
Formative Assessment for Students with Disabilities

— Elizabeth Gormley, Kim Smith, —
Tina Jeter
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Our Learning Target for today

Educators will increase their knowledge of formative assessment

Success will be when...

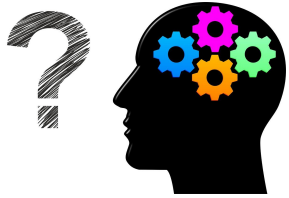
Educators will be able to identify at least one formative assessment strategy to use in their classroom

FORMATIVE ASSESSMENT

Might be the **GREATEST** and the **BEST** thing you can do in your classroom.

- ☑ It's **not done for a grade**
- ☑ It's to see **how effective** your teaching was
- ☑ It's to see **where students are** in their learning
- ☑ It's to see **where to go next**

What makes assessment “formative”?



When you assess FOR learning instead of OF learning

Ask yourself: Are you assessing to form the learning, or certify the learning?

When you USE the information gathered in an intentional and purposeful way

Ask yourself: Does this assessment produce data that I can USE?



What's the Big Deal?

“Formative Assessment can

DOUBLE

the speed of learning”

-Dylan William

What am I already doing that I can build on?

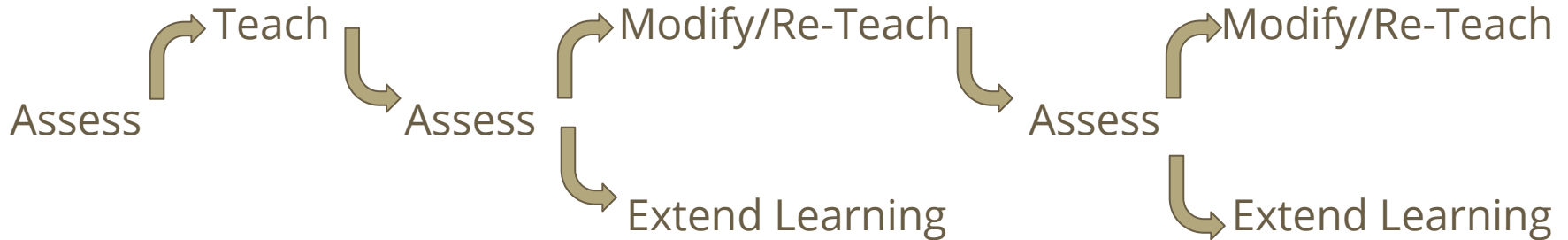
- Making the learning intentions clear (Specific Learning Targets)
- Defining and modeling what success looks like (Success Criteria)
- Having high, but appropriate expectations (Growth Mindset)
- Providing specific and meaningful feedback aligned to the Specific Learning Target (Use of Formative Assessment)

The Heart of Formative Assessment

Old thinking:

Teach --- Assess --- Grade --- Move onto next unit

New thinking:



Activity - Do your words reflect a Growth Mindset?

Say This

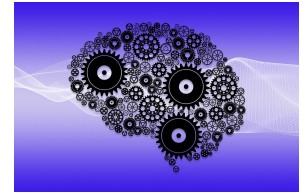
- I noticed you used multiple strategies to solve this problem.
- Are you proud of yourself for completing your job?
- How do you feel about your success?

Not That

- Good job!
- I'm proud of you.
- You are so smart.



Good Feedback Causes Thinking



Feedback that is ego involving ("you're so smart")



Rarely effective and may even have a negative impact

Feedback that is task involving (celebrates the journey not just the outcome)



Leads to improvement

Steps Teachers Take when Formatively Assessing

1. Introduce the Specific Learning Target (“What” we are learning)
2. Review current data (“Where” is the student is now)
3. Set a target for today’s learning (“Where” is the student is going)
4. Share the Success Criteria (“How” to recognize success) - MODEL/ VISUALS
5. Student participates in activity (Performance Task)
6. Teacher assesses student performance (Quality of Formative Assessment)
7. Teacher analyzes results and makes instructional adjustments and gives targeted feedback (Teacher Use of Formative Assessment)

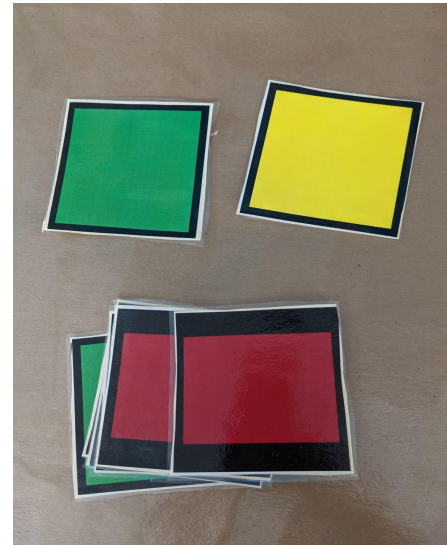
Examples of Teacher-Led Formative Assessment

Success Criteria Chart

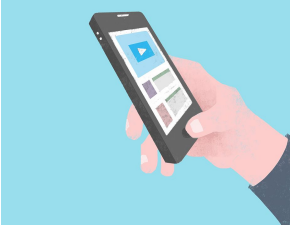
U.S. 2/25/19 Socializing w/ Friends + Family

Success Criteria	go	more	help
I can take a turn	Allison Tiff Jess DJ Fadia Sonia	Merrannda Sara Heather Ariel Colin	Katie Nick
I can make a choice	Allison Ariel Merrannda Sara Fadia Katie Sonia Colin	Tiff Jess Nick	Heather
I can write a sentence	Tiff Ariel Merrannda Sara Jess Katie Fadia Colin	Allison DJ Heather Sonia Nick	
I can share my sentence	Allison Jess Sara Heather Katie Fadia	Tiff Merrannda Ariel Sonia	DJ Colin Nick

Colored Visuals for Students



Value in Video



Video is an excellent way to capture evidence, but...

HOW can I use it??

- Share with your classroom staff to help reduce prompt levels
- Review and watch for specific behaviors that you want to collect data on
- Use what you see to give specific feedback
- Use it to foster discussion with student on both effort and performance

How do we get Student Ownership of Learning

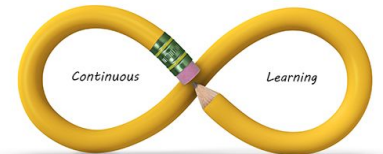
*Student involvement requires a **critical shift** in our perspective regarding assessment.*



Starts with how student views themselves, and their mindset

Students make decisions regarding the level of effort that they put forth - doing for themselves rather than for the teacher

Sets the stage for students to become continuous learners



Steps Students Take when Formatively Assessing







1. Consider the Specific Learning Target (“What” am I learning?)
2. Review current data (“Where” am I now?)
3. Set a target for today’s learning (“Where” am I going?)
4. Look at Success Criteria (“How” will I know when I get there?) -
models/visuals
5. Give my best effort (Performance Task)
6. Assess their performance (Compare performance to the success model)
7. Decide what I need and set a new target for myself

Examples of Student Self-Assessment

SXI: Self-Assessing Physical Therapy Goals



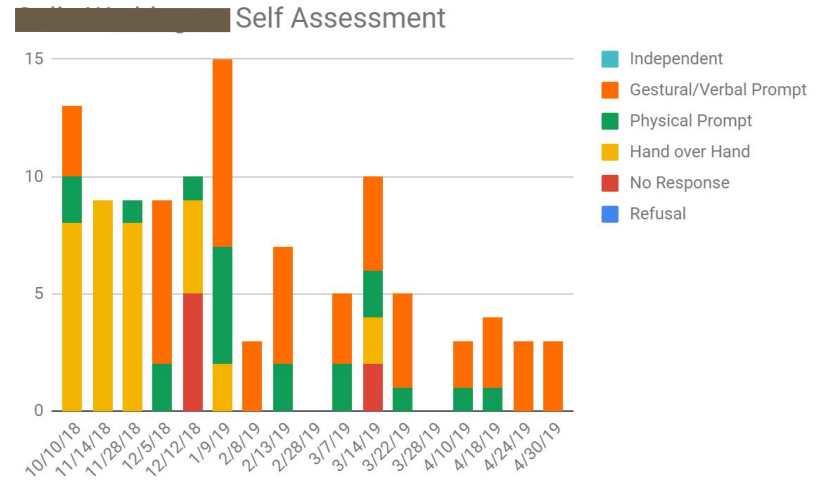
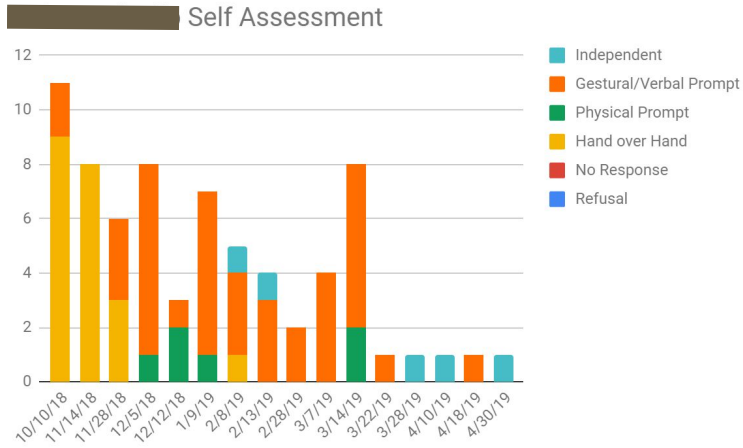
██████████ Date: 10/10/19 Goal: stander 60min
Student Self-Assessment: PT Goals

Did I like working on my PT Goal?	Like	Not Like
		
How did I do on my PT Goal?	Good	Bad
		
Did I finish the PT Goal?	Finished	Didn't Finish
		


Prompt Level:

- Refusal
- No Response
- Hand Over Hand
- Physical Prompt
- Gestural/ Verbal Prompt
- Independent
- Total Prompts














































SXI: Student Self-Assessment Tracking




Did I remember to do my job today?

DATA TRACKING 

Student Name: _____ Subject Area: Interrupting

	X			
	X			
	X			
X		X		
		X		
T	X			
	X			
X				
T	X			
X				
T				
X				

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DATA TRACKING 

Conferencing

Your Name: Tate Subject Area: Math

Areas to Celebrate:
I went a lot more than I forgot.

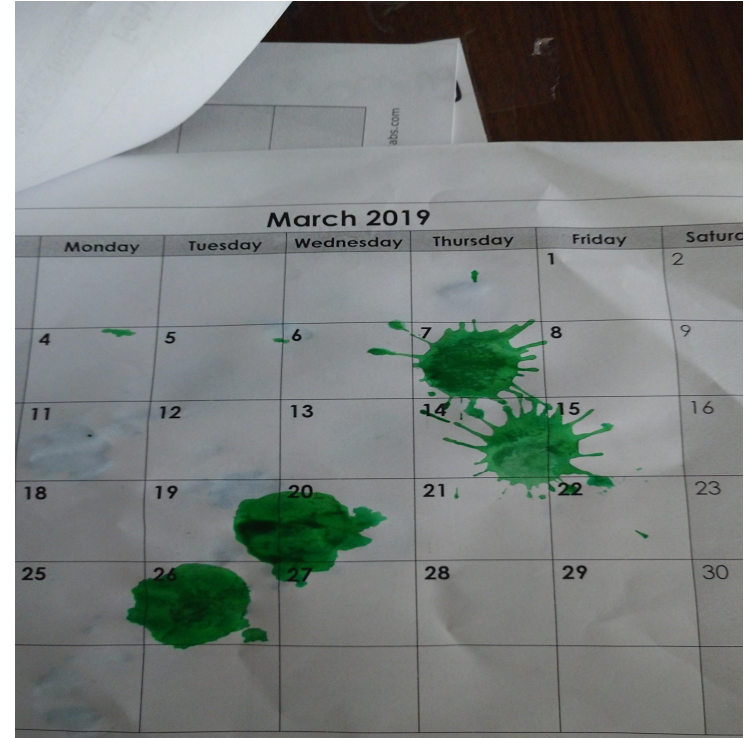
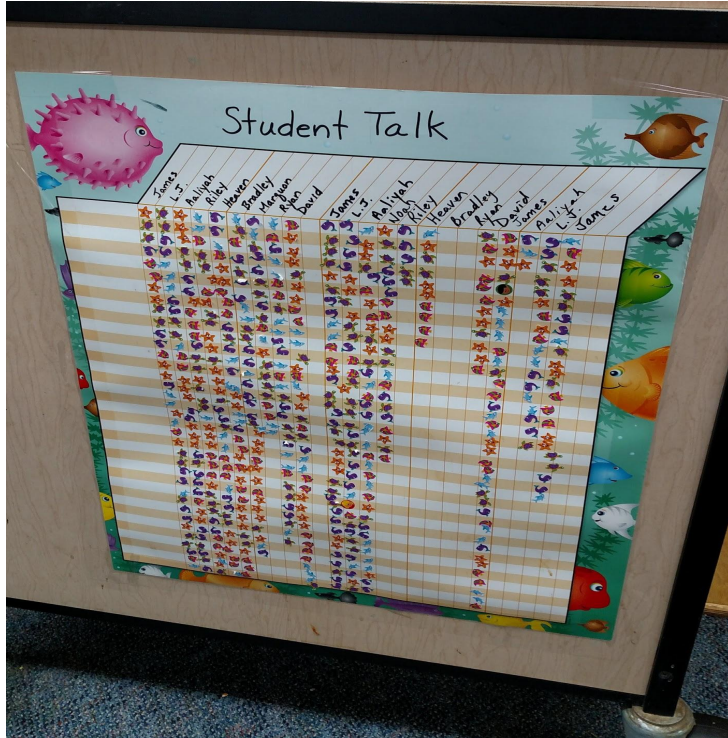
Areas of Concern: NO

Questions/Comments:
I am happy because I'm basically working

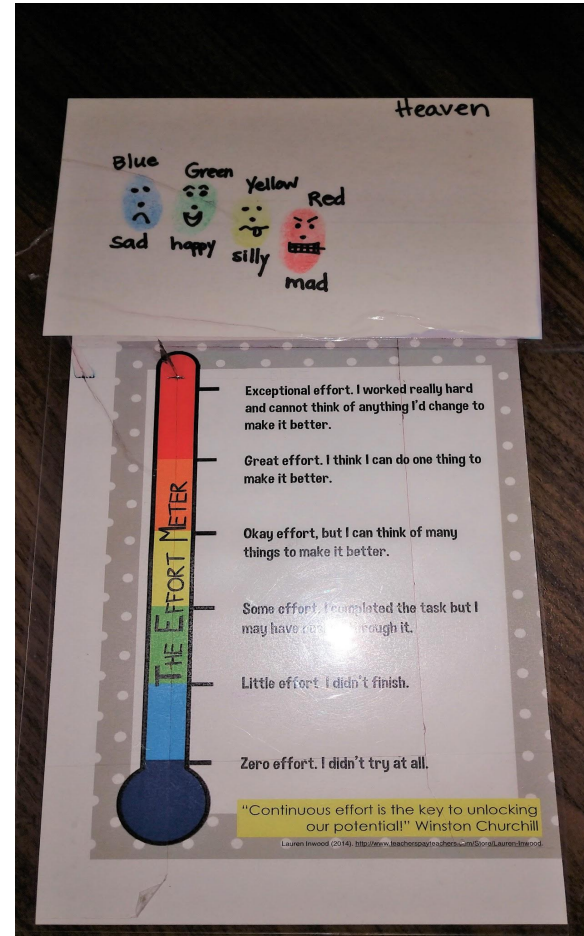
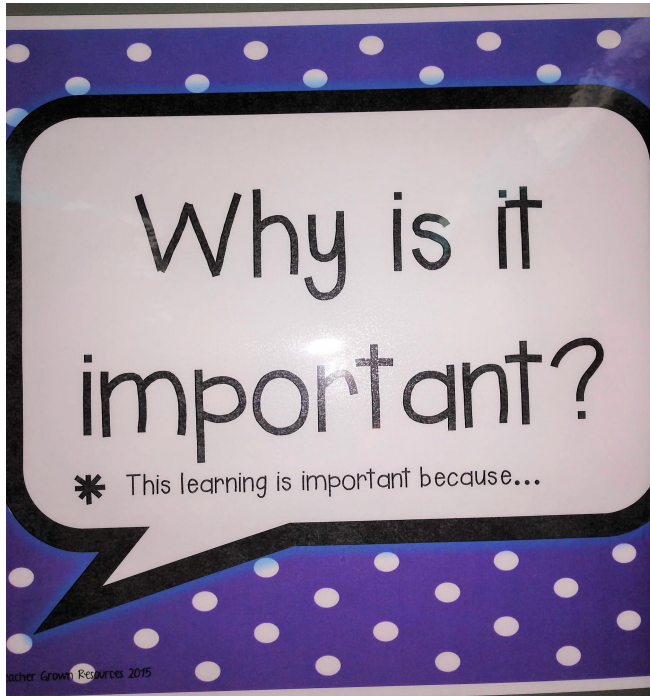
Conferencing Notes:
I was cooperative and thought-

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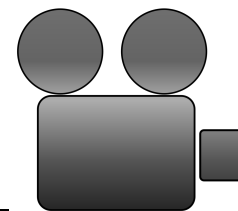
Student Self Assessment



Students are always asking



We talked about the value of video...



0-48

2:56-3:45

4:13-5:17

6:06-7:30

9:27-10:4

6

13-end



Your one take-away

Take a moment to consider at least one formative assessment strategy that you can apply in your own classroom.

Questions???

Thank you for your attention. If you have questions please feel free to reach out to us

Elizabeth Gormley @

gormleyel@northvilleschools.org

Kim Smith @ Smithki@northvilleschools.org

Tina Jeter @ jeterch@northvilleschools.org