21st Century Formative Assessments: Going Digital to Assess Learning during Class

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21st century classrooms are rapidly evolving through the use of technology

“Technology will not replace great teachers, but technology in the hands of great teachers can be transformational.”

George Couros
In today’s practice-based session we will demo our favorite digital tools for formative assessment...

Why are we doing this?

- Using digital tools to assess in class saves us time
- Sharing ideas with others is how we learned about technology for teaching
What we will do…

- Look at a definition and model for formative assessment
- Share examples of how to use our favorite digital tools for formative assessment
- Provide you with references and links to recommended digital tools

What we won’t have time to do…

- Troubleshoot access to these apps/programs

Access our presentation online at [https://tinyurl.com/ybogooeu](https://tinyurl.com/ybogooeu)
What do we mean by formative assessment?

“Formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course.”

“The general goal of formative assessment is to collect detailed information that can be used to improve instruction and student learning while it’s happening.”

The 4 formative practices every teacher needs in his or her toolkit

WHERE IS THE LEARNER NOW?

CLARIFYING LEARNING
Clarifying learning for and with learners

ACTIVATING LEARNERS
Activating learners to support themselves and their peers

CLASSROOM LEARNING TEAM

ELICITING EVIDENCE
Eliciting evidence of learning through a variety of methods

HOW DOES THE LEARNER GET THERE?

PROVIDING FEEDBACK
Providing feedback that moves learners forward

Model for Planning Formative Assessments

Source: NWEA (Northwest Evaluation Association)
### How can *digital tools* support formative assessment in ESL classes?

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Clarifying Learning
To clarify what students are learning BEFORE learning starts.

- App (Android and Apple versions)
- Open collaboration (fuss-free)
- Digital space for questions/answers

Example: Writing Preparation
Eliciting Evidence
To promote student thinking and collect evidence of student learning as it’s occurring.

- App (Android and Apple versions)
- Open collaboration (fuss-free)
- Digital space for questions/answers

Example: Debate Preparation
Eliciting Evidence
To promote student thinking and collect evidence of student learning as it’s occurring.

- Live recording/playback
- Pronunciation practice
- Intonation
- Snippets of a speech (introduction or conclusion only)

Example: Pronunciation Practice “Th”
Providing Feedback
To provide learning-focused feedback in the moment to help students know what to do next.

- Tap to score!
- Peer feedback
- Time-saver
- Color-coded
- Customizable
- Can do checklists, rubrics and more!

Example: Academic essay formatting checklist
## Providing Feedback

To provide learning-focused feedback in the moment to help students know what to do next.

### Extended Definition Essay Rubric

<table>
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<tr>
<th>Items</th>
<th>Beginning (17 Points)</th>
<th>Developing (19 Points)</th>
<th>Accomplished (22 Points)</th>
<th>Exemplary (25 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content: Organization</td>
<td>Minimal completion of task, and/or content frequently inappropriate; Text barely comprehensible; Attempted use of complete sentences, no or almost no cohesive devices. No clear definition structure.</td>
<td>Partial completion of task, content mostly appropriate, ideas are undeveloped; Text mostly comprehensible, requiring interpretation on the part of the reader; Predominant use of complete yet repetitive sentences, none or almost no cohesive devices. Definition may not always be clear or follow expected format.</td>
<td>Completion of the task, content appropriate, ideas adequately developed; Text comprehensible, requiring minimal interpretation on the part of the reader; Emerging variety of complete sentences and some cohesive devices. Definition is mostly clear and mostly follows expected format. Some sophistication in style.</td>
<td>Superior completion of the task, content appropriate, idea well-developed and organized; Text readily comprehensible, requiring no interpretation on the part of the reader; Variety of complete sentences and cohesive devices. Definition is clear and follows expected format. Sophisticated in style.</td>
</tr>
<tr>
<td>Citations &amp; Paraphrases</td>
<td>Inadequate and/or inaccurate use of advanced language structures; major errors that prevent flow of essay.</td>
<td>Somewhat inadequate and inaccurate use of citations; Inaccurate paraphrasing that confuses the reader or is unclear; may not meet expectations for not qualifying as plagiarism.</td>
<td>Some errors but overall fulfilled expectations; Paraphrasing is mostly structurally clear and sophisticated; Free of plagiarism.</td>
<td>Superior; minimal to no errors; paraphrasing are structurally clear and sophisticated; free of plagiarism.</td>
</tr>
<tr>
<td>Comment: Remember to add the year after every APA in-text citation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>Inadequate and/or inaccurate use of citations; Inaccurate paraphrasing; little attempt to paraphrase; contains plagiarism</td>
<td>Emerging use of basic advanced structures.</td>
<td>Excellent control of advanced language structures.</td>
<td>Superior control of advanced language structures.</td>
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<td>Formatting &amp; References</td>
<td>Significant errors in formatting; Inaccurate formatting, use of diacritical marks, punctuation, and/or capitalization.</td>
<td>Hardly any errors in formatting; Hardly any inaccurate formatting, use of diacritical marks, punctuation, and/or capitalization.</td>
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**Class Name:** CS 6 STEM F17  
**Student Name:** Wu Qi (Danny)  
**Assessed On:** 10/20/2017  
**Assessed By:** Lexi Reyes  
**Score:** 94 / 100  
**Percent:** 94%
Activating Learners
To engage students in self/peer assessment to own their learning process.

- Immediate feedback
- Instant responses
- Peer feedback
- No accounts
- Save student work samples
- Web / App
- iOS & Android

STUDENTS CAPTURE THEIR LEARNING IN ANY FORM
Seesaw empowers students to independently document what they are learning at school.

Students can “show what they know” using photos, videos, drawings, text, PDFs, and links. You can also import directly from most popular apps, like Google apps.

COLLECT STUDENT WORK FROM ANY DEVICE
Seesaw makes it easy for students and teachers to review progress over time and demonstrate growth.

When students add to their Seesaw journal, content is uploaded, organized by student, and immediately accessible to teachers from any device.
Activating Learners
To engage students in self/peer assessment to own their learning process.

Seesaw Example

- Have students enter their tag questions into their journal.
- Through Seesaw you can then give students feedback in writing or orally or make it possible for peers to give feedback.

Example: Responding to Tag Questions
### Audience Discussion: What digital tools have you used to support formative assessment?

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