

**Formative Assessment Reports And  
Reflection Upon the Instructional Practices  
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**Select Any Four Formative Assessments in One Marking  
Period and Analyze Them.  
Cycle 3 Goal Changes 08 - 09 School Year**

Teachers have reflected upon the results of formative assessments and changed instructional practices because of them. What is different is that we are now asking to see evidence of the process. If a teacher conducted a quiz (a formative assessment) and all the students did poorly the teacher would review or re-teach the material? A second formative assessment may provide the data (results) if the learning was successful? Is the process documented? Did instructional practices change or were modifications made to account for student skill attainment? Or more simply, did the students "get it" when the instruction was repeated? Sometimes formative assessments can be on all new material or some combination of new or renewed material. Did students retain it? Was significant re-teaching needed? A proposed data team example for a series of assessments is shown below:

<u>Four Formative Assessments</u>	<u>1<sup>st</sup> Assess.</u>	<u>Length</u>	<u>Data</u>	<u>2<sup>nd</sup></u>
<u>Instruction on</u>		<u>Data</u>		
1 week	3	75%	30questions	85 %
	100% new material			
2 week	6	60%	20questions	90%
	20% new material			
3 week	9	80%	10questions	85%
	20% new material			
4 week	12	90%	5questions	90%
	10% new material			

Increase in data achievement is evident in 3 of the four examples.

Were students adequately prepared for the skills they needed to succeed with the instruction you planned? If not, how so? What skills were found to be deficient or lacking? How was that measured?

In many circumstances the initial formative assessment is more "fact finding" or information "gathering" than measuring achievement. Probably the most known of these

type of assessments are called the pre and post test measures. These assessments are more reliable when they have many questions designed to determine multi function foundation skills. This practice is aligned with scope and sequences of vertical curriculum mapping, linked to both foundation skill attainment of the previous course and the exit skills of the current course. There is probably no worse educational experience than being taught material you already know (boring) or the opposite, over your head and drowning on the second day of class (lost). These assessments address planning and modifying instruction based upon the results (data) of the class. This is to guide instructional expectations and instructional delivery based upon the standards or educational outcomes.

**Data for Pre Assessments and Identification of Subgroups**

*Three areas may guide in determining skill deficits or the existence of Subgroups*

- 1) Vocabulary      **50% entrance and 50% terminal or exit skills**
- 2) Analytical Skills      **50% entrance and 50% exit skills**
- 3) Responses to a writing prompt **100% exit skills**

Assessment information in these three areas can quickly identify students with significant skill gaps. This will allow designing instruction that can strengthen skills where needed. If students did not perform to entrance skill expectations a review of material is necessary - formative assessments can document this process.

**The Four Questions and the 2008 - 2009 Evaluation Goals**  
**This year's curricular organization asks about learning outcomes and instruction**

**Assessment + Monitoring**

**Asks for a response to four basic questions:**

- 1) What do you want them to know? - outcomes - learning outcomes
- 2) How are you going to do it? - planning
- 3) How will you know when they have it? - assessment - formative
- 4) What will you do if they don't have it? - re-teaching (remediation) monitoring activities strategies

Staff meeting/Inservice sessions will highlight responses to essential learning outcomes during the school year.

### Vocational Performance Measures can be Formative Assessments

In Vocational Agriculture programs a good example of formative assessments are vocational performance measures. If for example a performance measure contained several knots that students had to complete and everyone in the lab missed the seventh knot, then subsequent instruction would review it, and have a second measure to see if performance improved. Performance measures can be considered formative assessments if they are used to guide and modify instruction.

Evaluation goals 2008-2009

- 1) Evidence of the use of formative assessments - examples - can be performance measures or performance exercises - review and comments.
- 2) Learning outcomes aligned with course syllabus - hard copy.