



Literacy Connects

A Content Literacy Newsletter from Regional Professional Development Program—Issue LVIII

Understanding the NEPF Series-Standard 5



Standard 5: Assessment is Integrated into Instruction

- **Indicator 1:** Teacher plans on-going learning opportunities based on evidence of all students' current learning status
- **Indicator 2:** Teacher aligns assessment opportunities with learning goals and performance criteria
- **Indicator 3:** Teacher structures opportunities to generate evidence of learning during the lesson of all students
- **Indicator 4:** Teacher adapts actions based on evidence generated in the lesson for all students

Assessment has two fundamental functions: The first is to collect evidence after instruction to determine a score/grade. These summative assessments “sum up” what students have learned. End of the unit, end of semester, and standardized assessments fall into this category. The second purpose of assessment is to provide ongoing feedback for both teachers and students that informs teaching and learning. Although summative assessment is important for student promotion and accountability, formative assessment is a vital part of everyday instruction and the focus of *NEPF Standard 5*. The goal of formative assessment is to monitor student learning, so teachers can provide ongoing feedback to their students. Formative assessment is used by both teachers and students to gather evidence of learning through multiple strategies, to engage students in monitoring their own learning, and to improve teaching and learning based on data and feedback. In short, formative assessment provides teachers with the information necessary to distinguish between what they have taught and what the students have actually learned. The chart below shows the differences between summative and formative assessment.

	Formative Assessment	Summative Assessment
Purpose	To improve instruction and provide student feedback	To measure student competency
When administered	Ongoing	End of unit or course
How students use the results	To self-monitor understanding/learning	To gauge their progress toward course or grade level goals and benchmarks
How teachers use the results	To check for understanding and plan accordingly	For grades and promotion

Even though the purpose of formative assessment is to gauge student learning to inform teaching, when and how it is used depends on the lesson objective at any given point during the learning. For example, before starting a lesson or unit, teachers should use pre-assessment strategies to determine what students already know (background knowledge) and what they need to know in order to connect to the new information. During the lesson, teachers use formative assessment strategies to continually check for understanding and guide instruction. After the lesson is completed, formative assessment is used to determine what the students have actually learned. Teachers can then make responsive decisions based on student feedback. They may need to reteach all or part of the concept using an alternate modality, or create differentiated groups, or provide individual remediation. **Note:** The strategies below are explained at the end of this document and in previous *Literacy Connects Newsletters* and are posted at rpd.net—*Newsletters—Literacy Connects*.



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Formative Assessment Strategies

Before Instruction: To determine what students know and need to know	During Instruction: To gauge learning and guide instruction	After Instruction: To account for what students learned and make responsive decisions
<ul style="list-style-type: none"> • Pre-tests—essay, short answer, multiple choice, etc. • ABC Preview/Review • Quick-writes, pair share • Open-ended questions • Graffiti wall, Carousel Brainstorming, Chalk Talks • Diagrams and images • Jot Thoughts • Graphic organizers and concept maps: K-W-L, Venn diagrams, etc. • Anticipation/reaction guides • Share learning objectives, targets and exemplars in advance—have students set goals or make predictions 	<ul style="list-style-type: none"> • Graphic Organizers/Empty Outline • Write/Think-Pair-Share and Quick-writes • Two or three column notes/reflect/question • Sentence Synthesis • Interactive Lectures • Thumbs up/down, etc. • Technology: White boards, clickers, cell phone polls, etc. • Key Points, Give-back • Vocabulary sorts/From New to Known • Students reflect on goals already set, note progress, predict, etc. 	<ul style="list-style-type: none"> • Minute paper/main idea • Exit card/3-2-1 Summary • Sentence Synthesis • Questions and Answer Mix-up • Game show quizzes/review games • ABC Preview/Review • Reflections • Demonstrations of learning: create a product, teach another, write with a purpose • Answer the objective or essential question • Students reflect on goals already set, note progress and growth/metacognition

Finally, once formative data has been collected, it is important for teachers to understand HOW to respond to their students' need. The following formative assessment targeted response matrix shows the options available.

Who	How	What
Individual	Pacing (faster/slower)	Content (more/less)
Group	Scaffolding (more/less)	Increase/decrease amount of teaching time
Class	Differentiation	Level of instruction (acquisition/application)
	Individual support/additional practice	Intensity of instruction (time on task; whole/small group vs individual; more/less interaction with students)
	Resources	
	Technology	



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- **Pre-tests**—see *Literacy Connects Resources* for sample pre-tests and student interest and modality assessments.
- **ABC Preview/Review:**
 - Give each student (or pair of students) an ABC chart (see example below).
 - Students write terms or associations related to the desired topic that begin with each letter of the alphabet. They should fill in as many boxes as possible.
 - Begin study of the topic. Revisit the chart during the unit to add to the chart.
 - Use as a review at the end of the unit.

A	B	C	D	E	F	G
H	I	J	K	L	M	N
O	P	Q	R	S	T	U
V	W	X	Y	X		

- **Question:** Think-Write-Share: The teacher poses a question, the students think for about 1 minute about the question, the student writes a 1 sentence response to the question, and the student shares the response with a classmate. The teacher has three or four students share their response.
- **Carousel Brainstorming:** In small groups students brainstorm ideas on a given topic. They write their thoughts on posted chart paper for a given amount of time. Once their time is up, they rotate clockwise and read what another group has written and add their thoughts. This continues until all the topics have been explored or students have had a chance to read and respond to all the responses from all the groups.
- **Quick-Draws:** Select a “big idea” or major concept within your lesson. Ask students to reflect on the meaning of the concept and create a visual image that represent that concept (about 3 minutes). Have student share and explain their image with a partner, in a small group (Numbered Heads), or in a Chalkboard Splash.
- **Chalkboard Splash:** This is a variation of the Pair-Share, Quick-Write or Quick-Draw. Once students have recorded their individual thoughts, have them write their responses (or group responses) randomly on the whiteboard or chart/butcher paper. After recording their responses, ask students to create a 3-column chart with the headings: similarities, differences, and surprises. Students read and analyze the other responses and record what they noticed under the columns. Students then get into small groups and share what they noticed. Have groups share with the whole class.
- **Graphic Organizers:** Before a lesson encourage learners to map out and describe on paper their understanding of the topic. Present students with appropriate graphic organizer(s) and allow them to explain, relate and connect with past learning.



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- **Chalk Talk**

- Students are in groups of four. Each group has poster paper and markers. Each poster paper has a different mathematical topic (i.e. vocabulary words, concepts, etc.).
- The students in the group have a silent conversation through written response to the topic or a question/comment made by another student.
- Only one student writes at a time, while the others read the questions and responses that others write. Each student must write at least one response, comment, or question of their own.
- After an allotted amount of time the facilitator will tell the students to rotate. The students will then read the responses, comments, and questions written by the previous group and respond in the same manner.
- When the students have rotated through all of the groups the students will then choose one big idea to share in a whole class discussion.

- **Jot Thoughts:** Teammates cover the table with ideas they generate using Post-It Notes or slips of paper. Jot Thoughts is a fun and unique way to get students to generate as many ideas as possible on a given topic.

- Place students in teams of 4 -6.
- Teacher names a topic and sets a time limit.
- Students announce and write as many ideas they can in allotted time, one idea per slip of paper, one student at a time, moving clockwise around the group.
- Students attempt to “cover the table” with post-it notes or slips of paper.
- Variations: Students read their notes out loud taking turns as they go around the circle or organize/classify their ideas under larger topics/concepts (creates context).

- **Questions:** Have students generate questions before you introduce a topic. Post them around the room, publish and distribute them or record them for review at the conclusion of the unit. KWL charts (what the learner already *knows*, what the learner *wants* to know and later, what the learner has *learned*) are particularly suited to this purpose.

- **Reaction/Anticipation Guide:** Provide students with a series of statements to respond to before reading a new selection or introducing a new unit/topic. Students respond based on prior knowledge and previous experiences. Reaction guides appeal to the emotions because they help to create a need-to-know learning situation while providing a purpose for learning new information. You can take them a step further by asking students to read or research to find evidence to support their opinions. The initial responses should not be graded, but are useful to identify gaps in knowledge or misconceptions.

- Create a reaction guide by writing a series of statements, usually 3 to 7, based on important points, major concepts, controversial ideas, or misconceptions about the material students will be reading or learning.



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- Direct students to respond based on what they currently know or believe; they will respond again after reading or learning the lesson. Students respond using agree/disagree, yes/no or true/false.

Agree or disagree?		Evidence from reading/lecture
	Scientists use data from both living and dead subjects to conduct research on memory.	
	Aging seems to have a relatively minor effect on forgetfulness.	
	Alcohol abuse and Alzheimer's are major causes of memory loss.	

- **Interactive Lectures**

A lecture is an activity in which the teacher presents information and knowledge orally through a series of organized and structured explanations. Lectures can be both formal and informal. Formal lectures allow for very limited student interaction. Interactive lectures increase student retention of information by 20 percent over formal lectures.

In contrast to other instructional/cognitive strategies, lectures generally involve the least amount of student involvement. However, there are some ways to vary the lecture approach to make the process more beneficial for the students.

1. **Feedback Lecture:** Provide students with a reading and outline of the lecture notes in advance. Lecture for 10 minutes, and then divide students into study groups (2 to 4 in a group) for 20 minutes. During this time, students should be discussing a high level question related to the material. Reconvene for another 10-minute lecture and address the study questions in your comments.
2. **Guided Lecture:** Provide students with a list of objectives for the lecture. Have them put down their pencils and listen carefully to the lecture for 20 minutes. At the end of the 20-minute lecture, give students 5 minutes to write all the information they can recall individually. Next, involve them in small discussion groups (pairs also work well) to reconstruct the lecture using their notes. Help students fill in the missing information as a class.
3. **Responsive Lecture:** Devote one class period a week to answering open-ended, high level, student generated questions on any aspect of your topic or unit of study. All topics have to be presented as questions; students must specify why they think their question submission is important; the class orders the questions in terms of class interest; and, the lecturer answers as many of the questions as time allows.



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4. **Demonstration Lecture:** During the lecture, take time to stop and demonstrate an application to illustrate selected principles of your lecture content. Pose a series of “What would happen if...” “What do you think caused.....” type of questions.
 5. **Pair/Share Lecture:** Deliver a 20- minute lecture and have students take notes. Every 5 to 10 minutes, pause during the lecture, and give students no more than 2 minutes to share their notes with a partner and fill in any missing information.
 6. **Think/Write/Discuss Lecture:** Prepare a set of 3 related high-level questions to ask students throughout the lecture.
 - a. Give the first question (a motivational question that helps set the stage) before the lecture and have students write a 2-minute response.
 - b. During the middle of the lecture, pose another question to clarify the information being given. Ask students to write a short response; share some of the questions aloud.
 - c. At the end of the lecture, ask a reflective question that encourages connections and applications.
- **Sentence Synthesis:** The teacher gives the students three or four key words and the student writes a sentence utilizing these keywords.
 - **Exit statements or “Ticket out the Door”**

This is an ideal summarizer and closure activity for times when there are only a few minutes at the end of the class. Students write something brief related to that day’s lesson. Ticket Out the Door allows students to reflect on, connect to, and/or summarize what they have learned; it allows the teacher to assess to what extend students have achieved the lesson’s outcome. This activity works well for vocabulary review, as well.

Examples:

- Name one (two, three) important thing(s) you learned in class today.
- Write one question about today’s content—something that left you puzzled.
- Read this problem and tell me what you will do first.
- How can you use what you learned today in _____?
- Give me at least one reason why _____.
- How does what you learned today connect to _____?
- Write your own word using the prefix/suffix/root of the week.
- What made learning easy or hard for you today?
- How will you/I know when you have mastered this concept?
- What predictions do you have for tonight’s/tomorrow’s reading?