Presented by: JoAnn Lense, LCSW  
MSLE Trainer / Teacher  
Director of Training for Everyone Reading

“Learning to read is critical to a child’s overall well being. If a youngster does not learn to read in a literacy driven society, hope for a fulfilling, productive life diminishes.”

G. Reid Lyon  
Chief of the Child Development and Behavior Branch of the National Institute of Child Health and Development

“When teachers join forces with their students in the formative assessment process, their partnership generates powerful learning outcomes. Teachers become more effective, students become actively engaged, and they both become intentional learners.”

Anita Archer  
author

What Is Formative Assessment?

Formative assessment is an active and intentional learning process that partners the teacher and the students to continuously and systematically gather evidence of learning with the express goal of improving student achievement.


<table>
<thead>
<tr>
<th>Purpose</th>
<th>Formative Assessments</th>
<th>Summative Assessments</th>
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<tbody>
<tr>
<td>Improve instruction &amp; provide student feedback</td>
<td>Measure student competency</td>
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<tr>
<th>When Administered</th>
<th>Formative Assessments</th>
<th>Summative Assessments</th>
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<tr>
<td>Ongoing</td>
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<tr>
<th>How Students Use Results</th>
<th>Formative Assessments</th>
<th>Summative Assessments</th>
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<tr>
<td>Self-monitor understanding</td>
<td>Gauge progress toward goals</td>
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<th>How Teachers Use Results</th>
<th>Formative Assessments</th>
<th>Summative Assessments</th>
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<tbody>
<tr>
<td>Check understanding</td>
<td>Grades, promotion</td>
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Formative Assessment

Is a process that takes place ‘continuously’ during the course of teaching & learning to provide teachers & students with feedback to close the gap between current learning & desired goals.

Formative assessment is **minute by minute, daily & weekly assessments**

Margaret Heritage, Formative Assessment

Formative Assessment is Called Assessment for Learning: it supports learning in two ways:

Teachers can adapt instruction on the basis of evidence, making changes and improvements that will yield immediate benefits to student learning.

Students can use evidence of their current progress to actively manage and adjust their own learning. (Stiggins, Arter, Chappuis, & Chappuis, 2006)


Each of these three components has a guiding question for teachers and students:

- **Where am I going?** (feed-up) (What are the goals?)
- **How am I doing?** (feedback) (What progress is being toward the goal?)
- **Where am I going next?** (feed-forward) (What activities need to be undertaken to make progress?)

Hattie & Timperely (2007)


Formative Assessments

Fullan, Hill & Crevola (2006): FA is allows the teacher to use data to make decisions in order to **“personalize instruction”**.

Formative assessment creates “precision teaching” that is data driven & provides feedback to students to monitor their learning

Margaret Heritage, Formative Assessment

A Formative Assessment System

Whatever the source of the formative assessment, it must answer ‘3’ questions asked by a teacher and/or by a student.

Hattie & Timperely (2007)


Where am I going?

Give students a list of the **learning targets** they are responsible for mastering, written in student-friendly language.

Show students anonymous strong and weak examples of the kind of product or performance they are expected to create and have them use a scoring guide/rubric to determine which one is better and why.
**Where am I now?**

Administer a **non-graded quiz part-way through the learning**, to help both teacher and students understand who needs to work on what.

Have **students identify their own strengths and areas for improvement** using a scoring guide.

**Have students** keep a list of learning targets for the course and periodically check off the ones they have mastered.


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**How can I close the gap?**

**Give students feedback** and have them use it to set goals.

Have **students graph or describe their progress** on specific learning targets.

**Ask students to comment on their progress:** What changes have they noticed? What is easy that used to be hard? What insights into themselves as learners have they discovered?


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**ChartDog Graph Maker:**

www.interventioncentral.org (Free)

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**High Frequency Word Cards**

- **Green** – High Frequency Decodable Words
- **Yellow** – High Frequency Decodable Words with Exceptions
- **Red** – Non-Decodable Sight Words

S.P.I.R.E., School Specialty, Sheila Clark-Edmands

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**Formative Feedback for Learning**

When feedback is effective, it is a powerful tool that improves learning.

Hattie & Timperley (2007) report that feedback had an average effect size of 0.79 standard deviation – an effect greater than student prior cognitive ability, socioeconomic background & reduced class size.

For feedback to be formative it must lead to new learning!

- **Formative Assessment, Making It Happens in the Classroom, Margaret Heritage**
Feedback should be **clear, purposeful and meaningful**, compatible with students’ prior knowledge, and provide logical connections. It should be prompt active information processing on the part of learners and relate to clear and specific goals.

(Hattie & Timperley, 2007)

When all three components of a formative assessment system are present, there is a ‘give-and-take’ between teachers & students that facilitates learning.

Formative Assessment, Making It Happen in the Classroom, Margaret Heritage

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“Concept of Quality”

Sadler (1989) emphasized that to be able to self-monitor in metacognitive activity, students must come to hold a “Conception of Quality” similar to the teacher’s. To develop this concept of quality the student must:

1. Possess a concept of the standard (or goal) being aimed for.
2. Compare the actual or current level performance with the goal.
3. Engage in appropriate action which leads to some closure of the gap.

Margaret Heritage, Formative Assessment

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**Classroom Culture**

- **FEEL SAFE** to say that they do not understand
- receive constructive feedback from teachers and peers
- be taught to recognize & appreciate individual differences
- learn how to listen respectfully
- learn how to respond positively & constructively
- learn how to appreciate the different skills levels among their peers

Margaret Heritage, Formative Assessment

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**Student Self-Monitoring**

By engaging in self-assessment/monitoring, students make adjustments to their own learning, thus selecting appropriate strategies from their repertoire so they can move forward.

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**Individual Laminated Pictures As a Quick Mood Gauge**

Do you ever feel like your class is just off, but you can’t quite put your finger on it?

Have each student draw a quick face on their boards or choose the picture that represents their mood.

Margaret Heritage, Formative Assessment
Portfolios

Portfolios are files or binders which hold samples of individual student work.

As a student makes progress, choose a sample that represents that progress and place it in the portfolio.

At certain points during the year, this portfolio and be used to conference with the student regarding their progress.

http://suite101.com/a/methods-for-documenting-student-progress-a93300

Foundational Reading Skills

Direct, Systematic instruction in:

7. Spelling
6. Conventions of Grammatical English
5. Comprehension
4. Vocabulary
3. Fluency
2. Phonics
1. Phonemic Awareness

Language is acquired from the bottom up!

Establishing Purpose

- Every lesson must have an established purpose.
- This purpose can be in the form of a goal or objective, provided that the students know what that goal or objective is.
- In a formative assessment system, the purpose drives both feedback and feed-forward.
- Without a clear purpose, students are not motivated and do not see the relevance of the content they're expected to master.

National Reading Panel

Direct, Systematic Instruction
Comprehension
Vocabulary
Phonics
Phonemic Awareness

1. Phonemic Awareness
   - Identifying words accurately & automatically

2. Phonics

3. Fluency

1. Vocabulary
   - Constructing meaning using words that are identified

Response Cards

- index cards, signs, dry erase boards, magnetic boards or other items
- used by all students to respond to a question presented by the teacher
- allows for full group participation

Formative Assessment Action Plan by Nancy Frey and Douglas Fisher

Margaret Heritage, Formative Assessment
**Phonemic Awareness**

Is the ability to manipulate the sounds of spoken language (not print) and the understanding that spoken words & syllables are made up of sequences of speech sounds.

e.g., rhyme, rime, alliteration, sound deletion, sound addition, etc ...

http://reading.uoregon.edu

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<table>
<thead>
<tr>
<th>Short Vowel Sounds</th>
<th>Long Vowel Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>A a apple</td>
<td>Aa acorn</td>
</tr>
<tr>
<td>E e eddy</td>
<td>Ee even</td>
</tr>
<tr>
<td>I i itchy</td>
<td>Ii iron</td>
</tr>
<tr>
<td>O o olive</td>
<td>Oo open</td>
</tr>
<tr>
<td>U u upper</td>
<td>Uu unicorn</td>
</tr>
</tbody>
</table>

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**How to Blend**

S.P.I.R.E. Techniques, School Specialty

- As they say the /m/ sound, they tap their index finger to his thumb.
- As they say the /a/ sound, they tap their middle finger to his thumb.
- As they say the /p/ sound, they tap their ring finger to his thumb.
- They then blend the sounds as they drag their thumb across their '3' fingers - starting with their index finger and ending with their ring finger.

1. Put your fist together.
2. Get ready to stretch the word.
3. The word is fin. What word? fin
4. Stretch it. fffiiiiinnnn
5. Shrink it. fin
6. (Practice: sit, list, fish, trip)

**Segmenting words into sounds – Smooth Segmenting**

1. Put your fists together.
2. Get ready to stretch the word.
3. The word is fin. What word? fin
4. Stretch it. fffiiiiinnnn
5. Shrink it. fin

(Practice: sit, list, fish, trip)

Observe Student Performance!

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map

1. Place index finger under the vowel and slide your finger (left to right) while saying the short vowel sound.
2. Pick your finger up and move it back to #2 and slide your finger (left to right) blending the short /a/ in to the /p/ = /ap/
3. Pick up your finger and move it back to #3 and slide your finger (left to right) blending the /m/ /a/ /p/. Then say the whole word in regular rapid speech.
Segmenting Words into Sounds – Separate Segmenting

1. We’re going to say the sounds in a word.
2. Fist in the air. Put up one finger for each sound.
3. The word is sat. What word? sat
4. First sound? /sss/ Next sound? /aaa/ Last sound? /t/

(Practice: fan, fast, shop, with)

Observe Student Performance!

Elkonin boxes can be used to teach phonemic awareness by having students listen for individual sounds and marking where they hear them in the boxes.

Each box in an Elkonin box card represents one phoneme, or sound.

Phonics Instruction

**Phonics** is the study of the relationship between letters and the sounds they represent; it is also used to describe reading instruction that teaches sound-symbol correspondences

The goal of phonics instruction is to help students use the sound-symbol relationship to read and write words

The Phonological Model conceptualizes the Language System as a Hierarchical Series of Modules or Components, each devoted to a particular aspect of language.

<table>
<thead>
<tr>
<th>Upper Level of Language Acquisition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pragmatics</td>
</tr>
<tr>
<td>Discourse</td>
</tr>
<tr>
<td>Syntax</td>
</tr>
<tr>
<td>Semantics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lower Level of Language Acquisition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonemic Awareness &amp; Phonology</strong></td>
</tr>
<tr>
<td>This level is dedicated to processing the distinctive sounds elements of language.</td>
</tr>
<tr>
<td>26 Letters – 44 Phonemes – 250 Spelling</td>
</tr>
</tbody>
</table>

The phonological model conceptualizes the language system as a hierarchical series of modules or components, each devoted to a particular aspect of language. 

26 Letters – 44 Phonemes – 250 Spelling
Syllable Instruction

Instruction MUST include the teaching of the six ‘6’ basic types of syllables:

- Closed
- Open
- Final Vowel Consonant-e
- Consonant -le (count back ‘3’)
- R-controlled
- Vowel Digraphs/Teams

Great teacher/student resource for learning the ‘6’ syllables and ‘3’ syllabication rules in Megawords 1

Visual Displays of Information

Marzano, Pickering & Pollock (2001); describe visual displays (“nonlinguistic representations”) as the most underused instructional strategy of all instructional techniques.

Examples:
- Key Concept Cards
- Graphic Organizers

Great teacher/student resource for learning the ‘6’ syllables and ‘3’ syllabication rules is: Megawords 1

Teaching the concept of a digraph: 2 adjacent letters that produces ‘1’ sound

sh
ship

Phonogram Card

Key Word Concept Sheet

Keyword Demonstration

ou

I will share this mound of doughnuts with my cousin and you.

SPIRE, School Specialty, Author: Sheila Clark-Edmands

Purpose

Teacher

Student

Provide appropriate exposure to the rule combined with challenging behaviors & goals

Increased effort & utilization of more effective strategies

FEED-UP
Where am I going?

FEEDBACK
How am I doing?

FEED-FORWARD
Where am I going next?

To teach students difference between closed syllable & open syllables
**Word Building: Build Closed Syllable Words**

- Has '1' vowel
- Syllable or word ends in '1' or more consonants
- The vowel is short
- Short vowels make sounds

- Has '1' vowel
- Syllable or word ends in a vowel
- The vowel is long
- Long vowels say their name

**Why Code Words?**

- When students mark sounds and patterns in words, it helps with accurate decoding

- Marking up words is a kinesthetic activity

- As students practice this activity daily, it leads to automaticity when they encounter these sounds and patterns in text
Word Markups

- Underline vowels and vowel teams
- Mark vowel consonant e patterns with arrow going through silent 'e' pointing towards the vowel
- Link together consonant digraphs
- Box suffixes and prefixes
- Divide words into syllables

<table>
<thead>
<tr>
<th>Fast</th>
<th>Treat</th>
<th>Bike</th>
<th>Chest</th>
<th>Sifted</th>
</tr>
</thead>
</table>

Building Words
Using VAKT

V = visual
A = auditory
K = kinesthetic (muscle movement)
T = tactile

Individual Whiteboards

- Actively involves student learning
- a terrific tool for formative assessment
- teacher can quickly determine who is understanding and who needs help

http://www.minds-in-bloom.com/2010/02/7-ways-to-use-individual-student.html
Whiteboard Use: In Partners

Students can practice spelling new concepts, words, or phonics rules with one partner giving the word, concept or rule and the other student writes it on their whiteboard.

Example of a Word Find Sheet

Word Find and Sentence Reading

• Students circle the words that have the target sound.
• Students may highlight the target sound in the words
• Each student says a word, discusses meaning, and uses the word in a sentence. Other students check the work off of their word find sheets.

Hand Signals Used During & At the End of a Lesson

Thumbs Up: “I understand ________________ and I can explain it.

Thumbs Sideways: “I’m not completely sure about ____________________.

Thumbs Down: “I do not yet understand ________.

Quick Check Assessments

• Brief 2-3 minute decoding assessment
• Administered individually
• Can be completed after every lesson
Decoding Assessments

Used for diagnostic teaching and progress monitoring.

S.P.I.R.E. School Specialty, Author: Sheila Clark-Edmands

Student Self Assessment

Formative assessment involves students in self-assessment about how their learning is progressing so that they can be

ACTIVE AGENTS

in learning, working with teachers to close the gap between current levels of understanding and desired learning goals.

Constructive Quizzes

- Have students fold paper in half
- Number along the left margin & again in middle
- Students write quiz answers on left half of paper
- Students copy answers onto right half
- Then tears the halves apart and turn in quiz to be graded

http://wvde.state.wv.us/teach21/ConstructiveQuizzes.html

Anecdotal Notebook

The teacher may wish to keep a notebook of the individual observation forms or a notebook divided into sections for the individual students. With this method, all of the observations on an individual student are together and can furnish a picture of student learning over time.

http://wvde.state.wv.us/teach21/Observations.html

Constructive Quizzes

After all papers have been collected, the teacher can go over the answers to the quiz and students can readily score their own papers.

In this way, students can see what they scored on the quiz, as well as contribute to a class discussion about why answers were right or wrong.

http://wvde.state.wv.us/teach21/ConstructiveQuizzes.html
Fluency

The ability to read text with speed, accuracy, and prosody (expression).

Research indicates that...

- Word study and comprehension are related to fluency (Shinn & Good, 1992).
- Fluency does not “cause” comprehension, but is one necessary component of successful reading (Rasinski et al., 2005).

Fluency Drills

- * Read the first 3 rows with/for the student.
- * The teacher times for one minute when the student begins reading.
- * Teacher marks words read correctly in one minute and records on chart from BLMs.
- * Give the same fluency drill (minus the 1st three rows) for a minimum of 3 consecutive days.

Fluency Drills (Example)

*Read the first 3 rows with/for the student.
*The teacher times for one minute when the student begins reading.
*Teacher marks words read correctly in one minute and records on chart from BLMs.
*Give the same fluency drill (minus the 1st three rows) for a minimum of 3 consecutive days.

Reading Comprehension Strategies

Students respond to building background, activating prior knowledge, and vocabulary in preparation for reading selection.
We understand new information only when it has been “woven into our system of meanings and understandings.”

Linking Formative Assessment to Scaffolding, Lorrie A. Shepard
http://www.ascd.org/publications/educational-leadership/nov05/vol63/num03/Linking-Formative-Assessment-to-Scaffolding.aspx

Let students self-determine their understanding by using these colored circles.

Pre-Reading

wish

Sentence Reading/Story Reading

• Teacher and students work through story/sentence building comprehension and fluency skills together.
• Activities should vary with each lesson.
• Teacher and students fill out a comprehension graphic organizer together.

How to Create and Use Rubrics for Formative Assessment and Grading
by Susan M. Brookhart

Decodable Text

The Fish Wish

John read.
John read. My fish like the red.
John read. My fish like the red.
1. John read.
2. My fish like the red.
3. My fish like the red.
4. My fish like the red.
5. My fish like the red.

The Forgotten Plague of 1918

During the “Spanish flu” epidemic that swept the United States in 1918, thousands of people died of the disease. The flu was spread by people who were sick with the disease and by the things that people carry with them, such as clothing, mail, and personal belongings. Children often carried germs home and sickened their parents. The flu killed a lot of people, and it was not until several years later that the disease was stopped.
Exit Slips

Exit slips are written student responses to questions teachers pose at the end of a class or lesson. These quick, informal assessments enable teachers to quickly assess students' understanding of the material.

[Image with a table: Things I Learned Today, Things I Found Interesting, Question I Still Have]

Prompts that document learning:
E.g.: Write one thing you learned today.
E.g.: Discuss how today's lesson could be used in the real world.

Prompts that emphasize the process of learning:
E.g.: I didn't understand...
E.g.: Write one question you have about today's lesson.

Prompts to evaluate the effectiveness of instruction:
E.g.: Did you enjoy working in small groups today?

Other exit prompts include:
I would like to learn more about...
Please explain more about...
The thing that surprised me the most today was...
I wish...

Useful Websites

1. www.fcrr.org (Free: Florida Center for Reading Research)
2. www.interventioncentral.org (CBM) free
3. www.starfall.com (Free - fantastic sound production)
4. www.readingrockets.org/strategies/elkonin_boxes/ (FREE)
5. http://www.pronuncian.com (for pay but you can view many lessons for free: ELL - fantastic sound production)
6. www.enchantedlearning.com (Pay: $20 per year)