North Carolina’s Formative Assessment Learning Community’s Online Network (NC FALCON)

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Why
Let’s look back to 2006

There was too much emphasis on:
- “The test”
- State test results
- Practice items
- Alignment
- Remediation

There was not enough emphasis on:
- Student learning
- Developing self-directed learners
- Increasing student motivation
- Delivering quality professional development for teachers
  - content delivery
  - classroom assessment
State Board and Legislative Directions

- **New NC SBE Goals** *(September 2006)*
- **NC SBE Framework for Change** *(June 2008)*
- **NCDPI Response to the Framework for Change** *(October 2008)*

- Move to a system that includes formative and benchmark and summative assessment (EOGs and EOCs)
- Equip teachers to use formative data and feedback to align instruction with individual student’s needs
NC FALCON Development

Phase I: October 2008 – June 2010;
Phase II: January 2011 – June 2013

• Aligned to SBE Goals to have 21\textsuperscript{st} Century Professionals and 21\textsuperscript{st} Century Systems
• Allowed for consistent message 24/7
• Aligned with work of FAST SCASS
• Applied lesson learned from participation in EAG focused on providing FA professional development to a small group of teachers
• Used external partners and teachers
Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to help students improve their achievement of intended instructional outcomes. (CCSSO, 2006)
4 Key Words:

- Process
- During
- Feedback
- Students
Formative Assessment Model

Where Am I Going?
Clear Learning Targets
Criteria for Success

Formative Assessment Process
Descriptive Feedback
Adjust Instruction

Collect and Document Evidence
Analyze Evidence

How Do I Close the Gap?

Where Am I Now?
Focus on Effective Formative Assessment

- Students use learning targets and criteria for success to take **ownership** for their learning
- Teachers **reflect on practice** and analyze data in PLCs
- Teachers better understand how to use learning targets and criteria for success to **scaffold learning**
- Teachers and students provide **descriptive feedback** based on the targets and criteria for success
- Students actively engage in **self- and peer-assessment**
- Teachers establish and maintain a **collaborative learning environment** where teachers and students are partners in the learning process
NC FALCON Components

• 6 Modules
• 5 PLCs or Forums focused on aspects of the process
• Literacy Strategies Resource
• Sample Formative Assessment Plans
• Additional Resources (videos, recorded webinars)
NC FALCON Modules

1. Importance of Formative Assessment
2. Learning Targets and Criteria for Success
3. Collecting and Documenting Evidence
4. Analyzing Data and Descriptive Feedback
5. Administrator’s Role in Formative Assessment
6. Student Ownership for Learning (2013-14)
Module I: Importance of Formative Assessment

• Highlights Balanced Assessment System
• Shows connections to professional development standards
The North Carolina Professional Teaching Standards
and School Executive Standards
Teachers use a variety of methods to assess what each student has learned.

- Teachers use multiple indicators, including formative and summative assessment to evaluate student progress and growth.
- Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other.
- Teachers use 21st Century assessment systems to inform instruction and demonstrate evidence of students’ 21st Century knowledge, skills, performance, and dispositions.
**a. Teachers lead in their classrooms.** Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.

<table>
<thead>
<tr>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
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<tbody>
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<td>... and</td>
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<tr>
<td>Needs deep understanding of students’ progress</td>
<td>Takes responsibility for the progress of students to ensure that they graduate from high school.</td>
<td>Communicates to students the vision of being prepared for life in the 21st century.</td>
<td>Encourages students to take responsibility for their own learning.</td>
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<tr>
<td>Uses data to understand the skills and abilities of students.</td>
<td>Provides evidence of data driven instruction throughout all classroom activities.</td>
<td>Evaluates student progress using a variety of assessment data.</td>
<td>Uses classroom assessment data to inform program planning.</td>
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<td>Establishes a safe and orderly classroom.</td>
<td>Creates a classroom culture that empowers students to collaborate.</td>
<td>Empowers and encourages students to create and maintain a safe and supportive school and community environment.</td>
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</table>
Module II: Learning Targets and Criteria for Success
**Clear Learning Targets**

*Learning targets* are subparts of the objective.

*Learning targets* are measurable achievement expectations of what students should know and be able to do in 1-2 lessons.

*Learning targets* should be written using language that students can understand.

Where Am I Going?
Strategies Leading to *I Can* Mastery in ESL

- Students work in small groups or with a partner frequently.

- Visuals, manipulatives, word cards, cloze sentences, etc. scaffold concepts and language.

- *I Can* goals ascend in difficulty and students may reach individual *I Can* levels.

- Scaffolding is slowly minimized as language proficiency increases.
The criteria for success identify what students need to do during the learning process to meet the learning target.

They can provide an understanding of what quality work looks like.

The criteria for success also help teachers identify and address gaps that exist between the student’s current performance and the desired learning outcomes.
# Formative Assessment Plan

**Grade/ Subject:**

**OBJECTIVE:**

<table>
<thead>
<tr>
<th>Learning Target</th>
<th>Criteria for Success</th>
<th>Collecting Evidence</th>
<th>Documenting Evidence</th>
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<tbody>
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</tbody>
</table>

1. What misconceptions do you think students might have?

2. What will you do to address the misconceptions to move learning forward (e.g., how will you adjust instruction, what descriptive feedback will you provide)?
# Formative Assessment Plan

**Grade/Subject:** Dual Language/Immersion Program/Math Geometry—Grade 4  

**Objective:** Identify, predict, and describe lines of symmetry and symmetrical plane figures.

<table>
<thead>
<tr>
<th>Learning Target</th>
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<th>Documenting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>能认识对称线和对称的图形</td>
<td>1. 我会把图对称. I will make a symmetrical picture by matching/adding/drawing objects, coloring, etc.</td>
<td>Using Smartboard, have students draw symmetrical pictures by matching/adding/drawing objects, coloring, etc.</td>
<td>Class observations. Students’ formative assessment checklists.</td>
</tr>
<tr>
<td></td>
<td>2.我会分别对称/不对称. I will sort the pictures into symmetrical/non-symmetrical.</td>
<td>Using Smartboard, have students sort the pictures into two groups symmetrical and non-symmetrical.</td>
<td>Class observations. Students’ formative assessment checklists.</td>
</tr>
<tr>
<td></td>
<td>3.我会找出对称的图. I will find the pictures that are symmetrical.</td>
<td>Using Smartboard, have students find the pictures that are symmetrical by putting the check marks.</td>
<td>Class observations. Students’ formative assessment checklists.</td>
</tr>
<tr>
<td></td>
<td>4.我会和朋友或者在电脑上玩对称游戏. I will play the symmetry game with a partner or on the computer.</td>
<td>Using computer, have the students work with a partner to play the online symmetry game.</td>
<td>Class observations. Students’ formative assessment checklists.</td>
</tr>
</tbody>
</table>

**1. What misconceptions do you think students might have?**

2. **What will you do to address the misconceptions to move learning forward (e.g., how will you adjust instruction, what descriptive feedback will you provide)?**
Module III. Collecting and Documenting Evidence
Collecting Evidence

Use multiple ways to allow students to show what they have learned.

Use methods that allow you to know where each student is in reaching the learning target.

**Evidence** provides the opportunity for you to differentiate instruction.

Where am I now?
# Formative Assessment Plan

**Grade/Subject:** High School Science/Biology  
**OBJECTIVE:** Analyze the molecular basis of heredity including:  
- Protein synthesis (transcription, translation).

<table>
<thead>
<tr>
<th>Learning Target</th>
<th>Criteria for Success</th>
<th>Collecting Evidence</th>
<th>Documenting Evidence</th>
</tr>
</thead>
</table>
| I can identify the process of transcription, where it occurs, and what is produced. | I will create a model of transcription and translation.  
I will identify and explain transcription and translation and the molecules involved (DNA, mRNA, ribosomes, tRNA, amino acids).  
I will successfully read a codon chart.  
I will convert a given DNA sequence into a correct polypeptide (transcription and translation). | Observe students as they create models of transcription and translation in pairs.  
Have conversations with students as they complete the posters regarding the steps and molecules involved.  
Have students model the process using a manipulative.  
Have students create a poster tracing a trait, sickle cell, from DNA to cell behavior. | Completed poster of student’s model of transcription and translation  
Mental notes from the manipulative  
Posters that trace the DNA sequence responsible for sickle cell disease to the polypeptide produced |

1. **What misconceptions do you think students might have?**  
Students may have a difficult time understanding the “big picture” regarding the role of DNA in determining the characteristics of an organism. Most students should understand that the role proteins take in a cell determine traits of the organism.  
1. **What will you do to address the misconceptions to move learning forward (e.g., how will you adjust instruction, what descriptive feedback will you provide)?**  
In order for students to get a big picture visual, they will trace the sickle cell trait all the way from DNA to the behavior of the protein produced, hemoglobin, and then to the behavior that causes in the cell. Students should then have an example to refer to in order to solidify the role DNA has in determining characteristics (phenotypes) of organisms.
Collecting Evidence

Students create posters to model Transcription and Translation.

Teacher has conversations with each student regarding their poster.
Collecting Evidence

Students use manipulative to model transcription and translation for the teacher.
Collecting Evidence

Students create a poster to address misconceptions on how DNA provides for characteristics of an organism.
Documenting Evidence

• The documentation should reflect the learning adequately and appropriately.

• The documented evidence of learning should provide enough information to make sound decisions that inform instruction and improve student learning.
**Formative Assessment Plan**

Grade/Subject: **Pre-Kindergarten Language**
Big Idea/Objective: 46. Demonstrates knowledge of the alphabet
50. Writes with Letters and Words

<table>
<thead>
<tr>
<th>Learning Target</th>
<th>Criteria for Success</th>
<th>Collecting Evidence</th>
<th>Documenting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can write recognizable letters, especially those in my own name.</td>
<td>I will write my name with recognizable letter forms in the order my name is written.</td>
<td>Journal writing. Signing your name in each day for attendance. Writing your name on art work, drawings, and paintings. Writing from familiar words using dry erase markers or writing tools. Finding your ticket to attend learning centers. Transition name games. “Who begins with EEE E.”</td>
<td>Work samples. Anecdotal notes.</td>
</tr>
<tr>
<td>I can use letters that represent sounds in writing words.</td>
<td>I will write Emilee’s name with an E because I know Emilee says “EEE”.</td>
<td>Read around the room. Letter picture toss. BIG and small letter match.</td>
<td>Observation record. Video observation.</td>
</tr>
<tr>
<td>I can identify many alphabet letters by pointing and saying the name of the letter.</td>
<td>I will point and say the alphabet letter. I can find letters in the environment.</td>
<td></td>
<td>Work sample. Video observation. Matrix assessment.</td>
</tr>
<tr>
<td>I can say the alphabet with the letters and sounds of the letters.</td>
<td>I will say the letter and the sound of that letter with many alphabet letters.</td>
<td>Beginning sound board games. Writing using sounds and letters. Observing children reading and writing familiar words making the letter sound connection.</td>
<td>Matrix assessment. Video observation.</td>
</tr>
</tbody>
</table>

1. **What misconceptions do you think students might have?**
   Young children must first understand the use of the alphabet through print. Children who do not understand print concepts may misconceive the use of letters and numbers.

1. **What will you do to address the misconceptions to move learning forward (e.g., how will you adjust instruction, what descriptive feedback will you provide)?**
   Create a relevant context of print for a child by using their name and familiar names of their peers. Encourage them to first begin writing their beginning letter to identify their name. Move to additional letters as you see success. Encourage children to strengthen fine motor skills by playing with play dough and letter toys in the art center. Use hand over hand instruction to assist a child in writing their letters. We call it hand hugs because with them our hands are stronger. Provide positive feedback by pointing out the stars in their work, “You made three straight lines! That is an A!” Allow the feedback to specifically identify what made this work shine. A wish for improvement allows the child to understand the next step. “A great wish is to next time try an n. I will help you next time.”
<table>
<thead>
<tr>
<th>Student Name</th>
<th>Recognizes and names many letters</th>
<th>Begins to make letter sound connections</th>
<th>Writes recognizable letters and words</th>
<th>Uses letters that represent sounds in words</th>
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</thead>
<tbody>
<tr>
<td>Anias</td>
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<td>Briar</td>
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<td>Conner</td>
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<td>Delila</td>
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<td>Emilee</td>
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<td>Grayson</td>
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<td>Hailey</td>
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<td>Hayden</td>
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<td>Hurley</td>
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<td>Jasper</td>
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Work Sample Documentation

Anecdotal Record Form

Observer: Mrs. Horne
Date/Time: March 20, 2011
Child: Rosie

Target Goal: Writes recognizable letters, especially those in name.
Objective 50 Writes letters and words.
Setting: Language Center
Observation:
Rosie writes her own name and letters of Emilee. She uses the dry erase marker holding it with three fingers.

Next step: Provide Rosie with familiar words to write. Encourage Rosie to make the sounds of the beginning letters as she writes the familiar words.
# Conference Notes

## Child Progress and Planning Report

### Summary of Developmental Progress:

<table>
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<tr>
<th>Social Emotional</th>
<th>Cognitive</th>
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</table>

<table>
<thead>
<tr>
<th>Physical</th>
<th>Language</th>
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<tbody>
<tr>
<td></td>
<td>Rosie recognizes 13 uppercase letters. She writes her name with recognizable letters and other familiar names. Says and signs her name in order. Uses letters signs and sounds during song.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Family Comments and Observations</th>
<th>Next steps at school and home</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Recognize 26 uppercase letters. Associate all letters with their corresponding sound. Write familiar words from print and by sounding them out.</td>
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</table>
Analyze Data and Descriptive Feedback

Compare evaluative and descriptive feedback

Use formative assessment data to drive decision-making in the classroom

- Adjust instruction

Frequently feedback is used to push students to “do more” or to “do better,” without being specific enough to help students know what to do. This type of feedback is generally ineffective.

*Hattie & Timperley, 2005*
“Students interpret the feedback we give them to decide whether they have hope of future success, whether the learning is worth the energy it will take to attain it, and whether to keep trying. If students conclude that there is no hope, it doesn’t matter what the adults decide. Learning stops. “

- Dr. Richard Stiggins, *Five Myths and Their Consequences*
Results of NC FALCON participation

Increase in the use of strategies such as

(1) providing students opportunities to formatively assess their peers
(2) providing descriptive feedback to students
(3) providing students with opportunities to self-assess and set goals for their learning
Other positive impacts noted:

(1) increased awareness, confidence, and self-reflection related to use of formative assessment
(2) increased focus on learning targets
(3) increased use of descriptive feedback
(4) increased focus on student learning
What about sustainability?

Formative assessment implementation needs continued focus and support

• alignment with other initiatives
• support and time for teachers to implement provided by systems/schools
• coaching or peer feedback
QUESTIONS