Literacy Links for December 2015

December 2015

Spotlight On...Formative Assessment: Eliciting Evidence of Student Learning

Volume 12, Number 3

"Definitions of formative assessment vary, but few disagree about its central characteristic: its power to yield information about what students are learning while they're learning it." (Gewertz, 2015)

As Gewertz notes above, central to the process of formative assessment is the importance of eliciting evidence of student learning. Wiliam and Leahy (2015) summarize this aspect of formative assessment this way, "To teach well, we have to find out what students already know. But students do not always learn what we teach. That's why finding out what students do know is essential to good teaching."

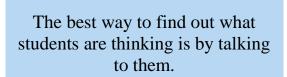
Teachers can employ a variety of methods to elicit evidence of student learning. These methods can happen at different points in time, including prior to, during and after instruction has occurred. Regardless of when the evidence is collected, it is crucial that the evidence be clearly aligned to the established learning goals. The following table outlines 5 major categories into which methods of gathering evidence of student learning fall. The table includes a summary of each category and examples of typical methods found in the category.

Category	Summary	Methods
Pre-	• Identifies students'	Knowledge
Assessment	prior knowledge	activation
	and the depth of	techniques, like
	that knowledge	knowledge rating
		charts and KWLs
	• Identifies gaps in	
	understanding and	• Quick Writes
	misconceptions	
		Entrance Tickets
	• Clarifies where to	
	begin	Carousel
		brainstorming
Discussion &	Provide opportunities	All student response
Dialogue	for teachers to	routines like:

The dialogue between pupils and a teacher should be thoughtful, reflective, focused to evoke and explore understanding and conducted so that all pupils have an opportunity to think and to express their ideas.

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~Black & Wiliam,1998



~Wiliam & Leahy, 2015



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 understand: What students know What strategies students are using How students are thinking Provide opportunities for students to clarify understanding Questions can: Illuminate what and how students are thinking Aid cognitive depth 	 "No Hands" "Popsicle Sticks" Think-Pair-Shares Dry Erase Boards Digital Posts Use of discussion protocols like: Here's What, So What, Now What Confirming & Surprising Ideas Open ended and higher order thinking questions Question shells and stems to foster conversation 	The test of a g how many ques pupils that to readily, but how inspires them to finds it has
 Assist students in connecting new learning to prior knowledge Contribute to creating a learning 	• Question sequences to scaffold and deepen understanding	-Alice We
culture Written work offers teachers information about students: • Know • Need help understanding • Have questions about	 Written work can take a variety of forms: Drawing Text annotations Graphic organizers Dialogue journals Ewit tickets 	ж
	 What students know What strategies students are using How students are thinking Provide opportunities for students to clarify understanding Questions can: Illuminate what and how students are thinking Aid cognitive depth of understanding Aid cognitive depth of understanding Assist students in connecting new learning to prior knowledge Contribute to creating a learning culture Written work offers teachers information about students: Know Need help understanding Have questions 	 What students know What strategies students are using How students are thinking How students are thinking Dry Erase Boards Digital Posts Digital Posts Use of discussion protocols like: Here's What, So What, Now What Confirming & Surprising Ideas Questions can: Illuminate what and how students are thinking Aid cognitive depth of understanding Assist students in connecting new learning to prior knowledge Contribute to creating a learning culture Written work offers teachers information about students: Need help understanding Have questions



The test of a good teacher is not how many questions he can ask his pupils that they will answer readily, but how many questions he inspires them to ask him which he finds it hard to answer.

-Alice Wellington Rollins



Observations	Insights about students' learning are provided	Anecdotal notes
	by watching:	Sticky notes
	What kids are doing	 Data logs and checklists
	• How they are doing it	Conferences and conversations

Digital Resources

Classroom Formative Assessment in Action

This video segment from The Teaching Channel shows a 4th grade teacher employing the formative assessment process with her students. The video spans identifying success criteria, eliciting evidence, interpreting evidence and acting on the evidence as her students engage in a collaborative discussion about a piece of text.

Tools for Eliciting Evidence

The Illinois Department of Education has created a formative assessment resource that includes a collection of tools that can assist teachers in eliciting evidence of student learning.

Professional Texts

The term "text" has evolved in recent years to include much more than just traditional books. Text refers to information communicated through a variety of modes, including written, visual and oral formats. This month, the suggested professional "texts" present some new formats—one is a webinar and one is a podcast.

Formative Assessment in Secondary Level Classrooms

In this webinar produced by NCTE, the use of formative assessment for eliciting evidence of student learning across content area classrooms is explored. Specific examples of practices teachers can employ are described.

Informative Assessment

This 2007 ASCD podcast by Chief Editor Marge Schirra explains the power of formative assessment to guide teaching and learning. Schirra also recommends an Educational Leadership article by Carol Tomlinson entitled <u>Learning to Love Assessment</u> in which Tomlinson describes formative assessment as an informative journey.

Upcoming Professional Development from the Maine DOE

To explore potential training sessions that may be of interest, be sure to check our extensive list of professional development offerings at

www.maine.gov/doe/calendar/



Teachers affect eternity; no one can tell where their influence stops.

~Henry Brooks Adams

Literature for Children and Adolescents

A number of high quality pieces of children's and adolescent literature will hit the big screen in 2016. Seeing books students have read and loved in movie format is exciting. Additionally, the movie version of a narrative is often an enticement to read the book and aligns to reading standards. These upcoming productions might be worth reading in the coming months.

Miss Peregrine's Home for Peculiar Children

Based on: *Miss Peregrine's Home for Peculiar Children* by Ransom Riggs **Expected release date:** March 4, 2016

Allegiant: Part 1

Based on: *Allegiant* by Veronica Roth (if you have Divergent, it may be time to revisit) **Expected release date:** March 18, 2016

The Jungle Book

Based on: *The Jungle Book* by Rudyard Kipling **Expected release date:** April 2016

The BFG

Based on: *The BFG* by Roald Dahl (film by Stephen Spielberg) **Expected release date:** July 1, 2016

Fantastic Beasts and Where To Find Them

Based on: *Fantastic Beasts and Where to Find Them* by J.K. Rowling **Expected release date:** November 18, 2016

Let It Snow

Based on: *Let It Snow* by John Green (could teach any of several novels by John Green and compare to this film) **Expected release date:** December 9, 2016

For additional information about this edition, email: leeann.larsen@maine.gov or morgan.dunton@maine.gov

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