



Formative Assessment

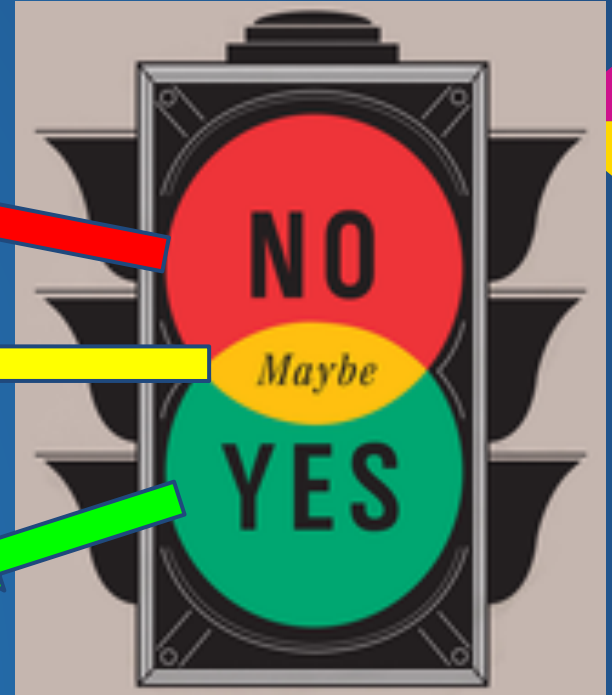
English SOL Institute
October 5th, 2015

Formative Assessment 1: The Stop Light

No Idea!

I Might know something.

Yes, I am confident I know something.



Formative Assessment 2: Pre- assessment

What is Formative Assessment?

Choose a color that best displays your
understanding of this question.
(Hold it up!)

The slide features a solid blue background. In the top right corner, there is a cluster of overlapping, colorful geometric shapes (triangles and quadrilaterals) in shades of pink, yellow, and light blue. In the bottom left corner, there is a smaller, partially visible geometric shape in shades of light blue and grey.

Formative Assessment 3: The Group Discussion with Teacher Observation

Formative Assessment

Read the following questions/statements. With your group discuss the questions/statements and list out your ideas in the corresponding boxes.

What is formative Assessment?	What are characteristics of good formative assessment?
What things might make formative assessment ineffective?	At what times might you use formative assessment?
Describe the role of the teacher with formative assessment.	Describe the role of the student with formative assessment.

How teachers use the


Formative Assessments

Summative

Formative Assessment 4: Close Reading Discussion Grid



We use this grid to teach the concept of close reading. This grid then doubles as tool to guide discussion among students in reading groups.



Success Criteria:

1. Demonstrate understanding of the purpose of formative assessment as a means to guide instruction and monitor understanding during a lesson.
2. Demonstrate the ability to implement formative assessment as a means to check understanding across content areas and standards of learning.

How to Use:

1. What will you read?

Choose a text that is

- short (you can use part of a text)
- challenging for your students

2. How will it be read? Choose students read, choral reading, or teacher reads. Consider:

- the decoding ability of your students
- your students' familiarity with the vocabulary

3. Choose a skill for the first read that can be practiced with the text you chose.

4. Set a purpose. Decide what you'll say to your students before reading to aim them toward the skill being practiced. You might ask them to make annotations in the text as they read or listen.

5. Text dependent question: Notice that horizontally across from each skill is a text dependent question to match. You may want to write in notes the question or the answer you're looking for.

6. Repeat steps 2-5 for the "2nd read" and "3rd read" sections

CLOSE READING PLAN		TEXT: <i>Hurricanes (p. 4-5)</i>	
1 ST READ - WHAT DOES IT SAY? <input type="checkbox"/> STUDENTS READ <input type="checkbox"/> CHORAL READING <input checked="" type="checkbox"/> TEACHER READS			
CHOOSE ONE SKILL: ★ FIND MAIN IDEA	SET PURPOSE: -GET READY TO TALK ABOUT... -LISTEN FOR... PAY ATTENTION TO... -MARK PLACES WHERE...	TEXT DEP. QUEST.: WHAT WAS THE TEXT MOSTLY ABOUT? <i>how hurricanes form</i>	ALL ANSWERS SHOULD BE BACKED UP WITH TEXT EVIDENCE.
SUMMARIZE OR RETELL	<i>what the text is mostly about</i>	TELL ME/A PARTNER THE MOST IMPORTANT PARTS OF THE TEXT.	
NOTICE KEY DETAILS		WHO, WHAT, WHERE, WHEN, WHY, HOW	
2 ND READ - HOW DOES THE TEXT WORK? <input type="checkbox"/> STUDENTS READ <input type="checkbox"/> CHORAL READING <input type="checkbox"/> TEACHER READS			
CHOOSE ONE SKILL: ★ NOTICE TEXT STRUCTURE (COMP/CONT, CAUSE/EFFECT, PROB./SOLUTION)	SET PURPOSE: -GET READY TO TALK ABOUT... -LISTEN FOR... PAY ATTENTION TO... -MARK PLACES WHERE...	TEXT DEP. QUEST.: KNOWING THE STRUCTURE, WHAT CAN WE EXPECT?	ALL ANSWERS SHOULD BE BACKED UP WITH TEXT EVIDENCE.
NOTICE TEXT FEATURES		HOW DOES THIS FEATURE HELP US UNDERSTAND THE TEXT?	
NOTICE WORD CHOICE		HOW DOES THE WORD CHOICE AFFECT THE MEANING OF THE TEXT?	
USE CONTEXT CLUES FOR NEW VOCABULARY		HOW DID THE AUTHOR HELP US UNDERSTAND WHAT ... MEANS?	
DETERMINE AUTHOR'S PURPOSE (CAN EXTEND TO GENRE OR POINT OF VIEW)		WHY DOES THE AUTHOR WRITE THIS? WHO IS TELLING THE STORY?	
3 RD READ - WHAT DOES IT MEAN? <input type="checkbox"/> STUDENTS READ <input type="checkbox"/> CHORAL READING <input type="checkbox"/> TEACHER READS			
CHOOSE ONE SKILL: ★ MAKE AN INFERENCE	SET PURPOSE: -GET READY TO TALK ABOUT... -LISTEN FOR... PAY ATTENTION TO... -MARK PLACES WHERE...	TEXT DEP. QUEST.: WHAT CAN YOU INFER ABOUT ...?	ALL ANSWERS SHOULD BE BACKED UP WITH TEXT EVIDENCE.
CONNECT TO SELF, WORLD, TEXT, OR MEDIA		WHAT DOES THIS TEXT REMIND YOU OF? HOW IS IT THE SAME/DIFFERENT FROM ...?	
OPINION		DO YOU AGREE WITH THE AUTHOR? WHY?	

CLOSE READING PLAN

TEXT:

1 ST READ - WHAT DOES IT SAY? <input type="checkbox"/> STUDENTS READ <input type="checkbox"/> CHORAL READING <input type="checkbox"/> TEACHER READS			
CHOOSE ONE SKILL:	FIND MAIN IDEA	SET PURPOSE: -GET READY TO TALK ABOUT... -LISTEN FOR... -PAY ATTENTION TO... -MARK PLACES WHERE...	WHAT WAS THE TEXT MOSTLY ABOUT?
	SUMMARIZE OR RETELL		TELL ME/A PARTNER THE MOST IMPORTANT PARTS OF THE TEXT.
	NOTICE KEY DETAILS		WHO, WHAT, WHERE, WHEN, WHY, HOW
2 ND READ - HOW DOES THE TEXT WORK? <input type="checkbox"/> STUDENTS READ <input type="checkbox"/> CHORAL READING <input type="checkbox"/> TEACHER READS			
CHOOSE ONE SKILL:	NOTICE TEXT STRUCTURE (COMP/CONT, CAUSE/EFFECT, PROB./SOLUTION)	SET PURPOSE: -GET READY TO TALK ABOUT... -LISTEN FOR... -PAY ATTENTION TO... -MARK PLACES WHERE...	KNOWING THE STRUCTURE, WHAT CAN WE EXPECT?
	NOTICE TEXT FEATURES		HOW DOES THIS FEATURE HELP US UNDERSTAND THE TEXT?
	NOTICE WORD CHOICE		HOW DOES THE WORD CHOICE AFFECT THE MEANING OF THE TEXT?
	USE CONTEXT CLUES FOR NEW VOCABULARY		HOW DID THE AUTHOR HELP US UNDERSTAND WHAT ... MEANS?
	DETERMINE AUTHOR'S PURPOSE (CAN EXTEND TO GENRE OR POINT OF VIEW)		WHY DOES THE AUTHOR WRITE THIS? WHO IS TELLING THE STORY?
3 RD READ - WHAT DOES IT MEAN? <input type="checkbox"/> STUDENTS READ <input type="checkbox"/> CHORAL READING <input type="checkbox"/> TEACHER READS			
CHOOSE ONE SKILL:	MAKE AN INFERENCE	SET PURPOSE: -GET READY TO TALK ABOUT... -LISTEN FOR... -PAY ATTENTION TO... -MARK PLACES WHERE...	WHAT CAN YOU INFER ABOUT ____?
	CONNECT TO SELF, WORLD, TEXT, OR MEDIA		WHAT DOES THIS TEXT REMIND YOU OF? HOW IS IT THE SAME/DIFFERENT FROM ____?
	OPINION		DO YOU AGREE WITH THE AUTHOR? WHY?

ALL ANSWERS SHOULD BE BACKED UP WITH TEXT EVIDENCE.

Formative Assessment 5: Steps to Passage Deconstruction

This form allows students to walk through a passage, create and answer questions, and use reading strategies to increase comprehension. (Not to mention it covers most basic reading SOLs at one time!)

Steps to Reading a Passage and Answering Questions

Step #1: Read 1st sentence, 1 from the middle, and the last sentence. Write 1 question based off of each sentence you read:

Question 1:

Question 2:

Question 3:

Step #2: Use Text Features (title, pictures, graphs, etc) to predict what this story is going to be about and if you think it is Fiction or Nonfiction & Why.

Step #3 Read the passage once as preview. Re-read passage then answer the questions you created in step one.

Step #4 Write a summary of the passage by using:
Chart A - if passage is fiction
Chart B - if passage is nonfiction

Chart A

Character

Setting

Problem:

Solution

Chart B

Main Idea	Detail (proves main idea)
Detail (proves main idea)	Detail (proves main idea)

Step #5: Answer every question about the passage and highlight the part of the text that help prove the answer you chose.

Step #6 Visualize (make a picture in your head) and draw a conclusion about what would happen next in the story.

To find more information:

Access the following weebly webpage to view videos, read articles, and find more information about Formative Assessment.

www.mrgraham5.weebly.com