



# Formative Assessment

Maria Davou,

February 2022

OUP



# Tracking learners' progress



# The Pilot





# The Bridge

Why?

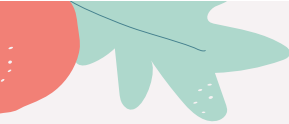


“Assessment is that part of evaluation that includes the collection and analysis of information about student learning,” (Genesee 2001) and is concerned with the student and with what the student does (Brindley 1989)

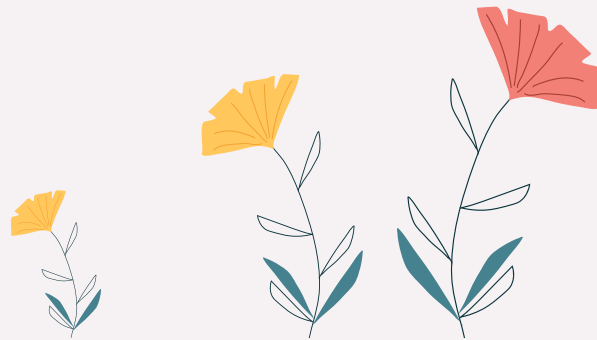


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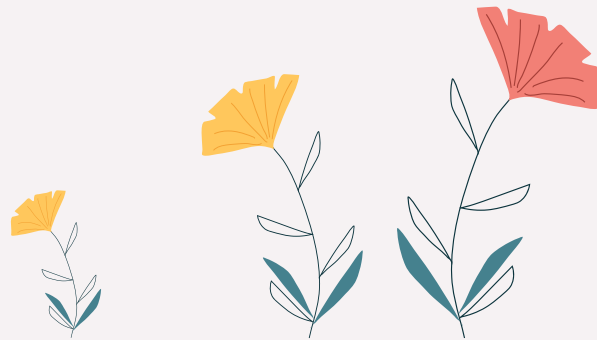
The Learner in the center  
of the learning process



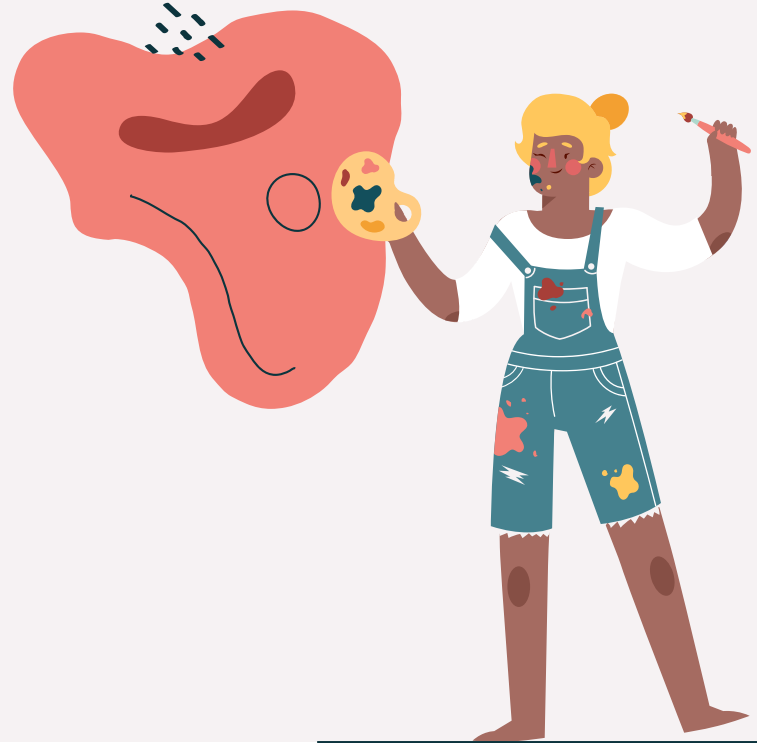




# The Learner in the center of the assessment process



Who is my learner?  
What do I want them  
to achieve?






# Aiming at creating independent, responsible, thinking people

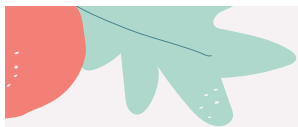
The learner is not a passive  
consumer.

The learner is a co-  
constructor of the  
lesson.

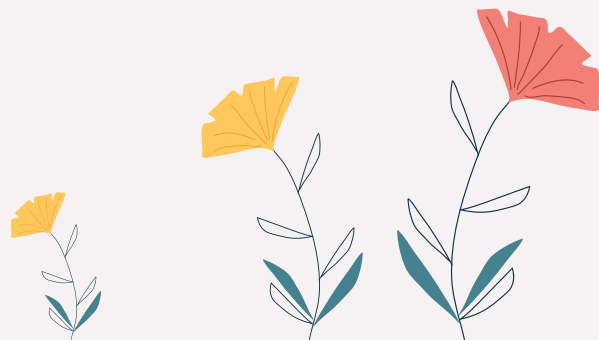
The learner has a VOICE.

The learner must be  
emancipated through  
the lesson.





Learner voice  
Learner emancipation  
Learner autonomy  
Language development



When you give it a  
number, it becomes valid.





# Tracking progress: summative

Quizzes

Progress Tests

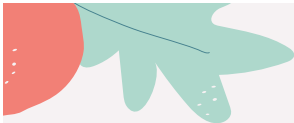
Unit Tests

Skills Tests

Systems Tests

Gamified tests





**F**

A disappointing piece of work, Chris. You have failed to understand the scheme (did you even study the materials?). It is poorly argued and not supported by a single source. On top of this, grammar and syntax were shabby and sentences so long and poorly constructed, that any reader would need a trail of breadcrumbs. I know this is a tough time for you at home, but this is unacceptable. Please, see me after class.

Dear Polly

I read your article last night supporting the militant campaigners who are trying to destroy the Work Experience scheme and I thought I would write to explain to you what you are actually opposing and supporting protest against.

I thought I would write?

The Work Experience scheme works like this. ~~This~~ should be the beginning of the explanation, not the end of a paragraph.

Try not to end on a preposition.

I think you mean "Typically, after a person..."

After a young person has been unemployed for typically twelve weeks, the Job Centre Plus adviser will sit down and talk through different job options and possible sectors where they might be interested in working and where there might be jobs available. Confusing. Try to use smaller sentences.

The scheme does not apply only to "young people". More research!

You don't need both "say" & "for example."

Say they express an interest in care, for example, Job Centre Plus will then offer them a possible short-term work experience placement of between 2 and 8 weeks, with an organisation in the care sector. If they are interested and we have an appropriate placement available, then we will send them to meet the employer. If they get on, and the young person wants to do the placement, they will start with that organisation. If things don't work out, they have an automatic right to leave the placement within the first week. If they pull out after that, in order to protect the employer and the time they have committed to the placement, then we will investigate what has gone wrong, and if they have no good reason for leaving then they can face the same sanction as someone who does not turn up for their fortnightly signing on-interview. We only sanction a tiny proportion of people, since this is a voluntary scheme and the situation almost never arises.

You have switched from JSP adviser as the subject to "we". Muddled!

What if the claimant does not want to take it in the first place?

In the case of the retail sector, someone who is placed with one of the big retailers, like Tesco, will be there because they have expressed an interest in working in the retail sector but have little or no experience of it.

So, is the scheme voluntary only for the first week?

Is your thesis that private employers are inefficient and create unnecessary jobs because they "hat the options"?

So far, our experience has been that a significant number of placements turn into jobs, with the employer getting to like the young person and keeping them on. We have had cases of jobs being offered within days. Some figures would help.

Did you not study the case of Cat Reilly? It was in the course material.

Where there is no job available, we have often seen people get a job with a similar employer very quickly. So, for example, I was in the north-west recently and talked to a Job Centre Plus adviser who had managed to place a number of young people who had done work experience with one retailer, with another who had vacancies.

Are you saying that the retailer who had vacancies should not have filled them but for the scheme?

Seen from what? There to support assertions? Also, did they go into jobs?

As you will have seen, so far around half those doing placements have come off benefits very quickly afterwards.

This is the scheme the protestors, whom you are supporting, are trying to destroy.

It's proving to be one of the best and quickest ways to help young unemployed people into jobs, in the face of a frequent reluctance by employers to hire someone with little or no experience. It would be helpful to contrast it to other, less good or slower ways to do this.

Please revisit opening sentence. You have shown anything but appreciation for appreciation.

I appreciate that you are strongly opposed to many of the reforms that we are pushing through, and that we will generally disagree, but writing an article backing the destruction of one of the most effective schemes we have for helping young people get into work, at a time when we have a real problem with youth unemployment, defies my comprehension. Particularly when you have so often called for action to tackle youth unemployment.

So, would the objection have been justified, at a time when you were having less of a problem?

Best wishes

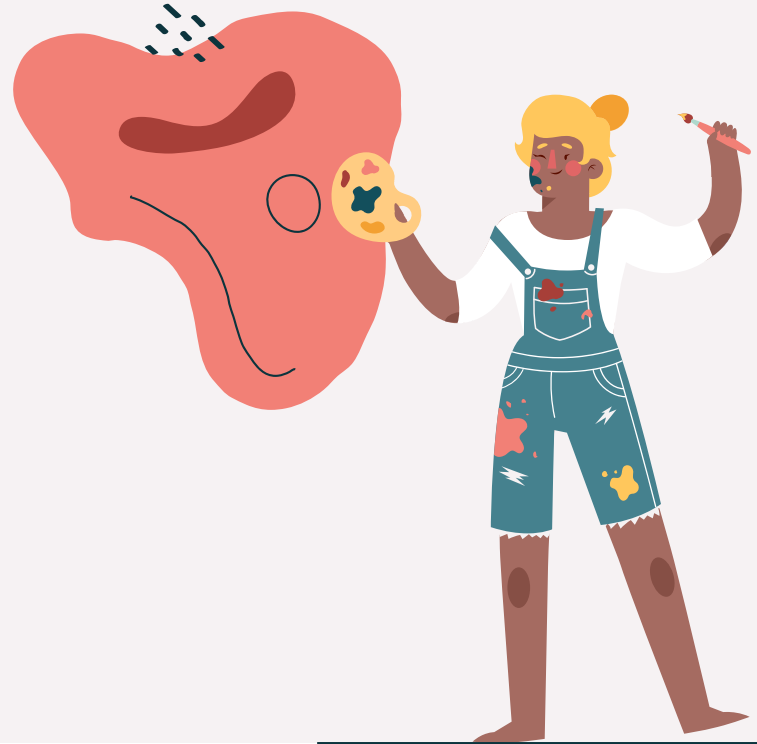
Chris Grayling



What is the effect on the learner?



Sense of achievement  
Small celebrations  
Recurring rituals



# Tips

Test  $i+1$

Set achievable goals

Pick your battles

We are TEACHERS, not  
testers

# Tips

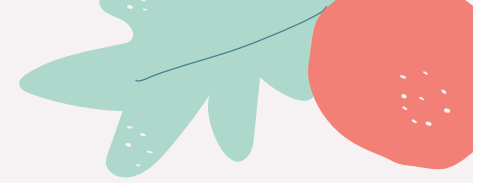
Accuracy or Fluency?

Voice and flow

Language or Content?

We are TEACHERS, **not**  
testers

# Formative Assessment



Continuous

Informs the teacher

Helps the learner reflect on learning (metacognitive)

Promotes independence and autonomy

Includes self-assessment

Like a photo album

Check understanding during the lesson (pause)

HAPPY NOTE HOME

Konstantina is an amazing student! She's hard-working, responsible and always focused. She's an asset to our class.

Your teacher:

HAPPY NOTE HOME

Christine is a star! She tries hard, she's focused and gives her best in class.

Your teacher:

HAPPY NOTE HOME

Nefeli is doing great with her English! She's focused, enthusiastic and always positive.

Your teacher:



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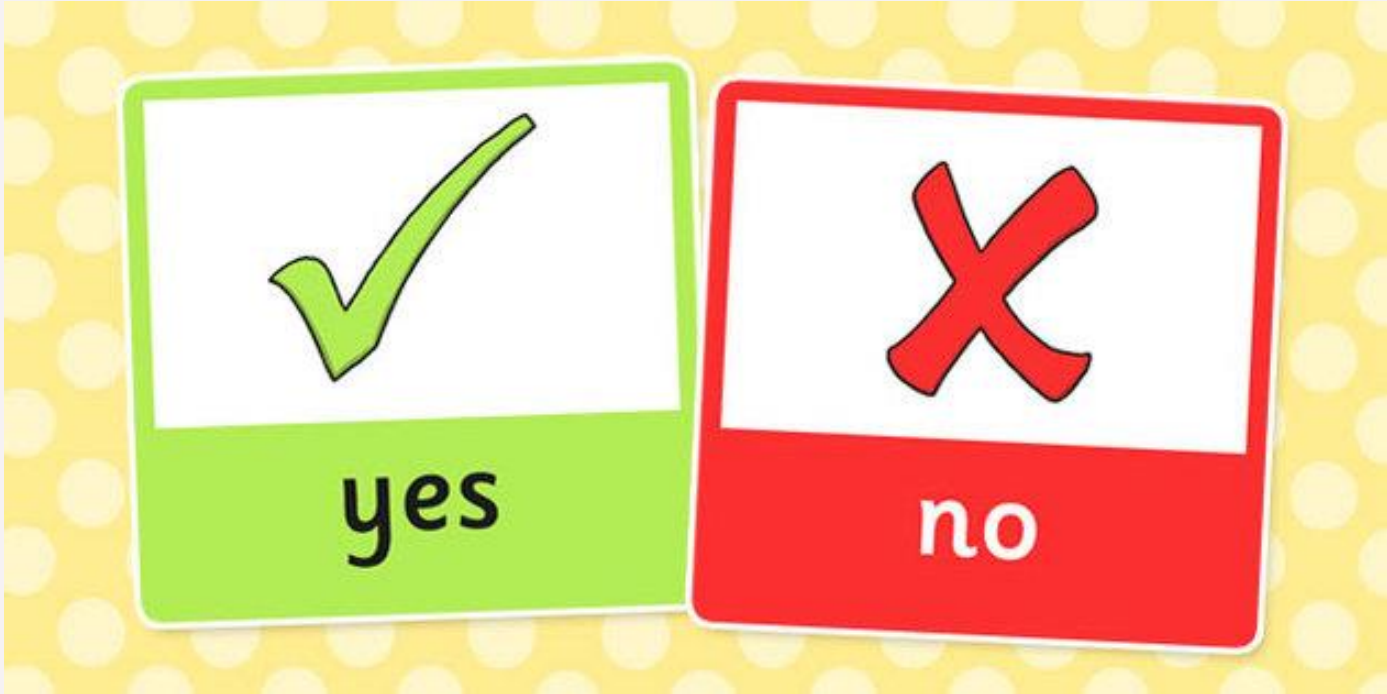


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## YES/ NO Cards





Thumb it!



## 4 corners

Stop

Slow down

Keep moving

I can help



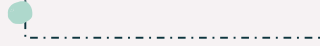
“Learners have to hold a personal sense of agency – a belief that their behavior can make a difference to their learning in that setting” (Mercer, 2012)

# The learner in the center of the assessment process

Self-assessment

Peer assessment

Collaborative assessment



# Tracking Progress

Where I am



What I've achieved so far



Where I want to go



# Why am I learning this?

DATE	WHY
	I am learning _____ to
	I am learning _____ so that I can
	I am learning _____ to be able to
	I am learning _____ because
	I am learning _____
	I am learning _____
	I am learning _____
	I am learning _____

# Formative Assessment



'Why are we learning this?'	●
QFT	●
Open book exams	●
Crib Sheets	●
Student Portfolios	●

WILY

Learning & Education  
SB

My Reading Comprehension

Video  
SB

Vocabulary

moods

WILT



**VIDEO** Learning about education around the world

**READING** Understanding the meaning of words from context

**LANGUAGE IN USE** Talking about rules and recommendations

**LIFE SKILLS** Using your learning style

**LISTENING** Taking notes

**WRITING** Writing coherent responses



## What's the best way **TO LEARN?**

Children at a forest school kindergarten in Denmark,  
where the idea of educating children outdoors began.

Would you have liked to go to a school like this? Why? / Why not?






The best way to learn is...


(in groups write 3 answers)


Turn your answers into  
questions






The best way to learn is by reading every day.  
Is the best way to learn by reading everyday?



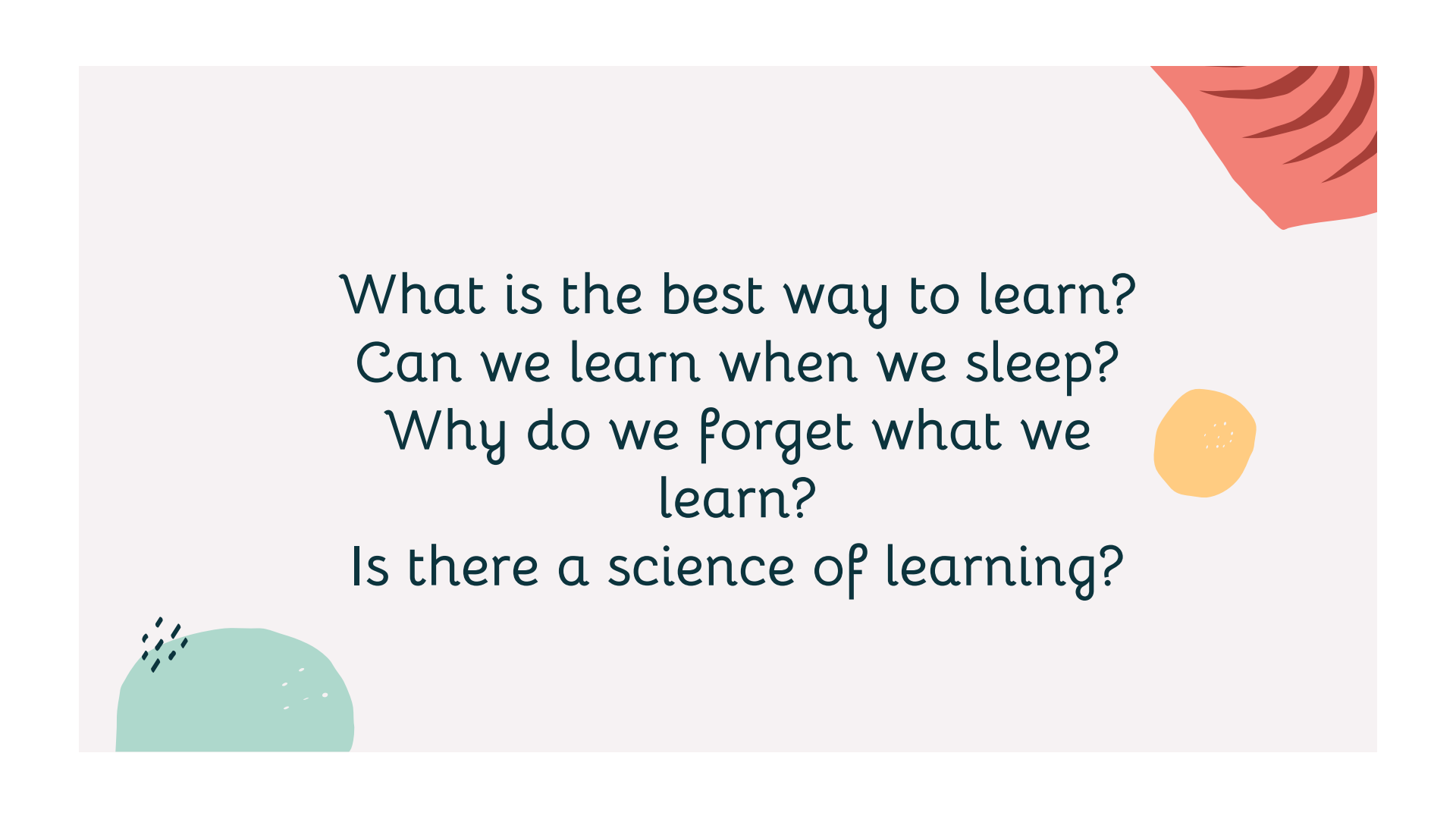


The best way to learn is to have a good teacher.  
Is the best way to learn to have a good teacher?



Add more questions!





What is the best way to learn?  
Can we learn when we sleep?  
Why do we forget what we  
learn?  
Is there a science of learning?

## OE or CE?

What is the best way to learn?

Can we learn when we sleep?

Why do we forget what we  
learn?

Is there a science of learning?



# OE or CE?

What is the best way to learn? OE  
Can we learn when we sleep? CE  
Why do we forget what we learn? OE  
Is there a science of learning? CE





Choose your best questions.

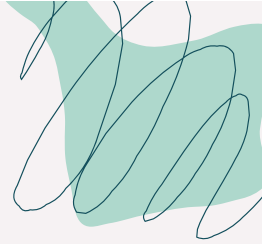




# Short quiz with Students' Questions



# Formative Assessment 2



Critical Summaries	●
Games as an assessment tool	●
Send your test question	●
Add a test question	●
Create your own assessment system and assess yourself	●

# SPRE




HOME CLASS INFORMATION DAILY LIFE NEWS STAFF STUDENTS CONTACT

## 1 Back to SCHOOL

By Vicki Severson,  
The Fort Morgan Times

**A journalist returns to high school for a day**



**7:45 a.m.** The morning starts a lot earlier than my day as a journalist. I drag myself to Brush High School, chugging my coffee and actually feeling a little bit nervous about the day ahead. It has been 20 years since I last stepped into a high school.

**8:15 a.m.** I wait for my guide for the day, Osvaldo Garciazo. We greet each other and walk to our first class, advanced chemistry. I expect an hour of things I won't understand and a class full of kids much smarter than myself. I'm absolutely accurate in my predictions. The board is covered with formulas, and the teacher calls out questions that are swiftly answered by the students. I ask students to write one sentence describing their high school experience. I expect to see things like, "best days of my life." A few sentences speak of the fun of sports and meeting great friends. Many, however, speak of stress, pressure, and exhaustion. Their words really make me ponder: Maybe high school students don't have it as easy as I thought.

**8:45 a.m.** Spanish class seems to bring with it students who are experiencing a range of emotions. Some enter laughing and chatting with friends. One girl is really upset about something. Another girl is falling asleep; she'd worked late the night before.

**9:30 a.m.** Osvaldo is a student teacher in algebra class. He helps his peers, who seem to really respect him. He writes problems on the board and works them out patiently with the students.

**10:30 a.m.** I am about to start eating pencil shavings! I didn't have time to eat breakfast, and I figured we would have time between classes to grab a snack or socialize. This is not the case at all. Off to calculus class we go.

**11:30 a.m.** I practically run to my truck because it is finally lunchtime. I'm famished, exhausted, and honestly consider playing hooky the rest of the day. This is not how I remember high school.

**12:15 p.m.** History time. I'm excited about this, as I'm good at history, but the class does not do any history today. Instead, it's ACT and SAT test preparation. The class has an air of tension, as the kids consider the effects these tests will have on their futures. I whisper to the kid next to me, "It will be OK, I promise." He smiles, not looking convinced.

Classes for the rest of the day are changed, due to an anti-bullying assembly. The presenter discusses what kids are scared of and worried about. Students are impressed with the presenter, and many thank him.

**2:30 p.m.** I leave the school with a new understanding of teenagers. I would sum up my day as eye opening. The students are good kids with more stress than I had realized. They are a lot like I was as a teen, but they also seem to be much wiser, less carefree, and far busier. I have a new respect for the kids and the pressures they face.

**GLOSSARY:**

ACT and SAT are two kinds of test used in American high schools to see how well students are prepared for university studies.

**Why do you think that the journalist was nervous?**

**Why do you think Osvaldo was chosen to be a student teacher to help the other algebra students?**

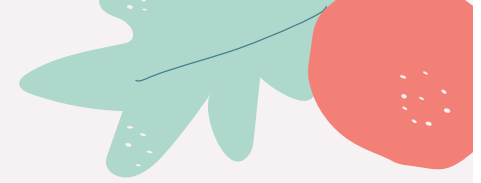
**How does the journalist humorously exaggerate her hunger?**

**How does the journalist know that students in this class are smart?**

**Why do you think that the students are interested in the assembly?**



# Read the text and...



Prepare 3 T/F questions for your classmates

Create 2 MC questions for your classmates

Create 1 open-ended question for your classmates.

Which of your questions are answered?

Which questions are left unanswered? Choose one you care more about and do some online research to find the answer.

Read the text again and

Thumbs game:  
hard, so so or bad?

Circle your favorite  
paragraph

Highlight your  
essential words

Which paragraph is the  
most difficult to  
understand?

## My Favorite Word

### WORD OF THE WEEK

WORD

PICTURE

PART OF  
SPEECH

SYNONYM / ANTONYM

SENTENCE

# Formative Assessment 3



PBL & Presentations	●
Role plays	●
Grade yourself	●
Trace your progress	●
Journals	●



# PBL

Language  
in use

## How are schools changing?

- 1 Read the presentation slide about schools in the past, present, and future. Then discuss the questions.
  - 1 Which do you think are the most important changes between past and present?
  - 2 Can you think of any more ways in which things like books, buildings, rules, and subjects have changed?
  - 3 Do you agree with the predictions for the future?

**HOW ARE SCHOOLS CHANGING?**  
The past, present, and the challenge of the future.

Yesterday's schools	Today's schools	Our predictions for tomorrow's schools
Students <b>could</b> leave school at 14 or 15.	Students usually <b>have to</b> stay in school until they're 16. In some countries they <b>can</b> leave at 14 if they have a job.	Students <b>won't have to</b> stay in school until a specific age, but they will study for all their lives.
Classrooms were uncomfortable and students <b>had to</b> ask for permission to leave their desks.	Classrooms are more comfortable, but students <b>should</b> have more opportunities to exercise.	If students study from home, they <b>will have to</b> find new opportunities for exercise and social interaction.
Many students <b>couldn't</b> access information because there was no library in the area.	Thanks to the internet, students <b>don't have to</b> go to libraries, and they <b>can</b> access a lot more information.	The goal of learning <b>should</b> change from getting information to interpreting it.

Discover grammar Rules, recommendations, and permission  
Student Book ► Page 123    Workbook ► Page 57

We use different verbs for rules, recommendations, and permission and ability.

- 2 Study the modal verbs **can**, **have to**, and **should** in the text and match them to their



In groups, prepare a research-based presentation about school systems. Compare and contrast 2 school systems.

**Project:**

**Driving Question:**

Final Products	Learning outcomes	Checkpoints/ Assessment	Collaboration



Design your ideal  
school.

# Presentation Marking

Give a point for  
content

Give a point for  
presentation skills

Give a point for  
organization

Give a point for  
speaking skills  
(fluency)

Final Grade

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# Peer Assessment

## Assessing my fellow-student's presentation

What did I learn from the presentation?

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What did I enjoy about the presentation?

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What do I think could be better in the presentation?

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Do I have any questions to ask?

---

My overall impression

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# Collaborative Assessment (idea by Jessica Smith)

English 10 Honors

Group:

To Kill a Mockingbird Challenge

Group Grade:

#NailedIt	Criteria	To Think About and Work On
	<p>CRITERIA #1: Non-Negotiables</p> <ul style="list-style-type: none"><li>• Persuades the reader that mockingbirds, as a symbol of the destruction of innocence, are a motif addressed in the book</li><li>• Incorporates a written component</li><li>• Addresses Atticus' driving quotation with 3-5 examples to show it is true</li></ul> <p>The Question</p> <ul style="list-style-type: none"><li>• Project addresses the essential question posed, including elements of creativity designed by the class and a deep and critical understanding of the novel</li></ul>	
	<p>CRITERIA #2: Collaboration Collaboration was evident in that everyone had a voice and role in creating and presenting a cohesive project</p>	
	<p>CRITERIA #3: Conventions</p>	

An "A" project will be one that is creative (based on our class definition/ideas), shows excellence in collaborative skills, and includes my non-negotiables.

# Group self assessment

How did you start solving the problem?

What should we keep in mind for next time?

How did you assign roles?

Was it helpful to provide feedback for one another?

Could we have made more efficient use of our timing?

What do you think went well?

Did you feel restricted given the quality criteria we agreed on?

How would you have changed this?



# Our Group Work

PROJECT:

CRITERIA	NAILED IT!	TO THINK ABOUT AND WORK ON
Collaboration		
Group Roles		
Feedback		
Politeness		
Support to each other		
Exploring questions		
Coming up with new questions		
Time Management		
Presentation skills		
Overall achievement		

# Group Work- Self Assessment

PROJECT:

How did I start solving the problem?

How did we assign roles?

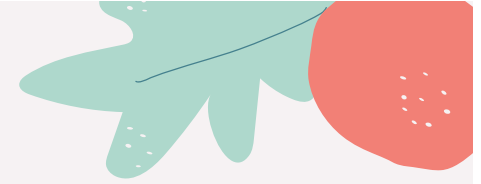
Was it helpful to provide feedback for one another?

Could we have made more efficient use of our timing?

What do I think went well?

Did I feel restricted given the quality criteria we agreed on?

# Self-assessment



How did your group approach this project?

What role did you play?

Do you think your group accurately answered our question?

Why or why not?

What grade would you give your group based on your answer.

What would you do the same or differently next time?

# Reflect on your hard work

Great reflections include specific information about the work you chose.

## ASK YOURSELF...

Did I try my best? What did I do the best? What could I do better next time? Did I work cooperatively with my teammates? Did I use all of my resources?

**Describe**  
what you accomplished today:

**List the things that you**  
did well today:

# Formative Assessment 4



Test/ Re-test	●
Make up test	●
Best effort counts	●
Pair/ group test	●
Research based test	●

# Self Assessment

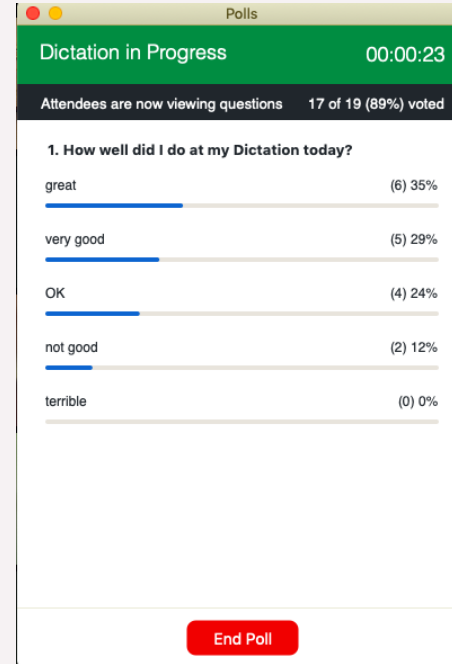
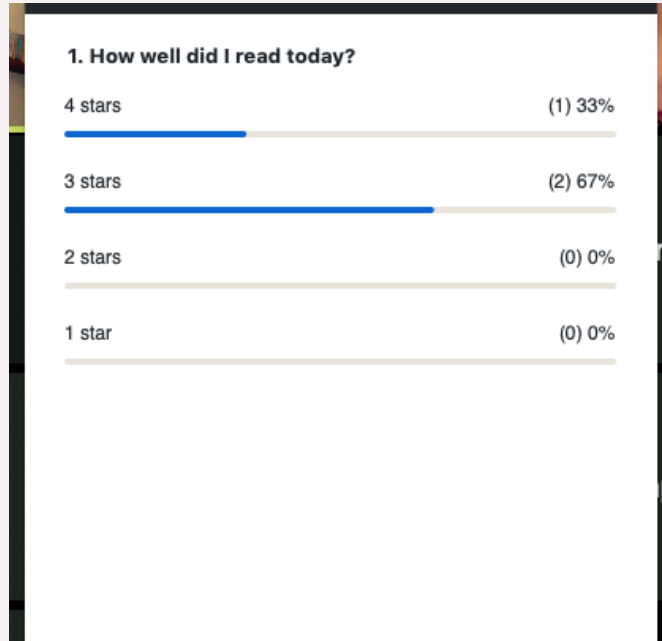
Ask students to evaluate themselves

A-

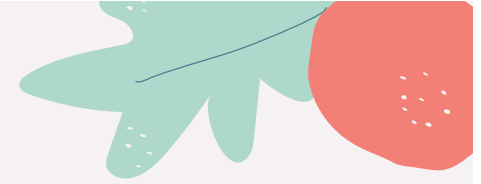
I did  
well!

WILT

# Self-assessment using Polls



# WILT



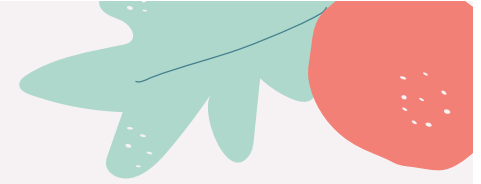
What  
I  
Learned  
Today

# WILT: What I learned today

DATE	SOMETHING I LEARNED



WILY



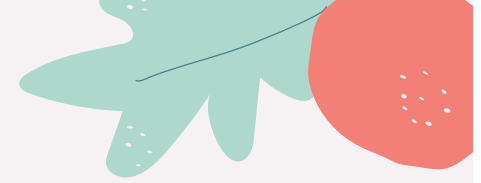
What

I

Learned

Yesterday

# Self-assessment before Teacher-assessment



## Example with Writing

Ask your learners to check their first draft with web tools like paperrater, write&improve, clichewriter, Grammarly etc.

Ask them to submit their corrected version along with brief notes or a checklist with what they changed.

## Honor Code:

Have learners sign or read aloud and sign a mini-contract before their test that says in their mother tongue that it's them, the learners, who are in charge of their learning and that all the test answers are theirs because the knowledge is theirs.



# HOMWORK MENU

## **Main Dish**

Write down the vocabulary you have to study at home.

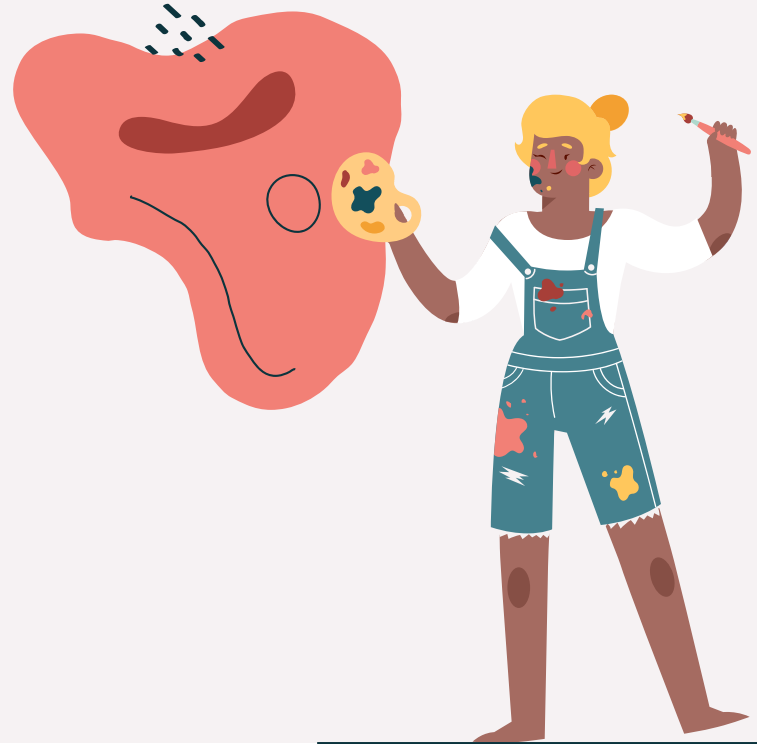
## **Side Dish**

Choose how you want to present your homework.


## **I choose to...**

- A** mime 5 words
- B** write sentences with 5 words
- C** write a paragraph with 5 words
- D** draw pictures for 5 words
- E** create a game with 5 words

Trust




# Formative Assessment



Makes learners active co-constructors of the learning process

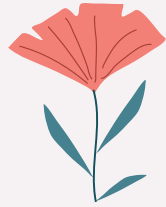


Gives them ownership and agency



Gives them motivation and engagement

# How can I check what they know?



Be open



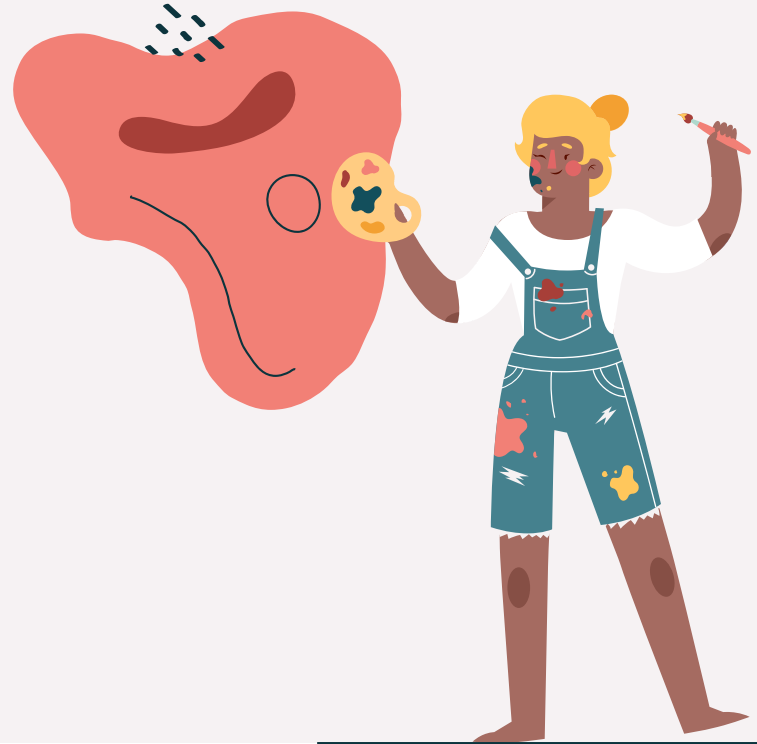
Share responsibility

# Thinking outside the box?





There's no box!




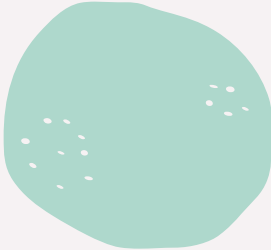


# Thanks!



Do you have any questions?

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