

# Formative Assessment as Differentiation

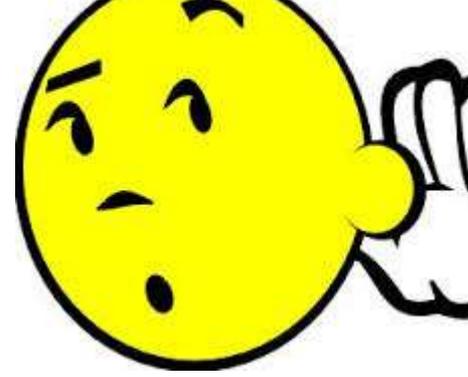
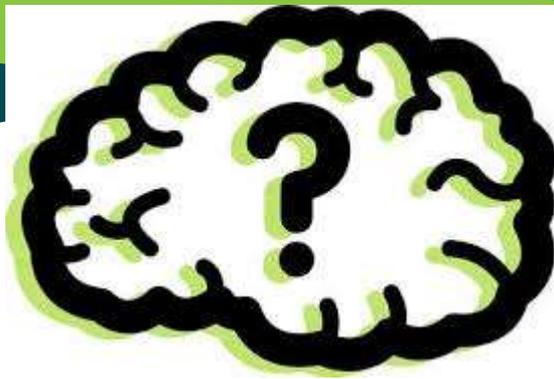
Part 1 Professional Development

Get in groups of 2 - 3 - 5



THE ART OF  
**LISTENING**





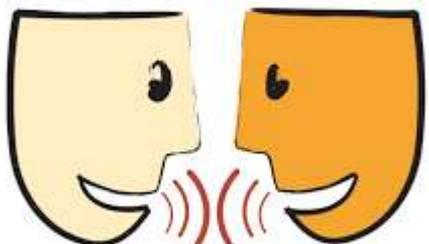
# What is differentiation?

After 3-5 minutes -- when you realize the discussion has gone long enough - groups so that you can gain more information about student knowledge and students teach each other more information





# What is formative assessment?





# Debrief

What was the facilitator doing while the groups were discussing?

You may want to jot down quick notes about certain students or groups of students

# The BIG concept

**Formative assessment** refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessments help teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support.

# FIRST, WHAT'S THE DIFFERENCE BETWEEN FORMATIVE & SUMMATIVE ASSESSMENT?

“Summative assessments evaluate learning achievement, and summative-assessment results record a student’s level of proficiency at a specific point in time.

Formative assessments are FREQUENTLY not graded. They are quick reflections of student learning that instantly direct or change the direction of instruction based on student understanding right then.”



**REFLECTION**

**&**

**COMMENTS...**

## SO, LET'S CLARIFY...

“Formative assessments are commonly contrasted with [summative assessments](#), which are used to evaluate student learning progress and achievement at the conclusion of a specific instructional period—usually at the end of a project, unit, course, semester, program, or school year. In other words, formative assessments are *for* learning, while summative assessments are *of* learning. ... It should be noted, however, that the distinction between *formative* and *summative* is often fuzzy in practice, and educators may hold divergent interpretations of and opinions on the subject.”

“Teachers use both types of assessments to adapt instruction, to diagnose weaknesses, and to deliver targeted interventions & supports throughout the year to best understand a student’s abilities.”

*Great School Partnership*

	Formative	Summative
What	Assessment FOR learning	Assessment OF learning
Purpose	Improve learning & teaching	Measure of competency
When	On-going	End of course
How used by S	Learn thru feedback & practice	Grades

**Formative assessments** measure learning progress during the instructional process, and formative-assessment results are used to inform instructional adjustments, teaching practices, and [academic support](#).

# Volleyball teaching strategy

Teacher steps out of group -- Students talk 1 by 1 -- volleying ideas back and forth -- everyone must “play” in the volleyball game contributing and piggybacking ideas

## What do you notice?



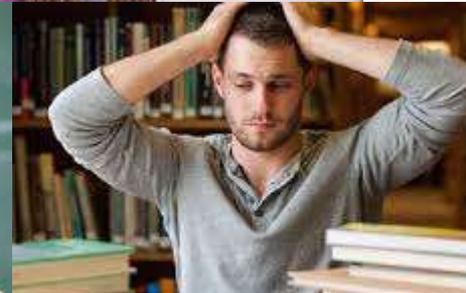
**“The general goal of formative assessment is to collect detailed information that can be used to improve instruction and student learning *while it’s happening*. What makes an assessment “formative” is not the design of a test, technique, or self-evaluation, per se, but the way it is used—i.e., to inform in-process teaching and learning modifications.”** *Glossary of Education Reform, Great Schools Partnership*

It's not  
formative assessment  
if it doesn't  
inform instruction!

# Teacher and Student Reflection of Understanding

“Formative assessments are integrated into the teaching and learning process. While formative assessments help teachers identify learning needs and problems, in many cases the assessments also help students develop a stronger understanding of their own academic strengths and weaknesses. When students know what they do well and what they need to work harder on, it can help them take greater responsibility over their own learning and academic progress.”

*Glossary of Education Reform, Great Schools Partnership*



Looking at the differences and responding...

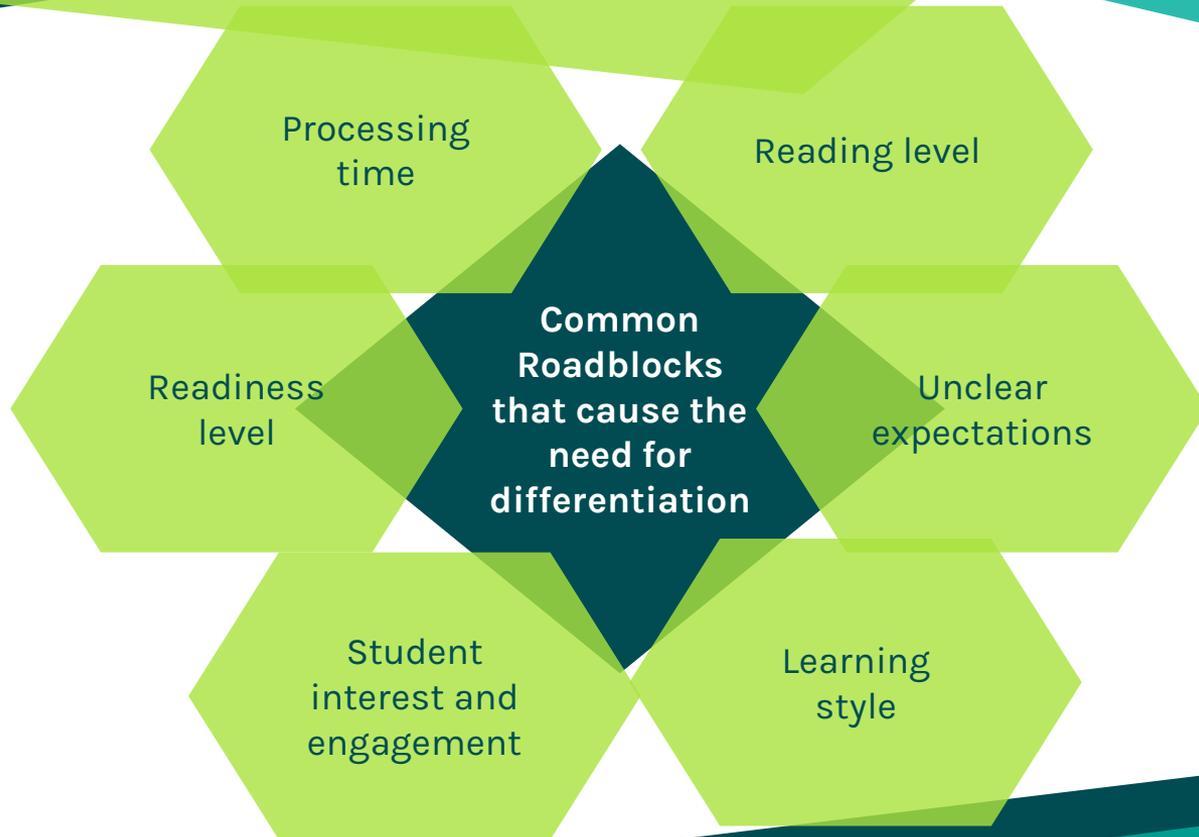
# Teaching High School – Differentiated Instruction with Dr. Carol Ann Tomlinson

[via YouTube](#)

# Reflecting on Dr. Tomlinson's Video

1. Think about what you saw
2. Then you will share with a partner at the timer
3. Think about what you heard
4. Then we will share with the group

# Formative Assessment Helps Differentiation



## Save the Last Word for Me teaching strategy

- Read the article and choose sentence/passage you think are important. Choose quotes that stand out to you and mark them in some form on your paper include your reasoning if you need to for later discussion.
- One person will begin by reading his/her sentences/passage to the group and then stop without further comment.
- One at a time, group members briefly respond to that specific text while the presenter remains quiet and listening.
- The presenting student gets the “last word” by turning her card over and explaining why she chose that part of the text.
- Repeat the process until all students have read through all their cards.



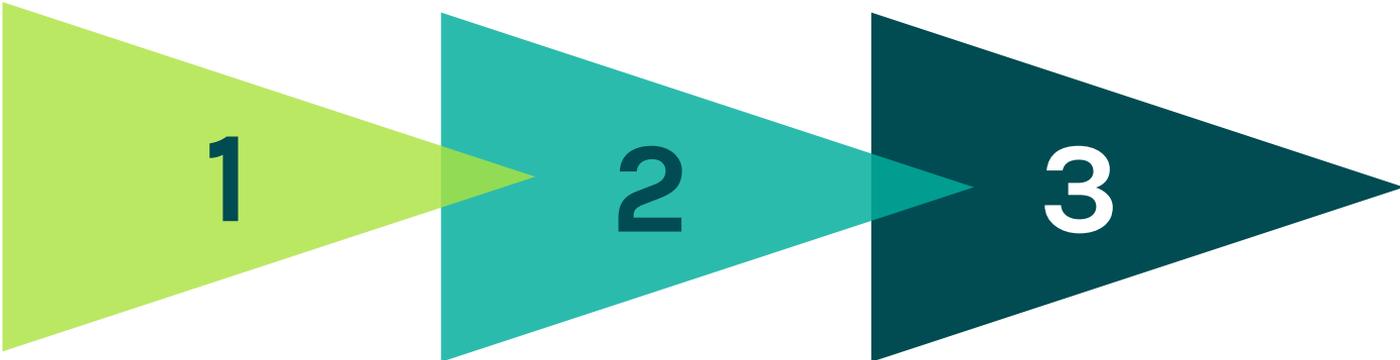
# Formative Assessment Is the Cornerstone of Differentiated Instruction

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# What Are 3 Specific Formative Assessments You Can Try In Your Classes This Month?



1

2

3

**How can we  
help you with  
formative  
assessment?**

