



# Feedback and Formative Assessment

at Saint Paul American Scholars  
October 16, 2020

**Saint Paul American School System**

# Today's Plan

- Introduction to Saint Paul American School System  
( 5 minutes)
- What are formative assessments? (15 minutes)
- Effective Assessments (5 minutes)
- Giving descriptive feedback (15 minutes)
- Apply formative assessments  
(15 minutes)
- Questions  
(5 minutes)

# Today's Goals

- Understand and describe formative assessment and differentiate it from summative assessment
- Understand and give descriptive feedback.
- Comprehend and apply different formative assessment strategies.

# Traffic Light

Read the Formative Assessment Target Goals.

Show a **green** dot for any goals that you feel you could explain to someone else.

Show a **yellow** dot for any goals that you know something about but have not yet mastered.

Show a **red** dot for any goals that you have either never heard of or that you know virtually nothing about.





# Zach Ciano

- Educational Background:

- B.A Education Development and Economics from University of Wisconsin
- K-6 and PE/Health Teaching License

- Role at SPASS:

- Academic Director
- Curriculum Development Specialist: Early Childhood and Elementary

- Educator Background:

- 10 years of experience in education and educational sales
- Early Childhood, English, and Physical Education/ Health Teacher
- Training Coordinator at Crisis Prevention Institute (behavior management and de-escalation)
- Assistant Director Viva Sports Club
- Head Teacher and Director of English at JES Island Academy (Seoul)

# Saint Paul American School System



Saint Paul American School  
Beijing, China



Saint Paul American School  
Clark, Philippines



St. Paul Academy, Daechi  
Seoul, Korea



Saint Paul American Scholars  
Suwon, Korea



Saint Paul American School  
Yantai, China



Saint Paul Preparatory School  
(with Bethlehem Academy)  
Faribault, Minnesota, USA

# Saint Paul American School System and Schools

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## Support

- Lesson Plan Feedback
- Syllabus Building
- Atlas Rubicon
- Collaboration & Lesson Sharing

## Observations

- Scheduled & routine school visits
- Leading to educator development

## Multi-School Cooperation & Coordination

- Lesson sharing and networking of all Saint Paul American Schools
- Coordination with SPAS administration & teachers between schools
- Inter-school professional development

## Feedback

- Professional development
- Feedback forms
  - For you
  - For your Principal

# Before we get started...

- I am going to ask you to get into groups of 3 to 4
- Please make groups with people of similar subjects and grades.





# Next select a learning target

- We will be using this learning target throughout the Professional Development
- You can do it individually or make your own.
- I can correctly say, write and use all kinds of plural nouns. (L.3.1B)
- I can tell you how young plants and animals are the same as their parents. (1-LS3-1)
- I can understand a coordinate plane and ordered pairs of number coordinates on that plane. (5.G.A.1)

# Why assess students?

- To gather evidence of student learning
- To motivate students and increase student achievement
- To inform instruction



# How do we assess students?

- Formative Assessment – assessment for learning
- Summative Assessment – assessment of learning



# Brainstorm Formative Assessment Strategies

- Please brainstorm formative assessment strategies with your group for your learning target.
- You can record ideas as a group.
- You will have about 4 to 5 minutes.



<b>Formative Assessments</b>	<b>Summative Assessments</b>
Teachers, students and parents are the primary users	Teachers, principals, supervisors, program planners, and policy makers are the primary users
During learning	After learning
Used to provide information on what and how to improve achievement	Used to certify student competence
Used by teachers to identify and respond to student needs	Used to rank and sort students
Purpose: improve learning	Purpose: document achievement of standards
Primary motivator: belief that success is achievable	Primary motivator: threat of punishment, promise of reward
Continuous	Periodic
Examples: peer assessment, using rubrics with students, descriptive feedback	Examples: final exams, placement tests, state assessments, unit tests

## Formative Assessments

Teachers, students and parents are the primary users

During learning

Used to provide information on what and how to improve achievement

Used by teachers to identify and respond to student needs

Purpose: improve learning

Primary motivator: belief that success is achievable

Continuous

Examples: peer assessment, using rubrics with students, descriptive feedback

**Do you feel your list of formative assessments meet this criteria?**

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# Five Keys to Assessments

- Identify the Purpose
- Clarify the Targets
- Use Sound Design
- Provide Effective Feedback
- Involve Students



# Provide Effective Feedback

- Evaluative Feedback
- Descriptive Feedback

Conclusion about effective feedback:

- Describes features of work or performance
- Relates directly to the learning targets and/or standards of quality
- Points out strengths and gives specific information about how to improve

Mark each example of descriptive feedback with a D and each example of evaluative feedback with an E. If you believe it is neither, mark it with an X.

\_\_\_\_\_ How did you reach that conclusion? Where's your data?

\_\_\_\_\_ Your calculations are accurate. Take another look at appropriate units for density.

\_\_\_\_\_ You need to try harder next time. You can do it!

\_\_\_\_\_ A for Awesome!

\_\_\_\_\_ The students at station two are ready for the lab, they have their books cleared and their safety glasses on.

\_\_\_\_\_ You need to label the x-axis, include units with your label, choose an appropriate scale, show the points you plotted, and give the graph a title.

Mark each example of descriptive feedback with a D and each example of evaluative feedback with an E. If you believe it is neither, mark it with an X.

  D   How did you reach that conclusion? Where's your data?

  D   Your calculations are accurate. Take another look at appropriate units for density.

  E   You need to try harder next time. You can do it!

  E   A for Awesome!

  D   The students at station two are ready for the lab, they have their books cleared and their safety glasses on.

  X   You need to label the x-axis, include units with your label, choose an appropriate scale, show the points you plotted, and give the graph a title.

# Provide Descriptive Feedback

Choose one scenario. Give descriptive feedback to the situation. Then, get descriptive feedback on your descriptive feedback.

1. You ask students to write a complete sentence with a plural noun. The student writes, "The dogs and cats played with the childs."
2. The student draws a baby kitten and mommy cat. They are the same size.
3. The student correctly plots coordinate pairs on a grid.

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# Different Types of Formative Assessments

- Formative assessments should be happening throughout the class.
- These can be quick checks or more pencil and paper type of assessments.

A few important reminders:

- Need to assess the learning target
- Meant to improve student learning
- Need to give feedback
- Don't have to use every single feedback strategy find a few that you like and improve student learning



# Traffic Light

- Allows students to self-assess
- Can be used at any point during instruction
- Colors indicate full, partial, or minimal understanding



# Slates / Individual Whiteboards

- Simple but effective
- Good for verbal feedback
- Partners can trade boards and give feedback



# Acrostic Poem

- Students create acrostic poems with information they know about a topic
- Acrostic Poems can be used to pre-assess student understanding and have students extend their learning

# EROSION

Eats away at land

Rain can cause erosion

Occasionally wind causes erosion

Steps can be taken to prevent erosion including planting trees

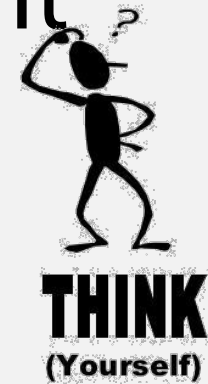
Is also known as weathering

Oceans cause erosion that is easy to see

Never is matter lost, it's just moved to a new place

# Think/Pair/Share

- Again simple but effective
- Can be used in a variety of situations
- Good for teaching students descriptive feedback
- They will need some practice with it



# Exit Tickets

- Can include a wide range of activities or questions
- Given at the end of class
- Just a few questions or statements at most
- Handed back at the beginning of next class
- Can test lower or higher order thinking skills

# EXIT SLIP: 3, 2, 1

Name:

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**3** >>> Name **three** things you learned in art today:

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**2** >>> List **two** things you want to learn more about:

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**1** >>> Ask **one** question about today's lesson:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### « EXIT TICKET »

Goal: I can add decimals onto a number line.

0.25      0.3      0.001      0.501      0.95



Confidence scale:  

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### « EXIT TICKET »

Goal: I can create patterns using decimals and whole numbers.

0.6, 0.7, 0.8, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

8, 16, 32, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

0.5, \_\_\_\_\_, 1.5, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

Confidence scale:  

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### « EXIT TICKET »

Goal: I can choose appropriate units of measurement.

cm	m	km	L	ml	g	kg	cm <sup>2</sup>	m <sup>2</sup>
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The liquid in a bucket: \_\_\_\_\_

The distance from San Francisco to New York: \_\_\_\_\_

The length of your pencil: \_\_\_\_\_

The area of your classroom: \_\_\_\_\_

The weight of you: \_\_\_\_\_

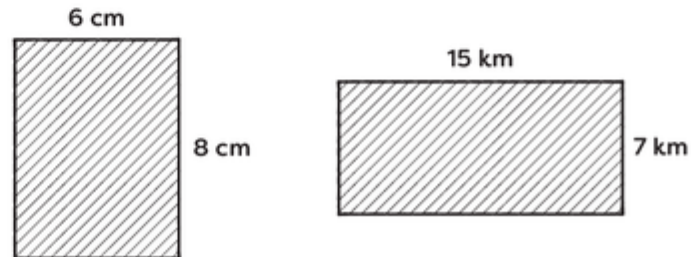
The area of your work book: \_\_\_\_\_

The liquid in a mug: \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

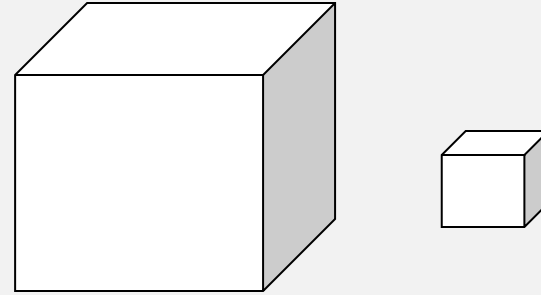
### « EXIT TICKET »

Goal: I can calculate the perimeter of rectangles.





Sofia has two solid cubes made of the same material. One cube is very large, and the other cube is very small. Put an X next to all the statements you think are true about the two cubes.



- A. The larger cube has more mass than the smaller cube.
- B. The larger cube has less mass than the smaller cube.
- C. The volume of the larger cube is greater than the volume of the smaller cube.
- D. The volume of the larger cube is less than the volume of the smaller cube.
- E. The density of the larger cube is greater than the density of the smaller cube.
- F. The density of the larger cube is less than the density of the smaller cube.
- G. The larger cube is more likely to float in water than the smaller cube.
- H. The larger cube is less likely to float in water than the smaller cube.

Explain your thinking. Describe the "rule" or reasoning you used to compare the cubes.

# Formative Assessments

- Discuss with your group which assessments you liked and will try in the classroom.
- Make a plan to try them.

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# Questions? And Resources

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Formative Assessment Presentation – <https://www.lincnet.org/cms/lib/MA01001239/Centricity/Domain/32/InstituteDay2018/FormativeAssessment/Formative%20Assessment.pdf>

Formative Assessment Presentation –

<http://www.redmond.k12.or.us/files/2013/08/Marsha-Moyer-PPT-on-Formative-Assessment.ppt>

Formative Assessment Presentation –

<http://www.ms.uky.edu/~lee/amsplead07/2-AMSPFormativeAssessment-July5.ppt>

Formative Assessment Strategies –

<https://www.utwente.nl/en/examination/faq-testing-assessment/60formativeassessment.pdf>

Formative Assessment Strategies – <https://www.whsd.net/userfiles/1643/FormativeAssessmentCrds-1.pdf>