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Formative Assessment Practices
for Student Motivation and Success

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Workshop Outline

Goal: Visit or revisit different concepts related to formative assessment practices in the classroom and how they contribute in promoting student motivation and success.

- Intro - context
- Questionnaire
  - Assessment types and functions
  - Formative assessment characteristics
- Drawing conclusions and moving forward
- Digging deeper

Questionnaire 1-2-3

1. **Individually**

   - Answer each question briefly using the space provided in the left-hand column.

2. **In teams**

   - Share ideas on a particular question and take notes in the right-hand column

3. **Group**

   - Share and discuss answers for each question and take notes in the right-hand column

Assessment **Types** and **Functions**

Types	Other terms	Functions
Diagnostic assessment	Assessment *for* learning	To **diagnose** prior knowledge, interests, representations and misconceptions before initiating a learning step in order to determine necessary adjustments in planning
Formative assessment	Assessment *for* learning Assessment *as* learning	To **support** student learning in order to promote progress by targeting necessary improvements (specific and descriptive **feedback**, **regulation**)
Summative evaluation	Assessment *of* learning	To **evaluate (or grade)** student achievement at the end of a step (or at the end of a course)
Certificate evaluation	Assessment *of* learning	To **certify** competency levels achieved at the end of a course (or a program)

4

Regulation of Learning…

Is **directly** linked to formative assessment

It's **process** involves…

- **Setting a goal and determining the appropriate action** – using strategies during the task in order to achieve learning goals

- **Monitoring progress** – comparing student performance with learning goals on an ongoing basis (in view of success criteria)

- **Providing feedback** – in order to determine any discrepancies between student learning and learning goals and expectations

- **Confirming or redirecting the path** – by providing specific actions for improvement to reduce or close the gap

Adapted from Leroux (2015), Durand and Chouinard (2012) and Louis (2004)

Informal and **Formal** Formative Assessment

Informal Formative Assessment

- happens in a natural way, with no particular tools
- often instigated by asking questions during the class
- it's source can be from the teacher detecting student needs during learning activities
- can result in a spontaneous activity with students in order to clear up a misconception or to deepen understanding

Formal Formative Assessment

- orchestrated and thought out when planning the course evaluations
- consists of planned activities, learning goals and success criteria
- consists of documented tools…such as task instructions and grids (rubrics)

Adapted from Leroux (2010, 2015)

Types of **Formal** Formative Assessment

Self-assessment*

…**helps in developing student autonomy**

- by inducing a metacognitive process
- through critical thinking and judgement
- by promoting self-regulation - *the ultimate goal*

*During **self-assessment**, students assess their work and procedures alone, using an external framework (task instructions, grids or rubrics).

Durand and Chouinard (2012) and Leroux (2015)

7

Metacognition / Self-Regulation

Ask **metacognitive questions** to provoke feedback and self-regulation…

1. What discoveries have you made during this task?
2. What aspects need fine-tuning?
3. What aspects of the task were easy to perform? Why?
4. What aspects of the task were difficult to perform? Why?
5. Which aspects of the task demonstrate your competencies?
6. What's missing to better demonstrate your competencies?
7. What would you change if you perform this task again in the near future?
8. Etc…

Adapted from Bélair (1999) in Durand and Chouinard (2012, p 255)

Effective Feedback

Three **areas to target** for effective feedback…

1. The task (*product*)
    *   result - strengths, weaknesses, what's missing

2. The path travelled in getting there (*process*)
    *   methods - strengths, weaknesses, what other choices

3. The introspective aspects (*person*)
    *   learning strategies - strengths, weaknesses, what's missing, how to integrate better learning habits

Hattie (2012, in David-Lang, 2013)

Types of **Formal** Formative Assessment

That include <u>interactions</u>…

1. Between the <u>student</u> and the <u>teacher</u> (**co-assessment**)
   - Students compare their self-assessment (1st step) to that which is carried out by their teacher (2nd step)*

2. Between <u>students</u> (**peer-assessment**)
   - Two or more students assess their respective or joint work and procedures*

*using an external framework (task instructions, grids or rubrics).

Adapted from Durand et Chouinard (2012, p 247) and Leroux (2015)

10

Tasks that Support Student Involvement During the Assessment Process

The list is endless! Be creative!		
Problem solving	Projects	Written summaries
Case studies	Oral presentations	Surveys
Learning journal	Practical exercises	Peer teaching
Portfolio	Writing assignments	Learning situations
Mock-ups	Team work	Game or role playing
Posters, diagrams, drawings or charts	Examples and counter-examples	In connection with technology…
Research tasks	Debates	Etc.

Durand and Chouinard (2012); Laveault (2004); Leroux (2010); Thompson (2012)

11

Advantages of Formative Assessment

For the teacher, it helps in…

- identifying individual student needs
- establishing learning profiles for a particular group of students
- adjusting one's teaching plans
- orchestrating integrated learning activities
- reducing correction time
- …

For the student, it helps in…

- promoting deep learning
- moving forward during the learning process (progress)
- obtaining frequent and specific feedback
- obtaining a learning profile (strong points, challenges, improvements)
- getting involved in one's own assessment process (or that of a peer)
- taking responsibility for one's own learning
- taking risks, making mistakes and learning from them
- …

Adapted from Cégep de Sainte-Foy (2012)

Challenges and Stumbling Blocks
of Formative Assessment

For the **teacher**…

- if it is considered an addition when planning
- extra time needed to invest in preparing the lesson
  - reflection, materials, task instruction, assessment tools, etc.
- even if it is on a continual basis, the need to balance and vary
- class management skills – Plan B
- …

For the **student**…

- can lose motivation
  - concerning the value of the activity or task
  - concerning class environment
- needs guidance and training
- …

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Motivational Dynamics and Instructional Activities

Students **perceptions**…

- …of the value they attribute to the activity
  - *Why should I engage in the task?*

- …of their own competencies
  - *What is my success rate in achieving the task?*

- …of control during the task
  - *Do I have a say on how the task is done?*

Adapted from Viau (2015, p. 226)

Training Students to Assess

1. Establish clear and precise success criteria (including their indicators)

2. Clarify and promote understanding of success criteria with students

3. Provide students with student-friendly assessment tools

4. Develop activities to practice with the assessment tools

From Durand and Chouinard (2012, p 245)

Peer-Assessment...**Hold-on** !

Challenges that crop up during peer-assessment	Strategies to help overcome these challenges
Students may need *more time* to provide effective feedback. Don't forget, they are novice assessors.	Help students in *understanding* the success criteria or get them *involved* in establishing the criteria.
Students may find it *difficult to critique* their friends (or peers).	Train students in providing *respectful, constructive* et *authentic* criticism; keep an eye on how *students are paired*.
Students *may doubt or not accept feedback* from their peers OR they *may refuse to judge* a peer's production.	Encourage and guide students during the *process* and help them to develop a *critical eye* based on success criteria and examples; try *co-assessment* (student-teacher) as *training* before peer-assessment

From Durand and Chouinard (2012, p 254)

Roles during Formative Assessment

The teacher's role implies to…
- Coach
- Guide and support
- Use scaffolding strategies
- Observe and learn

The student's role implies to…
- Be active, motivated and engaged
- Construct
- Collaborate
- Assess
- Sometimes be an expert

From Leroux (2006)

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17

Class Environment and Values

Class environment prerequisites…

- an environment that promotes effective learning
- cooperation and collaboration versus competition
- a safe and worry-free environment versus a stressful one

(Cégep de Sainte-Foy, 2012)

Underlying **values** linked to collaboration and support…

- helping others
- engagement and involvement
- openness
- active listening
- confidence
- respect - democracy
- risk taking (the right to make mistakes)
- …

(Rouiller and Howden, 2010, p. 91)

Key Ideas to Keep in Mind

For an **optimal** formative assessment process…

1. Clarify and share learning goals and success criteria with students

2. Create meaningful tasks for students

3. Compare performance with the learning goals

4. Identify both strengths and weaknesses

5. Provide specific, descriptive and useful feedback

6. Provide concrete ideas to help students close the gap

From Brookhart (2012, p. 8)

Key Ideas to Keep in Mind

Some **strategies** that promote assessment for learning…

1. Use questions and discussions in the classroom
2. Use written and oral feedback that moves learning forward (consider using technology)
3. Engage students in their own assessment process or that of their peers
4. Develop assessment tools that are student-friendly
5. Provide training opportunities and guide students in giving constructive feedback

Adapted from Durand and Loye (2014) and Wiliam (2007)

Drawing Conclusions and Moving Forward

What **conclusions** do you draw upon concerning your formative assessment practices in promoting student motivation and success?

What **main idea** do you walk away with from this workshop?

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Reading Sources…in French

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What to dig even deeper ?

AQPC **Turnkey Workshops**

In French - L'évaluation formative : évaluer pour faire apprendre (1½ h or 3 h)

In English - Formative Assessment : Assessment for Learning (1½ h or 3 h)

http://aqpc.qc.ca/en/training or http://aqpc.qc.ca/formations

DE, Performa, UdeS

EVA 802 – L'élève et l'évaluation – 1 crédit

This course, given in French, is dedicated to formative assessment.

https://www.usherbrooke.ca/performa/fr/programmations/reseau/automne-2017-activites-en-francais/

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