

Formative Assessment Processes through the disciplines

ELEMENTARY & SECONDARY ELA/HUMANITIES

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My journey towards implementing FA in my classroom.

CUSD- 20 years teaching ELA/Humanities

Year one- On line Course

Year two- chose one strategy to practice – “Warm and Cool Feedback” and participated in small group video study

Year three- encouraged to create an inquiry focused question – “How can I support alternate forms of learning?”

Year four- used the inquiry focus question to further explore how to embed formative assessment into my classroom on a daily basis.

Learning Goals & Success Criteria – How do I communicate or work with students to create learning goals(targets) and success criteria in ELA/Humanities class?

A strong foundation in my content area = the freedom to go deeper with FA in my classroom. I know where the students need to ultimately end up, so now we can work together to get there.

Writing

Prompt, rubric, model examples

Example- Theme Analysis

Reading

Share the target skills they must demonstrate, and then as a class we create options with success criteria for each that are equitable, so that the students choose how they demonstrate their mastery of the success criteria and skills.

Written and Visual response

One drawing per chapter for the reading section that **clearly depict key points of the reading** assignment. Stick figures are ok as long as the drawing represents a key point that is clearly distinguishable.

Must include a minimum 4 sentences and maximum 6 sentence explanation of how each drawing relates to the reading.

- **Includes at least one inference per drawing to make a higher-level connection.** The inference is one of the 4-6 sentences.
- This can be based on a **character's development, plot advancement, lesson/theme connection** etc.

Preparation of Products

Share the target skills they must demonstrate, and then as a class we create success criteria for each skill. When the students work to prepare the products I may choose a target for the day that I want them to work toward, but teams or individuals also prioritize targets to focus on for the day also. At the end of each day teams/students reflect on what they have accomplished for the day, and set goals for the next class period to work toward demonstration of mastery of the targets.

Goal - Explains how the significant subject the group identified connects to the three sources

Targets

Identifies the subject and explains why it is significant Defines any terms for clarification.

Use embedded evidence from source and connects to the subject with correct MLA citation.

Inference connections are given that connect to the evidence and the subject.

Gathering Evidence – What ways do I currently gather evidence in ELA/Humanities of student learning or student struggles with content? How has my evidence gathering changed as I grow in my implementation of formative assessment.

First steps in gathering evidence

1. Take notes while students were working in small groups. At the end of the lesson I would provide feedback to individuals or the whole class
2. Student reflection opportunities using focused questions
3. “Final draft” still receives feedback and students can work to improve the demonstration of their skills

New, additional ways I gather evidence

1. At the end of a class period, students will reflect on how they hit the daily targets and what they still need to do to move forward. Class discussion would follow.
2. Socratic Seminar to address skills for our novels focus
3. Products preparation- dry run/dress rehearsal where peers give feedback based on the targets for the products

How have the formative assessment processes improved the teaching and learning of ELA/Humanities for me?

For me

1. Focused my planning in particular ways- give much more time to the process
2. “Warm and Cool feedback” for reading logs, rough drafts, practice for presentations
3. Reflect during class and at the end of units/products completion
4. “Debrief” when things are going well and when they are not – Socratic Seminar Example
5. Freedom to be “messy but productive”
6. I can see their confidence grow as their skills grow. They may struggle, but there are positive outcomes to their struggle to demonstrate mastery of skills.

How have the formative assessment processes improved the teaching and learning of ELA/Humanities for my students?

For my students

1. Are focused and understand the expectations because they created the success criteria.
2. If they are performing poorly, we can have a focused discussion as to why.
3. They hold themselves and each other accountable in ways they created, and through options of their choosing.
4. Culture and trust are built over time.
5. There is “buy in” because they are partners in the process.
6. As their skills grow, their scores improve which creates a cycle of trust in each other, and in the process itself.

“Student Voices”

Sharing is Caring!

Packet includes

1. "Warm and Cool Feedback" protocol
2. Student created options to demonstrate skills for our novels
3. A goal setting form that we used when working on projects

Questions

Contact Us!
