

FEAP 1 d.- Selects appropriate formative assessments to monitor learning

Examples to assist your evaluation:

Unsatisfactory	Developing	Accomplished	Exceptional
<p>The teacher plans to have his 9th graders color in the worksheet after memorizing the parts of the microscope. (D)</p>	<p>The teacher's lesson plans are written on sticky notes in his grade book; they indicate lecture, activity, or test. (D)</p>	<p>Mr. K knows that his students will write a persuasive essay on the state assessment; he plans to have them write a variety of persuasive essays as preparation. (D)</p>	<p>After the cooperative group lesson, students will reflect on their participation and make suggestions for new group arrangements in the future. (D)</p>
<p>The teacher marks papers on the foundation of the U.S. constitution on the basis of grammar and punctuation; for every mistake, the grade drops from an A to a B, a B to a C, etc. (D)</p>	<p>The teacher's students receive their tests back; each one is simply marked with a letter grade at the top. (D)</p>	<p>Ms. M has worked on a writing rubric for her research assessment; she has drawn on multiple sources to be sure the levels of expectation are clearly defined. (D)</p>	<p>Mr. C creates a short questionnaire to distribute to his students at the end of class; on the basis of their responses, he will organize them into different groups during the next lesson's activities. (D)</p>
<p>After the students present their research on globalization, the teacher tells them their letter grade. (D)</p>	<p>The plan indicates that the teacher will pause to "check for understanding" but without a clear indication of how that is to be done. (D)</p>	<p>After reading the students' notebooks, the teacher asks students to revise the entries in their notebooks to clarify and add to previous information. (M)</p>	<p>To teach persuasive writing, Ms. H plans to have her class research and write to the principal on an issue that is important to the students: the use of cell phones in class. (D)</p>
<p>When students ask how he has arrived at the grade, he responds, "After all these years in education, I just know what grade to give." (D)</p>	<p>A student says, "If half the class passed the test, why are we all reviewing the material again?" (D)</p>	<p>The teacher had students do a Mad Minute and compared their results to that of the previous week to monitor progress. (M)</p>	<p>Mr. J's students will write a rubric for their final project on the benefits of solar energy; Mr. J has shown them several sample rubrics, and they will refer to those as they create a rubric of their own. (D)</p>
<p>The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?" (D)</p>	<p>The teacher had students do a Mad Minute and records their results. (M)</p>		
<p>The teacher says, The district goal for the Europe unit is for students to understand geopolitical re-</p>			<p>After the lesson Mr. L asks students to rate their understanding on a scale of 1 to 5;</p>

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<p>relationships. The teacher plans to have the students memorize all the country capitals and rivers.(D)</p>			<p>the students know that their rating will indicate their activity for the next lesson.(D)</p> <p>The teacher had students do a Mad Minute and had students compare their results to that of the previous week to monitor progress.(M)</p>
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Where noted, examples based on:

“(D)” – Danielson C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, Va: Association for Supervision and Curriculum Development.

“(M)” – Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, Va: Association for Supervision and Curriculum Development.

Additional resources to assist evaluators:

Good general discussion of what formative assessment is why we need it:
http://www.youtube.com/watch?v=rJxFXjfB_B4&feature=related

Article providing general overview of assessments and a general framework:
<http://www.eduplace.com/science/profdev/articles/badders.html>

Article providing more insight into formative assessment and when best to use it in K-8 classrooms:
<http://www.scholastic.com/teachers/article/what-are-formative-assessments-and-why-should-we-use-them>

Article providing more insight into formative assessment and when best to use it in secondary classrooms:
<http://www.oecd.org/edu/ceeri/35661078.pdf>

Samples of formative assessments activities:
<http://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html>

Formative Assessment Strategies for ELL students:
<http://www.caslt.org/resources/english-sl/classroom-resource-form-assess-to-cesl-en.php>