

Formative Assessment

(Adapted from a survey contained in the *Report on Teachers' Perception of Formative Assessment (2000)* written by Ann Neesom for the Qualifications and Curriculum Authority (QCA) of the United Kingdom of Great Britain)

Introduction

Research indicates that improving learning through assessment depends on five key factors:

- Effective feedback to students
- Active involvement of students in their own learning
- Adjusting teaching to take into account the results of assessment
- A recognition of the profound influence assessment has on the motivation and self-esteem of students
- The need for students to be able to assess themselves and understand how to improve

Part One

Please circle the number and letter that most closely matches your opinion of the following strategies.

	Please circle how highly you value the following strategies	Please circle how often you use the following strategies
	A = very valuable B = valuable C = no strong view D = of little value E = of no value	1 = most lessons 2 = most days 3 = weekly 4 = occasionally 5 = never
Involving students in their learning		
1. Telling students what you hope they will learn and (sometimes) why they are learning it	A B C D E	1 2 3 4 5
2. Inviting and building on students' contributions	A B C D E	1 2 3 4 5
3. Setting up tasks designed to enable students to "move along" by themselves	A B C D E	1 2 3 4 5
4. Getting students to collaborate in groups on a joint outcome	A B C D E	1 2 3 4 5
5. Spurring students on by making encouraging but specific, focused comments, such as they are on the right path and in what way	A B C D E	1 2 3 4 5
6. Getting a student to help another student	A B C D E	1 2 3 4 5

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Modeling Quality		
1. Choosing and showing students examples of students' work for learning purpose	A B C D E	1 2 3 4 5
2. Getting a student to show you how she/he had gone about something so you can diagnose error	A B C D E	1 2 3 4 5
3. Getting a student to demonstrate to the class how she/he did something	A B C D E	1 2 3 4 5
4. Getting a student to suggest ways something can be improved	A B C D E	1 2 3 4 5
5. Providing formats and structures for writing and recording findings	A B C D E	1 2 3 4 5
6. Showing students a range of other students' work to make a judgment about performance	A B C D E	1 2 3 4 5
7. Showing students a range of other students' work to make a judgment about progress	A B C D E	1 2 3 4 5
8. Showing students a range of other students' work to model (or exemplify) criteria	A B C D E	1 2 3 4 5
Self assessment		
1. Getting students to suggest ways they can improve	A B C D E	1 2 3 4 5
2. Negotiating a route to improve something	A B C D E	1 2 3 4 5
3. Providing time for students to reflect and talk about their learning	A B C D E	1 2 3 4 5
4. Getting students to review their own work and record their progress	A B C D E	1 2 3 4 5
5. Helping students to understand their achievements and know what they need to do next to make progress	A B C D E	1 2 3 4 5
6. Providing opportunities for students to assess their own and one another's work and give feedback to	A B C D E	1 2 3 4 5

one another		
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Giving Feedback		
1. Using probing questions to diagnose the extent of the students' learning	A B C D E	1 2 3 4 5
2. Analyzing completed work to work out why a student has or has not achieved	A B C D E	1 2 3 4 5
3. Giving rewards only when achievement is satisfactory for that student (with specific comments referring to student's success)	A B C D E	1 2 3 4 5
4. Expressing approval when achievement is satisfactory	A B C D E	1 2 3 4 5
5. Making a conscious decision to avoid saying a student is wrong	A B C D E	1 2 3 4 5
6. Telling students what they have achieved with specific reference to their learning	A B C D E	1 2 3 4 5
7. Telling students what they have not achieved with specific reference to their learning	A B C D E	1 2 3 4 5
8. Describing why an answer is correct	A B C D E	1 2 3 4 5
9. Specifying a better/different way of doing something	A B C D E	1 2 3 4 5
10. Writing an evaluative note on a student's work for the student	A B C D E	1 2 3 4 5

Part Two

Formative Assessment in practice

1. What aspects of formative assessment do you think you do very well?

2. As we begin this year's Department focus on professional development in formative assessment, what aspects of formative assessment would you like to know more about first? (circle your first choice)

Research supporting formative assessment

Involving students in their learning

Modeling quality

Giving feedback

Self assessment

Other:

3. How would you like to learn more about formative assessment? Examples: observing peers, reading about it, watching videos of successful strategies, having peers observe you and provide feedback, journal articles, podcasts, etc.

4. We learn by doing. If you would be willing to participate in producing video presentations that demonstrate effective formative assessment techniques, please sign up to learn more about how we can do this and how we can share the videos. Sign up with Monika.