

# The Field Files

From the Office of Field Services



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## FORMATIVE AND SUMMATIVE ASSESSMENT

**M**any interns have asked, “What do I need to know so that I can get a job?” It’s a good question with a lot of answers, and unfortunately starts with “It depends.” It depends on where you want to work, who is interviewing you, what you already know, whom you are up against, etc. **What is certain, is that you need to know the difference between formative and summative assessment, and you need to have examples of how you use them.** It is best to actually try out different techniques and have some authenticity behind your response.

This language is relatively new to education and many master teachers may not even be well versed in which type is which (even if they use both types of assessment well).

Why is this? Well, the shift from Academic Content Standards to the Common Core State Standards (CCSS) is a major change from “focus on content” to “focus on the skills” addressed in each standard. This looks different at different grade levels and in different disciplines, but ultimately indicates that “covering” content is not enough. Instead, assessment is key.

**You will be asked and must answer, “How do you know that learning took place?”** In order to answer this frequently asked question, educators must embed assessment and focused

### Summative :

- consider the **root word** “sum”
- definitions:**
  - produced by a summation
  - the sense developed from “highest” to “total number, the whole.”
- synonyms:** collective, total, cumulative, comprehensive
- Takeaway:** Assessment that measures whole learning of a unit and a group of skills, and assessments that look at the total product are summative.

feedback into lessons. This is formative assessment. In the article “Technology to Support Next-Generation Classroom Formative Assessment for Learning,” Edys S Quellmalz suggests that **effective formative assessments include timely, individualized, and diagnostic feedback and an element that teaches students to be self-regulating learners (2013).** pre-assessment of skills, specific feedback during lessons, and focused questions in lesson closure all help to make this possible. Saying, “Good Job!” doesn’t necessarily help students even if their answer is correct. Specific feedback means that you tell them why they are correct or incorrect.

When assessments are able to inform instruction, a teacher is able to (and must) adapt instruction to meet students’ needs, to regulate lesson pace, and to keep students engaged. The administrators who may be your future bosses, want to see evidence that you use this type of assessment in your teaching.

**The intention of this edition is to help you have a bit more understanding of formative assessment, to see how to add these types of assessments into your lesson hooks and closures (and find some examples), and to guide you in structuring measurable lesson outcomes. Carefully crafted learning outcomes will help you know what it is you need to assess as you mold and shape your students’ learning.**

### Formative :

- consider the **root word** “form”
- definitions:**
  - forming; shaping; fashioning; molding: a formative process
  - pertaining to formation or development (the formative years)
- synonyms:**
  - receptive, impressionable, susceptible
- Takeaway:** Assessment that can be used to guide you (and the students) in shaping and molding a student’s learning and growth is

## MAKE PINTEREST WORK FOR YOU!

Like ALL resources (especially those involving technology) it is easy to be pulled into Pinterest and make yourself crazy. That is not the suggestion here. These are some simple items found through Pinterest that are cost effective and easy to reproduce.

A sampling of formative assessment strategies  
[exit ticket](#)

[simple post - it exit assessment](#)

[Random name selection](#)

[test review centers](#)

["call" sticks and flip charts](#)

Other valuable pins

[posting learning outcomes](#)

[Brain Break Videos](#)

[Teacher Technology Competencies Check](#)

## Some Suggested Websites to Bookmark for Hook and Closing Ideas

Simple Hooks [Lesson Hook Do's and Don'ts](#)

More Lesson Hooks [More Lesson Hook Suggestions](#)


Wrapping It All Up [Basic Closure Ideas](#)

More Closings [Creative Closure](#)  
And Some More [Large Bank of Closure Ideas](#)

Even More Closings [54 Lesson Closure Ideas](#)

# Catch Attention and "Reel" Them In

## Elements of a Lesson Hook



We know that saying "turn to page 17 and take out a pencil" is not the ideal way to engage students. It's also not ideal to have a binder with every handout you used last year - in order - to copy for this year's class. You **will** see people do this, but they will likely not "catch" their students and impact learning to the highest level. A lesson hook is above all else a **contract** between you and your students to help them understand:

1. **What** is expected of them in today's learning.
2. **Why** it is important.
3. **How** it **connects** to their previous learning.
4. **How** they will learn about it today.

Important reminders in making sure your lesson hook uses a formative assessment strategy include using some type of anticipation guide or pre-assessment. This may be as simple as a [KWL chart](#) or as personalized as a self ranking of skills associated with the learning outcomes for the lesson. However, if you really want it to be an authentic assessment, be ready to adapt what you are doing as need be based upon what the assessment tells you. And remember, effective formative assessment needs to connect to the learning outcome or "i can" statement.

The goal is just like that of a fisher; keep them on the hook until you're ready to take them off

## Lesson Closure

**A well planned lesson needs an excellent delivery; this is really evident in the closure.**

Like completing a puzzle, *the process decides which piece will be last*. Some like to build the frame first, and others like to focus on a part of the picture that "connects" to them. The human factor, the most variable part of instruction, means that no matter how you plan, the course of instruction will dictate the necessary means of closure.

Appropriate lesson pace is a big piece here. Sometimes a lesson that was suppose to take one day, may take two. Regardless of where you are when class is about to end and move on, loose ends need to be tied. Wrapping up and connecting to learning targets are essential. You will likely untie those pieces to begin again tomorrow.

If you are properly embedding formative assessment into your lessons, the planned closure may not be the best

for your group; it needs to **evolve** to meet their needs - yes, even (especially) when you are being observed and evaluated. Do not be afraid to adapt your lesson during delivery; this is what makes for stronger delivery. **Use formative assessment strategies to take the temperature of the room and gauge what level of knowledge the students have. Then proceed to wrap the topic.**

Whenever possible, reconnect to the hook. This is like taking the fish off and throwing it back again so you can catch it again tomorrow. Ideally, the last piece of the puzzle that you provide will help you lead into your next quest together.

**Do Not Be Afraid to adapt your lessons during delivery!**

# The Almighty Verb

## and Using Bloom's Taxonomy to Write Lesson Plans

Unpacking standards and developing specific learning outcomes and "I can" statements can be extremely overwhelming. Here is a brief look at working with Bloom's Taxonomy and the Bloom's Wheel to unpack one English Language Arts Standard for grade 3.

1. Start with the standard: [CCSS.ELA-Literacy.RL.3.4](#) Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

2. Find the verbs – determine and distinguish

3. Find a copy of Bloom's Wheel ([click here](#)): The inner ring shows the verbs that make up the levels of Bloom's Taxonomy.

•Using the second ring of Bloom's Wheel, the **Activities** list, find verbs that best connect with the verbs from the standard. This can be as simple as moving the standard into Word and right clicking to see a list of synonyms. *Determine* is most like *decide* found in the *Evaluate* sector of the wheel. *Distinguish* is like *decide* and like *classify*, adding *Analyze* from Bloom's wheel as well.

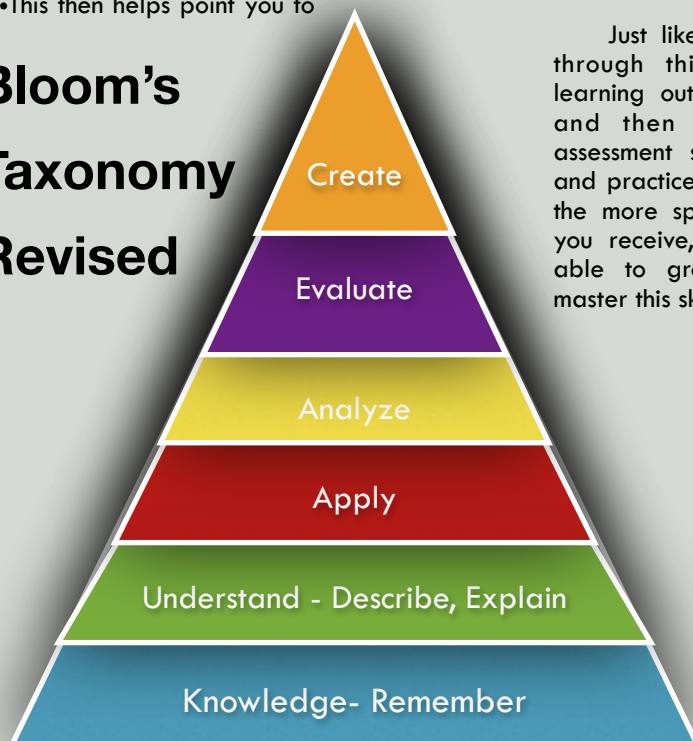
•This then helps point you to

the outside ring of the wheel, **Products** which provides suggestions for pieces you can use for assessment of the learning outcome. A suggested product for *Analyze* is a chart, and a suggested product for *Evaluate* is a group discussion. Perhaps students could create a chart showing different meanings of words and then form groups to discuss questions about the usage of those words in their text.

•Another usage for the Bloom's Wheel and understanding the value of verbs is to create scaffolding for various learners. The wheel helps you figure out what skill level this standard is pointing toward, and what you need to do in order to scaffold learning. *Analyze* is level 4 and *Evaluate* is level 5. There are likely verbs from level 1 – 3 that students need to perform in order to achieve the desired learning outcomes that meet this standard. Arguably, they need to first observe and *identify* these words and phrases (level 1 and 2). Next, they need to possibly *list* or *record* the words (level 3). It isn't until after they **are able to** complete these tasks, that they are able to work on meeting the desired learning outcomes for this standard.

Just like all other skills, working through this process to develop learning outcomes tied to standards and then developing formative assessment strategies will take time and practice. Similar to your students, the more specific, focused feedback you receive, the better you will be able to grow in this process and master this skill.

## Bloom's Taxonomy Revised



## IMPORTANT DATES

Info session for Fall 2014 Practicum and Student Teaching:  
2/3 - 6:00 - 7:00

Deadline to apply for Fall 2014 Practicum and Student Teaching:  
2/15

[Apply Today!](#)

Deadline for Prereqs for Fall Practicum and Student Teaching: 5/1

EdTPA due: 4/4

[Visit calendar for timeline](#)

University closed:  
President's Day 2/17

## Bloom's Taxonomy Websites

•Bloom's simple breakdown [new and old Bloom's](#)

•Applying Bloom's in detail [Bloom's Taxonomy revised](#)

•Bloom's Wheel [Bloom's in practice](#)

•Bloom's Wheel Version 2.0 [There's an App for that Wheel](#)