

# The Links between Formative Assessment and Intrinsic Motivation

<b>Formative Assessment Elements...</b>	<b>...Help Students Harness the Workings of their Own Minds in the Following Ways</b>	<b>....to Generate Components of Motivation to Learn</b>
Shared Learning Targets and Criteria for Success	<ul style="list-style-type: none"> <li>• Directs students and teachers toward specific goals.</li> <li>• Increases initiation for the learning task</li> <li>• Helps students and teachers monitor learning progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-efficacy</li> <li>• Self-assessment</li> <li>• Self-regulation</li> <li>• Self-attribution</li> </ul>
Feedback That Feeds Forward	<ul style="list-style-type: none"> <li>• Enhances cognitive processing.</li> <li>• Fosters resiliency and persistence in the face of challenge.</li> <li>• Provides students with specific next-step strategies.</li> </ul>	
Student Goal Setting	<ul style="list-style-type: none"> <li>• Increases active student engagement.</li> <li>• Shifts student focus from performance-directed to goal-directed behavior.</li> <li>• Induces effort, increases persistence and promotes development of new strategies.</li> </ul>	
Student Self-Assessment	<ul style="list-style-type: none"> <li>• Shifts power from the Teacher to the student.</li> <li>• Engages students in actively collecting and interpreting assessment information.</li> <li>• Helps students set more realistic and active goals for continuously raising achievement.</li> </ul>	
Strategic Teacher Questioning	<ul style="list-style-type: none"> <li>• Directs students and Teachers toward salient elements of the content, process, or performance.</li> <li>• Scaffolds learners as they move beyond partial, thin, or passive understandings.</li> <li>• Promotes conceptual change.</li> </ul>	
Engagement of Students in asking Effective questions	<ul style="list-style-type: none"> <li>• Increases intentional and active student engagement.</li> <li>• Promotes autonomy and independence.</li> <li>• Develops students' perceptions of themselves and producers of knowledge and generators of important lines of inquiry.</li> <li>• Gives students confidence to work through difficulties themselves.</li> </ul>	

Moss, Connie, and Brookhart, Susan. Advancing Formative Assessment in Every Classroom, Alexandria, VA, 2009.

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# Formative Assessment Observation Form

<b>Vocabulary</b>	<b>Question Stems</b>
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School: \_\_\_\_\_

Date: \_\_\_\_\_

District: \_\_\_\_\_

<p><b>Instructional Cycle</b></p> <p><b>TR:</b> Transition</p> <p><b>ACT:</b> Introduction or Review</p> <p><b>GP:</b> Guided Practice</p> <p><b>PTP:</b> Partner/Team Practice</p> <p><b>IP:</b> Independent Practice</p> <p><b>A:</b> Assessment</p> <p><b>CL:</b> Closure</p> <p><b>Period Duration (Pd)</b> B=Beginning M=Middle E=End</p>	<p><b>Instructional Methods/Strategies (What is the Teacher doing?)</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <p>1. Modeling/Think Aloud (DI)</p> <p>2. Didactic Questioning (DI)</p> <p>3. Explicit Teaching (DI)</p> <p>4. Round Robin Reading (DI)</p> <p>5. Teacher Lecture (DI)</p> <p>6. Cloze Procedure (DI)</p> <p>7. Graphic Organizer, realia, visuals (DI)</p> <p>8. Monitoring Student Work (IND)</p> <p>9. Lab/Experiment (EL)</p> <p>10. Student Presentation (EL)</p> </td> <td style="width: 50%; border: none;"> <p>11. Simulation (EL)</p> <p>12. Skills Game (EL)</p> <p>13. Student Recitation (INS)</p> <p>14. Video/Media Presentation (INS)</p> <p>15. Individual Conferencing (INS)</p> <p>16. Class Discussion (INT)</p> <p>17. Cooperative Groups (INT)</p> <p>18. Total Physical Response (INT)</p> <p>19. Using Manipulatives (INT)</p> <p>20. Write/Wipe Slates (INT)</p> <p>21. N/A</p> </td> </tr> </table>	<p>1. Modeling/Think Aloud (DI)</p> <p>2. Didactic Questioning (DI)</p> <p>3. Explicit Teaching (DI)</p> <p>4. Round Robin Reading (DI)</p> <p>5. Teacher Lecture (DI)</p> <p>6. Cloze Procedure (DI)</p> <p>7. Graphic Organizer, realia, visuals (DI)</p> <p>8. Monitoring Student Work (IND)</p> <p>9. Lab/Experiment (EL)</p> <p>10. Student Presentation (EL)</p>	<p>11. Simulation (EL)</p> <p>12. Skills Game (EL)</p> <p>13. Student Recitation (INS)</p> <p>14. Video/Media Presentation (INS)</p> <p>15. Individual Conferencing (INS)</p> <p>16. Class Discussion (INT)</p> <p>17. Cooperative Groups (INT)</p> <p>18. Total Physical Response (INT)</p> <p>19. Using Manipulatives (INT)</p> <p>20. Write/Wipe Slates (INT)</p> <p>21. N/A</p>	<p><b>RIGOR</b></p> <p><b>Depth of Knowledge Level</b></p> <p><b>1 – Recall</b></p> <p><b>2 – Skill/Concept</b></p> <p><b>3 – Strategic Thinking</b></p> <p><b>4 – Extended Thinking</b></p>
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Pd	Room #	Instructional Cycle	Instructional Strategies	Level of Rigor	# of Teacher Questions	Student Questioning (Discussion) Opportunities (tally)
				1 2 3 4 N/A		
				1 2 3 4 N/A		
				1 2 3 4 N/A		
				1 2 3 4 N/A		
				1 2 3 4 N/A		

DI – Direct Instruction    IND – Indirect Instruction    EL – Experiential Learning    INS – Independent Study    INT – Interactive Instruction

<p><b>Level 1</b>  identify list label illustrate  memorize define draw arrange  recite state match quote report  name use recognize locate  listen select write describe  calculate measure tabulate “who, what,  where, when, why, how”</p>	<p><b>Level 1: Recall</b>  How can you show ...? When did ... happen? Can you list three ...?  What fact or detail shows ...? Which is the best answer?  Which statement supports...? Can you rephrase ...? What is the main idea of ...?  Can you select ...? How can you summarize ...?  Can you state or interpret in your own words ...? How would you describe ...?  Who was ...? How would you write ...? What might you include on a list about ...?</p>
<p><b>Level 2</b>  compare contrast cause/effect  relate predict infer summarize  show distinguish classify graph  interpret organize show apply  construct generalize defend  separate relate collect and display  modify estimate categorize  construct modify use context clues  make observations</p>	<p><b>Level 2: Skill/Concept</b>  Can you compare ...? How are ... alike and different? What other way could ...?  What can result if ...? What inference can you make about ...?  What conclusions can you draw about ...? What is the relationship between ...?  How would you summarize ...? How would you classify ...?  How could you organize ...? What do you notice about ...?  What facts can you select to show ...? How can you tell? What does it mean to ...?</p>
<p><b>Level 3</b>  assess revise critique  differentiate formulate draw  conclusions substitute invent  combine develop formulate cite  evidence compare construct apprise  hypothesize author’s purpose develop  a logical argument explain phenomena in  concepts apprise</p>	<p><b>Level 3: Strategic Thinking/Complex Reasoning</b>  What is your interpretation of this text? Support your rationale.  Can you predict the outcome if ...? What is the best answer? Why?  What conclusion can be drawn from these texts? What strategies did you use?  What facts or details would you select to support ...?  Why do you think the author chose ...? What would happen if ...? Why?  Can you propose an alternative? Can you elaborate on the reason ...?  Can you make changes to solve ...? What can be done to maximize/minimize ...?</p>
<p><b>Level 4</b>  design connect synthesize  analyze prove create judge  recommend rate relate critique  apply concepts</p>	<p><b>Level 4: Extended Thinking/Reasoning</b>  What are the common themes across these texts?  Based on what you know, how can you explain ...? How can you justify ...?  Can you assess the value or importance of ...?  Do you agree with the actions and outcomes? How can you prove or disprove ...?  What information can you gather to support your idea about ...?</p>

## DEPTH OF KNOWLEDGE LEVELS – RIGOR

# Formative Assessment Pulse

Name:

Date:

<b>Description of the Assessment (When did it take place, what was the format, timing, time limit, etc.)?</b>			
<b>Skills/Content That You Assessed:</b>			
Type of Assessment	Use of the Assessment (Check All That Apply)		My Purpose for the Assessment
<input type="checkbox"/> Written <input type="checkbox"/> Oral <input type="checkbox"/> Private conference <input type="checkbox"/> Project <input type="checkbox"/> Portfolio <input type="checkbox"/> Essay <input type="checkbox"/> Cooperative activity <input type="checkbox"/> Presentation/ Performance <input type="checkbox"/> Other _____	<p style="text-align: center;"><b>Formative (for Learning)</b></p> <input type="checkbox"/> My students and I entered into the assessment with the intention to learn more about where we are, where we are headed, and how we are going to get there. <input type="checkbox"/> My students and I used it to monitor excellence during the process of learning. <input type="checkbox"/> My students and I used it for goal setting.	<p style="text-align: center;"><b>Summative (of Learning)</b></p> <input type="checkbox"/> I used it to evaluate overall student performance at the end of a unit of study or lesson <input type="checkbox"/> I used it to evaluate specific skills and/or knowledge at the end of a lesson or unit of study.	<input type="checkbox"/> To analyze and direct lesson planning (content/process) <input type="checkbox"/> To identify student needs <input type="checkbox"/> To compare with other evidence of learning <input type="checkbox"/> To contribute toward final grade to report to student/parent <input type="checkbox"/> To help my students set goals
My Students' Role During the Assessment (Check All That Apply)		Assessment source	
<input type="checkbox"/> Were aware of the skills and/or content to be assessed. <input type="checkbox"/> Knew when they would be assessed. <input type="checkbox"/> Helped develop the assessment. <input type="checkbox"/> Identified specific strategies that they would use to succeed. <input type="checkbox"/> Were aware of the criteria for success beyond what constituted a passing score. <input type="checkbox"/> Had a rubric, checklist, or other way to monitor and regulate themselves during the assessment.		<input type="checkbox"/> Textbook <input type="checkbox"/> Teacher-made <input type="checkbox"/> Another source (book, website, etc.) <input type="checkbox"/> Teacher-modified or –refined (explain:	

Additional Notes:

Classroom Observation Protocol: Utilizing Effective Strategies of Formative Assessment (Assessment for Learning)

Teacher: \_\_\_\_\_ Grade Level/Subject: \_\_\_\_\_ Observer: \_\_\_\_\_ Date: \_\_\_\_\_

Elements and Indicators	Record of what was observed
<p><b>1. Shared Learning Targets and Criteria for Success</b></p> <ul style="list-style-type: none"> <li>• Learning targets are clarified in student friendly language and shared with students</li> <li>• Students are involved in setting success criteria based on learning targets</li> <li>• Students and teachers establish individual learning goals based on learning targets and success criteria</li> </ul>	
<p><b>2. Effective Questioning and Dialogue</b></p> <ul style="list-style-type: none"> <li>• Effective questions, learning tasks and discussion techniques move student learning forward and elicit evidence of student understanding</li> <li>• Rich classroom discussion include various levels of DOK</li> <li>• Adequate wait time is provided for students to respond</li> <li>• Discussions occur in various modes (whole group, partners, peer group)</li> <li>• Teacher utilizes various techniques to engage students in discussions</li> </ul>	
<p><b>3. Descriptive Feedback</b></p> <ul style="list-style-type: none"> <li>• Oral and written feedback given to students is descriptive, timely and is based on shared criteria</li> <li>• Feedback is used to develop a deeper understanding of students' instructional needs</li> <li>• Teacher uses student feedback to monitor and adjust instruction</li> <li>• Feedback helps student know what they should do next to reach a learning target</li> <li>• Students are given the opportunity to respond and act on the feedback</li> </ul>	
<p><b>4. Active Peer and Self Assessment</b></p> <ul style="list-style-type: none"> <li>• Students are activated as instructional resources for each other</li> <li>• During lessons students are encouraged to reflect on what they have learned and what they need to improve</li> <li>• Students assess each other's work and provide fair and helpful feedback</li> <li>• Students take a portion of the responsibility for monitoring their own progress</li> </ul>	

**Lens 6FA: Utilizing Effective Strategies of Formative (classroom) Assessment  
(Focus on Learning)**

<p><b>Clarifying learning targets</b> and sharing criteria for success</p>	<p><b>Providing descriptive feedback</b> to students as they learn</p>
<p>Engineering effective questions and learning tasks that <b>elicit evidence of student learning</b></p>	<p>Student Role: Activating <b>students as instructional resources</b> for each other/monitoring of <b>progress toward learning targets</b></p>

## Skillful Use of Descriptive Feedback

- Relationship built upon mutual respect and trust (predictable values and predictable skills)
- Involves sharing information in a three-point communication technique\* and focuses on specific data or information
- Focuses on the use of refined language stems (clarifying and extending) to promote reflective thinking
- Uses instructional (advice giving) refined language stems sparingly and avoids judgmental language
- Both parties actively participate in a two-way conversation
- Specific and based on learning targets or lesson goals rather than general or ambiguous information
- Focuses on observed behavior or practices that are alterable rather than on the person or unalterable facts
- Provides specific information that advances or improves performance
- Feedback is most useful in a supportive and positive environment
- Feedback should be given as soon as possible after a response is generated
- Considers the amount of information the receiver can reflect upon and process

### Language Stem Samples

**Clarifying Thinking**-Did you mean...To what extent..., I would like to know more..., Can you tell/explain a little more...

**Extending Thinking**-What do you think..., What is another way that you might..., How did you decide..., What additional thoughts or ideas...

**Instructional/Advice giving (permission required)**-You need to do it..., The answer is..., The rule to apply is..., You should have..., Why didn't you...

**Judgmental (should not be used)** - I would not..., That doesn't make any sense to..., Why would you think that... I don't like...

\*Three-point communication technique (Michael Grinder)-Three-point communication (teacher-student-work product) is less emotional and less prone to defensive behavior than two-point communication. The focus is on the work product, data, or information instead of the student or colleague.