Defining Formative Instructional Practices

Formative instructional practices (FIP) are the **formal and informal** ways that teachers and students gather and respond to evidence of student learning.

- **Using clear learning targets**
- **Collecting evidence of student learning**
- **Providing effective feedback**
- **Preparing students to take ownership of their learning**
Why Formative Instructional Practices?

• Research-based
• Improve student achievement
• Contribute to change in school culture
• Establish common language school-wide
• Transition to new standards
• Transition to OTES and OPES
• Measure student progress
Focusing on Collecting Evidence of Student Learning
In a FIP School ...

Can your students answer the question, “Where am I now?”

EVIDENCE OF STUDENT LEARNING IS COLLECTED AND DOCUMENTED
Strong Assessment Design Starts With Clear Learning Targets

Clear learning targets help teachers:

- Know what to teach and what activities to plan
- Know what to assess
- Create a system for tracking and reporting information
- Accurately interpret and use assessment results
- Know how to give effective feedback
- Prepare students to take ownership of learning
Sound Assessment Design

Clear Purpose + Clear Targets + Sound Assessment Design = ACCURACY
Assessment Design Requirements

There are four design requirements that are important to consider when designing assessments.

1. Select the assessment methods to match the learning targets you are teaching.

2. Use an appropriate sample size.

3. Write and/or select only high-quality assessment items, tasks, and scoring rubrics.

4. Control for bias.
Assessment Design: Target Method Match
## Learning Target Types

<table>
<thead>
<tr>
<th>Knowledge Targets</th>
<th>Reasoning Targets</th>
<th>Skill Targets</th>
<th>Product Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge targets represent the factual information, procedural knowledge, and conceptual understandings that underpin each discipline.</td>
<td>Reasoning targets specify the thought processes students are to learn to do well within a range of subjects.</td>
<td>Skill targets are those in which a demonstration or physical skill-based performance is at the heart of the learning.</td>
<td>Product targets describe learning in terms of artifacts in which creation of a product is the focus of the learning target. With product targets, the specifications for quality for the product itself are the focus of teaching and assessment.</td>
</tr>
</tbody>
</table>
Four Assessment Categories

- **Selected Response**
- **Written Response**
- **Performance Assessment**
- **Personal Communication**
Selected Response

Students select the correct or best response from a list provided. Formats include:
• multiple-choice
• true/false
• matching
• fill-in-the blank questions
Written Response

Students construct an answer in response to a question or task. They include short answer and extended written response items, and the responses are “judged” by using pre-determined scoring criteria (rubric).

Short answer items:
• call for a very brief response.
• have one or a limited range of possible right answers.

Extended written response items:
• require a response that is at least several sentences in length.
• generally have a greater number of possible correct or acceptable answers.
Performance Assessment

Assessment is based on observation and judgment, and is used to judge both real-time performances, also called demonstrations, and products, or artifacts, that students create. It has two parts: the (1) task and the (2) criteria for judging the quality of the response.

1. Students complete a task—give a demonstration or create a product.
2. Students’ work is evaluated by judging the level of quality using a rubric.
Personal Communication

Information about student learning is gathered through structured and unstructured interactions with students.

Examples include the following:
• asking questions during instruction,
• interviewing students in conference,
• listening to students as they participate or perform in class,
• giving exams orally and having students keep journals and logs.
Activity: Target Method Match
Select the assessment methods to match the learning target.

Learning target: Identify notes on a treble clef.

What is the target type?

What assessment method(s) match best?
Select the assessment methods to match the learning target.

**Learning target:** Draw conclusions from experiment results.

**What is the target type?**

**What assessment method(s) match best?**
Select the assessment methods to match the learning target.

**Learning target:** Develop a personal health and fitness plan.

What is the target type?

**What assessment method(s) match best?**
Select the assessment methods to match the learning target.

Learning target: Use a protractor correctly.

What is the target type?

What assessment method(s) match best?
Assessment Design: Blueprints
Sample Size

How much evidence is enough?

- The broader the learning target is in scope, the larger the sample you will need to ensure it is covered thoroughly.

- The more important the learning target is, the larger your sample should be.

- The more important the decision to be made on the basis of the result, the larger the sample should be.
## Assessment Blueprints

8th Grade American History: Conflicts Leading to the American Revolution

<table>
<thead>
<tr>
<th>Learning Target</th>
<th>Type of Target</th>
<th>Assessment Method</th>
<th>Sampling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know the perspectives of the Loyalists.</td>
<td>Knowledge</td>
<td>Selected Response</td>
<td>10%</td>
</tr>
<tr>
<td>Know the perspective of the Patriots.</td>
<td>Knowledge</td>
<td>Selected Response</td>
<td>10%</td>
</tr>
<tr>
<td>Compare &amp; contrast the perspectives of the Loyalists, Patriots, neutral Colonists and the British.</td>
<td>Reasoning</td>
<td>Written Response</td>
<td>40%</td>
</tr>
<tr>
<td>Evaluate the actions of the Loyalists and the Patriots.</td>
<td>Reasoning</td>
<td>Written Response</td>
<td>40%</td>
</tr>
</tbody>
</table>

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Assessment Design: Item Selection
Using High-Quality Assessment Items

Some ideas to keep in mind:

• Start with clear learning targets and a strong blueprint.
• When selecting items from a ‘bank’, double-check that the item assesses the selected learning target(s).
• When writing items, use a tool to review items for clarity, accuracy, bias, distortion, etc.
• Review all assessment results to check for the accuracy and quality of items. Throw out items that were confusing, misleading, or biased.
Assessment Design: Control for Bias
Control for Bias

Remember, barriers can occur:

Within the student:
- Language barriers
- Health concerns
- Physical disabilities

Within the assessment:
- Poor directions
- Misleading questions
- Missing information
- Cultural bias

Within the assessment context:
- Time allotment
- Poor lighting or noise distractions
Documenting Evidence of Student Learning

Collecting Accurate Assessment Information + Documenting it Well = Information You Can Use!
Documenting Evidence of Student Learning

Record-keeping options that maximize student learning:

- Organize entries by learning target.
- Track information about work habits and social skills separately.
- Record achievement information by raw score, if practical.
- Have students record and track assessment information.
What does this have to do with SLOs?
How do you know your students are learning?
What is an SLO?

A Student Learning Objective (SLO) is a measurable, long-term academic growth target that a teacher sets at the beginning of the year for all students or for subgroups of students. SLOs demonstrate a teacher’s impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the course.
What is the SLO Process?

ODE recommends the following steps:

1. Review baseline data;
2. Create SLOs;
3. Obtain SLO approval, per local process;
4. Monitor progress toward attainment of SLO growth targets;
5. Revise SLOs, if necessary;
6. Review evidence and evaluate progress towards and attainment of SLO growth targets.
FIP Your School Resources
Tools for Further Practice

Access Module 3, Collecting and Documenting Evidence of Student Learning, to download:

- My Assessment Methods
- Test Blueprint Template
- Audit an Assessment for Clear Learning Targets
- Formative and Summative Data Recorded Together Example
Foundations of Formative Instructional Practices

Module 1: Introduction to Formative Instructional Practices

Module 2: Clear Learning Targets

Module 3: Collecting and Documenting Evidence of Student Learning

Module 4: Analyzing Evidence and Providing Effective Feedback

Module 5: Student Ownership of Learning: Peer Feedback, Self-Assessment, and More
Application Modules
Release Update

Current

- Creating Clear Learning Targets in ELA
- Creating Clear Learning Targets in Mathematics
- Creating Clear Learning Targets in Social Studies
- FIP in Action ELA (Grade 9-10)

Spring 2013

- Applying FIP in English Language Arts Grade 6
- Applying FIP in Social Studies Grade 7
Application Modules
Release Update

Fall 2013

- Creating Clear Learning Targets in Science
- Creating Clear Learning Targets in Physical Education
- FIP in Action Math (Grade 3)
- Applying FIP in English Language Arts Grade 7
- Applying FIP in Social Studies Grade 6
FIP Facilitation Guide and Implementation Handbook
Contact Information

Find Your FIP Specialist contact information at www.FIPYourSchoolOhio.org

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