



## Formative Assessment Part II: Developing Formative Measures, Some Examples

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Illuminate Session, Pennsylvania Department of Education  
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## Overview



- Definitions
- Balanced Assessment System
- Formative Assessment Cycle
- Language Assessment Item Formats
- Example Activity for Literacy
- Feedback
- Research

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## Definitions



- **Assessment:** a sampling of student behavior for the purpose of making an inference

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## Definitions



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- **Formative Assessment:** an *ongoing* assessment *process* that provides *students and teachers* with *feedback* on progress toward *instructional goals*

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- **Interim Assessment:** a *periodic* assessment that provides *students, parents and educators* with *information* on *unit attainment or progress* across units.

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- **Interim Assessment:** a *periodic* assessment that provides *students, parents and educators* with *information* on *unit attainment or progress* across units.
- **Summative Assessment:** an *occasional* (often annual) assessment that provides *parents, educators, and policymakers* with *information* on *course / standard attainment or progress*

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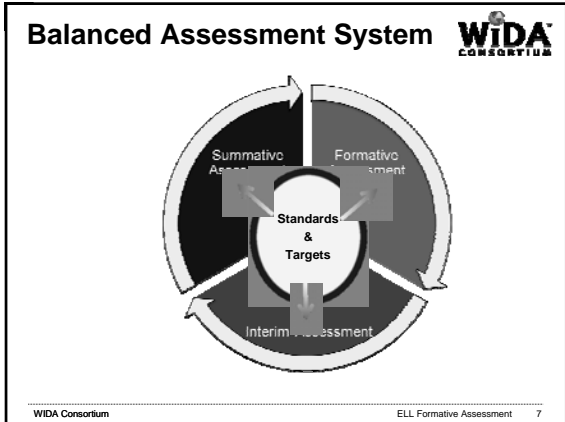
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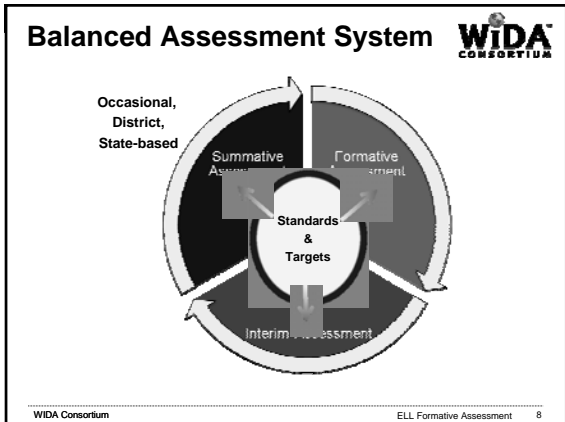
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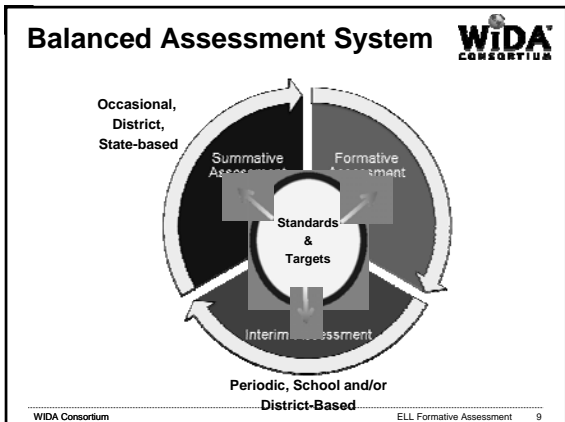
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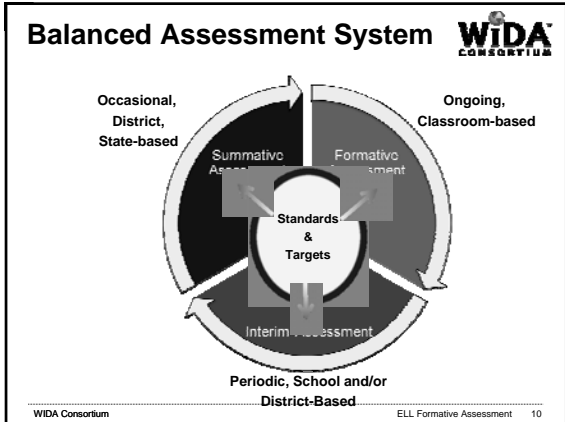
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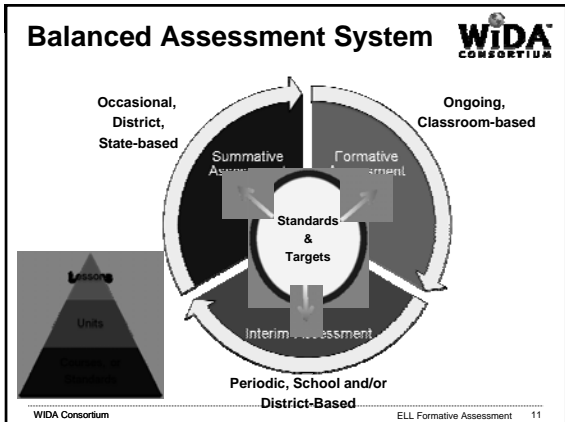
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**“To many of today’s teachers, assessment is synonymous with high-stakes standardized tests. But there is an entirely different kind of assessment that can actually transform teaching and learning.”**

**Margaret Heritage**

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## Formative Assessment

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## Types of Formative Assessments

### ▪ Spontaneous (impromptu)

- Immediate. While teaching, a teacher sees a misunderstanding or misconception and immediately addresses it.
- Not a planned activity. While not planned, a variety of tools are at the teacher’s disposal to formatively assess students, e.g., re-teaching, change in instructional venue, asking another student to provide an example.

### ▪ Planned

- Developed before a lesson. The teacher has a learning target or learning outcome in mind and prepares an assessment to examine it.
- Planned feedback mechanism. The outcome for this assessment is planned ahead of time.

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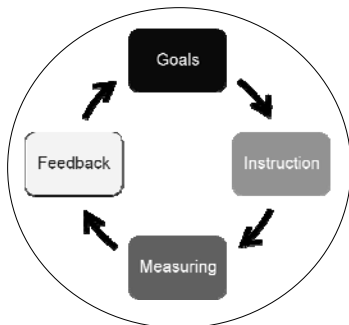
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## Formative Assessment Cycle




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## Examples



| Spontaneous   | Planned  |
|---|--|
| <ul style="list-style-type: none"> <li>Q &amp; A during lessons</li> <li>Observing students during an activity</li> <li>Responding in to students' impromptu conversations</li> </ul> | <ul style="list-style-type: none"> <li>Short Tests and Quizzes</li> <li>Homework exercises</li> <li>Observation protocols</li> <li>In class assignments or activities</li> <li>In or out of class projects (e.g., science fair, essay)</li> <li>Simulation (role play) activities</li> <li>Checklists</li> <li>Student Conference</li> <li>Peer and self assessment</li> </ul> |
| Common sequencing: Measuring, Feedback, Goals, Instruction  | Common sequencing: Goals, Instruction, Measuring, Feedback   |

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## Examples



| Spontaneous   | Planned  |
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## Language Assessment Item Formats



- Skill Dimension
  - **Discrete:** any procedure or task that attempts to focus attention on one domain at a time
  - **Integrated:** any procedure or task that incorporates more than one language domain used together

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## Language Assessment Item Formats



- Skill Dimension
  - **Discrete:** any procedure or task that attempts to focus attention on one domain at a time
  - **Integrated:** any procedure or task that incorporates more than one language domain used together
- Scoring Dimension
  - **Selected response:** an item type where students select the correct answer from a set of options
  - **Constructed response:** an item type where students create/construct the correct answer

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## Item Format Grid



| Scoring Dimension    | Skill Dimension                                   |                              |
|----------------------|---|------------------------------|
|                      | Discrete  | Integrated                   |
| Selected Response    | <i>Multiple-choice reading comprehension test</i> | <i>Multiple-choice cloze</i> |
| Constructed Response | <i>Extemporaneous Composition</i>                 | <i>Cloze Test</i>            |

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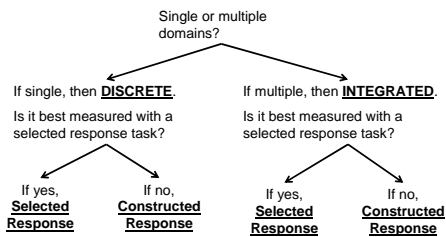
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## Selecting an item format



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# Developing Items



| Item Format Type                 | Item Development Characteristics |               |                        |                 |           |                  |
|----------------------------------|----------------------------------|---------------|------------------------|-----------------|-----------|------------------|
|                                  | Ease in Creating                 | Time to Score | Tools Needed           | Item Durability | Inference | Generalizability |
| Selected Response, Discrete      | Difficult                        | Short         | Answer Key             | Long            | Narrow    | Limited          |
| Selected Response, Integrated    | ↕                                | ↕             | Answer Key             | ↕               | ↕         | ↕                |
| Constructed Response, Discrete   | ↕                                | ↕             | Rating Scale or Rubric | ↕               | ↕         | ↕                |
| Constructed Response, Integrated | Easy                             | Long          | Rating Scale or Rubric | Short           | Broad     | Extensive        |

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# Example Reading Measures



- Multiple-choice or matching comprehension tasks
- Multiple-choice or matching vocabulary tasks
- Multiple-choice or matching summary tasks
- Cloze test
- C-test
- Ordering or ranking cut out passages
- Reading checklists
- Short answer comprehension or summary tasks
- Oral comprehension or summary tasks

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# Reading Checklist



- A checklist is a lists of tasks, activities, or observations about students as they read. Typically, they encompass pre-reading, during-reading and after-reading activities.




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## Cloze, C-test



- A cloze passage is reading assessment procedure that takes a text and deletes every six or seven words. Once words are deleted, students must then fill in the correct (or appropriate) words.
- Typically cloze passages have no missing words in the first or last sentence. A C-test differs slightly in that only parts of words are deleted.
- There are two common methods for scoring cloze passages: exact answer and appropriate answer.

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## Activity



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## Two types of students



- Middle school beginning level student (level 1-2)
  - Goal is to focus on vocabulary and language functions in math  
e.g., identification, description, sequencing, comparison/contrast
- Middle school high-intermediate student (level 4-5)
  - Goal is to focus on comprehension language functions in math,  
e.g., cause/effect, evaluation, inference

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# Reading Texts



Test Item

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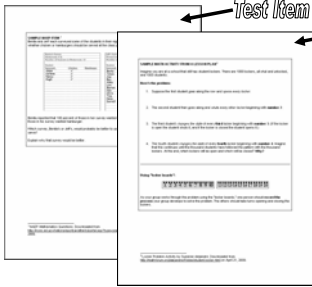
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# Reading Texts



Test Item

Lesson Materials

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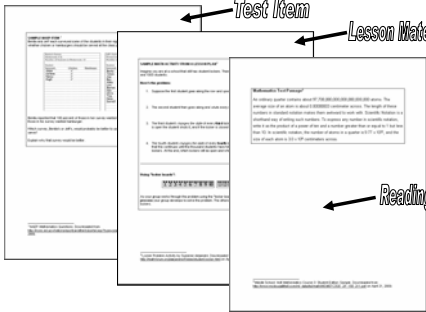
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# Reading Texts



Test Item

Lesson Materials

Reading Passage

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# Language Functions



| Language Function | Definition   | Grammar Features                        | Examples   |
|-------------------|--|---|--|
| Identify          | To name or label something.                            | Nouns, adjectives, verbs, prepositions. | What is this? The color is red.                          |
| Describe          | To give details about something.                       | Adjectives, adverbs, prepositions.      | The car is very fast. It is blue.                        |
| Classify          | To put something into a group or category.             | Nouns, adjectives, prepositions.        | This is a dog. It is a golden retriever.                 |
| Compare           | To show similarities or differences between things.    | Adjectives, adverbs, prepositions.      | The car is faster than the truck.                        |
| Contrast          | To show differences between things.                    | Adjectives, adverbs, prepositions.      | The car is faster, but the truck is stronger.            |
| Locate            | To find the position of something.                     | Prepositions.                           | The car is in the garage.                                |
| Order             | To put things in a sequence.                           | Prepositions.                           | The car is behind the truck.                             |
| Measure           | To determine the size, length, or amount of something. | Adjectives, adverbs, prepositions.      | The car is longer than the truck.                        |
| Count             | To determine the number of things.                     | Nouns, adjectives, prepositions.        | There are three cars in the garage.                      |
| Calculate         | To find the total or difference between numbers.       | Nouns, adjectives, prepositions.        | The car is \$10,000 more expensive than the truck.       |
| Estimate          | To guess the total or difference between numbers.      | Nouns, adjectives, prepositions.        | The car is about \$10,000 more expensive than the truck. |
| Classify          | To put something into a group or category.             | Nouns, adjectives, prepositions.        | This is a dog. It is a golden retriever.                 |
| Describe          | To give details about something.                       | Adjectives, adverbs, prepositions.      | The car is very fast. It is blue.                        |
| Identify          | To name or label something.                            | Nouns, adjectives, verbs, prepositions. | What is this? The color is red.                          |

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# Questions



- Which passage(s) would you use with beginning students? High-intermediate students?

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# Questions



- Which passage(s) would you use with beginning students? High-intermediate students?
- How could you use the reading checklists?

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## Questions



- Which passage(s) would you use with beginning students? High-intermediate students?
- How could you use the reading checklists?
- How could you use the cloze tasks?

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## Beginning Example #1



**SAMPLE NAEP ITEM 1**  
Benita and Jeff each survey \_\_\_\_\_ some of the students in their eighth-grade homerooms to determine whether chicken or hamburgers should be serv\_\_\_\_\_ at the class picnic. The survey forms \_\_\_\_\_ shown below.

| Benita's Survey<br>Homeroom: 4-B<br>Number of Students in Homeroom: 10 |                                     |                                     |  | Jeff's Survey<br>Homeroom: 4-B<br>Number of Students in Homeroom: 20 |                                     |                                     |  |
|--|-------------------------------------|-------------------------------------|--|--|-------------------------------------|-------------------------------------|--|
| Student  | Chicken                             | Hamburgers                          |  | Student  | Chicken                             | Hamburgers                          |  |
| Benita   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |  | Samuel   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |  |
| Adam   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |  | Barry  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |  |
| Carlene  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |  | Tanya  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |  |
| Henry  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |  | Lee  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |  |
| High   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |  | Andy   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |  |
|  |                                     |                                     |  | Carl   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |  |
|  |                                     |                                     |  | Marian   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |  |
|  |                                     |                                     |  | Chris  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |  |
|  |                                     |                                     |  | Tina   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |  |
|  |                                     |                                     |  | Nate   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |  |
|  |                                     |                                     |  | Deirdre  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |  |

Benita report \_\_\_\_\_ that 100 percent of those in her survey wanted chicken. Jeff report \_\_\_\_\_ that 75 percent of those in his survey wanted hamburgers.

Which survey, Benita's or Jeff's, would probably be better to use when making the decision about what to serve?  
Explain why that survey would be better.

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## Beginning Example #1



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| Henry  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |  | Lee  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |  |
| High   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |  | Andy   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |  |
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|  |                                     |                                     |  | Tina   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |  |
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Explain why that survey would be better.

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## What are other formative ways you could use these passages?

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## Good feedback should...

- Integrated with instruction,
- Focused on student language learning goals,
- Identify current skills,
- Detailed enough to be actionable,
- Highlight future student goals,
- Easy for students and you to understand

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## Feedback

- What type of feedback might you give with these examples?
- How could results influence student behavior?
- How could results influence your behavior?
  
- What type of feedback have you found most effective?
- What types of materials do you have to develop formative assessments?
- What do you wish you had?

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## Research



- Formative assessment positively affects student performance!!!
- Formative assessment, when properly done,
  - Engages students in learning,
  - Focuses instruction,
  - Supports students achievement,
  - Can make teaching & learning easier
- Formative assessment requires support and professional development

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## Questions or Comments?

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the WIDA Help Desk:  
1-866-276-7735 or [help@wida.us](mailto:help@wida.us)



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