



**Formative Assessment in Remote Learning:
A Driver for Improving Instruction of Diverse Learners**
(Part 1 of 2)

Steven Weiss, Jeff Zwiers, Tara House, Dayna Mitchell, Tess Timmons, Mark Lobaco, Emma Kohut

Understanding Language | Language, Literacy, and Learning
in the Content Areas

Stanford | GRADUATE SCHOOL OF
EDUCATION

Webinar Agenda

1. Key aspects of formative assessment in remote learning
2. Effective instruction for formative assessment
3. Systems that cultivate effective formative assessment



Understanding Language | Language, Literacy, and Learning
in the Content Areas

Stanford | GRADUATE SCHOOL OF
EDUCATION

What is Formative Assessment?

Gathering right-now information about learning in order for:



the teacher to provide immediate **feedback** to students (on needs and strengths)



the teacher to **adjust instruction** now and in the future

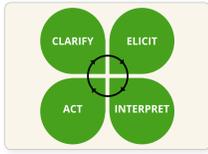


students to stay **engaged** in and improve their own learning (**peer- and self-assessment**)

SBAC Formative Assessment Process

CLARIFY learning goals and success criteria for reaching the goals

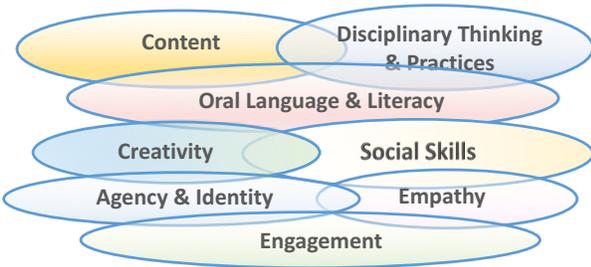
ACT: Determine appropriate instructional next steps, including specific feedback to students.



ELICIT evidence of learning (engage in a learning activity that allows them to show their learning as measured by the success criteria)

INTERPRET: Analyze evidence to identify strengths and gaps between where students are and where they need to be.

What can/should we formatively assess remotely?



How can students effectively peer-assess and self-assess during remote learning?

Please put your answers in the Chat Box.



Formative Assessment Example (Tess Timmons, TTUSD)

Intended learning → Activity & Evidence

Feedback & Adjustments ← Interpretations

Understanding Language | Language, Literacy, and Learning in the Content Areas | Stanford GRADUATE SCHOOL OF EDUCATION

Formative Assessment Example (Emma Kohut, WCCUSD)

Intended learning → Activity & Evidence

Feedback & Adjustments ← Interpretations

Understanding Language | Language, Literacy, and Learning in the Content Areas | Stanford GRADUATE SCHOOL OF EDUCATION

What makes instructional activities effective for formative assessment in a remote environment?

Have 3 features of authentic communication (RWLSC):

- Build up one or more key ideas
- Clarify terms & support ideas
- Bridge information gaps

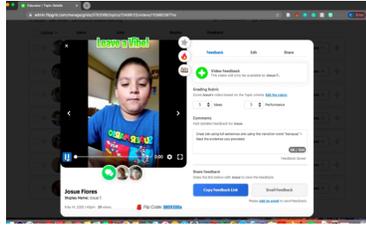
Inspire students to produce **useful, capturable, & analyzable** evidence

Understanding Language | Language, Literacy, and Learning in the Content Areas | Stanford GRADUATE SCHOOL OF EDUCATION

Example of effective instructional activities for formative assessment in a remote environment (Emma)

- Build up one or more ideas
- Clarify terms & support ideas
- Bridge information gaps

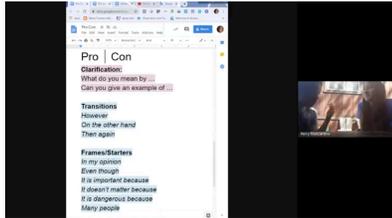
Useful, capturable, & analyzable evidence



Example of effective instructional activities for formative assessment in a remote environment (Tara House, TTUSD)

- Build up one or more ideas
- Clarify terms & support ideas
- Bridge information gaps

Useful, capturable, & analyzable evidence



Systems that Cultivate & Leverage Effective Formative Assessment: Insights from Educators

Professional development strategies

Addressing the challenges of assessing during remote learning



Adapting systems for remote learning environments

Tools and strategies

Coaching & Professional Learning: Math
(Mark Lobaco, WCCUSD)

Pre-COVID math training included student discourse strategies:

- Turn and Talks
- Group work
- Number Talks

Math Talks

Which One Doesn't Belong <https://www.illustrativemathematics.org/>

Using Number Lines Dot Talks

Coaching & Professional Learning: Math
(Mark Lobaco, WCCUSD)

SO FAR

Online Number Talks using Zoom Training includes the tech ins-and-outs as well as the math practice

- White boards
- Sharing a part of the screen
- Breakout groups
- Using chat features
- Whole group feedback options

MOVING FORWARD

- Continue these trainings
- Training on collecting and analyzing data
 - Asynchronous platforms
 - Adapt/Create Protocols
 - Data Teams
 - Teacher-Teacher
 - Coach-Teacher
 - Coach-coach

Systems that Foster Effective Formative Assessment in Remote Learning
(Dayna Mitchell, AUSD)

Standards-aligned instruction that is equitable, rigorous, innovative, and engaging

SO FAR

- District-wide Plan-Do-Study-Act cycles help us SEE *and* FOSTER such instruction & learning (e.g., focus on paired conversations)
- Small cross-school PLCs (grade level; content area)
- District supports principals' PLC work (e.g., monthly mtngs)

MOVING FORWARD

- PDSA cycles will focus on improving remote instruction using formative evidence
- Plans build in virtual PLC time around common formative assessment practices
- Virtual support of principals to model virtual IL practices

Webinar 1 Recap



- Build up one or more key ideas
- Clarify terms & support ideas
- Bridge information gaps



Give feedback
Adjust instruction
Adapt systems

Analyze multiple evidences
Look for a variety of learnings
Develop protocols

Webinar 2 Highlights & Next Steps

Webinar 2 Highlights

- Improving formative assessment in cycles of improvement
- Answering burning questions
- Sharing answers, ideas, tools
- Adjusting systems



Next Steps

- Prioritize formative evidence that you want to collect/learn from
- Consider how create/adapt tools or protocols for this work

Acknowledgments

The leaders of this project at Understanding Language would like to express their gratitude to several colleagues who have contributed greatly to this project. First, we would like to thank Tess Timmons, Emma Kohut, Tara House, Mark Lobaco, Dayna Mitchell, and their students. Without their generosity and commitment, this project would not be possible. Finally, we want to thank the Smarter Balanced Assessment Consortium. This work would not be possible without their financial support.