"KEEPING LEARNING ON TRACK" ON TRACK
Participants in this session will learn:

- The role of students in Keeping Learning on Track

- About the alignment of KLT and the Framework for Teaching

- How templates and techniques can support a shift in the ‘classroom contract’ around assessment for learning
The “classroom contract” is shorthand for the understandings, both implicit and explicit, that govern how teachers and students interact in the classroom and determine classroom roles and responsibilities for teaching and learning.
AN ANALOGY

• A pilot guides a plane or boat toward its destination by taking constant readings and making careful adjustments in response to wind, currents, weather, etc.

• Teachers should do the same:
  - Plan a carefully chosen route ahead of time
  - Take numerous readings along the way
  - Change course as conditions dictate
A central principle of the program is that an individual teacher needs to select which techniques to try, keeping in mind his or her own particular context, subject matter, students, teaching style, and so forth.
## Rubric for the overall use of assessment for learning

<table>
<thead>
<tr>
<th>Overall weak</th>
<th>Some strengths, some weaknesses</th>
<th>Overall strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher demonstrates almost no understanding of AfL</td>
<td>Teacher demonstrates some understanding of AfL, but has mixed results</td>
<td>Teacher demonstrates consistent and appropriate use of AfL to advance student learning</td>
</tr>
<tr>
<td>No challenge to the traditional “classroom contract”</td>
<td>Teacher is experimenting with shifting the “classroom contract”</td>
<td>Classroom contract has shifted in significant ways</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>There is absolutely no evidence of AfL in the lesson, and no evidence that student learning influences instructional decisions.</td>
<td>While there is evidence of a limited attempt to use AfL in the lesson, its use is so minimal, inconsistent, or aberrant that there’s no way for the teacher to gain insight into student learning or use that information to shape future instruction.</td>
<td>Use of one or more AfL techniques is evident in the lesson, but the teacher fails to use the information generated about student learning in shaping his or her instructional decisions.</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Use of one or more AfL techniques is quite evident in the lesson, and there is some evidence that the teacher is using information generated about student learning to shape instructional decisions.</td>
<td>Use of one or more AfL techniques is evident at multiple points in the lesson, and it’s clear that the teacher practices the Big Idea of AfL: using information about student learning to shape instructional decisions.</td>
<td>Skillful use of AfL is evident at multiple points in the lesson, and the teacher makes powerful use of information about student learning to shape instructional decisions and thus advance student learning.</td>
</tr>
</tbody>
</table>
FORMATIVE ASSESSMENT

Read the next five slides.
What are some key words that flow through these slides?

Write down the 3 of 4 words that you think are most prominent across the five descriptions of formative assessment. (Exclude the words assessment and formative from your list.)
FORMATIVE ASSESSMENT

• The process used by teachers and students to recognize and respond to student learning in order to enhance that learning.

Bell and Cowie 2001
FORMATIVE ASSESSMENT

• An active and intentional learning process that partners teacher and the students to continuously and systematically gather evidence of learning with the express goal of improving student achievement.

Moss and Brookhart, 2009
“An assessment functions formatively when evidence about student achievement elicited by the assessment is interpreted and used to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions that would have been made in the absence of that evidence.”

Black and Wiliam, 2009
Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.

Council of Chief State School Officers (CCSSO)
FORMATIVE ASSESSMENT
ONE BIG IDEA...

Students and teachers
Using evidence of learning
To adapt teaching and learning
To meet immediate learning needs
Minute-to-minute and day-by-day

From the ETS Keeping Learning on Track program
The purpose of engaging students in careful self-assessment is to boost learning and achievement, and to promote academic self-regulation, or the tendency to monitor and manage one’s own learning.

Self-assessment is a matter of students getting useful feedback from themselves, for themselves.

Heidi Andrade: Promoting Learning and Achievement through Self-assessment, Theory Into Practice, 48(1), 12–19.
CHALLENGES

What are some of the challenges of involving students in the assessment of their own learning?
CHALLENGES

- Time
- Skill level of students
- Inexperience
- Appropriate language to use as feedback
- Behavior
- Others...
For formative assessment to be productive, pupils should be trained in self-assessments so that they can understand the main purposes of their learning and thereby grasp what they need to do to achieve.

Inside the Black Box
Raising Standards Through Classroom Assessment
Paul Black and Dylan Wiliam
King’s College London School of Education 2001
3D: USING ASSESSMENT IN INSTRUCTION

- Assessment criteria
- Monitoring of student learning
- Feedback to students
- **Student self-assessment and monitoring of progress**
<table>
<thead>
<tr>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.</td>
<td>Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.</td>
</tr>
</tbody>
</table>
1F DESIGNING STUDENT ASSESSMENTS

- Congruence with instructional outcomes
- Criteria and standards
- Design of formative assessments
- Use for planning
### 1F: DESIGNING STUDENT ASSESSMENTS

#### DESIGN OF FORMATIVE ASSESSMENTS

**LEVELS OF PERFORMANCE**

<table>
<thead>
<tr>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher has no plan to incorporate formative assessment in the lesson or unit.</td>
<td>Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</td>
<td>Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.</td>
<td>Approach to using formative assessment is well-designed and includes student as well as teacher use of the assessment information.</td>
</tr>
</tbody>
</table>
POLL
WHICH OF THESE STUDENT SELF-ASSESSMENT AND MONITORING OF PROGRESS TECHNIQUES HAVE YOU TRIED?

1. Stop/Slow Signals
2. Question Strips
3. Pre-Flight Checklist
4. Traffic Lighting Self
5. Self-Evaluation with Rubrics (Student Developed Rubrics)
6. None of the above

What are some of the successes and challenges you have had with these techniques?
Good Sentences

Kendall says, 1. "All good sentences begin with an uppercase letter."

Emma says, 2. "All good sentences have stop marks (., ?, !)."

Siena says, 3. "All good sentences are neat. The letters are correct with spaces between words."

Mrs. Perry says, 4. "All good sentences make sense."
THE STUDENT ROLE IN ASSESSMENT

How can you engage students in the assessment process?

• as owners of their own learning?
• as resources for each other?
LET'S LOOK AT SOME RESOURCES

- Student Self-Assessment Checklist
- Kindergarten Self-Assessment
- Thermometer Student Rubric
- Three Column Assessment
- Learning Goals and Success Criteria for Math
- Check My Writing
- Student Self-Assessment Report Card
POLL

Of the four resources just shared, which could you use with your students right now?

1. Student Self-Assessment Checklist
2. Kindergarten Self-Assessment
3. Thermometer Student Rubric
4. Three Column Assessment
5. None of the above

What are some of the modifications that you may need to make in order to use these tools with your students?
LET’S LOOK AT SOME RESOURCES

- Student Self-Assessment Checklist
- Kindergarten Self-Assessment
- Thermometer Student Rubric
- Three Column Assessment
- Learning Goals and Success Criteria for Math
- Check My Writing
- Student Self-Assessment Report Card
POLL

Of the three resources just shared, which could you use with your students right now?

1. Learning Goals and Success Criteria for Math
2. Check My Writing
3. Student Self-Assessment Report Card
4. None of the above

What are some of the modifications that you may need to make in order to use these tools with your students?
3 STEPS TO STUDENT SELF-ASSESSMENT

Effective self-assessment involves at least three steps:

1. Clear Performance Targets
   In order for self-assessment to be effective, students must have clear **targets** to work toward. In other words, students must know what counts! **Clear criteria** for assignments that will be graded should be made available to students before work on the task begins. The assessment criteria can be created by the teacher or co-created with students. The criteria can be arranged in a simple checklist or in a rubric.

Source: studentsatthecenter.org
2. Checking Progress Toward the Targets
This is where the actual self-assessment takes place. Once students know the performance targets (step 1), they create a draft of the assignment, compare the draft to the targets, and identify areas of strength and areas for improvement.
3 STEPS TO STUDENT SELF-ASSESSMENT

3. Revision
Using the self-generated feedback from step 2, students revise their draft, trying to close the gaps between their work and the targets. This step is crucial. **If students don’t have the chance to revise and improve their work, and possibly their grades, they are unlikely to take the self-assessment process seriously.**
The “classroom contract” is shorthand for the understandings, both implicit and explicit, that govern how teachers and students interact in the classroom and determine classroom roles and responsibilities for teaching and learning.
REFLECTION: RUN THE MENTAL MOVIE
LEARNING OUTCOMES

Participants in this session will learn:

• The role of students in *Keeping Learning on Track*

• About the alignment of KLT and the Framework for Teaching

• How templates and techniques can support a shift in the ‘classroom contract’ around assessment for learning