



Conference Session

Move Learning Forward with Formative Feedback:

*Progress Monitoring and Feedback
to Improve Student Learning*

Date: October 4, 2021

Presenter: Rachael Havey, Director
Professional Learning

Knowledge is Opportunity



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To impact and inspire education providers to advance and enable pathways for success for all learners.

Our Mission

To serve as a trusted partner in advancing learning.

We know schools because we're in schools



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Learning targets

- **Learn** the six essential concepts of formative assessment and progress monitoring.
- **Explore** ways in which to better support learners in their understanding of how work is assessed and their individual progress monitoring.
- **Assess** your current use of progress monitoring and feedback.

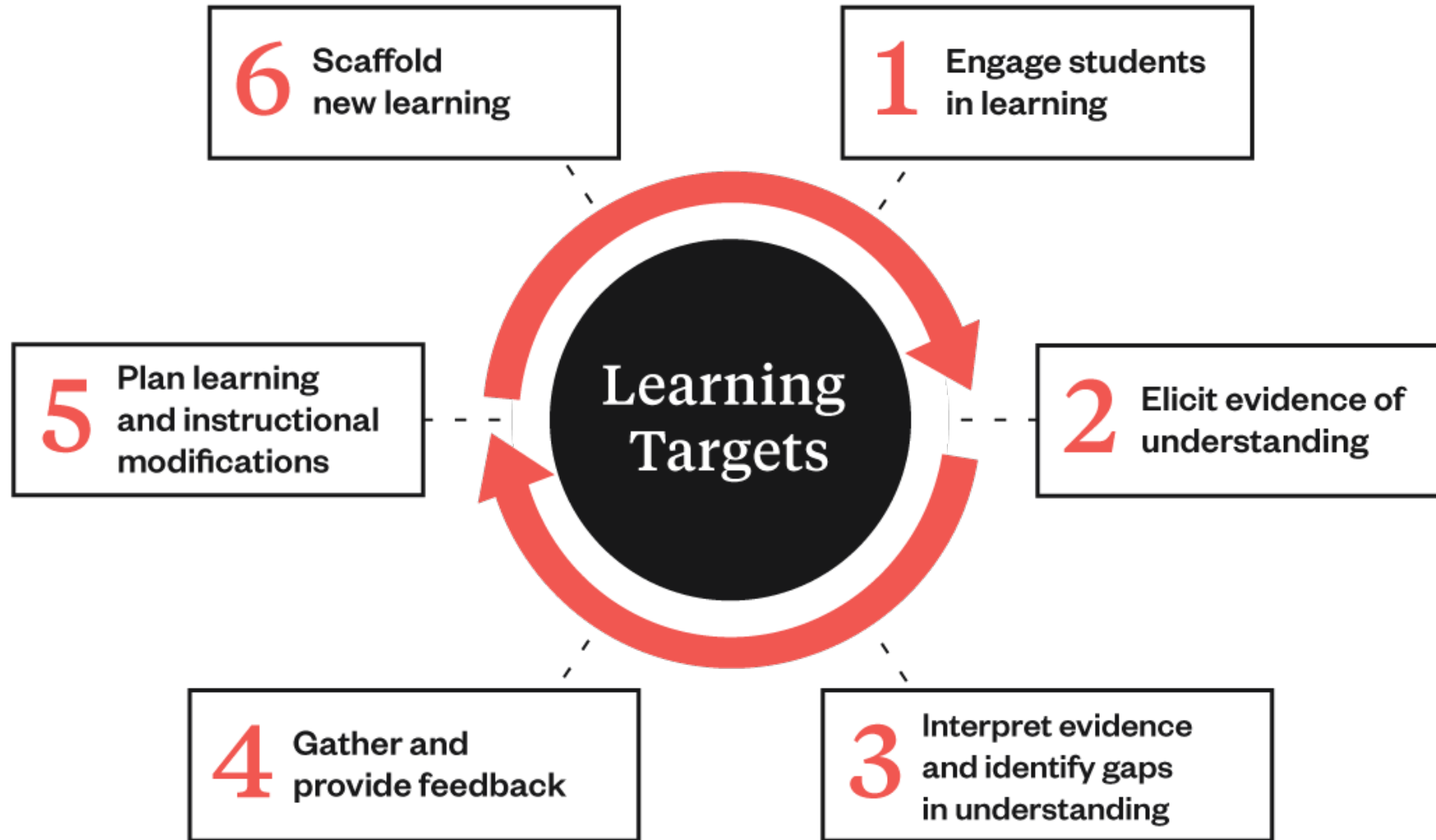
What's the point?

Students need to:

- know what is expected
- monitor progress
- receive feedback

to more effectively **engage** in their learning!

The formative assessment process





- Equitable Learning
- High Expectations
- Supportive Learning
- Active Learning
- Progress Monitoring and Feedback
- Well-Managed Learning
- Digital Learning



eleot Progress Monitoring and Feedback learning environment

E. Progress Monitoring and Feedback Environment:

1. Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	4	3	2	1
2. Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	4	3	2	1
3. Learners demonstrate and/or verbalize understanding of the lesson/content	4	3	2	1
4. Learners understand and/or are able to explain how their work is assessed	4	3	2	1

Three basic questions

1. *Where am I going?*
2. *Where am I now?*
3. *How do I close the gap?*

Essential concept 1: Where am I going?

Ensure students have a clear and understandable vision of the learning targets.



Essential concept 2: Where am I going?

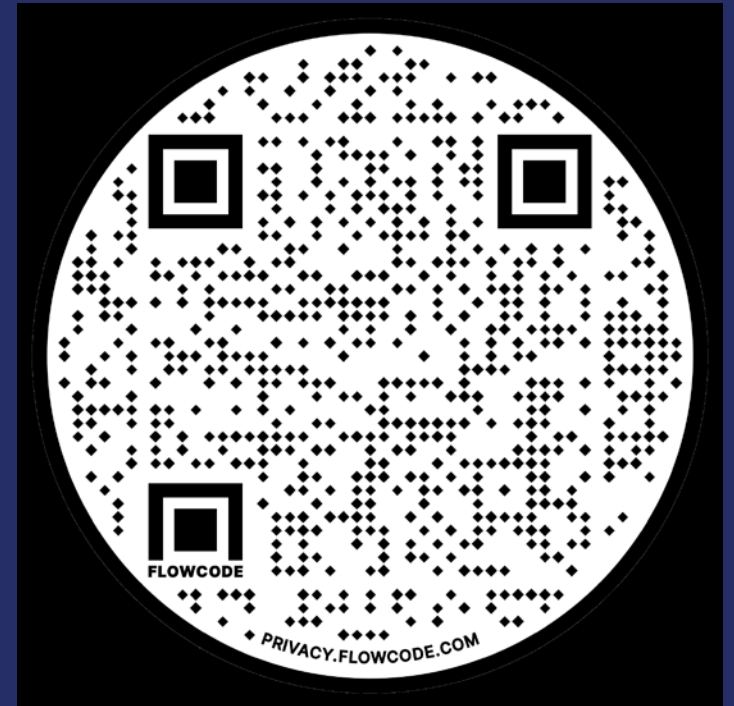
Use exemplars and models of work—
both high quality and poor quality.



Activity: Self-assess and reflect

Where am I going?

- Ensure students have a clear and understandable vision of the learning targets.
- Use exemplars and models of work—both high quality and poor quality.



Essential concept 3: Where am I now?

Create learning tasks that elicit evidence toward mastery of learning targets.



“If you can't explain it simply, you don't understand it well enough.”

- Albert Einstein

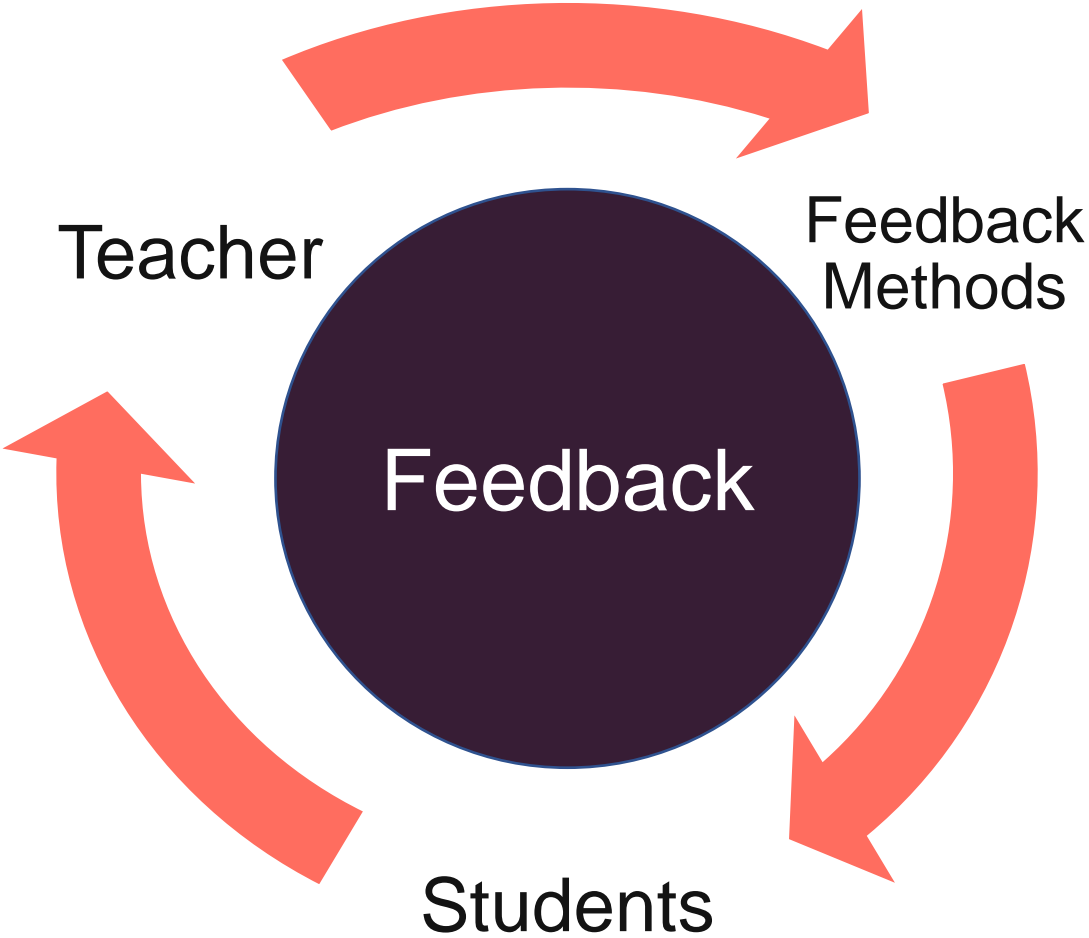


Essential concept 4: Where am I now?

Provide feedback that accelerates learning.



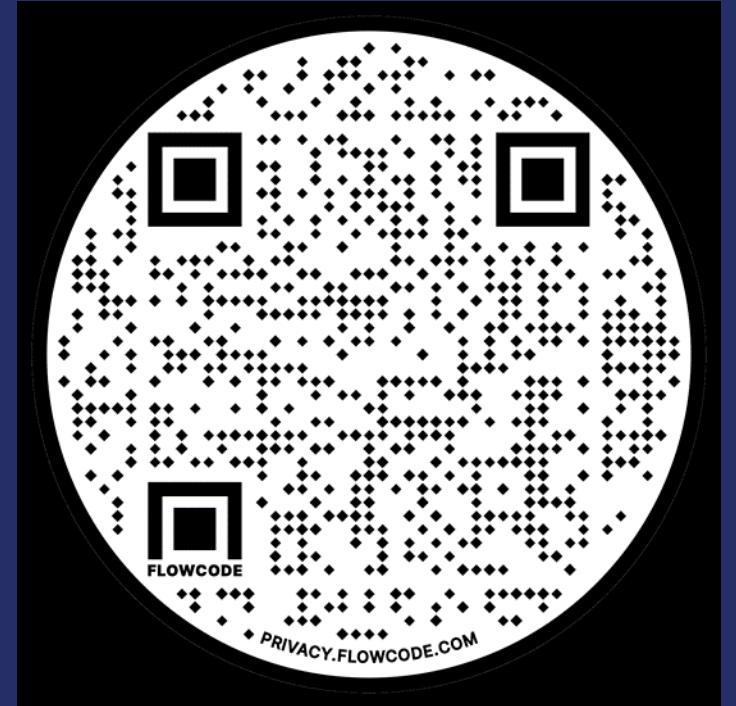
Feedback between teacher and students



Activity: Self-assess and reflect

Where am I now?

- Create learning tasks that elicit evidence toward mastery of learning targets.
- Provide feedback that accelerates learning.



Essential concept 5: How do I close the gap?

Use formative data/evidence to differentiate instruction based on students' needs.



Critical questions

1. Who is and is not understanding the lesson?
2. What are this student's strengths and needs?
3. What misconceptions do I need to address?
4. What feedback should I give students?
5. What adjustments should I make to instruction?
6. How should I group students?

Essential concept 6: How do I close the gap?

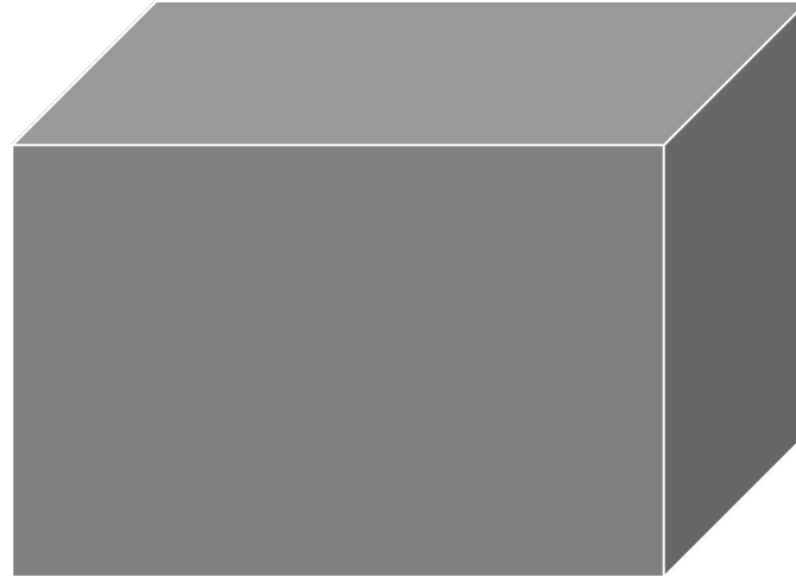
Activate students as owners of their own learning.



Making students responsible through self-assessment

Inside the Black Box

A Review of Research on the
Effects of Formative Assessment
by Paul Black and Dylan Wiliam



“Pupils can only assess themselves when they have a sufficiently clear picture of the targets that their learning is meant to attain.”

“ For formative assessment to be productive, pupils should be trained in self-assessment so that they can understand the main purpose of their learning and thereby grasp what they need to do to achieve.”

Paul Black and Dylan Wiliam

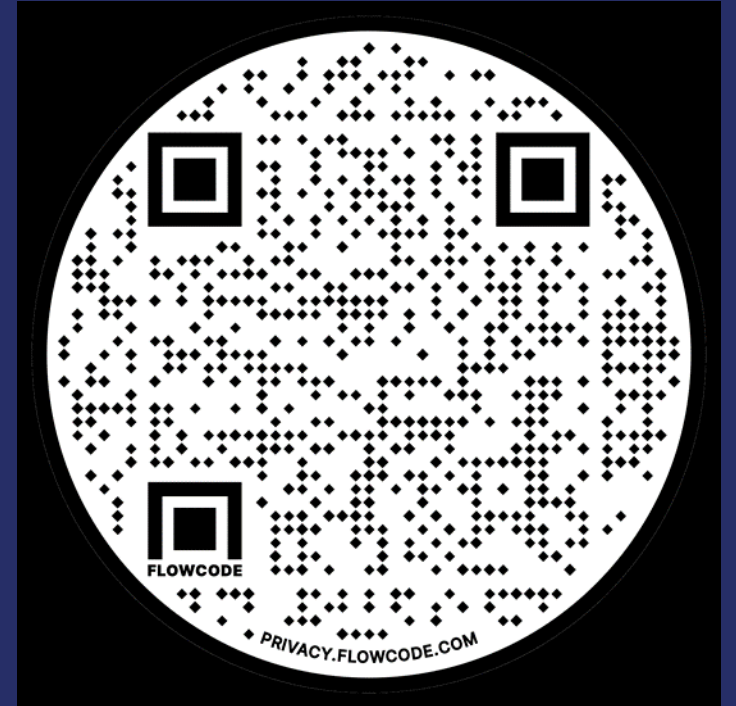
What implications does this have for your classroom?



Activity: Self-assess and reflect

How do I close the gap?

- Use formative data/evidence to differentiate instruction based on students' needs.
- Activate students as owners of their own learning.



Let's review our learning targets

- **Learn** the six essential concepts of formative assessment and progress monitoring.
- **Explore** ways in which to better support learners in their understanding of how work is assessed and their individual progress monitoring.
- **Assess** your current use of progress monitoring and feedback.

Questions?



References

Chappius, J. (2009). *Seven Strategies of Assessment for Learning*

Black P. & Wiliam D. *Inside the Black Box*, WEA Education Blog, November 6, 2001

Moss C. & Brookhart S. (2009) *Advancing Formative Assessment in Every Classroom*

Wiliam D. & Leahy S. (2015) *Embedding Formative Assessment: Practical Techniques for K-12 Classrooms*

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