

# Student Engagement:

A Rendezvous Between Teaching and Student Effort

## *How is Formative Assessment Student Engagement?*

February 17, 2015



### **What is the purpose of formative assessment?**

- To monitor student learning to provide ongoing feedback
- To improve teaching
- To improve learning
- To help students identify strengths and weaknesses
- To help students identify areas that need work
- To help teachers identify targets for re-teaching
- To keep recognizing all of this low stakes

### **Formative assessment should help students answer the following questions:**

- Where am I going?
- Where am I now?
- How can I close the gap?

### **Where am I going?**

- Learning targets provide the goals
- Models, rubrics, and exemplars provide what success should look like

### **Where am I now?**

- Self monitoring and self assessing validate students' starting points
- Explaining how they know they are successful in meeting their learning targets, further solidifies content knowledge

### **How can I close the gap?**

- Facilitate students' pathways to improvement using assessment
- Enable students to create structures to track or graph their progress

## Discussion Questions...

- *How might these strategies impact student engagement?*
- *How many of the above strategies are you using already?*
- *What new processes do you see that might have promise in your*





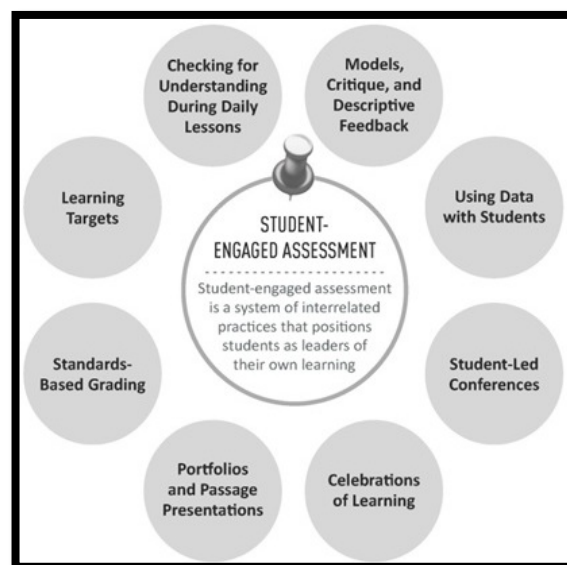
## Excerpts from: *Response: The 'Secret Sauce' of Formative Assessment*

Libby Woodfin, a former teacher and school counselor, is the Director of Publications at Expeditionary Learning and a co-author of [\*Leaders of Their Own Learning: Transforming Schools through Student-Engaged Assessment\*](#) and [\*Transformational Literacy: Making the Common Core Shift with Work That Matters\*](#):

In our experience, what's more important than any particular formative assessment technique is a commitment to involving and investing students in the process. Too often assessment is seen as something that is done to students, yet the root meaning of the word assess is to "sit

beside." Thinking of assessment as something teachers and students do together--metaphorically, and sometimes literally, "sitting beside" each other--changes the primary role of assessment from evaluating and ranking students to motivating them to learn.

Our approach to assessment--student-engaged assessment--is a system of eight interrelated practices that positions students as leaders of their own learning:



### Using Data with Students Builds Their Capacity to Reflect, Set Goals, and Document Growth



- *Documenting their learning over time through data analysis helps them see the connection between their hard work and their achievement.*
- *They learn to see their intelligence as something that can be developed through hard work, not something that is fixed and unchangeable.*
- *Providing students with the opportunity to identify their own strengths and weaknesses through data analysis gives them a powerful tool for learning. It moves conversations about progress from abstract, generic goals (e.g., try harder, study more) to student-determined, targeted goals...*

# Formative Assessment for Engagement

## Formative Assessment Tip #3



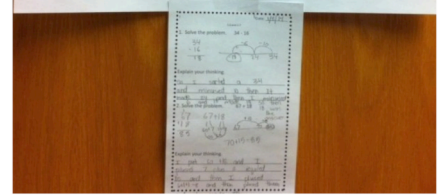
“**Build in opportunities** for students to have some influence or control in what goes on in the classroom.

Give students **choices** about how to complete assignments that best fit their learning styles, interests, and needs.”

-Jackson 2009



Wow!!! Check out how this 2<sup>nd</sup> grader independently used an open numberline to model math thinking on the first day of regrouping instruction. **AMAZING & TRUE!**



Post student exemplars so others can have many chances to see quality work.

<http://interactiveachievement.com/assessment/formative-assessment/10-ways-increase-student-engagement/>

### Stoplight!

A variation on exit ticket, students have three choices for their post it note.

- 1- Green: What did I learn?
- 2- Yellow: What did I consider or question?
- 3- Red- What stopped my learning?

### Have Students Track Data

1. Learning target checklist
2. Tracker with same learning targets & room for them to rate it/date it
3. Pre and post assessment graphs
4. Levels of understanding posters
5. Levels of understanding rubrics

<http://youngteacherlove.blogspot.com/2012/07/math-data-binders-and-freebie.html>

### Misconception Check

Present students with common or predictable misconceptions about a concept you're covering. Ask them whether they agree or disagree or whether they are correct or incorrect and to explain why. Or, do a, “What’s wrong with this picture?” writing where students describe the misconception.



<http://hgresa.blogspot.com/2013/11/the-stop-light-method-formative.html>

<http://www.opencolleges.edu.au/informed/features/21-ways-to-check-for-student-understanding/>