

# Phase 2: Introduction to Formative Assessment for New Instructors

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## Objectives/Assessments

Should be in table format. Show objectives and assessment for that objective

Audience - light orange 3

Behavior - light green 3

Condition - light blue 3

Degree - light magenta 3

Task	Task Analysis	Objective	Assessment
1. Define Formative Assessment.		Given a scenario and a "select all that apply" question, the learner will identify the elements of formative assessment with 90% accuracy	[Scenario] You devise a 1-point quiz for students, so they can gauge where they stand in with the unit's learning objectives.

			<p>The quiz is open for a week and feedback is displayed after the quiz closes for those questions that are answered incorrectly.</p> <p>Select the elements of effective formative assessment in the above scenario:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low-stakes</li> <li><input type="checkbox"/> High-stakes</li> <li><input type="checkbox"/> Tied to Objectives</li> <li><input type="checkbox"/> Just for fun</li> <li><input type="checkbox"/> Provides Feedback</li> <li><input type="checkbox"/> Provides immediate feedback</li> <li><input type="checkbox"/> Provides feedback to all learners</li> <li><input type="checkbox"/> Provides feedback to the subset of learners who need it</li> </ul>
2. Explain how Formative Assessment Strategies can be used to inform instruction in the NCSU DVM program.		Given a prompt, the learner will reflect on a previous learning experience and describe two ways that formative assessments could have improved the learning experience.	Reflect on a class you've taken, how would formative assessments have helped you gain a deeper understanding of the learning objectives?
	2.1 Adapt instruction to meet identified student needs.	Given the results of a classwide formative assessment that shows poor understanding of a concept, the learner will describe two steps that could be implemented to meet identified student needs.	The Exit Tickets from your last class indicated that students still had several questions about an objective that you thought should be clear. Describe two steps that you could take during the next class to meet student learning needs.
	2.2. Identify the learning gap through varied, low-stakes means.	Given the results of low-stakes opportunities in a given session, the learner will identify	You poll students using a variety of questions related to your

		<p>the learning gap of the class with 100% accuracy.</p>	<p>objectives. The results from the polls are as follows:</p> <p>Objective 1 80% correct Objective 2 100% correct Objective 3 50% correct</p> <p>Where is the learning gap for the overall group of students?</p> <p><input type="checkbox"/> Objective 1 <input type="checkbox"/> Objective 2 <input type="checkbox"/> Objective 3</p>
	<p>2.3. Create opportunities for student and instructor feedback</p>	<p>Given a scenario and an open-ended question, the learner will generate a list of 3 ways to create opportunities for feedback within a classroom session.</p>	<p>You have identified a learning gap with your students and a particular objective. List 3 ways to create opportunities for student and/or instructor feedback in our classroom session.</p>
	<p>2.4. Segment instruction into Learning Progressions of increasing complexity.</p>	<p>Given a general topic, the learner will segment instruction into learning progressions that demonstrate increasingly complex mastery of skills and concepts by students, with 100% accuracy.</p>	<p>Choose one of the following topics: Frying an egg Driving a vehicle Caring for an animal</p> <p>Consider your knowledge of the chosen topic, write 5 learning objectives and explain how these objectives should be arranged or segmented into learning progressions that demonstrate mastery of increasingly complex skills and concepts.</p>
<p>3. Explain how each of the following strategies can be incorporated into a course in</p>		<p>Given a prompt, the learner will be able to describe how they can use two of the covered assessment strategies in their course.</p>	<p>Pick two assessment strategies that you are interested in trying to implement in your course.</p>

the NCSU DVM program: Exit Tickets, Low Stakes Quizzes, Peer-Assessed Student Projects, Muddiest Point/Clearest Point, Class Polling.			Describe one way to implement each strategy.
	3.1 Exit Tickets	Given a student exit ticket response the learner will be able identify student understanding and make 1 adjustment to the next day instruction	Based on the student response, what is one way you can differentiate the lesson to increase student comprehension?
	3.2 Class Polling	Given a topic, the learner will be able to write 3 examples of effective polling questions designed to assess student understanding of a related learning objective.	Choose a Topic: Weightlifting Baking a Cake Tennis  Choose one topic from the list above and write three polling questions that would help you assess student understanding of a related learning objective.
	3.3 Low Stakes Quizzes	Given a multiple choice question the learner will be able to identify all of the benefits of low-stakes quizzes?	Why are low stakes quizzes valuable in the learning process? Select all that apply <input type="checkbox"/> Encourages an attempt <input type="checkbox"/> Allow meaningful guidance <input type="checkbox"/> Shifts focus to mastery <input type="checkbox"/> Identifies learning opportunities
	3.4 Peer-Assessed Student Work	Given an example of a holistic, analytical, developmental, and checklist rubric, the learner will be able to identify 1 way to utilize it in a class setting.	List 4 types of rubrics along with advantages and disadvantages for each.
	3.5 Muddiest Point/Clearest Point	Given the results of a Muddiest Point/Clearest Point class survey, the learner will describe two action steps that	The results of the Muddiest Point/Clearest Point survey administered at the end of

		<p>could be taken during the next lecture to address student feedback.</p>	<p>today's class showed the following for Topics A, B and C):</p> <p><b>Clearest Point:</b> 30% Topic A 45% Topic B 25% Topic C</p> <p><b>Muddiest Point:</b> 30% Topic A 20% Topic B 50% Topic C</p> <p>Using these results, describe two actions that you could take during the next class to address student learning gaps.</p>
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## Organizational and Delivery Strategies

Gagne's Nine Events of Instruction provide the Organizational Strategy for the module: Introduction to Formative Assessment for New Instructors.

<b>Organizational Strategy</b>  <b>Gagne's Nine Events of Instruction</b>	<b>Delivery Strategy</b>		<b>Content</b>
<b>Level 1:</b> <b>Gain attention of the learners</b>	Powerpoint Podcast/Video Testimonial  Opening scenario slide that asks an open-ended question to stimulate inquiry	ARCS ( <b>A</b> ttention) ARCS ( <b>R</b> elevance)	Show statistics about learning outcomes using formative assessment vs not using formative assessment  Incorporate a video or podcast demonstrating a lecture that depicts standard instruction with no formative assessment strategies. Ask questions: How well do you think students will retain this information? What could you do differently to increase retention?
<b>Level 2:</b> <b>Inform students of the objectives</b>	Slides showing objectives	ARCS ( <b>R</b> elevance) ARCS ( <b>C</b> onfidence)	List the objectives on one slide using the What (objective 1), Why (objective 2), and How (Objective 3) outline.  1. Define Formative Assessment. 2. Explain how Formative Assessment

			<p>Strategies can be used to inform instruction in the NCSU DVM program.</p> <p>3. Explain how commonly used formative assessment strategies can be incorporated into a course in the NCSU DVM program</p>
<b>Level 3: Stimulate recall of prior learning</b>	Use a graphic organizer to assess student prior knowledge and generate the next steps for the student learning path	Graphic Organizers	Using a KWL (What you <b>K</b> now, What you <b>W</b> ant to know, and What you've <b>L</b> earned) chart, write down what you know and want to know about formative about formative assessments
<b>Level 4: Present content</b>	Content will be delivered using narrated, self-paced slideshows with video examples of formative assessments being used in the classroom	<p>Scenario-Based Learning</p> <p>Lecture-Showing/Telling</p> <p>ARCS (<b>R</b>elevance)</p>	<p>1. Define Formative Assessment</p> <p>2. Give reasons why Formative Assessment is important to improving the learning outcomes for students.</p> <p>3. Provide explanations of commonly used formative assessment strategies and give concrete examples that can be easily and consistently implemented in the classroom.</p>
<b>Level 5: Provide Learning guidance</b>	Throughout the presentation of content, learners will be presented with slides posing questions that must be answered to move forward. Incorrect answers will prompt an explanation slide.	<p>Scenario/Example</p> <p>ARCS (<b>R</b>elevance)</p> <p>ARCS (<b>C</b>onfidence)</p> <p>Questioning</p> <p>Worked Examples</p>	For each objective to be assessed, learners will answer one low level and one high level application question immediately following instruction. These questions will also model formative assessment methods within the instruction.
<b>Level 6: Elicit performance</b>	Slide providing a case-based scenario and open-ended questions. Learners must construct a solution to the problem using a graphic organizer.	<p>ARCS (<b>R</b>elevance)</p> <p>ARCS (<b>C</b>onfidence)</p> <p>ARCS (<b>S</b>atisfaction)</p> <p>Scenarios/Prompts</p> <p>Case-based Learning</p>	Provide learners with the case details of a college-level course on a generic subject that is currently using lectures and summative assessments. Ask the learner to design a plan using the KWL Chart to incorporate three formative assessment strategies into this scenario, and explain how they will impact student achievement.
<b>Level 7: Provide feedback</b>	Formative assessment questions throughout the module will have immediate feedback for the learner.	<p>ARCS (<b>R</b>elevance)</p> <p>ARCS (<b>C</b>onfidence)</p> <p>ARCS (<b>S</b>atisfaction)</p>	Provide immediate feedback as learners complete formative assessment examples

<p><b>Level 8: Assess performance</b></p>	<p>Summative Assessment at the conclusion of the module</p> <p>Use a graphic organizer to assess student knowledge</p> <p>Post Assessment</p>	<p>Graphic Organizer (Revisit KWL Chart)</p> <p>ARCS (<b>C</b>onfidence) ARCS (<b>S</b>atisfaction)</p>	<p>Learners will complete a summative assessment at the end of the module to determine the effectiveness of the instructional module.</p> <p>There are several ways to implement formative assessments in the classroom. Utilizing your KWL chart, state ways that formative assessments can be implemented in your course.</p> <p>Reflect on KWL chart</p>
<p><b>Level 9: Enhance retention and transfer to the job</b></p>	<p>Learners will explain how Formative Assessment strategies will be immediately incorporated into an existing course being taught.</p> <p>Learners will receive a job aid to use when they need it in the future.</p>	<p>ARCS (<b>R</b>elevance) ARCS (<b>C</b>onfidence) ARCS (<b>S</b>atisfaction)</p>	<p>Provide continuous access to examples of formative assessments</p> <p>The learner will be asked to provide concrete examples of how they will incorporate at least three of the Formative Strategies presented in this module into an existing course.</p> <p>Learners will also be given a Job Aid with explanations and examples of the five Formative Assessment Strategies presented in this module.</p>