



# Facilitator Guide

*Module 2:  
Understanding Formative Assessment*

# **Facilitator Guide**

## **Module 2: Understanding Formative Assessment**

Through this module, participants will build a common understanding of formative assessment practice. The module will both define formative assessment and take a closer look at the assessment cycle in the formative assessment process. In addition, the module will focus on taking a closer look at developing student ownership through building a culture of formative assessment practices in the classroom. This module includes materials for:

- An approximately one-hour professional learning session, including the [Understanding Formative Assessment PowerPoint presentation](#).
- An approximately one-hour teacher collaboration activity session. Information for this activity is available in this guide and the [Understanding Formative Assessment Teacher Collaboration Activity PowerPoint presentation](#).

### **Module Learning Goals:**

Participants will understand:

1. The key elements of the formative assessment process
2. The role of students in formative assessment
3. Aspects of classroom culture and climate that can support formative assessment

### **Module Success Criteria:**

Participants will be able to:

1. Identify elements of the formative assessment process in a classroom setting
2. Identify opportunities to improve classroom culture and climate to support formative assessment

## **Role of the Facilitator:**

The facilitator's role in this module is to 1) facilitate the professional learning module, and 2) facilitate the teacher collaboration activity. A guide to facilitating the teacher collaboration activity is available in a separate facilitator guide.

- All materials have been prepared for facilitators and further details are available in this document.
- Facilitators should review all materials and make adjustments based on timing, group size, local priorities, local norms, presentation format (in-person or digital learning environments) and facilitator's personal presentation style.
- Facilitator notes (available here and as slides notes for each slide) provide flexible options for content delivery and activities are designed to support facilitator decisions.
- The facilitator for this module does not have to be an expert on formative assessment. While this facilitator guide is intended to provide the background knowledge and scaffolding necessary for facilitators to lead the sessions in this module, the priority for facilitators should be supporting participant sense-making. Therefore, facilitators should not feel pressure to be seen as "experts" on assessment.

## **Part 1: Professional Learning Session**

### **Agenda:**

Section	Time
<b>Section 1: Introduction</b>	5 minutes
<b>Section 2: Cycle of Formative Assessment</b>	20 minutes
<b>Section 3: Essential Conditions for Formative Assessment</b>	15 minutes
<b>Section 4: Formative Assessment in Practice</b>	15 minutes
<b>Section 5: Reflection</b>	5 minutes

## **What you will need:**

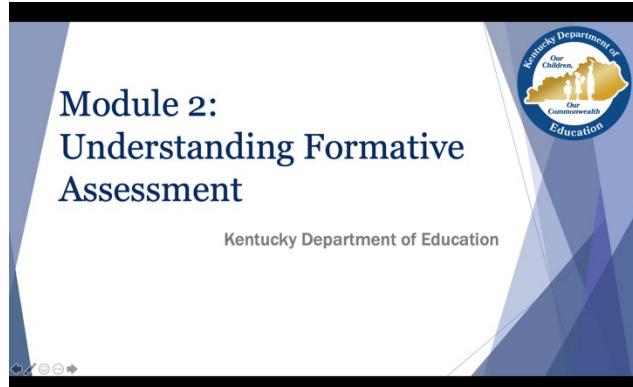
- [Module 2 PowerPoint presentation](#)
- Video observation guide: available at the end of this guide

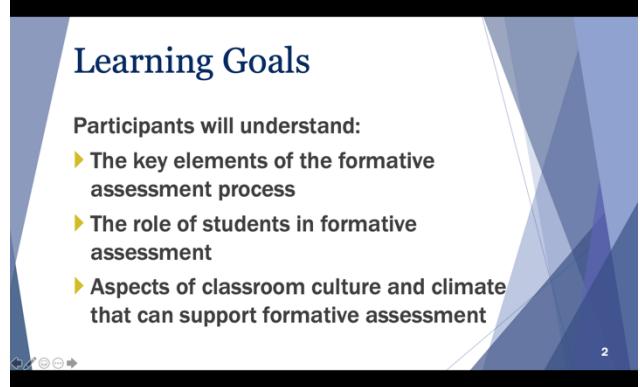
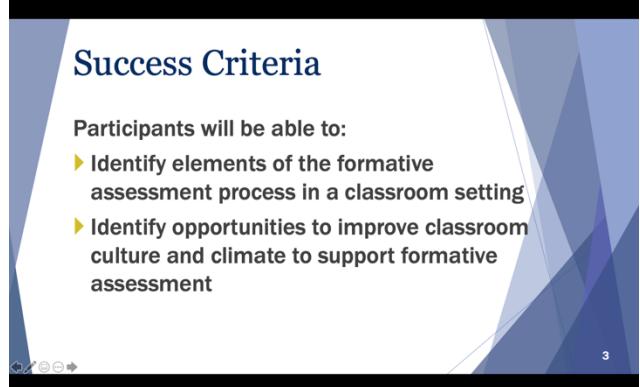
### Facilitator preparation:

- Preview the teacher practice video and decide about playing the whole video or a specific section
- Read Fundamentals of Learning article (optional): [https://csaa.wested.org/wp-content/uploads/2019/11/FundamentalsOfLearning\\_0.pdf](https://csaa.wested.org/wp-content/uploads/2019/11/FundamentalsOfLearning_0.pdf)
- Read Spirit v. the Letter of Formative Assessment (optional): <https://csaa.wested.org/resource/case-reviews-implementing-the-spirit-of-formative-assessment/>

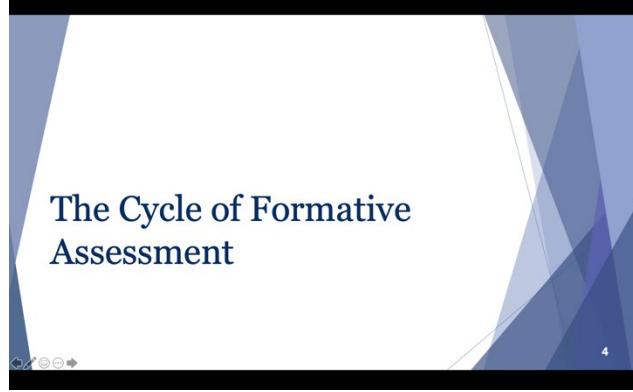
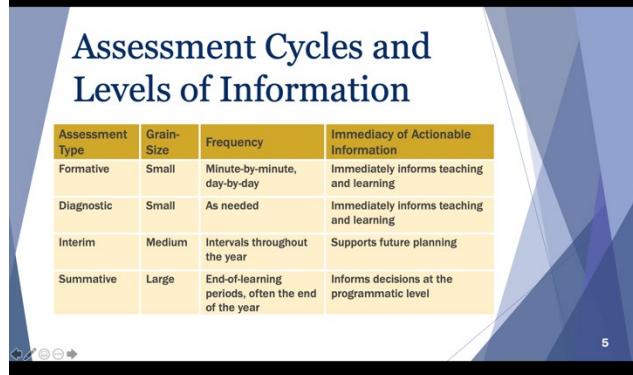
## **Section 1: Introduction**

### **Slides: 1-3**

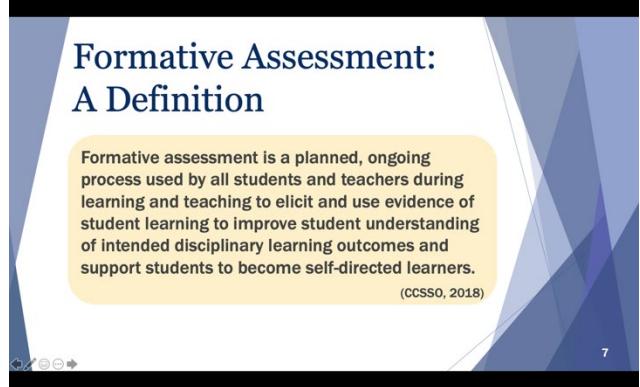
Slide #	Guidance	Slide Image
1	Title slide	

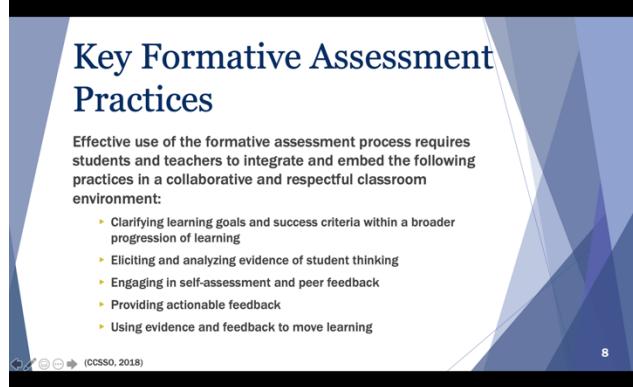
Slide #	Guidance	Slide Image
2	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>In all these modules, the emphasis on understanding where we as learners are heading and how we will know if we are successful is essential for teaching and learning and is a key aspect of quality assessment practices.</p> <p>Share the learning goals on the slide.</p>	 <p><b>Learning Goals</b></p> <p>Participants will understand:</p> <ul style="list-style-type: none"> <li>▶ The key elements of the formative assessment process</li> <li>▶ The role of students in formative assessment</li> <li>▶ Aspects of classroom culture and climate that can support formative assessment</li> </ul> <p>2</p>
3	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>At the end of this learning sequence, you should be able to:</p> <ul style="list-style-type: none"> <li>• Identify key elements of the formative assessment process in a classroom setting</li> <li>• Identify opportunities to improve classroom culture and climate to support formative assessment</li> </ul> <p>Facilitators may want to note that the terms classroom and classroom setting are used throughout this presentation and can refer to both physical classrooms and distance learning environments.</p>	 <p><b>Success Criteria</b></p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>▶ Identify elements of the formative assessment process in a classroom setting</li> <li>▶ Identify opportunities to improve classroom culture and climate to support formative assessment</li> </ul> <p>3</p>

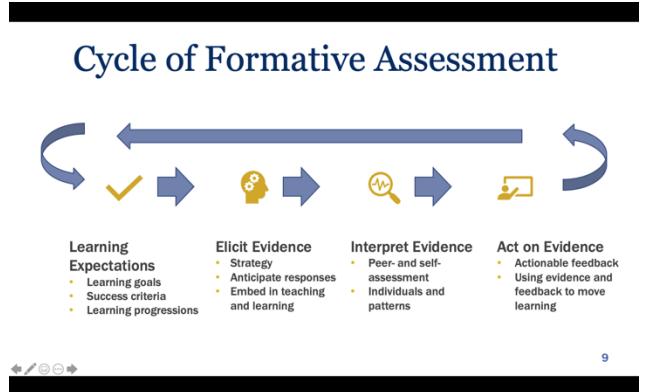
## Slides: 4-13

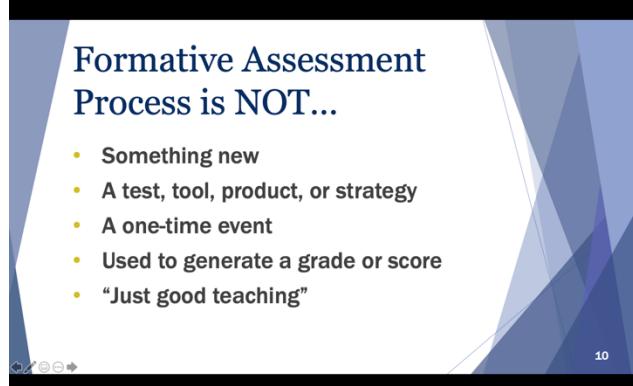
Slide #	Guidance	Slide Image																				
4	<p>This first section of the presentation focuses on the cycle of assessment in the context of formative assessment.</p>	 <p>The Cycle of Formative Assessment</p>																				
5	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>There are four major types of assessment: formative, diagnostic, interim, and summative. They can be differentiated by several different factors including grain size (meaning the volume of learning expectations measured by the assessment), frequency, and immediacy of actionable information (meaning how directly it can inform teaching and learning at the classroom). This table shows us a comparison of the four different types of assessment we just described across these factors.</p> <p>For more details about different types of assessment, their purposes, and how they support a balanced assessment system, please consult Module 1: Balanced, Comprehensive Assessment Systems: <a href="https://kystandards.org/standards-resources/pl-mods/balanced-assessment-plms/">https://kystandards.org/standards-resources/pl-mods/balanced-assessment-plms/</a></p>	 <p>Assessment Cycles and Levels of Information</p> <table border="1" data-bbox="1332 926 1769 1127"><thead><tr><th>Assessment Type</th><th>Grain-Size</th><th>Frequency</th><th>Immediacy of Actionable Information</th></tr></thead><tbody><tr><td>Formative</td><td>Small</td><td>Minute-by-minute, day-by-day</td><td>Immediately informs teaching and learning</td></tr><tr><td>Diagnostic</td><td>Small</td><td>As needed</td><td>Immediately informs teaching and learning</td></tr><tr><td>Interim</td><td>Medium</td><td>Intervals throughout the year</td><td>Supports future planning</td></tr><tr><td>Summative</td><td>Large</td><td>End-of-learning periods, often the end of the year</td><td>Informs decisions at the programmatic level</td></tr></tbody></table>	Assessment Type	Grain-Size	Frequency	Immediacy of Actionable Information	Formative	Small	Minute-by-minute, day-by-day	Immediately informs teaching and learning	Diagnostic	Small	As needed	Immediately informs teaching and learning	Interim	Medium	Intervals throughout the year	Supports future planning	Summative	Large	End-of-learning periods, often the end of the year	Informs decisions at the programmatic level
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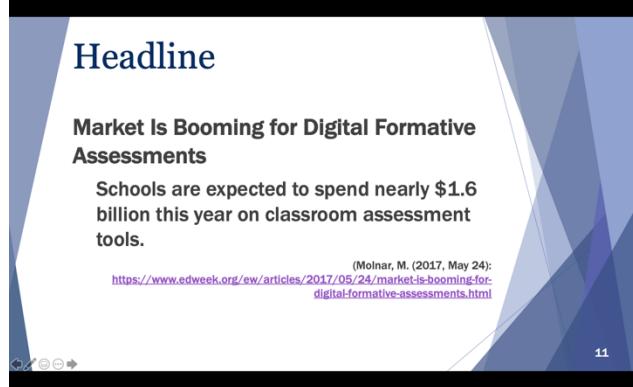
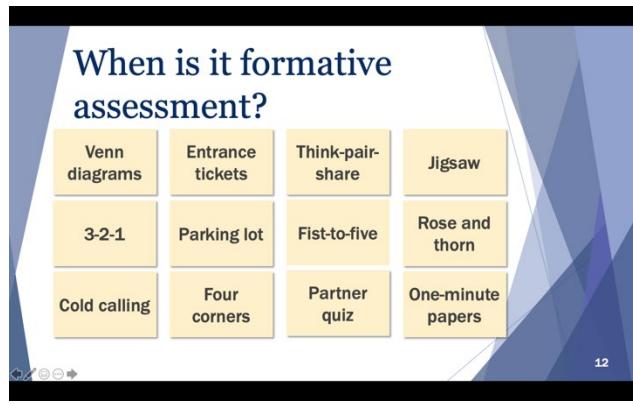
Slide #	Guidance	Slide Image
	<p>This module focuses on formative assessment, which has the most immediate impact on students and their day-to-day learning.</p>	
6	<p><b>Introduce the content on the slide by providing the following information.</b></p> <ul style="list-style-type: none"> <li>In the previous module, we introduced the cycle of assessment that applies to all high-quality assessment, no matter the type or purpose.</li> <li>The assessment cycle is based on the idea that all assessment is about using evidence of student learning to reason about what students know and can do in order to inform appropriate decisions about teaching and learning.</li> <li>Learning expectations are represented at the center of this cycle because at all stages of the cycle, high-quality assessment relies on a solid understanding of learning expectations being measured and the evidence that will show students' progress toward the learning expectations. This requires clarity about the standards and the learning progressions that students travel through to achieve the standards.</li> <li>With the clearly articulated learning expectations as a guide, the cycle of assessment moves through the process of eliciting evidence of student learning, interpreting that evidence, and most importantly, taking action to improve teaching and learning based on the evidence.</li> </ul> <p>In the next few slides we are going to focus on understanding the cycle of assessment in the context of formative assessment.</p>	<p>The diagram illustrates the 'Cycle of Assessment' as a continuous loop. At the center is a blue circle labeled 'Learning Expectations'. Surrounding it are three colored circles: a yellow circle at the top labeled 'Eliciting Evidence', a teal circle on the right labeled 'Interpreting Evidence', and a light orange circle at the bottom labeled 'Acting on Evidence'. The entire diagram is set against a white background with a dark blue geometric pattern on the sides. The number '6' is visible in the bottom right corner of the slide area.</p>

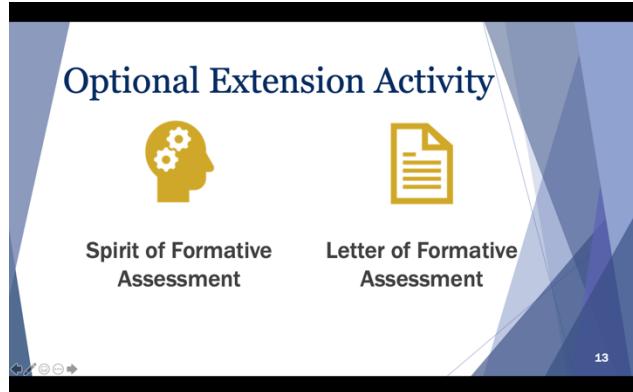
Slide #	Guidance	Slide Image
7	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>This definition of formative assessment comes from the Council of Chief State School Officers (CCSSO).</p> <p>Ask participants to read and reflect this definition.</p> <p><b>Next, facilitate a discussion in which participants can share their reactions and engage in shared sense-making.</b></p> <p>Consider using some of the following questions to support the discussion.</p> <ul style="list-style-type: none"> <li>• What key words jump out at you in this definition?</li> <li>• Does anything in the definition surprise you?</li> <li>• How does this definition align to your current schema for formative assessment?</li> </ul> <p>Some key things to notice might be:</p> <ul style="list-style-type: none"> <li>• Planned</li> <li>• Ongoing</li> <li>• Students and teachers</li> <li>• Disciplinary learning outcomes</li> <li>• Self-directed learners</li> </ul> <p>For more information on this definition, including the reasoning behind it, refer to this document: <a href="https://ccss.org/resource-library/revising-definition-formative-assessment">https://ccss.org/resource-library/revising-definition-formative-assessment</a></p>	 <p><b>Formative Assessment: A Definition</b></p> <p>Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners.</p> <p>(CCSSO, 2018)</p>

Slide #	Guidance	Slide Image
8	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>This information also comes directly from the CCSSO definition of formative assessment and focuses on the practices that make up formative assessment.</p> <p>Notice that this is not a list of teacher actions, this is a list of actions students and teachers must both engage in together.</p> <p>Ask participants to read the list of practices or read it to them.</p> <p><b>Next, facilitate a discussion that unpacks the meaning behind each of these practices and what it means in a classroom.</b></p> <p>Consider using some of the following questions to support the discussion.</p> <ul style="list-style-type: none"> <li>• Do you have questions about any of these practices?</li> <li>• How do these practices line up with the cycle of assessment (learning expectations, eliciting evidence, interpreting evidence, acting on evidence)?</li> <li>• What does it mean for students to engage in these practices along with teachers?</li> <li>• What would you expect to see in a classroom in which students and teachers were regularly engaged in these practices?</li> </ul> <p>For more information on this definition, including the reasoning behind it, refer to this document: <a href="https://ccss.org/resource-library/revising-definition-formative-assessment">https://ccss.org/resource-library/revising-definition-formative-assessment</a></p> <p>For example, the CCSSO document elaborates that feedback is <i>actionable</i> “when students have an opportunity to <b>use</b> meaningful feedback to improve their current level of work or understanding of a concept or principle” (CCSSO, 2018)</p>	 <p>The slide is titled "Key Formative Assessment Practices". It states: "Effective use of the formative assessment process requires students and teachers to integrate and embed the following practices in a collaborative and respectful classroom environment." Below this is a bulleted list of six practices:</p> <ul style="list-style-type: none"> <li>▶ Clarifying learning goals and success criteria within a broader progression of learning</li> <li>▶ Eliciting and analyzing evidence of student thinking</li> <li>▶ Engaging in self-assessment and peer feedback</li> <li>▶ Providing actionable feedback</li> <li>▶ Using evidence and feedback to move learning</li> </ul> <p>Small icons for download and sharing are at the bottom left, and the number "8" is at the bottom right.</p>

Slide #	Guidance	Slide Image
9	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>This slide takes a closer look at the cycle of assessment in the specific context of formative assessment.</p> <p>You will see that the practices identified on the previous slide are represented here, as well as some additional ideas about each stage in the cycle.</p> <p><b>Learning Expectations:</b></p> <p>Establishing learning goals and success criteria is an essential entry point for the formative assessment process.</p> <p>Learning goals describe what students will learn in a learning period (like a lesson or unit) and success criteria describe what specifically students will do to demonstrate that they have met the learning goals. Students should have a strong understanding both of what they are supposed to learn and how they will know and show when they are successful. Learning goals and success criteria should be aligned to the learning expectations or standards associated with learning progressions.</p> <p><b>Eliciting Evidence:</b></p> <p>These learning goals and success criteria should guide the design of strategies to elicit evidence of student learning, often in a variety of ways over the course of a learning period. This may include a wide-range of tasks like populating a graphic organizer and using math manipulatives to represent their thinking, observation, discussion, and questioning.</p> <p><b>Interpreting Evidence:</b></p>	 <p>The diagram illustrates the Cycle of Formative Assessment as a continuous loop with four main stages: Learning Expectations, Elicit Evidence, Interpret Evidence, and Act on Evidence. Each stage is accompanied by a small icon and a list of specific practices.</p> <ul style="list-style-type: none"> <li><b>Learning Expectations:</b> <ul style="list-style-type: none"> <li>Learning goals</li> <li>Success criteria</li> <li>Learning progressions</li> </ul> </li> <li><b>Elicit Evidence:</b> <ul style="list-style-type: none"> <li>Strategy</li> <li>Anticipate responses</li> <li>Embed in teaching and learning</li> </ul> </li> <li><b>Interpret Evidence:</b> <ul style="list-style-type: none"> <li>Peer- and self-assessment</li> <li>Individuals and patterns</li> </ul> </li> <li><b>Act on Evidence:</b> <ul style="list-style-type: none"> <li>Actionable feedback</li> <li>Using evidence and feedback to move learning</li> </ul> </li> </ul>

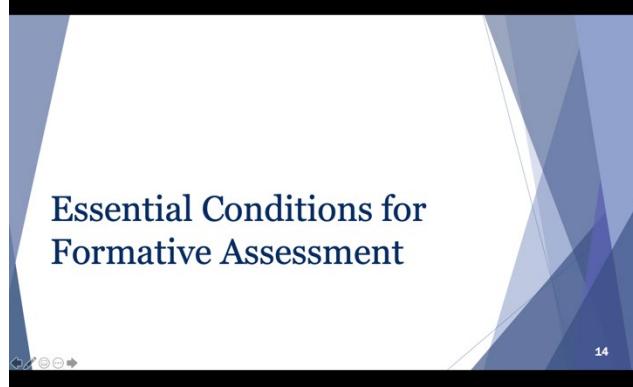
Slide #	Guidance	Slide Image
	<p>To support you in making useful, real-time pedagogical action, it helps to anticipate common potential student responses in advance and, based on the learning progression, have pedagogical actions aligned to these responses at the ready.</p> <p><b>Acting on Evidence:</b></p> <p>Formative assessment is ultimately about what comes next for students to move toward their learning goals. Students and teachers need to work together so that they all understand their next steps.</p>	
10	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>We have spent time discussing what formative assessment is but considering some common misperceptions about formative assessment may help further our common understanding.</p> <p>Read the list on the slide to participants, pausing to clarify and elaborate as needed.</p>	 <p><b>Formative Assessment Process is NOT...</b></p> <ul style="list-style-type: none"> <li>• Something new</li> <li>• A test, tool, product, or strategy</li> <li>• A one-time event</li> <li>• Used to generate a grade or score</li> <li>• “Just good teaching”</li> </ul>

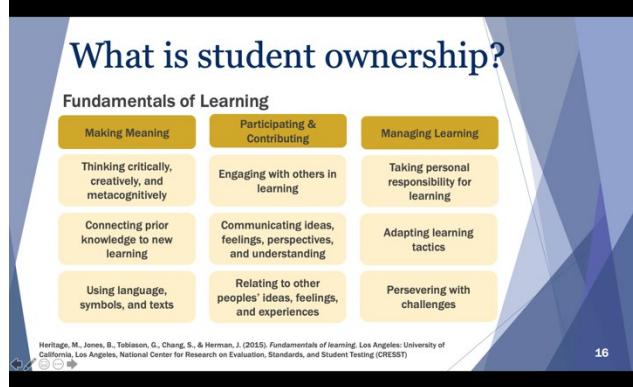
Slide #	Guidance	Slide Image												
11	<p><b>Facilitate a discussion about this headline in the context of our understanding of formative assessment.</b></p> <p>Consider using some of the following questions to support the discussion.</p> <ul style="list-style-type: none"> <li>• Based on what we've learned and discussed about formative assessment, what jumps out at you about this headline?</li> <li>• How would you define "formative assessment" in the context of this headline?</li> <li>• If you were interviewed by the journalists for this article, what might you say?</li> <li>• What would make these digital assessment tools most useful for authentic formative assessment practice?</li> </ul>	 <p><b>Headline</b></p> <p><b>Market Is Booming for Digital Formative Assessments</b></p> <p>Schools are expected to spend nearly \$1.6 billion this year on classroom assessment tools.</p> <p>(Molnar, M. (2017, May 24); <a href="https://www.edweek.org/ew/articles/2017/05/24/market-is-booming-for-digital-formative-assessments.html">https://www.edweek.org/ew/articles/2017/05/24/market-is-booming-for-digital-formative-assessments.html</a>)</p>												
12	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>Let's spend some time thinking about what constitutes authentic formative assessment practice.</p> <p>This slide offers some frequently noted examples that come up when searching the term "formative assessment." This is not a comprehensive list, just some common examples. These may be strategies that you've used in your own classroom or observed in the classrooms of your colleagues. These can be very useful strategies to elicit evidence of student learning and can be effectively used in the formative assessment process. However, as we've discussed, in and of themselves, these strategies do not constitute formative assessment.</p> <p>Ask participants to reflect on these different strategies.</p> <p><b>Next, facilitate a discussion about formative assessment strategies.</b></p>	 <p><b>When is it formative assessment?</b></p> <table border="1"> <tbody> <tr> <td>Venn diagrams</td> <td>Entrance tickets</td> <td>Think-pair-share</td> <td>Jigsaw</td> </tr> <tr> <td>3-2-1</td> <td>Parking lot</td> <td>Fist-to-five</td> <td>Rose and thorn</td> </tr> <tr> <td>Cold calling</td> <td>Four corners</td> <td>Partner quiz</td> <td>One-minute papers</td> </tr> </tbody> </table>	Venn diagrams	Entrance tickets	Think-pair-share	Jigsaw	3-2-1	Parking lot	Fist-to-five	Rose and thorn	Cold calling	Four corners	Partner quiz	One-minute papers
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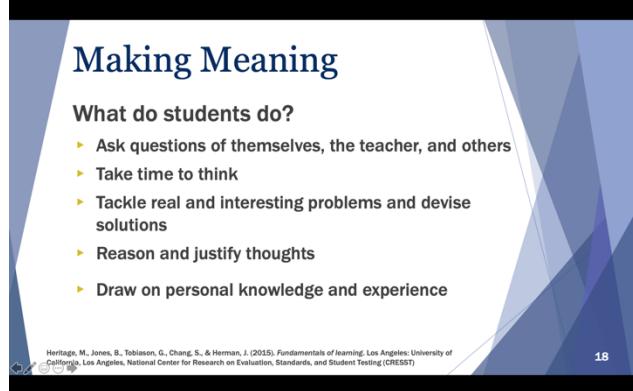
Slide #	Guidance	Slide Image
	<p>Consider using some of the following prompts to support the discussion.</p> <ul style="list-style-type: none"> <li>• Choose one of these strategies and describe what it might look like if it were employed authentically in the formative assessment process and what it might look like if it were not.</li> <li>• Have you used any of these strategies? In what ways might you use them differently to ensure they are part of an authentic formative assessment process?</li> <li>• In what ways could these strategies be used to engage students and support students in becoming self-directed learners?</li> </ul>	
13	<p><b>Important note for facilitators</b></p> <p>This extension activity is an opportunity for the group to go a bit deeper in exploring what constitutes authentic formative assessment. Facilitators should note that this activity is not factored into the overall time estimates for this module and should plan for additional time if incorporating this into the module.</p> <p><b>Introduce participants to the article</b>, “Case Reviews: Implementing the Spirit of Formative Assessment” (Formative Insights Assessment for Learning, 2019) and orient participants to the annotation instructions provided in the document. Ask participants to read the document individually, using the annotation icons to record their reactions.</p> <p>After participants have had an opportunity to read and annotate the article, facilitate a discussion</p> <p><b>Facilitate a discussion that allows participants to share their thinking about the spirit of formative assessment and what it may look like in their own practice.</b></p>	

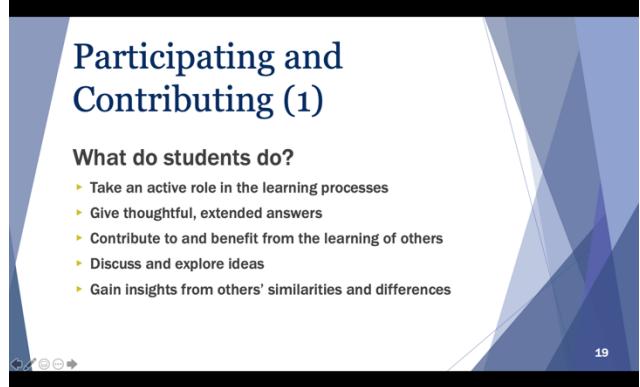
Slide #	Guidance	Slide Image
	<p>Consider using some of the following prompts to support the discussion.</p> <ul style="list-style-type: none"> <li>• What are some examples of the “letter” of formative assessment you noted in the article and why do you think this example doesn’t represent the formative assessment process?</li> <li>• What are some examples of the “spirit” of formative assessment and how do you think this approach supports student learning and progress toward learning goals?</li> <li>• What do you think teachers should keep in mind as they work to improve formative assessment practice in their classrooms?</li> <li>• What do you think the spirit of formative assessment looks like from the perspective of a student?</li> </ul>	

## Slides 14-23

Slide #	Guidance	Slide Image
14	<p>This next section of this presentation focuses on the conditions that are the foundations for high quality formative assessment.</p> <p>In future modules, we will dig more deeply into the stages of the formative assessment cycle and what they look like in the classroom.</p> <p>Right now, we are going to focus on what kind of classroom conditions, like culture and climate, are needed to fully engage students in meaningful formative assessment.</p>	 <p>Essential Conditions for Formative Assessment</p> <p>14</p>
15	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>At its core, formative assessment is about helping students to answer these three questions in order to move toward their disciplinary learning expectations. Students need to know where they are in their learning, what their learning expectations are, and specific information about next steps to move toward those learning expectations.</p> <p>For students to be able to authentically answer these questions for themselves, they must have ownership of their own learning.</p>	 <p>Student Ownership</p> <p>Where am I now? Where am I going? How can I close the gap?</p> <p>15</p>

Slide #	Guidance	Slide Image												
16	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>The Fundamentals of Learning is a framework that presents three fundamental aspects of learning, keeping the learner in the central role. Classrooms that promote the kind of self-directed, engaged learners described in this framework are a necessary condition for students to meaningfully engage with their teachers and fellow students in the formative assessment process.</p> <p>When students have ownership of their own learning, they can:</p> <ul style="list-style-type: none"> <li>• Make meaning for themselves by thinking critically and creatively, connecting to prior knowledge, and using language and symbols.</li> <li>• Manage their own learning by taking responsibility for learning, adapting learning tactics, and persevering through challenges.</li> <li>• Participate and collaborate by engaging with others and communicating and connecting with others about ideas, feelings, and perspectives</li> </ul> <p>This framework creates a clear picture of the kind of self-directed learner who can engage fully in the formative assessment process. Learners embody the Fundamentals of Learning when they are empowered and supported to do so in their classroom environment.</p> <p>In the next several slides, we will explore the what learners do in a classroom in which the fundamentals of learning are fostered.</p>	 <p><b>What is student ownership?</b></p> <p><b>Fundamentals of Learning</b></p> <table border="1"> <thead> <tr> <th>Making Meaning</th> <th>Participating &amp; Contributing</th> <th>Managing Learning</th> </tr> </thead> <tbody> <tr> <td>Thinking critically, creatively, and metacognitively</td> <td>Engaging with others in learning</td> <td>Taking personal responsibility for learning</td> </tr> <tr> <td>Connecting prior knowledge to new learning</td> <td>Communicating ideas, feelings, perspectives, and understanding</td> <td>Adapting learning tactics</td> </tr> <tr> <td>Using language, symbols, and texts</td> <td>Relating to other peoples' ideas, feelings, and experiences</td> <td>Persevering with challenges</td> </tr> </tbody> </table> <p>Heritage, M., Jones, B., Tobolsen, G., Chang, S., &amp; Herman, J. (2015). Fundamentals of learning. Los Angeles: University of California, Los Angeles, National Center for Research on Evaluation, Standards, and Student Testing (CRESST)</p> <p>16</p>	Making Meaning	Participating & Contributing	Managing Learning	Thinking critically, creatively, and metacognitively	Engaging with others in learning	Taking personal responsibility for learning	Connecting prior knowledge to new learning	Communicating ideas, feelings, perspectives, and understanding	Adapting learning tactics	Using language, symbols, and texts	Relating to other peoples' ideas, feelings, and experiences	Persevering with challenges
Making Meaning	Participating & Contributing	Managing Learning												
Thinking critically, creatively, and metacognitively	Engaging with others in learning	Taking personal responsibility for learning												
Connecting prior knowledge to new learning	Communicating ideas, feelings, perspectives, and understanding	Adapting learning tactics												
Using language, symbols, and texts	Relating to other peoples' ideas, feelings, and experiences	Persevering with challenges												

Slide #	Guidance	Slide Image
	<p>Detailed information about the Fundamentals of Learning can be found here: <a href="https://csaa.wested.org/wp-content/uploads/2019/11/FundamentalsOfLearning_0.pdf">https://csaa.wested.org/wp-content/uploads/2019/11/FundamentalsOfLearning_0.pdf</a></p>	
17	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>In a classroom where students engage in authentic meaning making, students regularly demonstrate the practices on the slide.</p> <p>Facilitators can ask participants to read the list or can read the list to participants, elaborating as necessary. For example, it may be useful to note that making meaning is about more than simply students asking questions; instead, the questions should be of a quality that promote sense-making and inquiry.</p> <p><b>Facilitate a discussion that helps participants think about these student practices.</b></p> <p>Consider using some of the following prompts to support the discussion.</p> <ul style="list-style-type: none"> <li>• What do these student practices look like in the context of the discipline(s) you teach?</li> <li>• Which of these practices do your students engage in most frequently?</li> <li>• Which of these practices do you feel are most challenging for your students? Why?</li> <li>• Are there other ways that students engage in meaning making in your classroom?</li> </ul>	 <p><b>Making Meaning</b></p> <p><b>What do students do?</b></p> <ul style="list-style-type: none"> <li>▶ Ask questions of themselves, the teacher, and others</li> <li>▶ Take time to think</li> <li>▶ Tackle real and interesting problems and devise solutions</li> <li>▶ Reason and justify thoughts</li> <li>▶ Draw on personal knowledge and experience</li> </ul> <p>Heritage, M., Jones, R., Teblason, G., Chang, S., &amp; Herman, J. (2015). <i>Fundamentals of learning</i>. Los Angeles: University of California, Los Angeles, National Center for Research on Evaluation, Standards, and Student Testing (CRESST)</p> <p>18</p>

Slide #	Guidance	Slide Image
18	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>In a classroom where students engage in authentic participation and contribution, students regularly demonstrate the practices on the slide. Note that this list is continued on the next slide.</p> <p>Facilitators can ask participants to read the list or can read the list to participants, elaborating as necessary. For example, it may be helpful to unpack what it means to take an active role in the learning process by emphasizing that students don't just look to teachers for learning and ideas, but to themselves and to their peers as well.</p> <p><b>Facilitate a discussion that helps participants think about these student practices.</b></p> <p>Consider using some of the following prompts to support the discussion.</p> <ul style="list-style-type: none"> <li>• What do these student practices look like in the context of the discipline(s) you teach?</li> <li>• Which of these practices do your students engage in most frequently?</li> <li>• Which of these practices do you feel are most challenging for your students? Why?</li> <li>• Are there other ways that students engage in participating and contributing in your classroom?</li> </ul>	 <p>The slide features a blue and white abstract geometric background. At the top, the title 'Participating and Contributing (1)' is displayed in a large, bold, dark blue font. Below the title, the sub-headline 'What do students do?' is shown in a smaller dark blue font. A bulleted list of five items follows, each preceded by a small blue triangle icon:</p> <ul style="list-style-type: none"> <li>▶ Take an active role in the learning processes</li> <li>▶ Give thoughtful, extended answers</li> <li>▶ Contribute to and benefit from the learning of others</li> <li>▶ Discuss and explore ideas</li> <li>▶ Gain insights from others' similarities and differences</li> </ul> <p>At the bottom right of the slide, the number '19' is visible. The footer contains standard presentation navigation icons.</p>

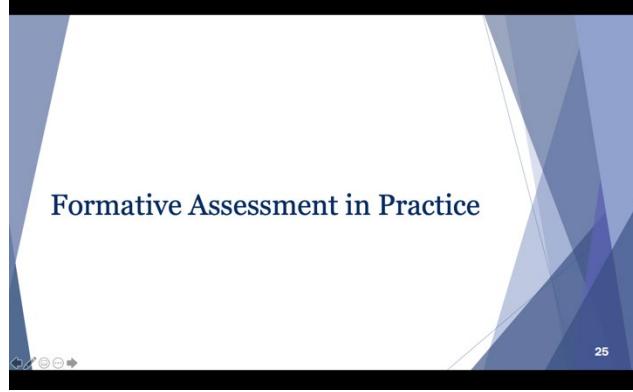
Slide #	Guidance	Slide Image
19	See notes for previous slide.	<p><b>Participating and Contributing (2)</b></p> <p><b>What do students do?</b></p> <ul style="list-style-type: none"> <li>▶ Work in groups of different sizes and compositions and with various individuals</li> <li>▶ Cooperate and take the lead as appropriate in groups</li> <li>▶ Feel able to make suggestions</li> </ul> <p><small>Heritage, M., Jones, B., Tobiaison, G., Chang, S., &amp; Herman, J. (2015). <i>Fundamentals of learning</i>. Los Angeles: University of California, Los Angeles, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).</small></p> <p style="text-align: right;">20</p>
20	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>In a classroom where students engage in authentic management of their own learning, students regularly demonstrate the practices on the slide.</p> <p>Facilitators can ask participants to read the list or can read the list to participants, elaborating as necessary. For example, it may be helpful to provide some examples of what it means to be resourceful in learning, like trying different strategies to solve a problem, seeking out new resources and supports, or taking breaks and coming back to a challenge.</p> <p><b>Facilitate a discussion that helps participants think about these student practices.</b></p> <p>Consider using some of the following prompts to support the discussion.</p> <ul style="list-style-type: none"> <li>● What do these student practices look like in the context of the discipline(s) you teach?</li> </ul>	<p><b>Managing Learning</b></p> <p><b>What do students do?</b></p> <ul style="list-style-type: none"> <li>▶ Show interest in their learning</li> <li>▶ Demonstrate perseverance in learning</li> <li>▶ Reflect on their own learning</li> <li>▶ Show confidence in learning</li> <li>▶ Be resourceful about learning</li> <li>▶ Take risks</li> <li>▶ Learn from mistakes</li> <li>▶ Set goals</li> </ul> <p><small>Heritage, M., Jones, B., Tobiaison, G., Chang, S., &amp; Herman, J. (2015). <i>Fundamentals of learning</i>. Los Angeles: University of California, Los Angeles, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).</small></p> <p style="text-align: right;">21</p>

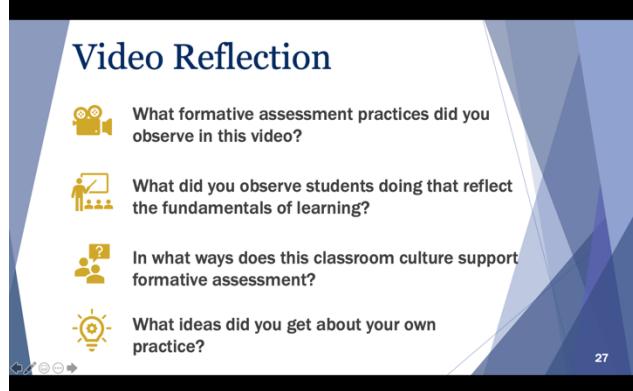
Slide #	Guidance	Slide Image		
	<ul style="list-style-type: none"> <li>• Which of these practices do your students engage in most frequently?</li> <li>• Which of these practices do you feel are most challenging for your students? Why?</li> <li>• Are there other ways that students engage in managing their own learning in your classroom?</li> </ul>			
21	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>Climate and culture are often used interchangeably. However, they are not synonyms.</p> <p>Culture reflects the norms, values, beliefs, and traditions that are transmitted historically over time. Climate is how members of a community experience that community. Climate is like the mood of the community. It is deeply influenced by culture, but it is more fluid.</p> <p>The formative assessment process, in which students and teachers must work together to move students toward their disciplinary learning expectations and to become self-directed learners, relies on both classroom culture and climate.</p> <p><b>Facilitate a discussion that helps participants reflect on the role of culture and climate in their own practice and think about how it impacts formative assessment.</b></p> <p>Consider using some of the following prompts to support the discussion.</p> <ul style="list-style-type: none"> <li>• What are some examples of your classroom culture and climate?</li> <li>• When have you seen the climate of your classroom shift?</li> </ul>	 <p><b>Why does culture and climate matter?</b></p> <table border="0"> <tr> <td style="vertical-align: top;"> <b>Culture</b> <ul style="list-style-type: none"> <li>• A community's norms, values, beliefs, and traditions</li> <li>• Signals what is important</li> </ul> <p>▶ How we do things</p> </td> <td style="vertical-align: top;"> <b>Climate</b> <ul style="list-style-type: none"> <li>• How members of a community experience the culture</li> </ul> <p>▶ How we feel and respond</p> </td> </tr> </table> <p>Stolt &amp; Smith, 1995</p> <p>22</p>	<b>Culture</b> <ul style="list-style-type: none"> <li>• A community's norms, values, beliefs, and traditions</li> <li>• Signals what is important</li> </ul> <p>▶ How we do things</p>	<b>Climate</b> <ul style="list-style-type: none"> <li>• How members of a community experience the culture</li> </ul> <p>▶ How we feel and respond</p>
<b>Culture</b> <ul style="list-style-type: none"> <li>• A community's norms, values, beliefs, and traditions</li> <li>• Signals what is important</li> </ul> <p>▶ How we do things</p>	<b>Climate</b> <ul style="list-style-type: none"> <li>• How members of a community experience the culture</li> </ul> <p>▶ How we feel and respond</p>			

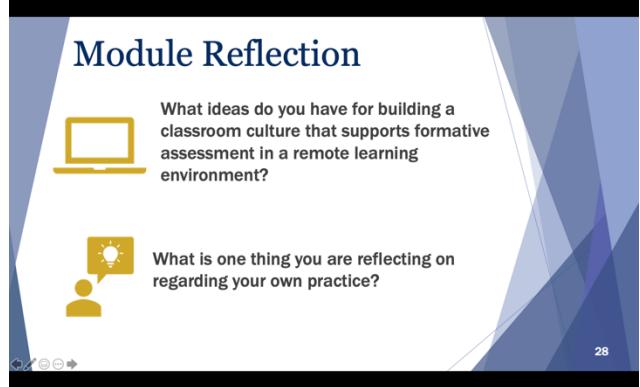
Slide #	Guidance	Slide Image
	<ul style="list-style-type: none"> <li>Reflect on the definition of formative assessment we considered earlier. How do you think that climate and culture impact formative assessment practice positively or negatively?</li> <li>Could formative assessment happen in the context of any classroom culture and climate?</li> </ul>	
22	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>For students to demonstrate the kind of ownership of their own learning reflected in the Fundamental of Learning framework, they need a climate that empowers them to engage fully in their learning. This slide presents aspects of classroom culture and climate that can support each element of the Fundamentals of Learning framework.</p> <p><b>Next facilitate a discussion that helps participants relate the concepts of culture and climate to their own classrooms.</b></p> <p>Consider using some of the following questions to support the discussion.</p> <ul style="list-style-type: none"> <li>In what ways does your classroom culture signal what is important to your students?</li> <li>What adult mindset changes may be needed to build a classroom culture and climate that fosters the Fundamentals of Learning and supports the formative assessment process?</li> </ul>	

Slide #	Guidance	Slide Image
23	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>For students to demonstrate the kind of ownership of their own learning reflected in the Fundamental of Learning framework, they need a climate that empowers them to engage fully in their learning. This slide presents aspects of classroom culture and climate that can support each element of the Fundamentals of Learning framework.</p> <p><b>Next facilitate a discussion that helps participants relate the concepts of culture and climate to their own classrooms.</b></p> <p>Consider using some of the following questions to support the discussion.</p> <ul style="list-style-type: none"> <li>• In what ways does your classroom culture signal what is important to your students?</li> <li>• What adult mindset changes may be needed to build a classroom culture and climate that fosters the Fundamentals of Learning and supports the formative assessment process?</li> </ul>	

## Slides 24-28

Slide #	Guidance	Slide Image
24	<p>This first section of the presentation focuses on formative assessment in practice.</p>	 <p>The slide has a blue and white geometric background. The title "Formative Assessment in Practice" is centered in a white box. The number "25" is in the bottom right corner.</p>
25	<p><b>Introduce this activity with the following information</b></p> <p>Let participants know that in a moment they are going to watch a video of classroom practice, looking for examples of both the formative assessment practices identified in the definition of formative assessment we reviewed at the beginning of this session as well as for examples of the Fundamentals of Learning. The information on this slide is printed on the video observation guide contained in the facilitator guide. Take a moment to orient them to the video observation guide.</p> <p>This video is 7:47 minutes long. Facilitators may wish to preview the video and select a specific section of the video to show to participants.</p> <p>Introduce this video by indicating that this is an example of teaching and learning in an elementary classroom and that participants will watch this video and look for examples of both formative assessment practices and a classroom culture and climate that</p>	 <p>The slide features a video player showing a teacher and a student in a classroom setting. The video is titled "Senate Bill 1 Modules   Formative Assessment in 3rd Grade Math". A caption on the video screen reads: "Formative assessment, for me, is daily and ongoing throughout lessons, and it's just embedded in everyday instruction." The KET logo is visible in the bottom right corner of the video frame. Below the video player is the URL: <a href="https://www.ket.org/program/senate-bill-1-modules/formative-assessment-in-3rd-grade-math/?jwsource=cl">https://www.ket.org/program/senate-bill-1-modules/formative-assessment-in-3rd-grade-math/?jwsource=cl</a></p>

Slide #	Guidance	Slide Image
	<p>supports formative assessment. Participants can use the video observation guide in the facilitators guide for this module to capture their thinking.</p>	
26	<p><b>Facilitate a discussion that allows participants to identify concrete examples from the video of the formative assessment practices provided in the CCSSO definition of formative assessment and well as examples of the fundamentals of learning.</b></p> <p>Facilitators may wish to focus on a subset of these questions or add questions of their own to support the reflection. These questions are also printed in the observation guide.</p> <p>The formative assessment practices and Fundamentals of Learning are included below for reference. They are also included on the video observation guide.</p> <p><b>Formative Assessment Practices</b></p> <ul style="list-style-type: none"> <li>• Clarifying learning goals and success criteria within a broader progression of learning</li> <li>• Eliciting and analyzing evidence of student thinking</li> <li>• Engaging in self-assessment and peer feedback</li> <li>• Providing actionable feedback</li> <li>• Using evidence and feedback to move learning</li> </ul> <p><b>Fundamentals of Learning</b></p> <ul style="list-style-type: none"> <li>• Making meaning</li> <li>• Participating and contributing</li> <li>• Managing learning</li> </ul>	 <p><b>Video Reflection</b></p> <p>What formative assessment practices did you observe in this video?</p> <p>What did you observe students doing that reflect the fundamentals of learning?</p> <p>In what ways does this classroom culture support formative assessment?</p> <p>What ideas did you get about your own practice?</p> <p>27</p>

Slide #	Guidance	Slide Image
27	<p><b>Facilitate a discussion that helps participants reflect on their learning and make connections to their own practice.</b></p> <p>Ask participants to reflect and share ideas in response to the following questions:</p> <ul style="list-style-type: none"> <li>• What ideas do you have for building a classroom culture that supports formative assessment in a remote learning environment?</li> <li>• What is one thing you are reflecting on for your own practice?</li> </ul> <p>Facilitators may wish to pose different reflections questions.</p>	 <p><b>Module Reflection</b></p> <p>What ideas do you have for building a classroom culture that supports formative assessment in a remote learning environment?</p> <p>What is one thing you are reflecting on regarding your own practice?</p> <p>28</p>
28	Final slide	 <p>Kentucky Department of <i>Our Children,</i> <i>Our Commonwealth</i> Education</p>

# Video Observation Guide

Watch this video of a teacher and group of students working together. As you observe, focus on looking for examples of formative assessment practices and student actions and classroom culture that reflect the Fundamentals of Learning.

Video: <https://www.ket.org/program/senate-bill-1-modules/formative-assessment-in-3rd-grade-math/?jwsource=cl>

Look for examples of the following:	List your examples here:
<b>Formative Assessment Practices</b> <ul style="list-style-type: none"><li>Clarifying learning goals and success criteria within a broader progression of learning</li><li>Eliciting and analyzing evidence of student thinking</li><li>Engaging in self-assessment and peer feedback</li><li>Providing actionable feedback</li><li>Using evidence and feedback to move learning</li></ul>	Notes:
<b>Fundamentals of Learning</b> (student actions and classroom culture) <ul style="list-style-type: none"><li>Making meaning</li><li>Participating and contributing</li><li>Managing learning</li></ul>	Notes:

## Reflection Questions

- What formative assessment practices did you observe in this video?
- What did you observe students doing that reflect the Fundamentals of Learning?
- In what ways does this classroom culture support formative assessment?
- What ideas did you get about your own practice?