

Formative assessment in the classroom

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Objective of the presentation

- Giving (more) information about formative assessment
- Introduce formative assessment methods
- **What is formative assessment?**



No clear definition!



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Different concepts

- Classroom assessment
- Formative assessment
- (Formative) feedback



Assessment *for* learning

- It is part of everyday practice by students, teachers and peers that seeks, reflects upon and responds to information from dialogue, demonstration and observation in ways that enhance ongoing learning

(ARG, 2009)



Assessment *for* learning

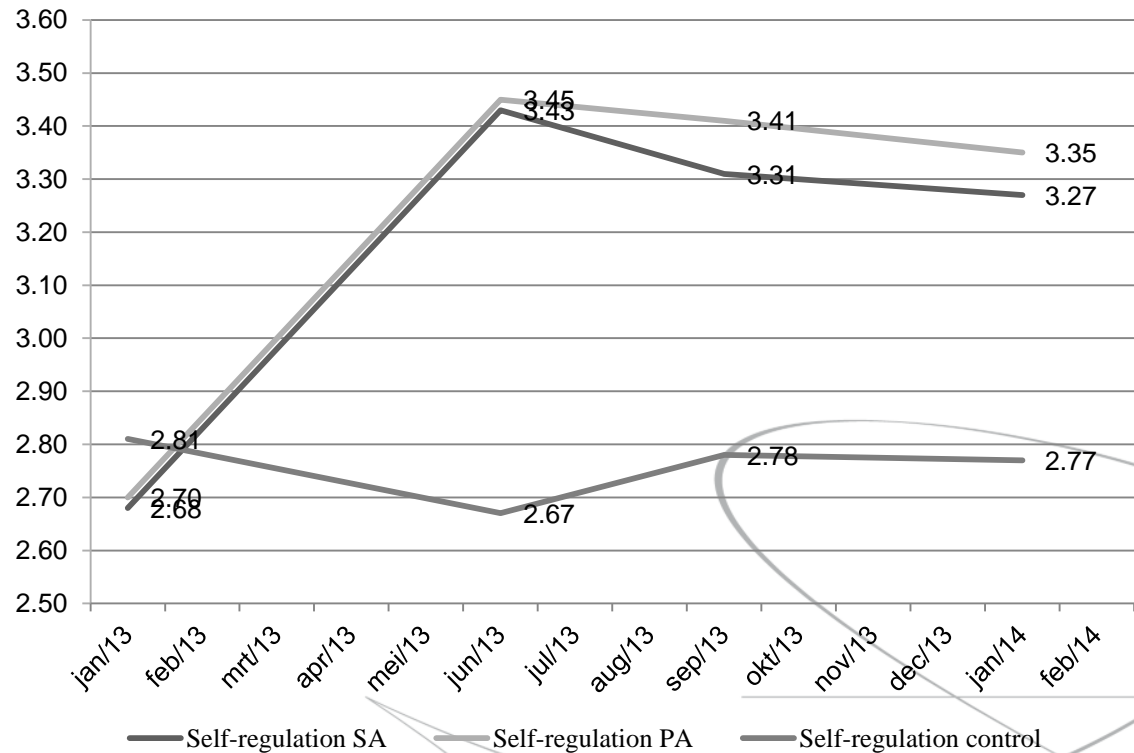
- It is part of everyday practice
- by students, teachers and peers
- that seeks, reflects upon and responds to
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- in ways that enhance ongoing learning

(ARG, 2009)



Enhancing learning

- FA stimulates
 - self-efficacy
 - intrinsic motivation
 - self-regulation



(Meusen-Beekman et al., 2015)



Formative assessment

- Purpose: to improve learning and achievement
- Carried out while learning is in progress
- Focus on process en progress
- Integral part of the teaching-learning process
- Collaborative
- Fluid ongoing process
- Teachers and students as intentional learners

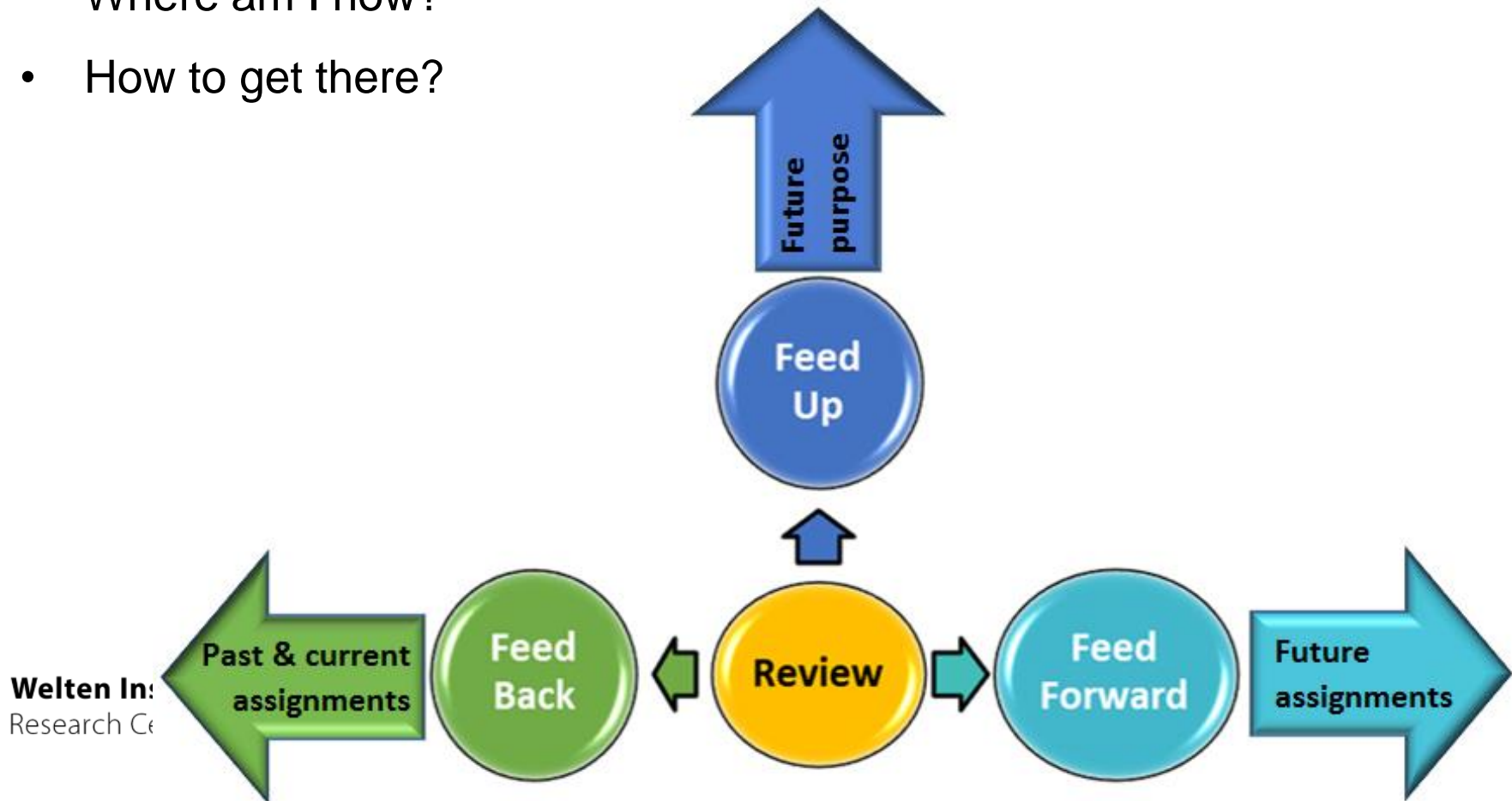
Summative assessment

- Purpose: to measure or audit attainment
- Carried out from time to time to create snapshots
- Focus on products of learning
- Activity after the teacher-learning cycle
- Teacher directed
- Rigid measure
- Teachers as auditors



Three central questions

- Where am I going?
- Where am I now?
- How to get there?



Framework for formative assessment

	Where the learner is going	Where the learner is right now	How to get there
Teacher	Clarifying learning intentions and sharing and criteria for success	Engineering effective classroom discussions, activities and tasks that elicit evidence of learning	Providing feedback that moves learners forward
Peer	Understanding and sharing learning intentions and criteria for success	Activating learners as instructional resources for one another	
Learner	Understanding learning intentions and criteria for success	Activating learners as the owners of their own learning	

Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability*, 21(1), 5-31.



Formative assessment elements

- Sharing learning targets and criteria for success
- Feedback, feed up and feed forward
- Student goal setting
- Rich questioning and dialogues

- Use of rubrics
- Self- and peer-assessment
- Formative use of summative tests



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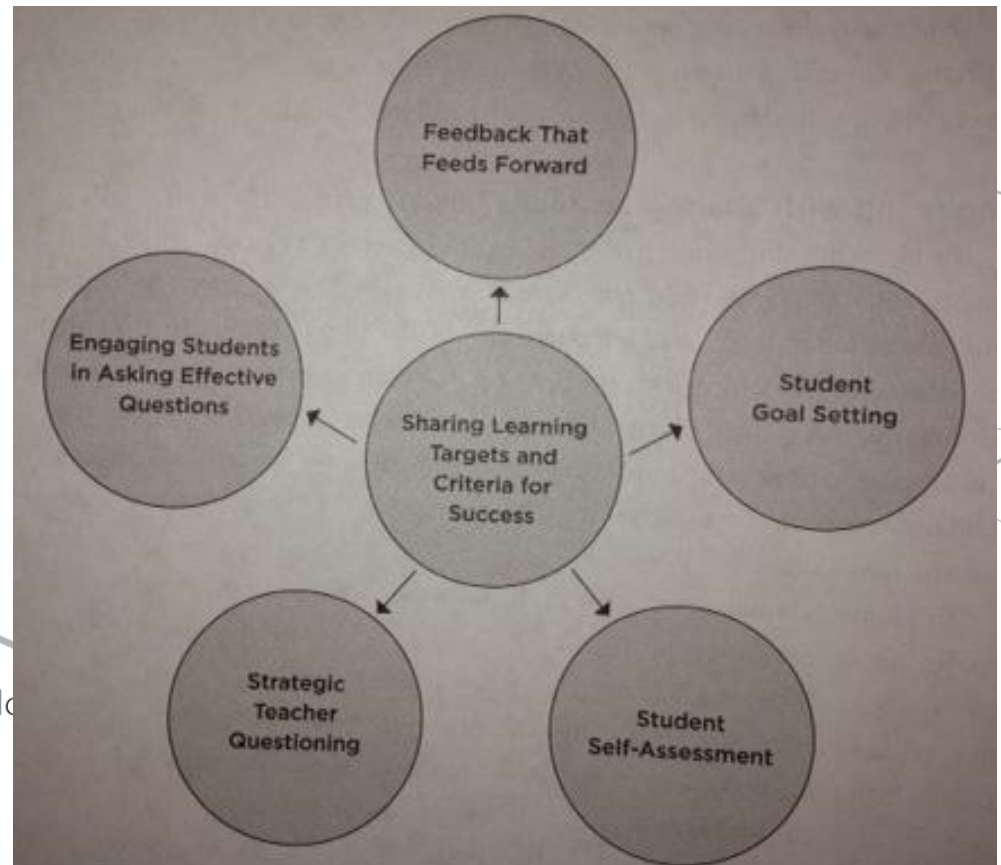
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Strategies for Sharing learning targets

- Questioning
 - Ask students to put learning goals in their own words.
 - Students think-pair-share what they will be learning and why
- Planning and envisioning
 - Ask students to write down what they already know and want to know
 - Students make planning chart for individual and group work
- Using examples
 - Students discuss good examples on reasons of what makes them good
- Using rubrics
 - Students use teacher-made rubric to assess examples
 - Students rephrase teacher-made rubrics in own words.

Rich questioning

- Questions are planned
- Questions help students harness the working of their own minds
- Questions use appropriate wait time to increase student accountability.



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Conclusion

- Formative assessment is not a tool. It is an integrated part of daily practice
- Implementation of formative assessment requires
 - a reflective attitude towards one's own education practice
 - A positive attitude towards collaboration between teachers and students
- Professionalization through
 - communities of practice
 - research of the own practice by teachers and students



Question

- Did your idea about formative assessment change during this short introduction? In what direction?
- Please, write down one or two things you like to know further on this topic.



References

- Assessment Reform Group (2009)
- Black, P., & Wiliam, D. (2009).
- Meusen-Beekman, K., Joosten-ten Brinke, D., & Boshuizen, E. (2015)
- Moss, C. M. & Brookhart, S. M. (2009)
- Sluismans, D., Joosten-ten Brinke, D. & Van der Vleuten, C. (2013)
- ...



Thank you for your attention!

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