

# Formative Assessment and Evaluation

**MATEJA PERŠOLJA**

**[mateja.persolja@guest.arnes.si](mailto:mateja.persolja@guest.arnes.si)**

Professor of Mathematics

Formative Assessment Coach



Koti in diagonale večkotnika x Predmet: Mateja Peršolja - M x Flipgrid | a8e5af14 x Educator | Topic Details x prevejalnik - Iskanje Google x Formativno.si - Za več dialog x

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FORMATIVNO


FORMATIVNO SPREMLJANJE SEMINARJI IN IZOBRAŽEVANJA AKTUALNO PRIROČNIK PRIMERI O MENI

FORMATIVE ASSESSMENT AND EVALUATION

# For more dialogue between students and teachers

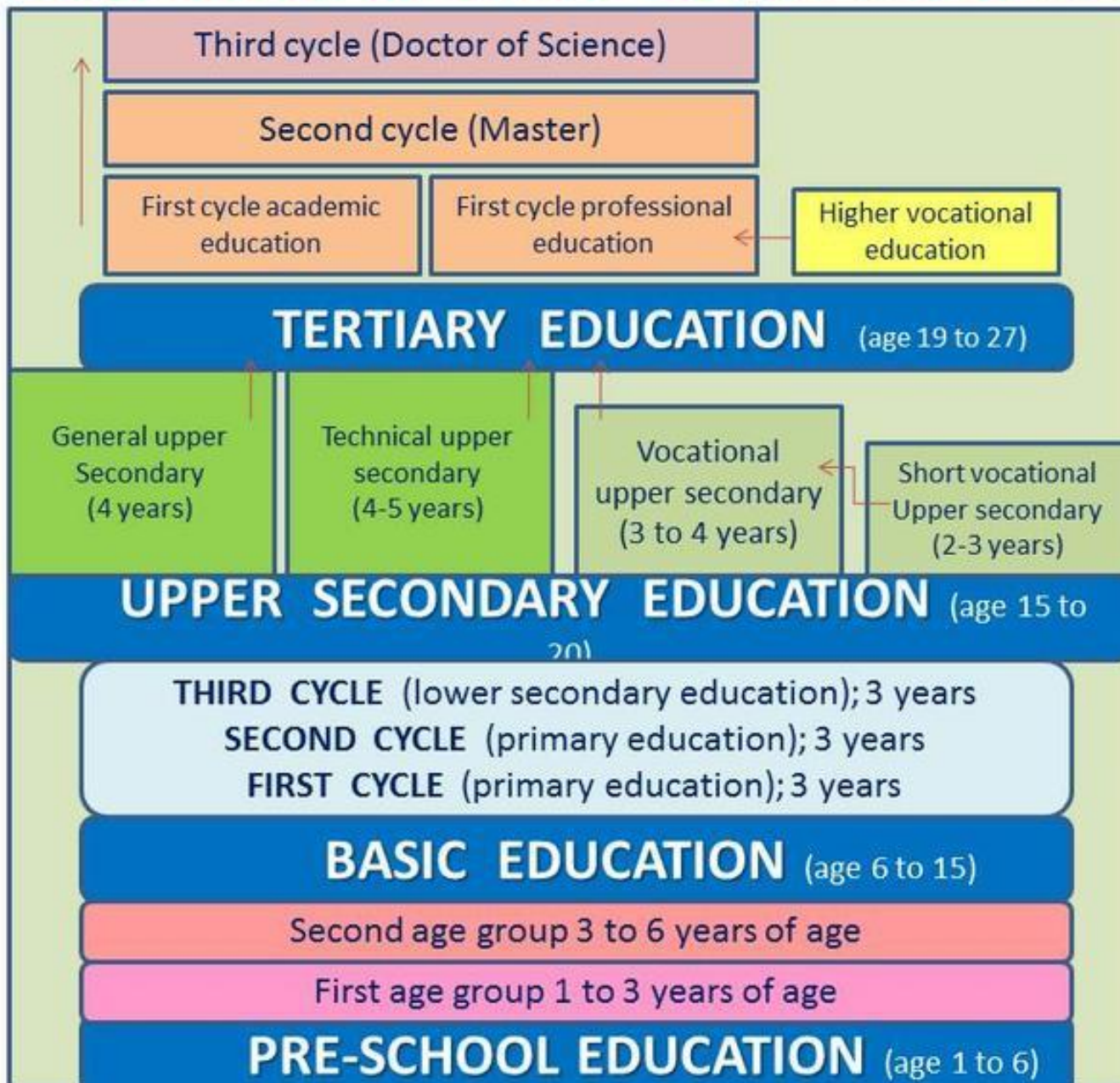
and for forming better relationships.

LEARN ABOUT THE CONCEPT



<http://formativno.si/en/formative-assessment-and-evaluation/>

# STRUCTURE OF EDUCATION SYSTEM IN SLOVENIA

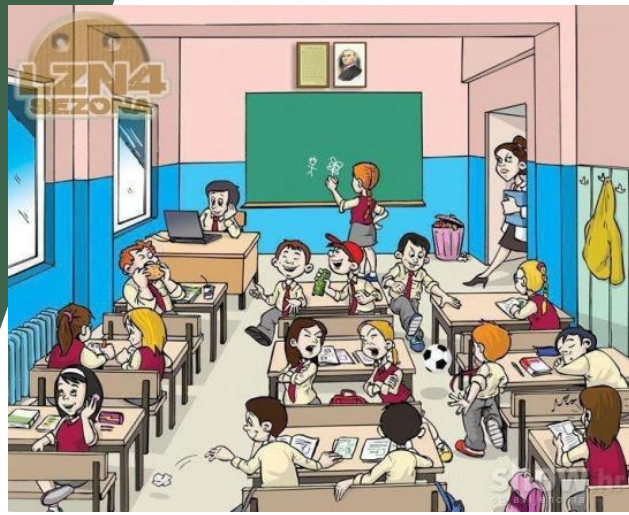




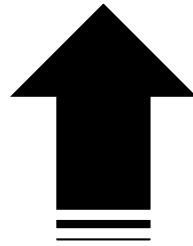
## *Learning intentions*

I'm learning about

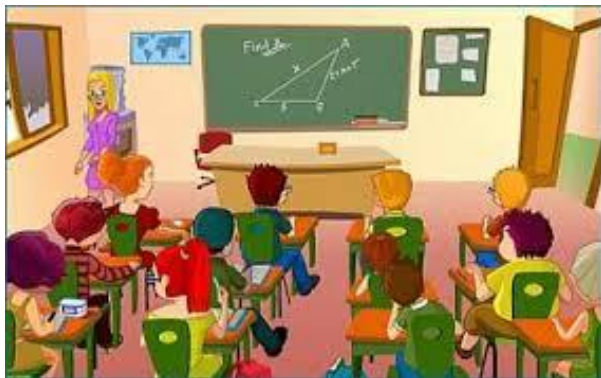
- using Choice Theory for better relationships,
- formative assessment model.



First  
experience  
as teacher



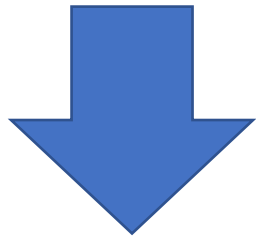
My experience as pupil



# MY SOLUTIONS

BASED ON MY EXPERIENCE, AS A PUPIL

- grades
- signs (pluses and minuses - i.e., minor marks)
- informing parents
- threats
- ...

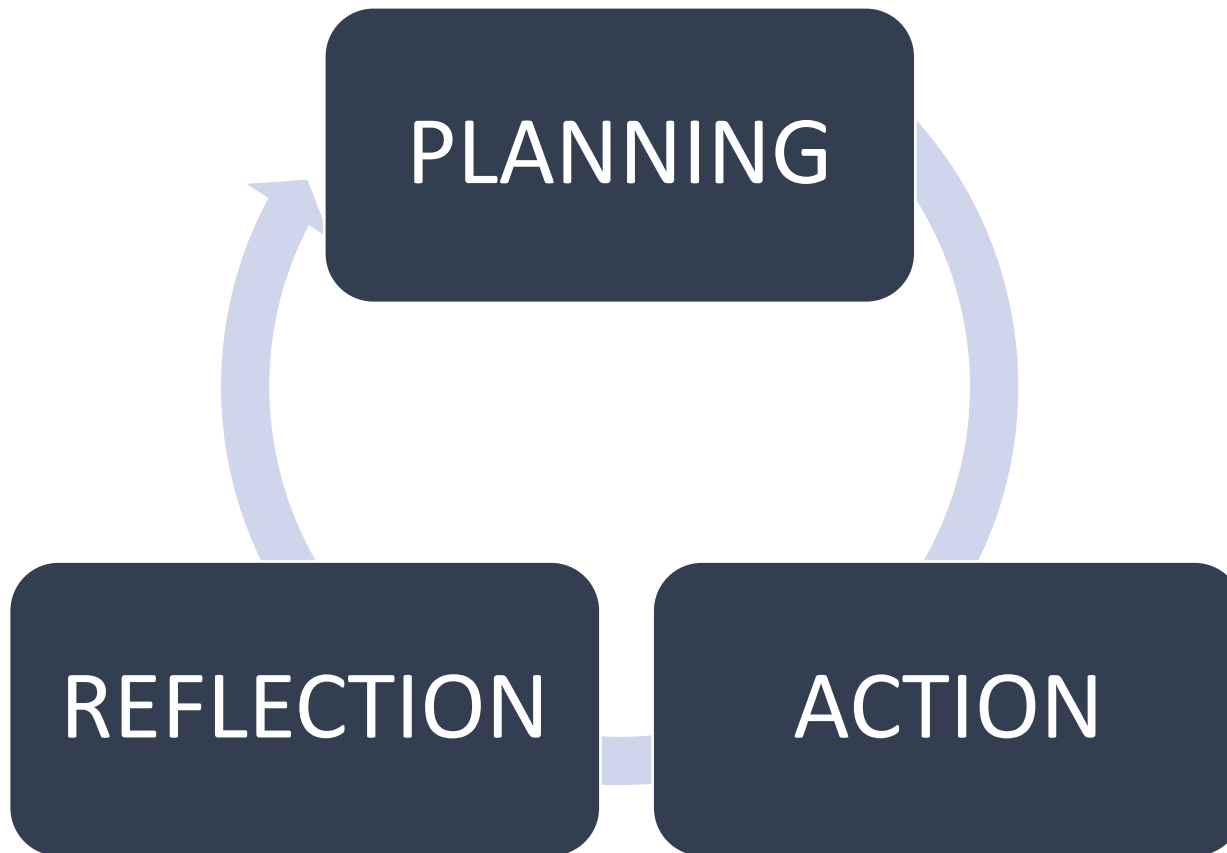


WAR



# INOVATIVE PROJECTS

Selfregulation (Action Research) (2004)



## MY SEARCH

- new teaching methods
- different approach
- Glasser's Choice Theory

*I try to **change my pupils** but at the end I **change myself**. I became a researcher of my own practice.*

### 10 MINDFREMES

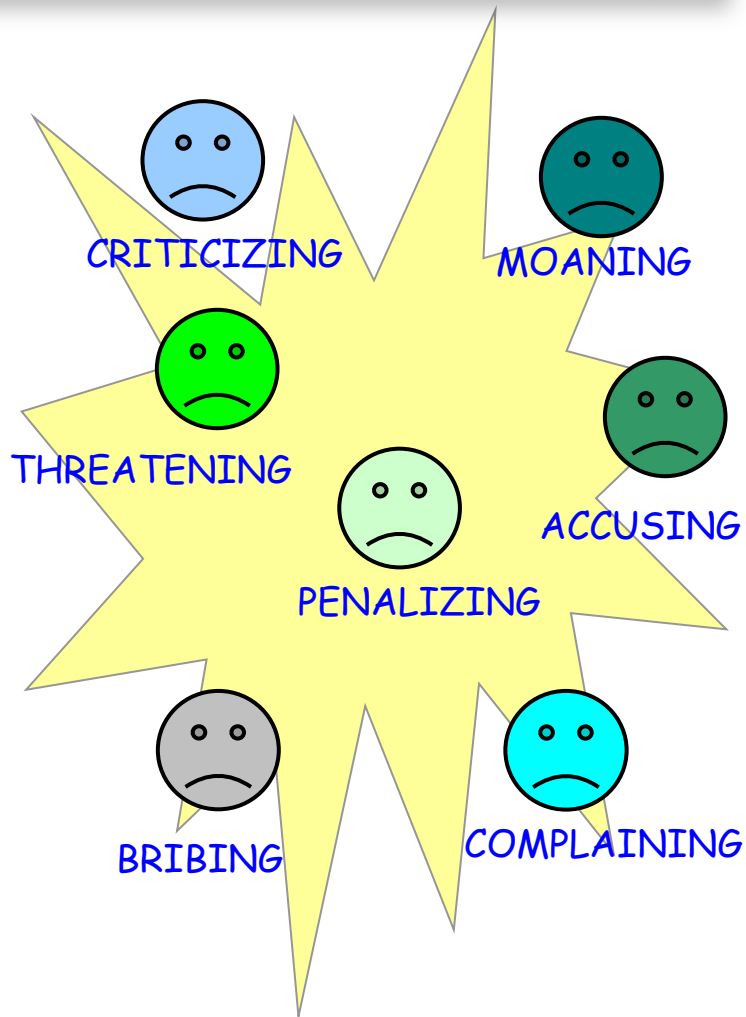
I am an evaluator.

I am a change agent.

I develop positive relationships.



7 bad habits,  
that hinder good relationships



# EXTERNAL CONTROL PSYCHOLOGY

External motivation  
stimulus → response

I can make you do what I  
want, whether you want to  
or not.

It's my duty to make you do  
something you do not want.

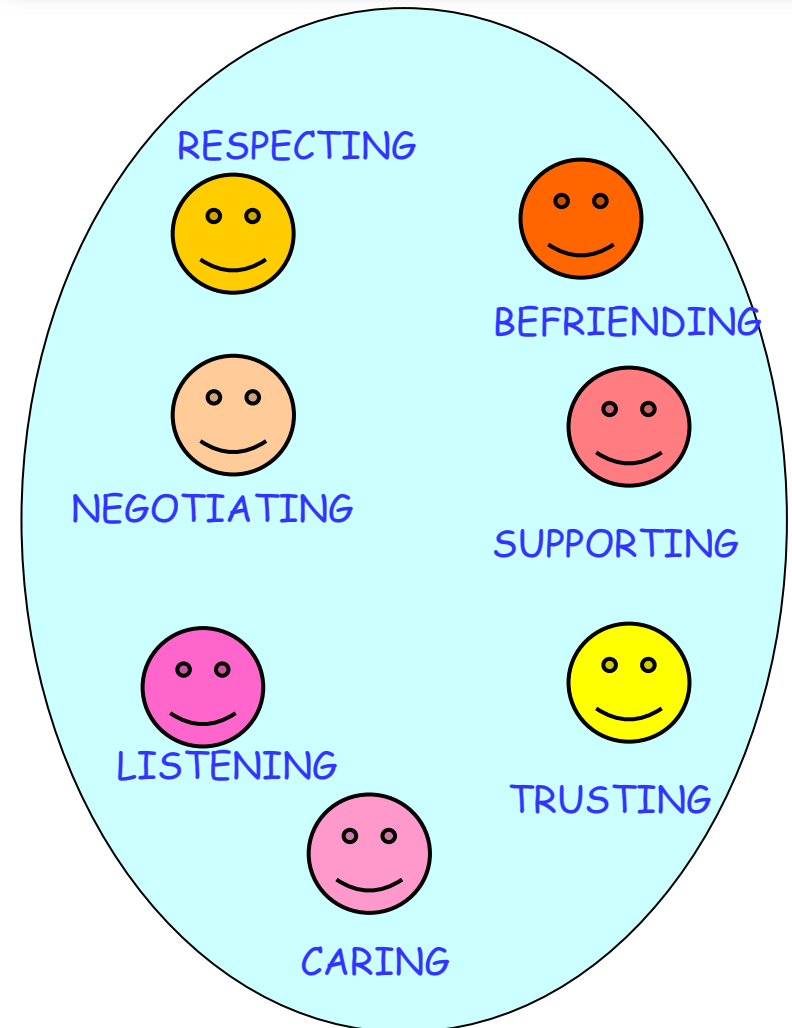
# CHOICE THEORY

7 good habits,  
that encourage good relationship

Intrinsic motivation  
(enjoyment)

information → choice

We are the only person  
whose behaviour we can  
control.



# MY BELIEFS

I can't control student's behavior choices.

I can send them ***useful information*** and create an ***environment*** where they are able to learn, have new experiences and satisfy their needs (power, freedom, love, fun).

Consequently, I focus on cultivating support, trust, acceptance, and motivation with my students.

# BOSS

coercive

externally motivated

boss

<http://wglasser.com/our-approach/lead-management/>

my way is the only way

narrow, few options

set rules

evaluates others- reprisals

system of punishment

criteria set by boss

sets deadlines

build walls

do his work

looking for the culprits

judge people

requires

intimidate

comands

Approach win - lose

Say: I

# LEADER

supportive

internally motivated

involves others

input of group

broad, many options

involves group

uses criteria,improves system

develops system of self/co-  
verification

criteria by leaders/workers

involvement based on strengths

communicate

do more than his work

finding solutions

accept people

ask

inspires

Is an example

Approach win - win

Say: We

# CLASSROOM CHANGES

- Better relationships
- Pupils are more (pro)active



# Ovrednoti ...

4 Sem strokovnjak, lahko ti razložim.

3 Naredim brez pomoči, razumem.

2 Delam s pomočjo, so še deli, ki jih ne razumem.

1 Neznam brez pomoči, rad bi ponovno razlago.

## Self-evaluation

4

I'm an expert. I can teach you.

3

I can do without help. I understand.

2

There are some parts, I don't understand.

1

I need help.



## Different stages of S O L O Taxonomy

*Pre-Structural Level*

*Uni – Structural Level*

*Multi-Structural Level*

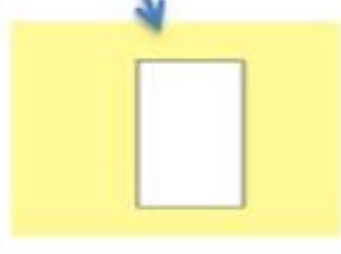
*Relational Level*

*At the extended abstract Level*

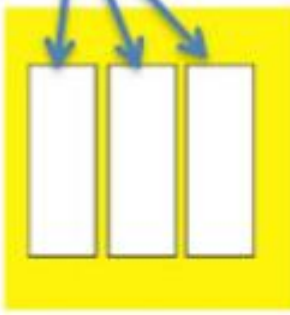
*I .m not sure about this subject*



*I have one idea about this subject*



*I have several ideas about this subject*



*I can link my ideas together to see the big picture*



*I can look at these ideas in a new and different ways*



# *Assessment in Slovenia*

- Written exams
  - Oral exams
- At the end of the unit

Feedback is rated from 1 – 5 (1 not achieving the goals and standards).

Behavioral types of assessment.



# FORMATIVE SUMMATIVE



WHEN THE **CHEF**  
TASTES THE SOUP



WHEN THE **GUESTS**  
TASTE THE SOUP



# ASSESSMENT



- Pupils aren't learning what we are teaching.
- Process of learning is complex.





## *and EVALUATION*

Assessment is **formative**, when the feedback is given as an advice for future action (feedback for feed forward) and not evaluation of mistakes made in the past (in % or marks).

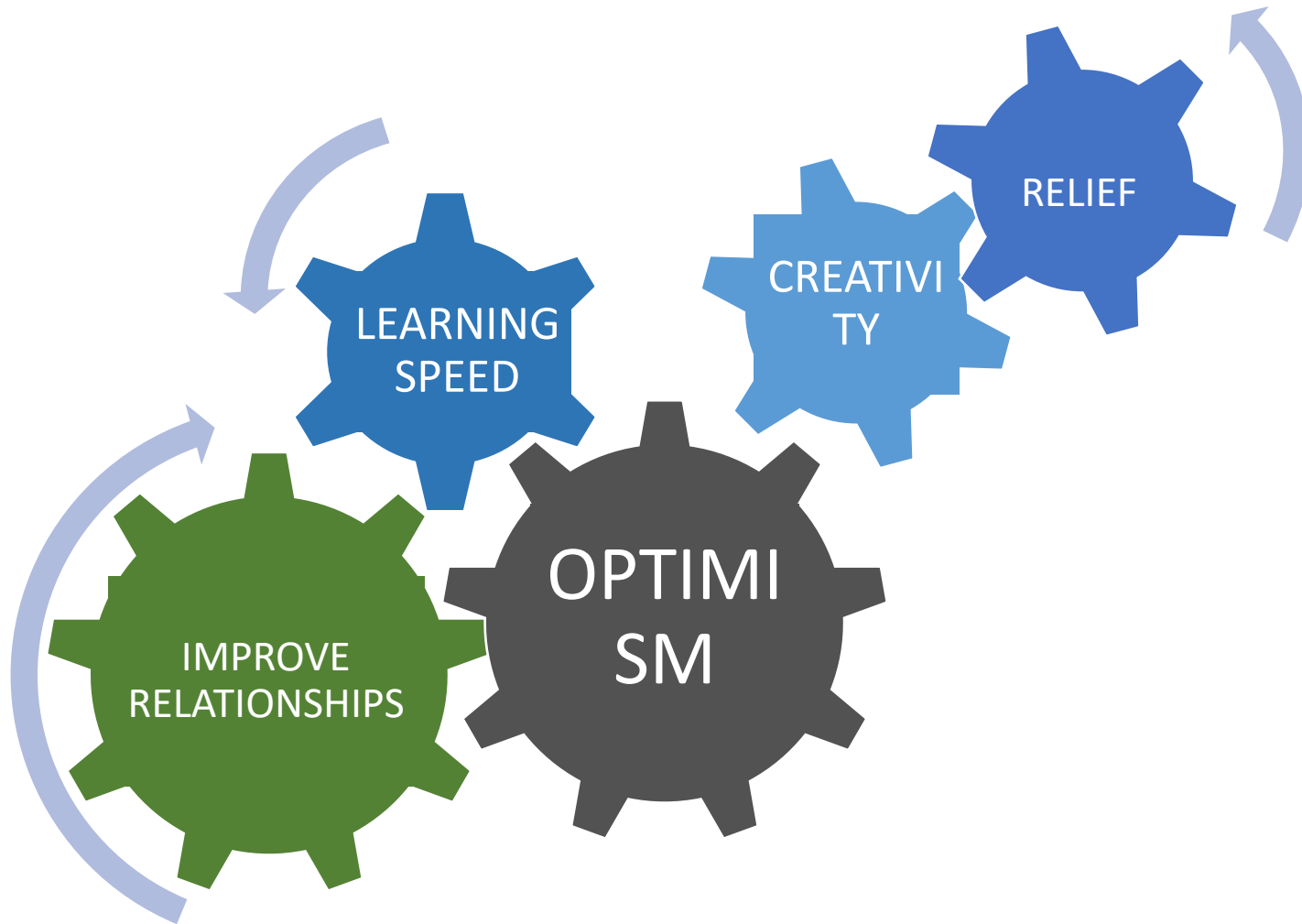
D. Wiliam, Dr. Komljanc

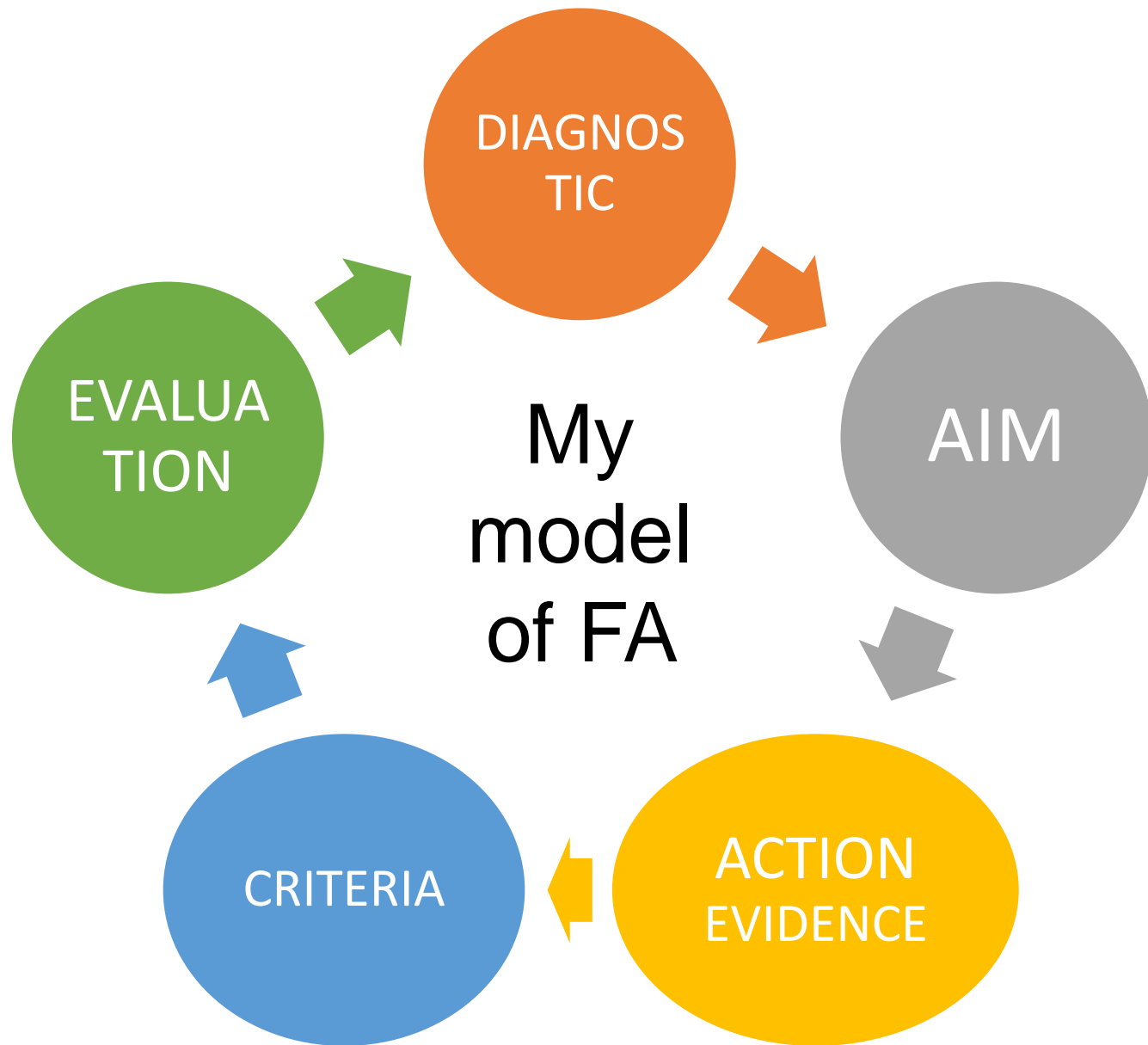


**FORMATIVE  
ASSESSMENT  
IS A PROCESS  
THAT  
IMPROVES  
LEARNING**



# *Formative assessment helped me...*

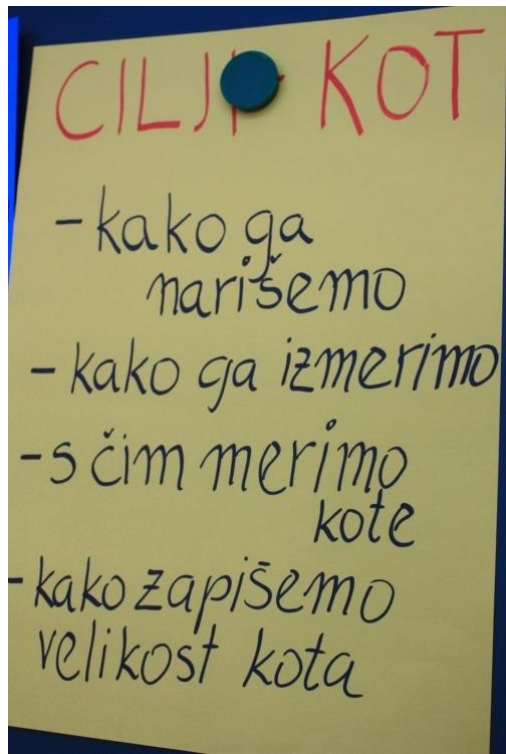




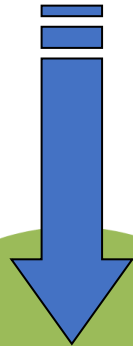
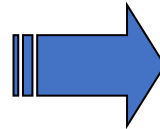
DIAGNO  
STIC

# PRIOR KNOWLEDGE

What do I know,  
what can I do?



nt to



AIM

Prior knowledge

First feedback

Better lesson planning

Activating students as  
learning resources for  
one another.

D. Wiliam



**KAJ BI SE SE LAHKO VARNICE  
G. BLOKIRIH?**

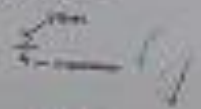
SE JI VARNICE...  
 ...  
 ...

**Dolga ...**

...  
 ...

**KAJ YES O ULOHNIK?**

...  
 ...



11-11

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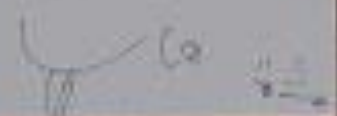
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**CILJ ULOHKE**

- senki, odleti,
- delati, množiti
- razsvetliti, kraljski

# ROMANTICISM

**What question do you have?**

2 – 5 year old 40 000 question

14 – year old 3000 question/day



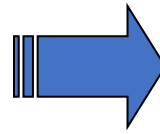
# See – Think - Wonder

<b>See</b> What do I see? What is my evidence?	<b>Think</b> What do I think about what I see? What are my examples?	<b>Wonder</b> What do I wonder about what I see? What are my questions?

Developing assessment capable Visible learners

# EXECUTION PLANNING

How to get to the desired knowledge/objective?



How to learn the easiest/quickest?

How do I want to learn?

Pupil interests and wishes come to the foreground

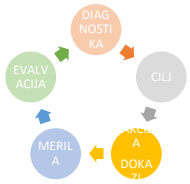
More dynamic and creative lessons





Activating students as owners of  
their own learning.

D. Wiliam



# ACTION



How do I teach, to get as much information as possible from pupils about their knowledge and understanding?

Don't think about content, but about process and action. Not what, but how to teach.

# Visible Teaching – Visible Learning

When teachers **SEE** learning through the eyes of the student



and when students **SEE** themselves as their own teachers

# EXAMPLE

LEARNING INTENTION: KNOW/RECOGNIZE THE STORY, KNOW/USE MAIN INGREDIENTS OF THE STORY

„HOW WE CAN FIND OUT WHAT IS A STORY? ANY IDEAS?“

- MY GRANDMOTHER CAN TEL US A STORY
- LETS ASK STORY WRITER?
- ....

„HOW WILL WE ORGANIZE? WHERE WILL WE START?“

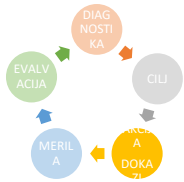
- WE CAN ASK IF SOMEONE KNOWS ANY STORY WRITER AND WRITE HIM A LETTER

They ask in each class in the school find 2 writers, interview them, one writer write them a letter about how to write a story. Read a few stories.

Write sories in groups for first experience, for learning proces and as an example of making success criteria.

PUPIL MAKE THEIR OWN STORY





# COLLECTION OF EVIDENCE

How can you show me your knowledge?

What kind of evidence do you have?

How do you assess the progress of learning?

## PORTFOLIO

Butterfly

- Work sheets
- Products
- Project work
- Test

# LEARNING JOURNEY



## DECIMALKE | UČNA POT

Handwritten notes on a whiteboard titled "DECIMALKE | UČNA POT". The notes are organized into sections:

- PRIMERJANJE UREJANJE** (Comparison/Ordering)
- SESTEVANJE ODSEVANJE** (Composition/Decomposition)
- Številski poltrak, slike, poz. racionalno** (Number line, diagrams, positive rational numbers)
- S, D, E, d, s** (likely representing different mathematical concepts)
- 1000ima** (likely referring to the number 1000)
- 10, 100, 1000** (likely referring to powers of 10)
- bened. nal.** (likely referring to a specific task or exercise)

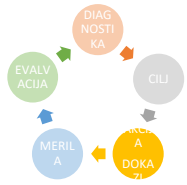
A mathematical equation is written on the board:

$$7, \overset{d}{\underset{d \times}{\underline{6}}} = 7 \frac{6}{10} = \frac{76}{10}$$

Handwritten notes on a whiteboard titled "UČNA POT" (Learning Journey). The notes are organized into sections:

- knjižnice, prijatelj, WiFi, satelji, ilustrator, pisnik** (libraries, friend, WiFi, satellites, illustrator, writer)
- 1- intret** (1- introduction)
- 2- pisar, ilustrator, pisnik, pisatelj, ilustrator** (writer, illustrator, writer, author, illustrator)
- 3- knjižnica, pisnik** (library, writer)
- 1- knjižnica, pisnik ali ilustrator, pisnik** (library, writer or illustrator, writer)
- 1- treninjski da nastop** (1- training to perform)
- 1- stopnja 3 minute, naglas, prebranje storitev** (1- level 3 minutes, emphasis, reading services)
- 1- prebranje knjig ali risb** (1- reading books or drawings)

The notes are connected by a wavy line representing a learning path, with arrows indicating the direction of the journey.



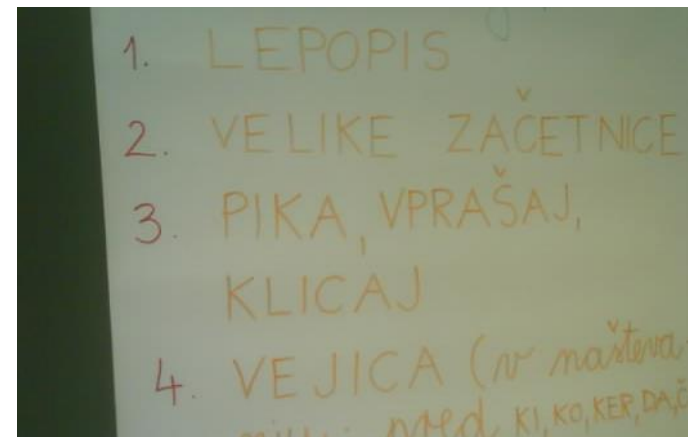
# CRITERIA DEFINITION

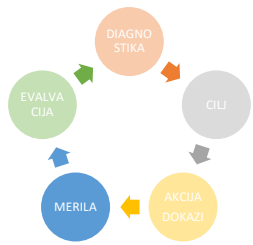
**1. STEP:** Collect examples of work (project work, writings, presentations...).



**2. STEP:** Analyse them by searching good parts or what we can learn from them.

**3. STEP:** Writing the criteria with pupils (with their own words).





# Success criteria

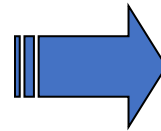
Enable pupils to have control of their own learning and become owners of the process of learning.

They don't ask anymore:







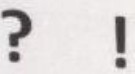


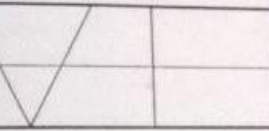






„Wich grade/mark did I recieve?“

# EVALUATION

What can I do?  
What do I know?  
What do I want to learn?  
Until when?  
Am I going to meet my learning goals?  
If not, am I ready to change anything?  
What do I need to change?



Trust  
Effort to improve knowledge  
No/less failure  
Choice  
Progress  
Learning success

PRESOJAL JE:	JAKA	TIMOTEJ
Z OŠILJENIM NIKOM 		
PRAZNO VRSTO 		
KONČNO LOČILO ? ! 		
OD ČRTE DO ČRTE 		
PRESLEDKE MED DAMI AMI <input type="checkbox"/> ATI		
PISATI NA LEVEM 		

# Check list

# *Grading*

**The final grade** consist of:

- the **student reflection** of the proces
- aims achieved at the end of learnig process,
- student selfevaluation using succ. criteria,
- student-teacher discussions and observation about student work,
- teacher evaluation.

# Homework

- it's a pupils plan, based on his/her learning goals and school work,
- it needs feedback.

30.3. 2020 CILJ: Izračunam diagonalo kocke (20 min)

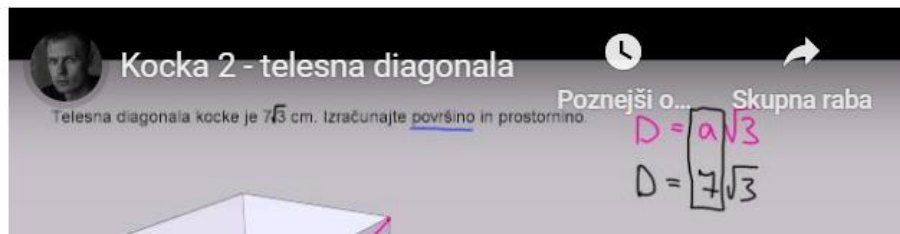
V zvezek si napiše naslov **Diagonala kocke** in si ob ogledu posnetka na desni (PI v kocki) izpiše formule za diagonalo kocke in rešen primer.

Po izbiri reši še eno nalogo tukaj

<https://eucbeniki.sio.si/mat8/851/index7.html> 6. (M), 7. (T)

Kdor bi želel **znanje na T in Z ravnini**, si izpiše tudi **diagonalni presek kocke**.

4. in 5. naloga v posnetku in si ogleda spodnji posnetek



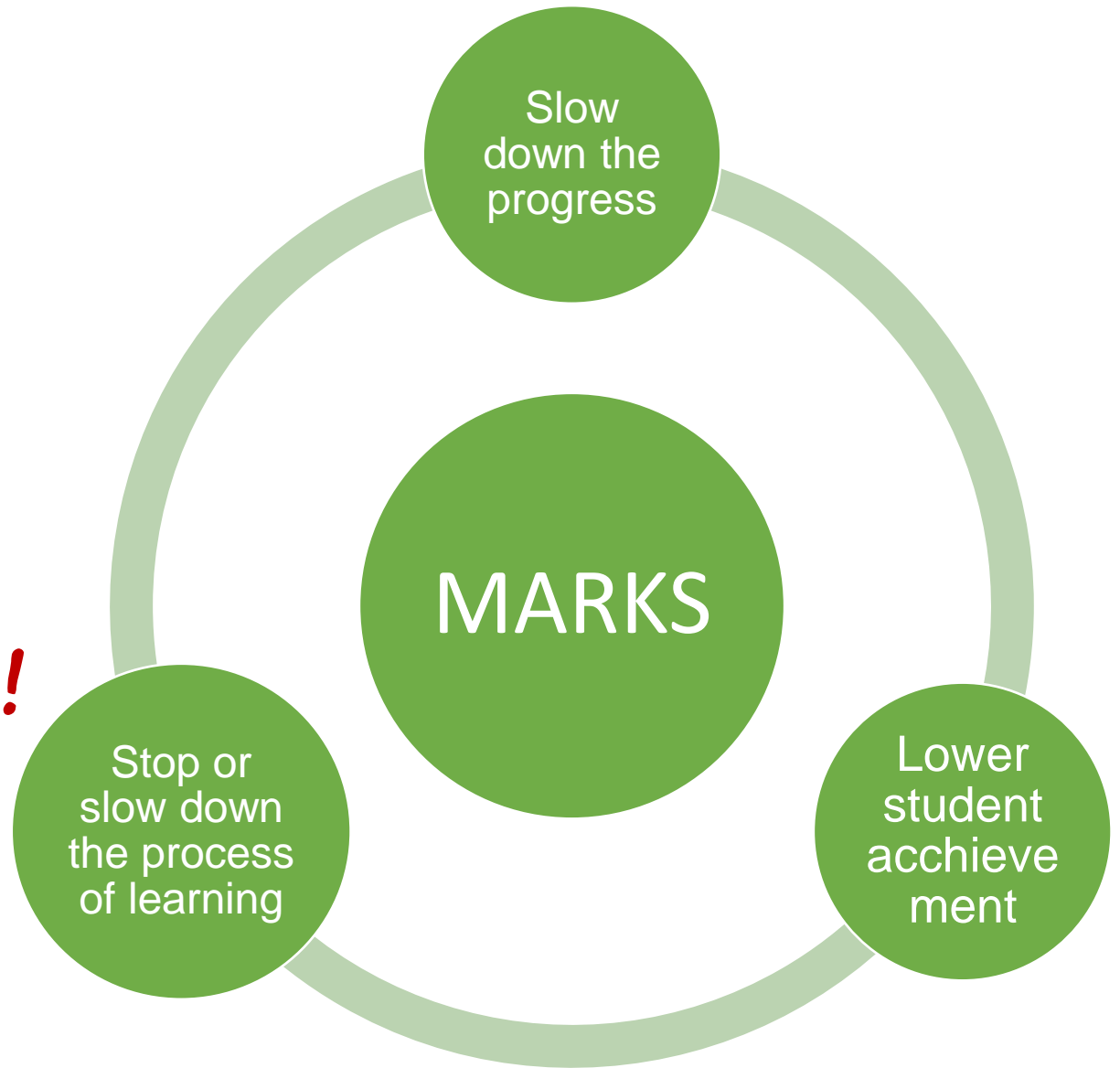
Z raven

Oglej si spodnji posnetek in reši še eno nalogo tukaj



**NEVER  
GRADE  
THE  
PUPILS  
WHEN  
THEY ARE  
STILL  
LEARNING!**

Alfie Kohn, 1996



# Which is the most effective feedback?

- A Grades
- B Comments
- C Grades + comments

Butler, 1987

# FEEDBACK

- Show, underline, praise what is good (against succ. criteria).
- Show where to improve. Give suggestions.
- Take time for improvement during the lessons!!!.

Advice or recipe for future action  
(rather than review of past failures)

Should be given in such way that  
pupils can't compare.

# EXCELENCE EXPERIENCE

## Consultation hours for pupils:

- pupils come prepared, with a question or goal
- after or before school
- classmates or teacher are available for help

## Eluder teach younger:

- during the math lesson (at least 2 a year)
- responsible, motivated, very well prepared
- intensive and focused learning



# *BENEFITS*

- Pupils become owners of their learning process and more responsible
- Good relationships (partners in the process)
- Better knowledge (increase difficulty)
- Faster learning process
- Less failure
- Creativity
- Learning speed

# IMPLEMENTATION MODEL

We need to create time and space for teachers to reflect on their practice in a structured way, and to learn from mistakes.

Presentation  
of FA model

Active  
research  
in teachers  
practice

Learning  
comunitys

*Teachers spend years to make pupils obedient  
but in the end we expect them to be  
independent.*


P. Sims

*Nothing takes so much courage as finding that  
after serious study, the test is asking you for  
only the information you missed.*

*In real life, you always know on what topic a  
test will be. Winners in real life are those who  
are trying and not those who are dependent  
on speculation.*

W. Glasser

**EVERY STUDENT CAN SUCCEED**



**"EVERY STUDENT  
DESERVES A  
GREAT TEACHER,  
NOT BY CHANCE,  
BUT BY DESIGN"**

(Fisher, Frey, & Hattie, 2016)