



Quick Classroom
Checks:

How to Know if
your Students are
“Getting It”

Flex Day Session: Jan. 12, 2018

By Kristi Ridgway

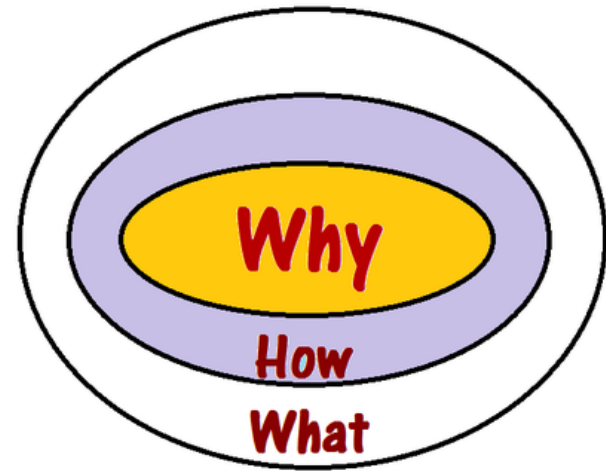
Admit Ticket



1. What 1-2 things do you already know about **formative assessment**?
2. What 1-2 things do you want to learn about **formative assessment**?

My “Why?”

- Share
- Challenge
- Expand
- Allow

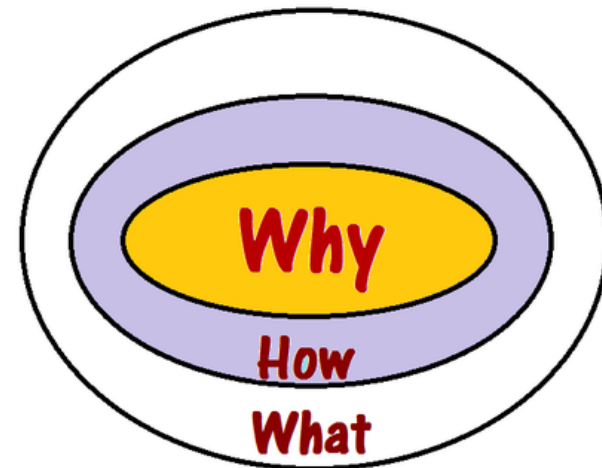




Your “Why?”

Think/Pair/Share


What do you want
to get out of
today’s session?





My Background

- Master's
- Teacher credential courses
- Teaching
- Coordination



“material not adequately practiced and reviewed is easily forgotten”

- Rosenshine, Barak. “Principles of Instruction: Research-Based Strategies That All Teachers Should Know,” p. 39

“most adults think they know more than they do ... people tend to think that their learning is more complete than it really is”

- Willingham, Daniel T. “What Will Improve a Student’s Memory?” p. 113-114

“testing is one of our most powerful tools for enhancing memory”

- Lalley, James P. and J. Ronald Gentile, “Classroom Assessment and Grading to Assure Mastery,” p. 33



Formative Assessment: What is it?

- Definition
- Practices
- Follow up



Definitions

- Formative Assessment
- Summative Assessment
- Role in College Classroom



Practices: Adding to your Toolbox

- Barriers
- Traditional “checks” (and, with a twist)
- Quick ways to check for understanding:
 - Admit/Exit Tickets
 - Hand Signals
 - Summary Trio

HAND SIGNALS: Ionic, Doric, or Corinthian?



HAND SIGNALS: Ionic, Doric, or Corinthian?



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HAND SIGNALS: Ionic, Doric, or Corinthian?





SUMMARY TRIO

Watch the video and write a one-paragraph summary



SUMMARY TRIO

Now write a one-sentence summary



SUMMARY TRIO

Finally write a one-word summary



5-minute Reflection

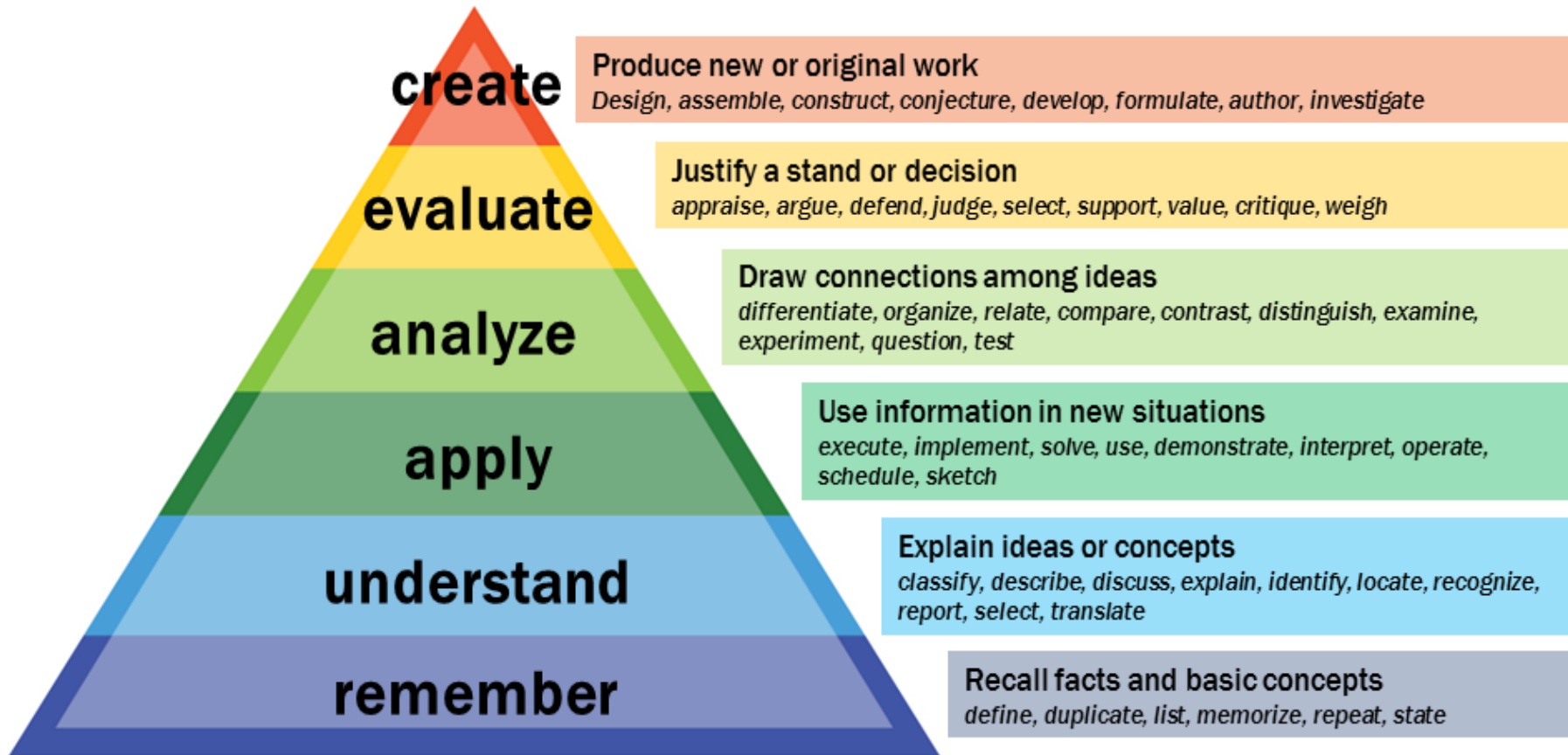
Write a brief reflection: In what ways can you use these techniques in your classroom? For which lessons, content, or skills are they most appropriate?



Practices: Adding to your Toolbox

- More “checks:”
- 5-min Reflections
- White Boards
- Polls: iClickers/Socrative/Twitter
- Play Back/Replay

Bloom's Taxonomy





Map It

- Make a pyramid on your white board. On it, indicate which “checks” are best for which levels of learning on Bloom’s Taxonomy pyramid.
- What other “checks” can you share with the group? Where do they fit in the pyramid? Add them.



Share Out


Other Resources/Tools?

Questions?



More Practices: Adding to Your Toolbox

- Other formative assessments:
 - KWL+
 - Agree/Disagree
 - Reflection
 - Argue Point of View
 - Analyze Data
 - Explain an Experiment
 - Compose or Create
 - Peer Review
 - Self Assess



Tips for “How to”

- Be explicit about purpose
- Space it
- Give feedback
- Align your practice to lead into later, more formal summative assessments



The Key: Follow up

- Barriers
- Interventions
- Goal for Mastery
- Role of Memory



Your Action Plan: Spring 2018

- Write down **2 new formative assessments** you will engage in this semester: What 2 ways will you begin to check for understanding during class this semester?
- Write down **2 people** you will share your experience with: Which 2 people are you going to tell about trying these new practices and then report back to later about how it went?



Exit Ticket



- Please fill out the survey before you go.
- Let me know if you would like a Part 2 on this topic, to share practices and to expand on this discussion of **higher-order skills, role of technology,** and **out-of-class “checks”** as well
- Or, more on **memory tricks** or **metacognition.**



References

Armstrong, Patricia. "Blooms Taxonomy." *Center for Teaching*. Vanderbilt University, 2018, <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy>. Accessed 11 Jan. 2018.

Gonzalez, Jennifer. "Retrieval Practice: The Most Powerful Learning Strategy You're Not Using," *Cult of Pedagogy*, 24 Sept. 2017. www.cultofpedagogy.com/retrieval-practice/. Accessed 11 Jan. 2018.

Lalley, James P. and J. Ronald Gentile. "Classroom Assessment and Grading to Assure Mastery." *Theory into Practice*. Routledge, vol. 48, 2009, p. 28-35.

Rosenshine, Barak. "Principles of Instruction: Research-Based Strategies That All Teachers Should Know," *American Educator*, vol. 36, no. 1, 2012, p. 12-19, 39.

Willingham, Daniel T. "What Will Improve a Student's Memory?" *Educational Psychology*, 28th ed. McGraw Hill, 2013, p. 113-114.



My Favorite PD Websites

The Chronicle of Higher Ed

Cult of Pedagogy

Edutopia

KQED: Mindset



Thank you!

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