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TE 408

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Formative Assessment Practices

1. What were the goals/learner outcomes from the lesson?

    a. For my lesson, I wanted the students to be able to see how seemingly different movements were often closely related. I wanted them to look past the titles of "Women's Movement" and "Educational Reform" and see how they were all part of the same rise in critical consciousness around gender, race, religious, and class struggles.

2. What was my formative assessment strategy?

    a. My formative assessment strategy was an identification activity where students would look at quotes/political cartoons and write down the multiple movements the examples were representing. They should have had at least two movements to identify, and they were supposed to write a total of 2-3 sentences to explain their answers. The exit ticket was a 3-4 sentence paragraph asking student to respond to the question, "In what ways did different social movements interact and connect with each other?"

3. Do the student work samples suggest my goals/learner outcomes were met? To what degree and by what percentage of the students?

a. I would say that 7 out of the 22 student responses did not reach the assignment's expectation. Instead of full sentences, some students wrote fragments that usually contained the answers to the identification activity. All the students, at the very least, were able to identify different reform movements, but their reasoning was not always there. Additionally, the exit ticket on the back of the ID activity saw a similar level of student work in those 7 students, often listing their answers to the question without elaborating on the "why". Overall, I think that students responded well to the lesson, and even the students lacking in their responses still demonstrated their ability to identify and justify the different movements.

4. What student misconceptions are evident in the student work samples? What might you do in a future lesson to address those misconceptions?

a. I don't know exactly what misconceptions are evident from the lesson itself, but I think perhaps I could have structured the worksheet and questions differently to include better directions to give students a model. There were varying ways students structured their answers with the "write 2-3 sentences" directions, but I didn't include how I pictured their responses to look like. In the future, I would include clearer directions and then model expectations for each identification.

5. What strengths are evident in the student work samples?

a. The students all demonstrated the ability to identify the different reform movements, and over half of the responses demonstrated to me that students felt comfortable and confidence with the answers they provided. That being

said, I think it's still pretty clear that the students at that point in time were still working on getting their thoughts down, clearly, on paper. The students that didn't meet the direction's expectations still showed their understanding of the lesson, I just think that their writing capabilities need support.

6. Is the formative assessment strategy a clear and accurate picture of what students know and can do? Or did some students fail to put forward their best efforts? What can be done to improve the formative assessment strategy in the future?

    a. I think that the assignment accurately shows students' ability to identify "what", but I was more interested in their understanding of the "why" or "how". I don't think that this assignment is the best or the clearest way I could have structured the activity, but that's something to remember for the future. This could also have to do with lack of effort on the students part, but I'm leaning more towards their deficits in writing abilities compared to other peer samples. As I discussed in an earlier question, I would first model and walk through the process of responding to a question together with the class, giving the kids that may need extra support access to an example in order to replicate the structure for their own answers.

7. If this were your class, would you assign a grade to the work you received? Would you return it to students with feedback (with or without a grade)? Or would you simply use it to inform your own teaching?

    a. I don't think that I would assign a grade, and I honestly don't think I would collect this work, anyway. For me, this would be more of a practice activity to get

students comfortable with analyzing and communicating their thoughts. They're still working on building their writing skills, and even though a good chunk of students would have received a decent grade had it been given, I don't think it's a fair assignment to grade. I don't think I would give individual feedback, but instead take stock of overlapping mistakes or deficits in understanding to discuss as a class. That way, students don't feel alienated or ashamed for not doing as well as their peers while still getting the chance to receive feedback. This assignment would function more as a gauge for myself than an accurate reflection of student ability.

8. Was anything surprising about the work you received? If so, what?

    a. I wouldn't say anything was surprising, exactly. However, it was interesting to see the gap between what I think the students are capable of and the work they turned in. For the students whose responses did not meet expectations, I still know that the conversations we have around the topics demonstrate their grasp on the content. I truly think they just lack the confidence and tools to take their ideas and put it to paper, in addition to their own personal lack of effort. I think there's room for all of those to be true at the same time. On the flip side, the responses I received from more robust students were impressive for 8th graders and just shows the diversity of understanding and skills kids have in Ben's classroom.