

## ACCS Conference 2024 Workshop

### Hands-on Formative Assessment

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#### I. Introduction

In the *Seven Laws of Teaching*, in the chapter on ‘The Law of the Learning Process’, John Milton Gregory says that “the learner must reproduce in his own mind the truth to be acquired.” Learning is thinking into one’s own understanding a new idea or truth or working into habit a new art or skill. Because it is the teacher’s responsibility to make sure this is happening, on-going checking for student understanding—formative assessment—is an essential foundation of great teaching.

#### II. Formative Assessment and Summative Assessment

#### III. Features of Formative Assessment

- A. Frequent checking for understanding *during* the lesson
- B. Involuntary, all-inclusive
- C. Deliberately connected to *learning targets*
- D. Finish this sentence: “If the student hasn’t learned...”
- E. Used to adjust instruction--there is time to act on the information
- F. Ungraded

#### IV. Using Formative Assessments

- A. Hand Signals/White Boards/Response Cards
- B. Exit Pass
- C. Think-Pair-Share
- D. 3-2-1 Card
- E. Sticky Notes
- F. Graphic Organizers
- G. Harkness/Seminar Discussion

#### V. Q & A

Check **[www.classicalteaching.com](http://www.classicalteaching.com)** for more information on formative assessment

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## Formative Assessment from Hand Signals to Harkness Discussions

Method	
Quick Checks	Sticky Notes on Board, cont.
Hand Signals	<b>Comparison/Contrast</b>  e.g., character of Pericles & Antony in Shakespeare plays -2 groups, one for each character -using orange stickies for positive traits and blue stickies for negative, students write a separate trait on each note for categories: Birth, Education, Achievements -place on board and discuss as class; similarities, differences, etc.
White Boards	
Response Cards (e.g., A for one concept, B for another)	
Think-Pair-Share (A tell B, B tell group)	
A tell B/B tell A	
<b>Writing Prompts</b>	
Admit Slip	
Prediction	
Exit Pass	
Pretend a classmate was absent from class today. Tell them what was most important from today's lesson.	
What is the most important thing we learned today?	<b>Curated Discussion</b> e.g., three OT crimes, three groups—one crime for each -each do poster/chart of the answers to the Aristotle questions -post their chart -mix the groups so that there is at least one member from each group in the new groups -those members are then the experts and present, lead discussion as move from poster to poster -discuss as whole class any lingering questions, comments, connections
What concept has been most difficult or confusing in this lesson/section/reading?	
Write down one question you have about today's lesson.	
Write down one thing I can do to help you.	
What do you need to do to prepare for tomorrow's discussion?	
How did today's discussion go? What do you need to do to improve for next time?	
If you were writing a quiz over today's material, what are two questions that you would include?	
Write down two things you learned today.	
Read-Write-Pair-Share	<b>Graphic Organizers</b>
Ungraded Quiz Entry Pass	Bubble Map (attributes)
3-2-1 Cards (key points, questions, connections, confusing, agree, disagree)	Double Bubble Map (comparing/contrasting)
RAFT (role, audience, format, topic)	Tree Map (inductive/deductive)
Summary Writing	Flow Map (sequences, order, steps, timeline)
<b>Sticky Notes on Board</b>	Multi-Flow Map (cause and effect)
<b>Prioritized List</b> (e.g., most important, key ideas, etc. in order) in groups, then as class	Bridge Map (analogies)
<b>Items for Organization</b> (e.g., causes in one color, effects in another)	<b>Discussions</b>
Arrange as class, small group, or individual (e.g., key dates on separate sticky notes; timeline on board (take volunteers, then rotate in new students to fix problems if needed, etc.)	Value Lineup
<b>Discussion Items from Section of Text</b> -in groups have students take a different part of discussion -write on different colored stickies: (e.g., Group A- 3 connections, Group B- 3 most important ideas/themes, Group C- 3 excellent questions, Group D- 3 most interesting facts/points); discuss as class, prioritize, add to, etc.	Confer-Compose-Clarify
	Directed Discussion (small student groups with assigned student question/leader)
	Harkness Discussion