CUSTOMIZING AND PERSONALIZING INSTRUCTION THROUGH THE USE OF THE FORMATIVE ASSESSMENT PROCESS
http://padlet.com/lmarchineck/NTC
How would you rate yourself?

A: This is all new to me but I'm up for learning something new.

B: I'm a FA beginner. I use formative assessment and I'm looking for new ideas.

C: I'm a FA explorer. I am really interested in formative assessment and effective feedback, I participate in formative assessment professional learning, and I'm looking for ideas on coaching others.

D: I'm a FA groupie. I lead professional learning on formative assessment, I tweet about FA, and I am constantly looking for new ideas.
About BCPS

- 25th largest school system in the U.S., 3rd largest in Maryland
- $1.76 billion budget, FY 2016
- 112,139 students (2016-2017 enrollment)
  - 0.4% - American Indian/Alaskan Native
  - 7.1% - Asian
  - 38.9% - Black/African American
  - 8.9% - Hispanic/Latino
  - 0.1% - Native Hawaiian/Other Pacific Islander
  - 4.2% - Two or More Races
  - 40.0% - White

- 4.5% ELL
- 46.8% FARMS
- 11.7% Special Education
About BCPS

• 173 schools, programs, and centers
• 18,572 employees
• 9,072 classroom teachers
FAME
Formative Assessment for Maryland Educators

FAME is a yearlong collaborative professional development process that consists of 5 self-study modules, application activities, communities of practice, leadership support, and for the 2014-15 cohort, support from MSDE formative assessment specialists.

The goals of FAME are to encourage and support teacher reflection and dialogue around the topic of formative assessment, help teachers revise and refine their current practices within their own classroom and school, and create lasting change in schools and districts.
WHAT IS S.T.A.T.?
S.T.A.T. is the multi-year transformation of BCPS into a complete 21st century technology learning environment to prepare globally competitive graduates. BCPS is first redesigning curriculum in the core content areas to redefine what instruction will look like in a blended learning environment, while placing a stronger emphasis on critical thinking and analytical skills.

WHAT'S NEW?
1/5/2017
District Converts School Bus Into Mobile Makerspace
School Bus Fleet

Openness and collaboration land Dr. Dance. BCPS second Digital Innovation in Learning Award
Teaching and Learning Framework

- Creating Student-Centered Curriculum and Instruction
- Ensuring all students know, understand and are able to determine their progress in relation to the standards.
<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Guiding Questions</th>
<th>Teaching and Learning Framework Connection</th>
</tr>
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</table>
| Teacher    | What teacher behaviors contribute to a learner-centered environment for all students? | Domain I-Preparation and Planning  
- Teacher understanding of individual learners’ strengths, needs, culture, and interests promotes personalization and customization.  
- Teacher understanding of available culturally responsive resources promotes student choice.  
- Teacher design of on-going assessment/feedback promotes responsive, small group instruction.  
Domain III-Instruction  
- Both teacher and student initiate communication.  
- Questioning is high level and promotes multiple ways to respond, including further questioning.  
- Learning activities and selected pedagogical strategies promote cognitive engagement.  
- Formative assessment is used to monitor individual progress and make responsive decisions.  
- Timely feedback is provided so students can make decisions about their learning. |
| Space      | How does the physical space reflect input from all students and facilitate a learner-centered environment? | Domain II-Classroom Environment  
- Displayed student work is current and evidences choice and pride.  
- Furniture is strategically arranged and supports instructional outcomes.  
- Resources and materials are organized and available based on student needs.  
- Visual resources support students’ independent thinking and learning.  
- The space allows students equitable access to instruction. |
| Student    | How are all students (by race, gender, English language competency, or disability) acquiring, developing, using, or producing knowledge, information and skills? | P21  
- All students are actively acquiring core disciplinary knowledge.  
- All students use collaboration and communication to facilitate their learning.  
- All students have choice with regard to process and product.  
- All students use critical thinking and problem solving.  
- All students engage in tasks that require adaptability and flexibility.  
- All students have opportunities to create and innovate.  
- All students are exposed to authentic, real-world contexts.  
- All students use of digital tools and content allow them to acquire, develop, and demonstrate knowledge and skills. |
Personalized and Customized Instruction

**Personalized Instruction**

- Student choice in the learning style

**Customized Instruction**

- Teacher adjusts instruction based on data
What is Assessment for Learning?

Formative Assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes.

FAST SCASS/CCSSO (2007)
High-Impact Teaching Strategies

Visible Learning
A Synthesis of Over 800 Meta-Analyses Relating to Achievement

- $d = 0.0 - 0.15$: What students could achieve without schooling
- $d = 0.15 - 0.4$: Typical effects of teachers on students that can be accomplished in a year of teaching
- $d > 0.4$: Zone of desired effects

Effects:

- Below $d = 0.0$: Decrease achievement
- Low
- Medium
- High
- Negative
- Positive

John Hattie
Jan Chappuis

SEVEN STRATEGIES OF ASSESSMENT for LEARNING

Jan Chappuis
## Seven Strategies of Assessment FOR Learning

#### Where am I Going?
1. Provide clear and understandable vision of the learning targets and success criteria.
2. Use examples of strong and weak work.

#### Where am I Now?
3. Offer regular descriptive feedback during the learning.
4. Teach students to self assess and set goals.

#### How Do I Close the Gap?
5. Use evidence of student learning to determine next steps.
6. Design focused instruction, followed by practice with feedback.
7. Provide students opportunities to track, reflect on, and share their learning progress.

*Seven Strategies of Assessment for Learning - Jan Chappuis*
Where am I Going?

Provide clear and understandable vision of the learning targets and success criteria.

Learning Progressions

• Develop a “pathway” for learning

• Helps answer the question “what do I do with this data?”

• Identify missing building blocks
Learning Progressions

More complex learning goal

- Evidence shows students are able to **transfer** learning above and beyond level three expectations (**products and performances**)

Target learning goal

- Evidence shows students are able to **demonstrate** what you want them to know and be able to do as dictated by the RIGOR of the standards

Simpler learning goal

- Evidence shows the students demonstrate an understanding of the knowledge and **reasoning** targets but are not at the level to have mastered the standards and/or apply the understanding as the standard dictates.

Foundational knowledge, prerequisite

- Evidence shows students have demonstrated basic foundational **knowledge** as related to the standards
# Student Centered Unit Overviews

## Grade 4 English Language Arts

### Unit I: Choosing Kindness

#### Essential Question

**The “big picture”**

- How do our actions and words affect others?
- When is choosing kindness hard?

#### Knowledge Targets

**What I need to know**

- I can find out the meanings of words or phrases as they are used in a text.
- I can identify details from a story or play to describe a character, setting, or event.
- I can recognize different points of view used to tell a story.
- I can identify elements of plot.

#### Reasoning Targets

**What I can do with what I know**

- I can compare and contrast the use of similar themes in stories.
- I can compare and contrast the first- and third-person point of view as used in different stories.
- I can use details and examples from a text when explaining what it says and when drawing inferences from it.
- I can summarize a text by synthesizing elements of a story.
- I can support my opinion with reasons and information from the text.
- I can use facts and details from stories and informational text to support my ideas.

#### Skill Targets

**What I can demonstrate**

- I can gather information from print and digital sources, take notes, and sort information.
- I can prepare for a discussion by reading the text and thinking about what I know.
- I can add meaningful ideas to a discussion.
- I can follow rules for discussion.
- I can ask and answer specific questions to clarify information.
- I can connect what I say to the remarks of others.
- I can improve my writing by planning, revising, and editing.
- I can use details from a story to determine its theme.
- I can write a summary of the text.

#### Product Targets

**What I can make to show my learning**

- I can use technology to create and publish writing.
  - Google Docs
  - Kidblog
  - Comic Builder
  - Boom Deck
  - Board Builder/Story Boards
- I can write over long or short time frames for a variety of reasons and audiences.
- I can write informative texts that examine a topic, making ideas and information clear.
- I can take an active part in partner and group discussions.
“I Can” statements are designed to align to cognitive complexity levels.
Where am I Going?
Provide clear and understandable vision of the learning targets and success criteria.

- All learning goals are tightly aligned to standards
- Teachers and students make meaning of the standards
- Students can clearly articulate the end goal of their learning
Teachers and students analyze examples of strong and weak work.
Seven Strategies of Assessment FOR Learning

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Seven Strategies of Assessment for Learning - Jan Chappuis
• Resource Wiki

Instructional Activities

Find tools which can be used to enhance common classroom instructional processes and activities such as brainstorming, presentation, choral reading, etc.
Where am I Now?
Teach students to self assess and set goals.

<table>
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<th>Success Criteria:</th>
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<td>I can:</td>
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<td>• Identify the factors that affect electrical energy consumption at home, school, and in the workplace.</td>
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<tr>
<td>• Identify sources of energy and categorize them as renewable or non-renewable</td>
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<tr>
<td>• Find information in a variety of resources (books, video, Internet, etc.)</td>
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<tr>
<td>• Record, share, organize, and synthesize understandings from a variety of sources to propose methods of decreasing electrical energy consumption.</td>
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<th>My strengths/knowledge:</th>
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<td>An area I need to learn in this unit:</td>
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<td>Next step:</td>
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| An area I need to learn in this unit: |
| Next step: |

Self-Assessment

- Needs to be taught
- Deepens understanding of learning goals
- Involves students in thinking meta-cognitively about their learning
- Support students’ ability to internalize learning goals and self-regulate their learning
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Where am I Now?
Descriptive Feedback

What makes feedback effective?
Characteristics of Effective Feedback

- Aligns to content
- Just right amount
- Leads to next steps
- Supports self-regulation
# Guidelines for Effective Feedback

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<th>Aligns to content</th>
<th>Provides the &quot;just right&quot; amount with the &quot;just right&quot; timing</th>
<th>Leads to next steps in learning</th>
<th>Supports self-regulation</th>
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<td>Effective feedback aligns to the learning goals, the success criteria, and the learning progression. It accurately describes what the students have done well using evidence from their work products.</td>
<td>Effective feedback is limited and prioritized on the most important next steps, so that students have the right amount of information with which to move forward. Feedback provides timely information throughout the learning sequence.</td>
<td>Effective feedback can be readily implemented by students. It provides hints, cues, and guidance to help move learning forward. Teachers ensure that students have structured time to respond to external feedback.</td>
<td>Effective feedback helps students learn how to monitor and self-correct their work, and helps them know when and how to apply learning strategies. To develop self-regulation skills, students must have regular opportunities to self-assess.</td>
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| A1 | Align all comments to the learning goal. |
| A2 | Use positive descriptive language to accurately describe which success criteria have been met. |
| A3 | Clarify which strategies students have used successfully to meet the criteria. |
| A4 | If students have used exemplars or rubrics, share how the student is progressing compared to the criteria outlined in the rubric or exemplars. |
| A5 | Identify errors in the work, or types of errors, but avoid correcting them for the student. |

| B1 | Prioritize feedback to highlight the most important next steps in learning. |
| B2 | Limit feedback about next steps so that students are able to move forward on their own. Students benefit from knowing 1-3 elements to work on independently before checking back with the teacher. |
| B3 | Consider each student’s developmental level. Apply what you know about each learner to determine the correct amount and timing of feedback. |
| B4 | Provide timely feedback at key points throughout the learning sequence. |

| C1 | Clarify for the student which success criteria has not yet been met, and what will be next steps for their learning. |
| C2 | Provide hints, clues, and guidance to describe next steps in learning, without “doing the learning” for the student. |
| C3 | Establish routines for students to review feedback, clarify next steps, and request clarification and/or support to move forward. |
| C4 | Ensure that students have both time and opportunity to act on the feedback. |
| C5 | When giving feedback, communicate respect for the student and the work. |

| D1 | Have students work with anonymous student work samples to understand and internalize how to compare work products to success criteria. |
| D2 | Utilize peer assessment to help students develop and internalize strategies to move learning forward. |
| D3 | Provide frequent self-assessment opportunities for students. |
| D4 | Monitor student’s use of feedback to ensure a continuous cycle of feedback and application. |
| D5 | Develop routines for students to track feedback over time (logs, journals, portfolios). |
Austin's Butterfly: Building Excellence in Student Work - Models, Critique, and Descriptive Feedback

• [https://vimeo.com/38247060](https://vimeo.com/38247060)
It turns out that it isn't the giving of feedback that causes learning gains, it is the acting on feedback that determines how much students learn.”

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How do I Close the Gap?

1. Teacher determines where the students are in the learning progression and the teacher takes action based on this information to improve learning and correct misunderstandings, flawed reasoning, or misconceptions (small group instruction, reteaching)
How do I Close the Gap?

2. The teacher provides descriptive feedback to the student, with guidance on how to improve, during the learning (independent practice with rubrics or checklists to self-monitor)
How do I Close the Gap?

3. **Students develop self- and peer assessment skills** (peer-to-peer monitoring and feedback)

- Based on self and/or peer assessment results and descriptive feedback, students are able to adjust their own learning.
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<th>BEGINNING</th>
<th>IMPROVING</th>
<th>EXTENDING (GOAL)</th>
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<td>The teacher posts standards and targets at the beginning of the unit and at the beginning of a lesson.</td>
<td>The teacher is developing and using learning progressions to plan instruction.</td>
<td>The teacher and the students are using learning progressions to help students identify where they are in their progression toward mastery of the standards.</td>
<td></td>
</tr>
<tr>
<td>The teacher is beginning to develop learning progressions to plan instruction across the year and within units.</td>
<td>The teacher communicates the standards and learning targets at the beginning of the unit and at the beginning of a lesson.</td>
<td>The teacher and the students make meaning of standards, learning targets, and success criteria at the beginning of the unit and at the beginning of a lesson.</td>
<td></td>
</tr>
<tr>
<td>The teacher is beginning to develop success criteria that indicate what success will look like when students reach the learning targets.</td>
<td>The teacher and the students co-create success criteria that indicate what success will look like when students reach the learning targets.</td>
<td>The teacher knows where each student is on their learning progression.</td>
<td></td>
</tr>
<tr>
<td>The teacher models the correct response.</td>
<td>The teacher provides examples of strong and weak work and scoring rubrics throughout learning.</td>
<td>Students can clearly articulate where they are and where they need to go next in their learning.</td>
<td></td>
</tr>
<tr>
<td>Students are not yet able to articulate the end goal of their learning and where they are in relation to the learning targets.</td>
<td>Students can generally articulate the end goal of their learning.</td>
<td>The teacher and the students analyze examples of strong and weak work against the scoring rubrics to clarify success criteria throughout learning.</td>
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<td>The formative assessment process generally occurs at the end of a lesson and limited feedback is provided.</td>
<td>The formative assessment process occurs during learning and results are used to provide feedback aligned to the learning targets and success criteria.</td>
<td>The formative assessment process occurs during learning and students are using the results to determine where they are in their learning in relation to the learning targets and success criteria.</td>
<td></td>
</tr>
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<td>The teacher creates and uses rubrics, answer sheets, and checklists to elicit evidence to determine where students are in their learning.</td>
<td>The teacher and the students are co-creating and using rubrics, answer sheets, and checklists to determine where they are in their learning.</td>
<td>Self and peer assessment are used frequently to encourage students to understand and internalize where they are in their own learning.</td>
<td></td>
</tr>
<tr>
<td>The teacher grades assignments but is rarely provides specific feedback aligned with the learning targets and success criteria.</td>
<td>The teacher models specific feedback to students to ensure students know where they are in relation to the standards and where they need to go next.</td>
<td>Students are using rubrics, answer sheets and checklists to determine where they are in their learning and are able to articulate where they are in relation to the learning targets.</td>
<td></td>
</tr>
<tr>
<td>The teacher grades assignments but is rarely provides specific feedback aligned with the learning targets and success criteria.</td>
<td>Students have opportunities to practice self- and peer-assessment.</td>
<td>Feedback teachers give to students AND that students give to students is specific, uses language of the standards and tells students where they are now and where they need to go next.</td>
<td></td>
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<td>The teacher adjusts and customizes instruction to target the majority of students needs through whole class instruction.</td>
<td>When assessment information identifies a need, the teacher adjusts and customizes instruction to target a student's specific need.</td>
<td>When assessment information identifies a need, the teacher provides a choice of highly effective, customized approaches for students to select from, student use those choices to adjust and personalize their own learning.</td>
<td></td>
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<td>Students are beginning understand how their assignments and assessments connect to the learning targets and success criteria.</td>
<td>The teacher helps students master a specific learning goal by scaffolding in small groups or providing additional practice, without specifically addressing the type of error a student made.</td>
<td>The teacher is able to help students master a specific learning goal by narrowing the focus or complexity of a lesson based upon specific errors on formative assessments due to incomplete understanding, flaws in reasoning, and misconceptions.</td>
<td></td>
</tr>
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<td>Students rarely have an opportunity to engage in self-reflection and revise their work based on feedback.</td>
<td>The teacher has established practices that encourage revisions and self-reflection.</td>
<td>The teacher practices in scaling highly effective approaches to customizing instruction in small groups or for individual students.</td>
<td></td>
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<tr>
<td>Students are not yet able to articulate where they are now and where they need to go next.</td>
<td>With teacher support, students engage in self-reflection and are able to adjust their own learning.</td>
<td>Students use learning goals and success criteria to adjust their own work and to provide meaningful feedback on peers work.</td>
<td></td>
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<td>Students often have opportunities to share their progress toward meeting the standards.</td>
<td>Students often have opportunities to share their progress toward meeting the standards.</td>
<td>Based on self and/or peer assessment results and descriptive feedback, students are able determine next steps and adjust their own learning. (Additionally, revising, reworking, etc.).</td>
<td></td>
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Division of Curriculum and Instruction, Office of Curriculum Operations, 2015
Key Idea & the Attributes

Where is the learner going?
- Learning Goals
- Success Criteria
- Learning Progression

Where is the learner now?
- Elicit Evidence
- Self-assessment
- Peer-assessment

How will the learner get there?
- Descriptive feedback
- Customized Instruction
- Self-regulation

FAME
FORMATIVE ASSESSMENT FOR MARYLAND EDUCATORS