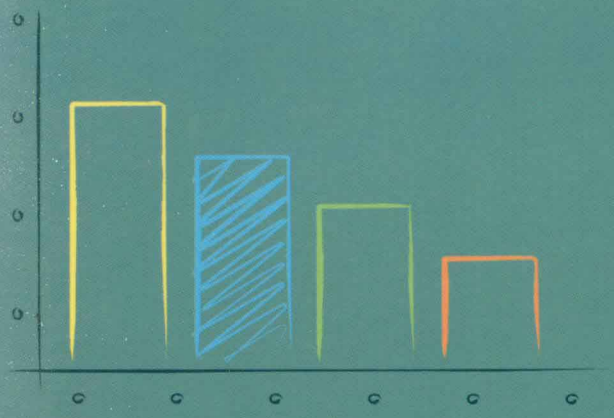
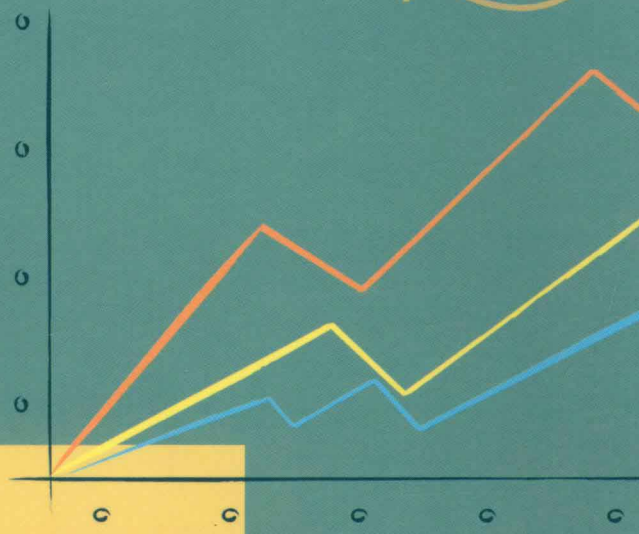
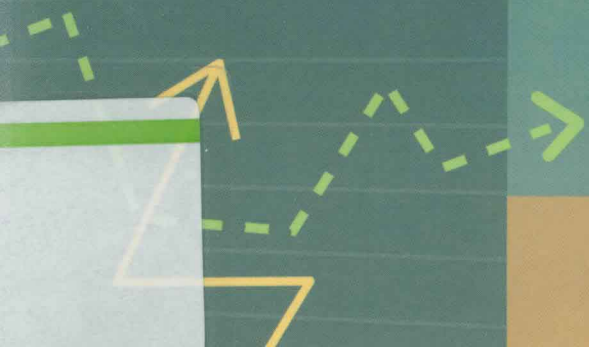
SUSAN M. BROOKHART

PLC SERIES





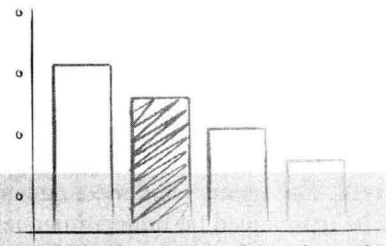
# EXPLORING FORMATIVE ASSESSMENT



# EXPLORING FORMATIVE ASSESSMENT

常州大学图书馆
藏书章

PLC
SERIES



# EXPLORING FORMATIVE ASSESSMENT

Susan M. Brookhart

ASCD

Alexandria, Virginia USA

ASCD
Association for Supervision and Curriculum Development
1703 N. Beauregard St. • Alexandria, VA 22311-1714 USA
Phone: 800-933-2723 or 703-578-9600 • Fax: 703-575-5400
Web site: www.ascd.org • E-mail: member@ascd.org
Author guidelines: www.ascd.org/write

Gene R. Carter, *Executive Director;* Nancy Modrak, *Publisher;* Julie Houtz, *Director of Book Editing & Production;* Leah Lakins, *Project Manager;* Catherine Guyer, *Senior Graphic Designer;* Mike Kalyan, *Production Manager;* Marlene Hochberg, *Typesetter;* Sarah Plumb, *Production Specialist*

Copyright © 2009 by the Association for Supervision and Curriculum Development (ASCD). All rights reserved. The agendas and meeting handouts in this book, including the associated downloads, may be reproduced for noncommercial use in a school, a school district, or a university classroom; the purchaser or other authorized personnel may post the downloads on the purchaser's secure Web site to provide access only to authorized users. All other use, reproduction, and distribution (in whole or part) is prohibited without written permission from authorized ASCD staff. Contact ASCD's permissions office at www.ascd.org/permissions. Translation inquiries: translations@ascd.org.

Printed in the United States of America. Cover art copyright © 2009 by ASCD. ASCD publications present a variety of viewpoints. The views expressed or implied in this book should not be interpreted as official positions of the Association.

PAPERBACK ISBN: 978-1-4166-0826-4 ASCD product #: 109038 n4/09
Also available as an e-book through ebrary, netLibrary, and many online booksellers (see Books in Print for the ISBNs).

Quantity discounts for the paperback edition only: 10–49 copies, 10%; 50+ copies, 15%; for 1,000 or more copies, call 800-933-2723, ext. 5634, or 703-575-5634. For desk copies: member@ascd.org.

**Library of Congress Cataloging-in-Publication Data**

Brookhart, Susan M.
Exploring formative assessment / Susan Brookhart.
p. cm. – (The professional learning community series)
Includes bibliographical references and index.
ISBN 978-1-4166-0826-4 (pbk. : alk. paper) 1. Teachers–In-service training. 2. Educational tests and measurements. 3. Group work in education. 4. Teachers' workshops. I. Title.

LB1731.B728 2009
371.26–dc22
2008055542

20 19 18 17 16 15 14 13 12 11 10 09 1 2 3 4 5 6 7 8 9 10 11 12

ASCD cares about Planet Earth.
This book has been printed on environmentally friendly paper.

此为试读,需要完整PDF请访问: www.ertongbook.com

PLC SERIES

# Exploring Formative Assessment


**Section I** Creating a Professional Learning Community . . . . . 1

**Section II** Session Plans and Materials

Session 1 What is Formative Assessment? . . . . . 11

Session 2 Sharing Goals for Students' Learning . . . . . 25

Session 3 Listening to Students . . . . . 33

Session 4 Providing Effective Feedback . . . . . 41

Session 5 Asking Questions that Encourage Students to Think . . . . . 49

Session 6 Encouraging Student Self-Regulation . . . . . 57

Session 7 Using Formative Assessment Information in Instructional Planning . . . . . 65

**Section III** What Did We Learn? . . . . . 73

References and Web Links . . . . . 81

About the Author . . . . . 83

# Section I

## Creating a Professional Learning Community

Welcome to an adventure! If you are a teacher who is interested in developing your classroom repertoire and increasing your students' achievement and motivation, you are in for a treat. Professional learning communities are a vehicle for connecting and improving teacher practice and student outcomes. Formative assessment is an approach to assessment and instruction that increases both students' motivation and achievement. Before we launch into the logistics, the how-to's, and the work involved in professional learning communities, it's important to focus on this promise of adventure. Joining this adventure is why you are here and part of this professional learning community. Welcome!

**How is a professional learning community defined?** In this workbook, a professional learning community (or PLC) is defined as a group of four to six teachers or administrators who do the following:

- Meet regularly
- Work on shared goals and related tasks between meetings
- Accomplish shared goals

For this workbook, the shared goals will be

- Increasing teacher knowledge and skill in formative assessment
- Increasing student motivation and achievement

Let's begin our discussion by looking at each component of a PLC.

**Why should a PLC include only four to six participants?** The number of participants in a PLC can be flexible; however, the group needs to be large enough so that group members can contribute a variety of perspectives and experiences and small enough to allow each group member's work to be discussed. If your group includes an even number of participants, colleagues can work in pairs between sessions. Working in pairs has added benefits for the group because it will decrease the number of projects that are discussed at any one time, and it will increase the options available for working on the projects. For

example, two teachers can try the same strategy in their classrooms, observe each other, and reflect on the strategy in the context of two different teachers and groups of students.

**Why is it important to meet regularly and work between meetings?** A PLC is a group in which teachers work collaboratively to reflect on their practice. The group examines evidence about the relationship between teacher practices and student outcomes. This work will require time for discussion and work between meetings to read informational pieces, reflect on them, try new things in the classroom, and collect evidence about the results. Meeting without anything meaty to discuss is pointless. Reading and classroom work without taking the time to reflect, share, and learn from them are also pointless. An effective PLC will require both meetings and work to be successful.

**What can you expect to happen as a result of your work in a PLC?** When PLCs function well, they accomplish more than just the specific teaching and learning goals that the members of the PLC set out to investigate. First and foremost, changes should improve teaching and learning for students. According to McLaughlin and Talbert (2006), results from learning communities in schools include the following:

- Teachers build and manage various kinds of knowledge, such as knowledge about content and pedagogy and the skills to use this knowledge in practice.
- Teachers and administrators develop a shared language and shared standards for practice and student outcomes.
- Teachers and administrators sustain vital aspects of school culture. Learning together becomes a schoolwide value.

In your PLC, you will be building shared language and shared standards of practice in formative assessment. You will be developing a classroom and school climate in which mistakes and successes are opportunities to learn and learning is more about increasing students' understanding of a topic than about helping them earn good grades.

## Recruiting

If you are reading this workbook, you may have already made a commitment to become a member of a PLC that is focused on investigating formative assessment. Where will you find others interested in such a commitment? Here are three strategies that may help you. Select the strategy that is most appropriate for your situation.

- **Ask people.** Your school or district may already have groups that meet regularly. A smaller group within an existing group may decide they have a mutual interest in investigating formative assessment. Building principals and other district administrators are good sources for lists of names. See if any of the people on the lists are interested in joining a PLC focused on investigating formative assessment, and ask if they have suggestions for other educators you

might contact. Work with administrators on logistics for your PLC meetings. Administrators should be able to help you with needs for time, space, and other resources. They should know whether it is possible to arrange for release time or plan for other contractual benefits that will allow teachers and other administrators to participate in the PLC.

- **Make announcements or distribute flyers.** Ask for time at a faculty meeting or other gathering to make an informational announcement so that you can begin recruiting members for your PLC. Prepare for that announcement by writing down the goals for the PLC. The announcement should include why the PLC is important, what you expect participants to do during the PLC experience, and what you expect the benefits will be. Communicate your excitement and interest. Give as many details as you can and also stress that some of the details will be worked out collaboratively at the first meeting. Finally, distribute a handout with a summary of the information and contact information that will allow teachers and administrators to follow-up with you and indicate their interests (see Figure 1 on p. 4) This handout can be distributed in school mailboxes to those who were not present at the meeting.
- **Hold an open house.** Identify a time and place for an open-house style meeting to explore the PLC as an option. Invite people to the meeting by inquiring or distributing flyers and specify that it will be an informational meeting only. Use all or some of the materials from Session 1A (see pp. 12–17) to introduce the topic of formative assessment so people can make an informed decision about whether they would like to participate. Decide whether you will ask for a decision about participation at the end of the meeting or by a certain time in the future. Make sure those who attend the meeting know how they should communicate with you to indicate whether or not they would like to participate.

## Meeting Basics

Organizing your meeting should include attention to scheduling, attendance, roles, and ground rules.

### Scheduling

How often will you meet? Where will you meet? When? Two recommended patterns for meetings are as follows:

- **Once a month.** There are seven topics and session activities, plus an evaluation and wrap-up that would allow you to meet once a month. This schedule would give you plenty of time in between meetings to read, reflect, try things in your classroom, and collect student evidence.

FIGURE 1

**Sample Meeting Flyer**

# YOU ARE INVITED!

What: Join a professional learning community to investigate formative assessment

Who: A group of 4 to 6 teachers and administrators who are committed to studying and trying out formative assessment strategies in the classroom.

This group will meet regularly and work between meetings to achieve the following goals:

- Increase our knowledge and skill in formative assessment
- Increase student motivation and achievement.

Where:

Our first meeting is:

For additional information:

RSVP by:

- **Twice a month.** In once-a-month meetings, your group will not have an exhaustive discussion for each topic, and the group will not have time to process all the teacher reflections and student work. You might choose to meet twice a month or every two weeks, using the first session of each month to review readings and do content-based activities. The second session could be used to discuss reports of classroom activities and student work.

### Attendance

It would be wise to have an explicit expectation that all members commit to attending all sessions, except for emergencies. Attendance is important both for the continuity of content and for the creation of a group atmosphere that fosters open discussion.

### Roles

Your group should specifically decide to have one or two facilitators. At each meeting, the facilitator should assign any other cooperative roles (e.g., recorder or discussion leader) and any homework roles and responsibilities for the next meeting. The following list includes descriptions for roles within the PLC.

- **Logistical facilitator.** Each group needs at least one logistical facilitator or coordinator who will send meeting reminders, set agendas, reserve space, and attend to any other logistics as needed (e.g., collecting materials or making copies of readings).
- **Meeting facilitator.** Each group also needs a meeting facilitator who keeps meetings moving, monitors participation, and ensures that each member adheres to the ground rules. This meeting facilitator role may be performed by the same person who handles the logistics.
- **Discussion leader.** Within various session activities, a discussion leader and the content for discussion should be mutually agreed on before the next meeting. For example, if a group member commits to trying a particular formative assessment practice in her classroom, that person would be responsible for bringing and presenting the appropriate reflections and student work to the next meeting. She would also report on what she did, call on her partner/observer to explain what she saw, and bring any questions that she wanted to discuss to the group. Every group member should have this responsibility at least once a year.
- **Recorder.** It is a good idea to have a recorder to take notes on the discussion. This role can be permanent or it can rotate depending on the wishes of your group.

此为试读，需要完整PDF请访问：www.ertongbook.com

### Ground Rules

Have a discussion at the beginning of the first meeting about ground rules for group meetings. Try to establish general expectations that will help build an open and inquiry-oriented community. Avoid narrow rules. Your group will decide on its own ground rules but consider these following ground rules as possibilities. Easton (2008) and McLaughlin and Talbert (2006) have found the following ground rules to be characteristics of successful professional learning communities:

- **Develop an ethic of sharing.** There should be plenty of room for everyone to share in the group. PLCs are not a zero-sum game. If one person gets time, energy, or commitment, another person should not lose his or her opportunity to contribute to the group. Group members should also develop an ethic of commitment to share their time, energy, and resources for the good of the group.
- **Allow group members to ask questions.** If a group member asks "Why?" or "How do you know that?," you should not view it as a personal challenge. Questioning is the hallmark of an inquiry approach. There is no learning without wondering.
- **Invite other teachers into the classroom.** Peer observation will give you a second pair of eyes to look at what you are doing. Peer observation will help verify your successes and provide feedback for practices that could be improved. Peer observation should be done in a nonjudgmental fashion.
- **Do not say "I already do that" as a first response.** For example, teachers often say they already share their learning targets with students or give clear feedback. It is a matter of inquiry to discover how students understand learning targets and feedback and how such practices can be improved or tailored to specific student needs. The first response to any topic should be "Let's see what we can find out about that."

## Creating Effective Agendas

Most meetings will have an agenda similar to the agenda shown in Figure 2. The first meeting agenda (see Sessions 1A and 1B on pp. 12–23) will be different. Each meeting should end with setting the agenda for the next meeting and a "What did I learn today?" wrap-up session.

## Agenda Topics

### Work between Sessions

You can see from Figure 2 that the between-session work is crucial to the success of the PLC. The meat of the meetings — the discussion of readings, sharing and reflecting on

FIGURE 2

**Sample Meeting Agenda**

- **Introduction** (The facilitator leads this section.)
  - The facilitator reviews the roles and expectations for the meeting.
  - The facilitator reviews the agenda for the day.
- **Previous Topic Homework** (All group members participate.)
  - Discussion of readings
  - Sharing and reflecting on classroom experiences and reviewing student work (The discussion leader presents information and leads discussion.)
- **New Topic** (The facilitator leads this section.)
  - Introduction of new topic (facilitator responsible)
  - Shared language: Discussion of a new term (facilitator leads, optional except for Session 1A)
  - Identify what to read and reflect on before next meeting
  - Make commitments about classroom activities all will try and who will be responsible for presenting and leading the discussion at the next meeting
  - If pairs are not permanent features of your group, identify who will work with whom for classroom trials
- **Wrap-up** (The facilitator leads this section.)
  - What did I learn?

classroom experiences, and reviewing student work — is in the first and second bullets. Participants must have read the assigned materials, reflected on them, and bring questions or points for discussion to the session in order for the discussion to lead to insights and learning for the group. Additionally, participants must also try formative assessment ideas in their classrooms, collect student work, be observed by a colleague, and reflect on their work. Simply put, what you get out of the PLC is what you put into it.

However, this exhortation isn't an "eat-your-spinach" sort of rule. Participants should find the readings interesting and the classroom work fun. As McLaughlin and Talbert (2006) pointed out, the feeling of "doing extra work" should dissipate as teachers begin to see changes in their students' work. The process should become more self-motivating as time goes on.

About three-quarters of your time will be spent on between-session activities. Suggested readings and reflection questions are provided for each session topic. Groups may also want to locate and read other resources. If additional readings are not assigned by group consensus, they may become options or suggested readings.

## Joint Work between Sessions

Participants can only try out formative assessment practices and collect evidence about their use in the classroom. Working in pairs is strongly recommended. This can be done in two ways. Two teachers may wish to try out the same formative assessment practices, observe each other and their students, and reflect jointly on what they have learned. Each member of a pair may also wish to experiment with a different practice, be an external observer, and share ideas. When partners can find areas of common interest, joint work on similar practices has proven to be a very powerful method (McLaughlin & Talbert, 2006).

## Reflection

Reflecting is a more focused activity than the term implies. Reflections on reading should start with comprehension (i.e., "What were the author's main points?" or "What do these points have to do with formative assessment in general and with this session's topic in particular?") Next, you should make connections with your own work (i.e., "What do I already do that is something like this?" or "What might be a growing edge of practice for me?") Reflections on classroom activities are more than general thoughts about what worked or went well. First, and often overlooked, reflect on exactly what you did. Sometimes classroom teaching goes according to plan and sometimes it gets modified on the floor. Second, reflect on the assumptions behind what you did. What did you think would happen? Why did you select that activity? What were the thoughts behind your choices for choosing a specific principle of learning or student development? What did you think about the content you were teaching? Third, reflect on what the students did. How did they act during the lesson? What did they say individually or in discussion? What sort of work did they produce? What was the quality? Finally, after you have drawn conclusions about what you learned from what actually happened, run any what-if scenarios in your mind. For example, ask yourself, "What if I had asked the students to do this?" or "What if I had given them more time to do something?" or "What if I had given them different instructions or materials?"

It is also strongly recommended that you keep a journal while you are participating in a PLC. In addition to responding to the specific reflection questions for each reading or activity, you will want to process the whole experience as you go. What stands out in your mind? What insights surprised you? Date each entry and jot down your thoughts. Try to do this at least after each session. Weekly entries will allow you to have even more opportunities to write about your classroom-based insights.

## Classroom Connections

Two classroom connection activities are suggested for each topic area — an introductory-level and an experienced-level activity. In general, choose the introductory-level activity if you have not done much classroom inquiry work in the specific topic area. Choose the

experienced-level activity if you have already done some classroom inquiry work in the specific topic and want to extend your learning. There may be some exceptions based on a particular classroom situation.

## Potential Stumbling Blocks

Be aware of the potential stumbling blocks that can derail PLCs and keep them from being productive and satisfying. Easton (2008) and McLaughlin and Talbert (2006) have identified these points in research. Knowing about these challenges before you begin your work should help you manage them and keep your PLC on track.

### Time

Time is always an issue in schools. Before there is evidence of student improvement from PLC work, it may seem like an add-on or just something else to do. Research has shown that once teachers begin to see changes in student work arising from their own professional learning, the investment of time seems worthwhile (McLaughlin & Talbert, 2006). Plus, as the work becomes more a part of your professional routine, it will seem less like an extra activity.

### Participants' Beliefs about Students

Participants' beliefs about students, content and pedagogy, professional norms, and collegial relationships have a lot to do with the success of a PLC. For example, if you don't believe the PLC work is important, you won't put your best effort into it and won't get much out of it. Two important beliefs about students and pedagogy are individual and collective efficacy.

Individual teacher efficacy involves embracing two related beliefs: first, that teaching can make a difference, and second, that you personally can make a difference in students' learning. Believe it or not, there are teachers who don't think school can make much of a difference. It will not surprise you to find out that these teachers are not as effective as the teachers who do believe they can make a difference. Collective efficacy is a similar concept that focuses on a school-level team. It's the belief that together the educators who create the learning climate in a building can make a difference in the lives and learning of their students. In both cases, it's about real belief. It's not enough to know that the right answer is "I can make a difference." Real efficacy shows through in actions.

Two other potential stumbling blocks that individual teachers may have less control over are resource allocation and school and class policies. Before or during your PLC work, if you find that there are resources or policy issues that you can fix and will help you work better, see what you can do to improve them. There are some budget, schedule, and policy issues that are set, and there are some issues that can be changed if you ask and make a good case.

# Section II

## Session 1
## What is Formative Assessment?

### Introduction

Session 1 is divided in two parts. Part A can be done as an open-house session for recruiting teachers or administrators who might be interested in becoming part of a PLC focused on studying formative assessment. If this session is an open house, only do Part A, and request that participants think about their interest and respond with a commitment by a certain date and time. You can use Part B during the first official PLC meeting. If the teachers and administrators in attendance have already committed to participating in the PLC, use Part A as an orientation meeting.

### Goals for Session 1

1. Understand the concept of formative assessment.
2. Develop a shared understanding of the PLC structure and participant responsibilities.

### Preparation

1. If this is an open-house session and the participants do not have copies of this booklet, the facilitator will make copies of the following pages:

- Session 1A Agenda (pp. 12–13)
- What is Formative Assessment? (pp. 14)
- Shared Language: What is Formative Assessment? (p. 15)
- Classroom Connections Options (p. 16)

2. The facilitator should be familiar with and prepared to lead the session.
3. For Session 1B, the facilitator should make copies of the following article: Chappuis, S., & Chappuis, J. (2008, January). The best value in formative assessment. *Educational Leadership, 65*(4), 14-18.



此为试读,需要完整PDF请访问: www.ertongbook.com