance, advise, suggestions, encouragement judiciously

STOP: Does not include evaluation (praise, judgment, grades)
Feedback That Nourishes Student Thinking

• Which characteristics of effective feedback do you see in this clip?
• What is your evidence?
• What feedback on feedback would you give this teacher?
# Critiquing An Example of Feedback

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Met / Not Yet</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal-Oriented</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specific</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-judgmental (using evidence)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calibrated (focused on top priorities)</td>
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<td>Timely</td>
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<tr>
<td>Scaffolded (limited guidance provided)</td>
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How Did I Set the Stage for Effective Feedback?
Setting the Stage for Feedback

- Show examples of high-quality work
- Have the students generate their own criteria for success
- Provide your criteria for success (checklist or rubric) and have the students compare theirs to yours
- Have students use the criteria for success to critique work of varying quality, supporting their claims with evidence
- Provide the students with feedback on their own work, based on criteria
- Eventually, have the students assess their own and their peers’ work (after lots of the above!)
Framework for Coaching High-Impact Teacher Teams

STEP: What step in the FAR cycle is our focus?

PURPOSE: What is the purpose of the meeting?
- Learning Together
- Taking Action
- Reflecting/Assessing Impact

ACTIVITY: What activity will we use to achieve our purpose?
- Pick a technique to try.
- Share what you tried and learned at next meeting.
Feedback: Technique Tracker

Each person selects a different technique

Read the description (2 minutes)

Share your technique with your group (1 min/person)

If new ideas emerge, add to the list of techniques
We Are Learning to…

• Define formative assessment and its impact on student achievement

• Apply a cycle, framework, and tools for teams to use formative assessment for results

• Differentiate team meetings based on needs and purpose

• Facilitate teams in:
  • Communicating success criteria for a student product or performance
  • Conducting criteria analysis of student work
  • Providing students with effective feedback
Essential Question

- What do teachers teams do to maximize the impact of formative assessment on student achievement and equity?
Wrap Up

• I discovered...

• And I intend to…


• Shepard, L. (2006, June). *Integrating Assessment with Instruction: What Will It Take to Make it Work?* Presentation delivered at the National Large-Scale Assessment Conference sponsored by the Council of Chief State School Officers, San Francisco, CA


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