

MTH 421 – Formative Assessment Project

Formative Assessment is a deliberate process used by teachers and students during instruction that provides actionable feedback that is used to adjust ongoing teaching and learning strategies to improve teachers' and students' self-assessment, reflection, and attainment of curricular learning targets/goals.

Smarter Balanced Assessment Consortium

Assessment for learning is any assessment for which the first priority in its design and practice is to serve the purpose of promoting pupils' learning. It thus differs from assessment designed primarily to serve the purposes of accountability, or of ranking, or of certifying competence. An assessment activity can help learning if it provides information to be used as feedback, by teachers, and by their pupils, in assessing themselves and each other, to modify the teaching and learning activities in which they are engaged. Such assessment becomes 'formative assessment' when the evidence is actually used to adapt the teaching work to meet learning needs.

Black, Harrison, Lee, Marshall, and Wiliam

For this project, you will select and use a formative assessment in your field placement. In doing this, you will follow the following process:

1. Identify a student-learning objective that is relevant to your field placement.
2. Select a formative assessment to collect data related to this learning objective.
3. Implement the formative assessment at least two times in your field placement.
4. Analyze and interpret the data to determine where students are in relation to learning objective, identify what they understand, and any areas that they need support.
5. Using data from the formative assessment, create recommendations for next steps to help students in meeting the learning objective.
6. Share and discuss these recommendations with your cooperating teacher.
7. Prepare a summary poster as outlined below.

Summary Poster:

Create a poster to share the findings of your formative assessment project. You should organize the poster in a way that addresses each of the following:

1. Describe the formative assessment. Why did you select this formative assessment? What data did this formative assessment allow you to collect?
2. Describe how you implemented the formative assessment. Were any modifications necessary? If so, what were they?
3. Explain how you analyzed the assessment to examine student learning.
 - a. Summarize overall trends for the class.
 - b. Use a table to display your data.
 - c. Select two examples that are representative in some way (e.g., common misconception) and discuss them.
4. Provide the recommendations you developed and shared with your cooperating teacher. What potential changes will be made as a result of the formative assessment?
5. Reflect on the project. What did you learn about the formative assessment you used? What did you learn about what your students know?
6. Include a few pictures of sample formative assessments.

Poster	Exemplary (15)	Acceptable (10)	Unacceptable (5)
	<p>The poster addresses each of the requirements discussed in the guidelines.</p> <p>Ideas are explored and developed with complexity and critical thinking.</p> <p>The poster is thoughtful written and clearly paints a picture of what the student learned.</p>	<p>The poster addresses the majority of requirements, but may have some minor omissions.</p> <p>Ideas are explored and developed, but there is room for improvement.</p> <p>The summary poster is somewhat haphazardly written and does not paint a clear picture of what the student learned.</p>	<p>The poster does not address requirements discussed and may include major omissions.</p> <p>Ideas are not explored or developed to an acceptable degree.</p> <p>The summary poster is poorly constructed and does not meet expectations.</p>
Presentation	Exemplary (5)	Acceptable (3)	Unacceptable (1)
	<p>The student demonstrates sophistication in presentation and delivery. Overall, their presentation is clear and coherent with only minor flaws or omissions.</p>	<p>The student's presentation meets the requirements of the assignment. The presentation is mostly clear and coherent, but there are flaws or omissions.</p>	<p>The student's presentation does not meet the requirements of the assignment. Parts of the presentation are unclear and/or there are significant flaws or omissions.</p>

A: 19–20, AB: 17–19, B: 14–17, BC: 11–14, C: 7–11, D: 3–7, F: 0–3