Assessment Learning Network 2021-2022

Meeting #5
April 8, 2022

Leveraging the Power of Formative Feedback: Using Self- and Peer Assessment to Promote Meaningful Student Engagement

ALN
ASSESSMENT LEARNING NETWORK

Norms for ALN Meetings

1. Mute your audio if you are not a presenter or speaking to the whole group
2. Use the chat feature to post thoughts, ask questions, and provide feedback
3. Be an active participant
4. Be respectful
5. Please know that this is being recorded, including all chat activity

This Afternoon's Agenda

- Welcome, Overview, and Introductions
- Getting Ready for This Afternoon's Topic
  - Activator
- Featured Presentation
  - Leveraging the Power of Formative Feedback: Using Self- and Peer Assessment to Promote Meaningful Student Engagement
- Break
- Continued Presentation, Panel Discussion, and Practitioner Perspectives
- ALN Resources and Future ALN Meeting Dates
- Adjourn

Welcome to Meeting #5

Kathy Dewsbury-White:
CEO - Michigan Assessment Consortium

Who is with us this afternoon?

Please place your name, affiliation, and what you do in the chat.

The Assessment Learning Network

1. A professional learning community focused on improving assessment in public education
2. A vehicle to promote the MAC's Assessment Literacy Standards throughout Michigan
3. A conduit between the MAC, the MDE and Michigan's professional educational organizations
4. Works collaboratively to improve the assessment literacy of all of Michigan's public educators
5. A good example of a public-private partnership

A New Structure for the ALN

1 PARTICPATE

To participate in the ALN professional community, simply register for any ALN event posted to the ALN Calendar on the Michigan Assessment Consortium (MAC) website. The registration fees (discounted for MAC members) cover lunch (live events only), networking during the event, and ongoing access to all session materials and video. Registration fees are kept affordable by subsidies from the MAC and Michigan Department of Education

2 AFFILIATE

- ALN invites individuals and organizations to Affiliate with the ALN by committing to all the following **responsibilities**:
- Pre-register for and attend all ALN events
- Participate in ALN event facilitated dialogue and activities
- Review Michigan's Assessment Literacy Standards and all available ALN resources
- Attend orientation and periodic networking engagements
- Synthesize and share ALN information and resources with your colleagues or members/constituents of a sponsoring organization (if applicable)

Why Affiliate?

In return, the MAC **supports** ALN Affiliates in their efforts to share assessment literacy learning with colleagues/members/constituents through a variety of optional benefits, including:

- Orientation engagement and periodic networking opportunities
- Communications tools
- Customized consultation
- MAC individual membership (one-year)
- Recognition on the ALN website and selected printed publications

Today's Presenters

- **Kristy Walters**
  - District formative assessment coach, Corunna Public Schools
- **Robyn Lentz**
  - Teacher, Corunna Public Schools
- **Kelly Rowe**
  - Teacher, Corunna Public Schools
- **Ellen Vorenkamp**
  - Assessment Consultant, Wayne RESA, MAC Board Member, FAME Lead
- **John Lane**
  - Research Associate, Michigan Assessment Consortium
- **Tara Kintz**
  - Research Associate, Michigan Assessment Consortium

Getting Ready for Our Presentation

Activator

Our Opening Activity

Think of a time when you asked your students (or you were asked as the learner) to engage in a self and/or peer assessment and it was the "**worst experience ever**"…Why? What went wrong? How would you change things now, given the opportunity?

What patterns or trends are you hearing in the stories both of what went wrong and how to make the learning opportunity better in the future?

Breakout Room

Share your story with your partners.

- What went wrong? Why?
- What might you have done to improve the experience?

What are some commonalities among your stories?

Our Featured Presentation:

Leveraging the Power of Formative Feedback: Using Self- and Peer Assessment to Promote Meaningful Student Engagement

Outcomes

Participants will explore and understand:

- Key features of self- and peer assessment
- The impact of self- and peer assessment on student learning
- The role of self- and peer assessment in the formative assessment process
- The use of self- and peer assessment in classrooms
- Classroom conditions that must be present in order for self- and peer assessment to be successful
  - How teachers promote these conditions

Reflecting on Self- and Peer Assessment with Dylan Wiliam

ASSESSMENT LEARNING NETWORK

Overview

A call for student self-directed learning

Ellen

Developing self-directed learners requires Ambitious Teaching and Learning

- “Beyond the straightforward transfer of facts and skills, ambitious instruction has teachers and students making meaning of rich academic content, engaging authentic practical and intellectual puzzles, and creating new knowledge and capabilities in themselves and others. Globally, ambitious instruction sits at the very center of …schools and systems pressed to engage students in "deeper learning" and the development of "21st-century skills.“

https://www.online.umich.edu/courses/leading-ambitious-teaching-and-learning/

Ambitious Teaching and Learning:

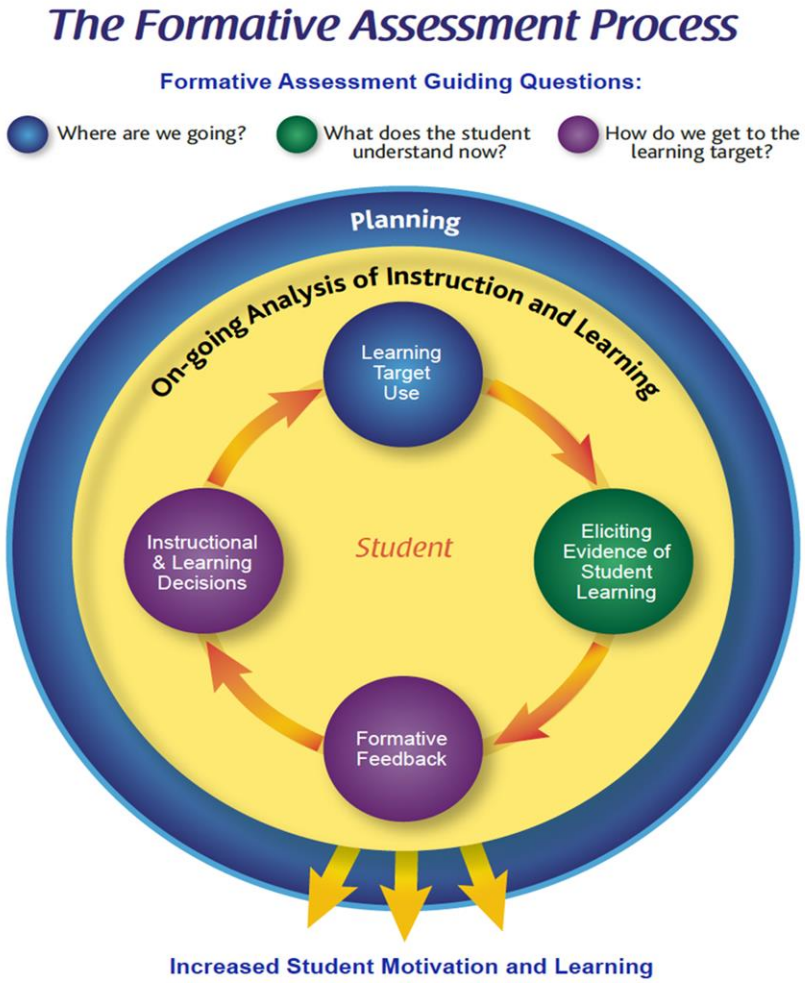
Students:

- Thinking critically, asking questions, becoming
- Engaging in discourse respectfully, with the teacher and one another
- Thinking metacognitively around co-developed success criteria
- Developing self-regulated learning processes
- Learning from each other
- Providing feedback to self and peers based on learning goals and success criteria

Teachers:

- Planning engaging lessons around powerful disciplinary ideas and practices
- Presenting powerful questions and problems that require discourse and deep thinking
- Creating shared understanding of learning goals/targets and success criteria
- Modeling of and creating opportunities for peer feedback and self-reflection
- Creating a safe culture of dialogic thinking and self-reflection

Formative assessment as an instance of ambitious instruction



Where are we (student and teacher) going?

- Planning
- Learning Target Use

What does the student understand know?

- Eliciting Evidence of Student Learning

How do we (student and teacher) get to the learning target?

- Formative Feedback
- Instructional and Learning Decisions

Student involvement is at the heart of the formative assessment process.

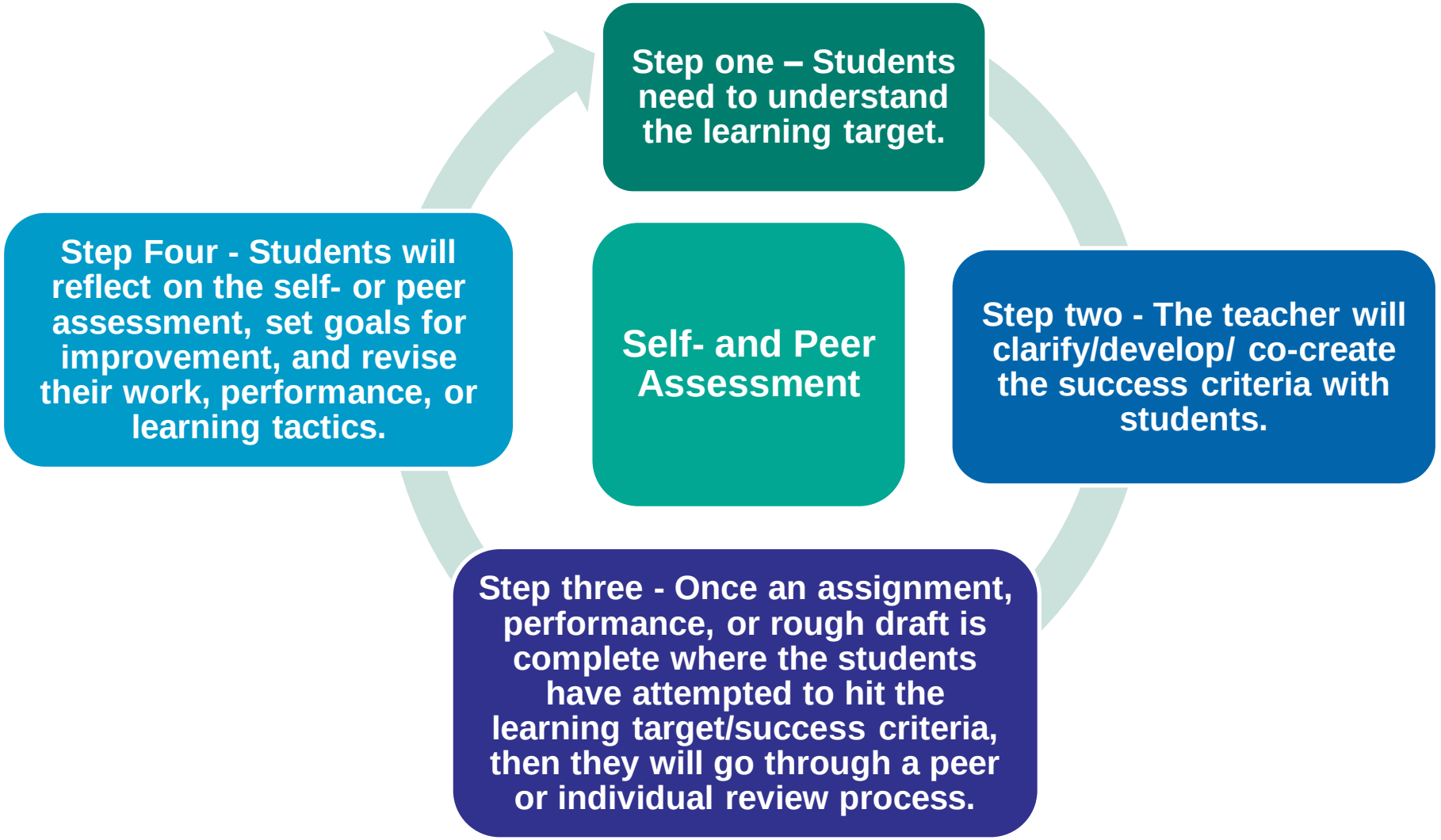
An effective way to generate student involvement and ownership is through self- and peer assessment.

Self- and peer assessment requires intentional planning and explicit instruction

"Self- and peer-assessment is not likely to come easily or naturally to students in academic settings. However, teachers can help students develop as self and peer assessors through establishing processes and routines that help support learners' development."

– Ontario Ministry of Education, 2007

Self- and Peer Assessment Process Overview



Peer Assessment

Key features of peer assessment

The role of peer assessment in the formative assessment process

The impact of peer assessment on student learning

The use of peer assessment in classrooms

Definition of peer assessment

- Feedback from peers can be defined as the **process** through which a **student gathers information** and **provides feedback about another student's learning** in relation to a **learning target**.

- This process involves three steps:
  1) Recognize the desired **learning goal**

  2) Provide **feedback** on the **quality of another student's thinking and performance relative to the success criteria** so that the other student is able to gather evidence about his or her current position in relation to the learning goal

  3) Provide information including understanding, strategies, and skills to **close the gap** between the student's current position and the desired performance

Examples of Peer Assessment:

Success Criteria:	Feedback:
I have a strong thesis statement	After reading your paper I think I know where you stand. When I read your thesis statement, though, I wasn't clear what position you were taking. Let's look at some of the examples from our notes. How could you make yours clearer for the reader?
I have subheadings that organize the information	You used the subheading of "Shelter" for this section. This paragraph talks about where they live (pointing to one paragraph), but this paragraph talks about what they are eating (pointing to the next paragraph under the same heading).
I have labels on my visual model	I think this part of your model is really clear because it is labeled and the graphics are very clear. What does this part of your model represent? How could you make sure your reader knows that?
I used credible sources to support my argument	You make a convincing point here. I have different information in my paper, though. Will you tell me a little bit more about this source and how you determined it was credible?

Key Features of Peer Feedback

Peer Feedback IS:

- Based on learning targets and/or success criteria
- Supported with evidence from the partner's work
- Listening and considering, building on each other's ideas
- Respectful
- Oftentimes a question or offering a skill or strategy
- Descriptive
- Within a positive classroom culture

Peer Feedback is NOT:

- Grammatical corrections
- General "good job" statements
- "Ripping Apart" someone else's work
- Fixing someone else's work
- Scoring/grading another student's work (evaluative)
- Within a competitive classroom culture

How do Teachers TEACH students to engage in the peer feedback process?

- Explicit Instruction (think aloud)
- Modeling
- Co-developing success criteria
- Providing students with opportunities to practice with feedback

Impact of Self- and Peer Assessment on Learning

Research has shown that students view self- and peer assessment as beneficial for gaining more understanding of the assessment process and for improving their own learning.

-Wanner & Palmer, 2018

Benefits of Peer Assessment

Giver of Feedback

- Deeper and clearer understanding of learning targets and success criteria
- Internalization of success criteria
- Scaffold of viewing work through the lens of success criteria prior to self-assessment

Receiver of Feedback

- Opportunities to think more deeply about “What I understand now”
- Opportunities to set goals for “How I will get to the learning target”
- Opportunities to listen to strategies from a peer
- Opportunities for increased student agency

Video example of peer assessment

What makes peer assessment effective?

Peer assessment is most effective when:

- It is related to the learning target
- It identifies strengths and areas for growth
- Students have time to reflect on the feedback from one another
- Students have time to use it to improve their skills or work.

- Other features:
  - Timely
  - Focused
  - Student centered
  - Process time
  - Rubrics
  - Exemplars

What is Peer Assessment?

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For further learning:

Inside the Classroom:

Examples of Peer Assessment

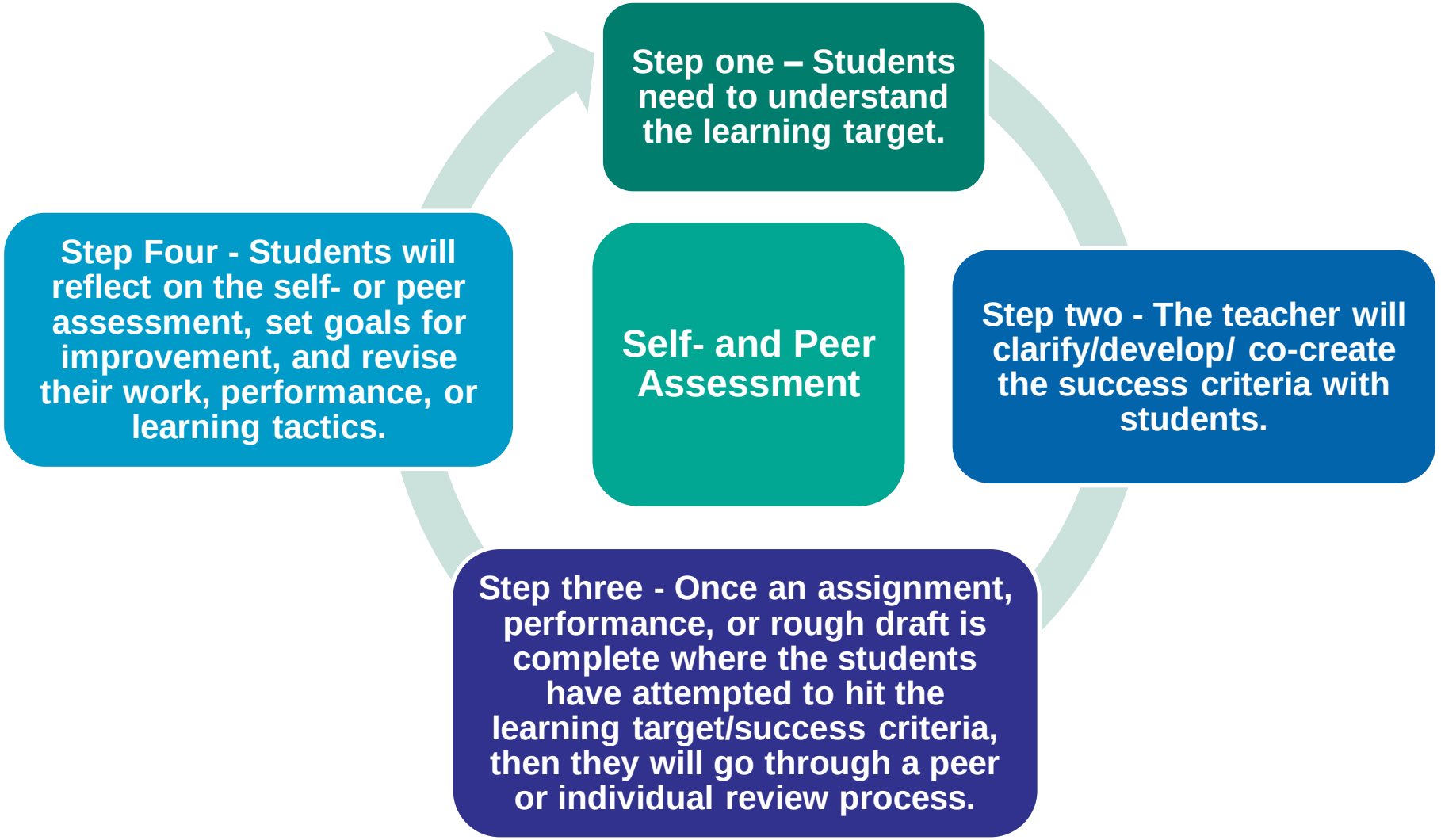
Robyn Lentz

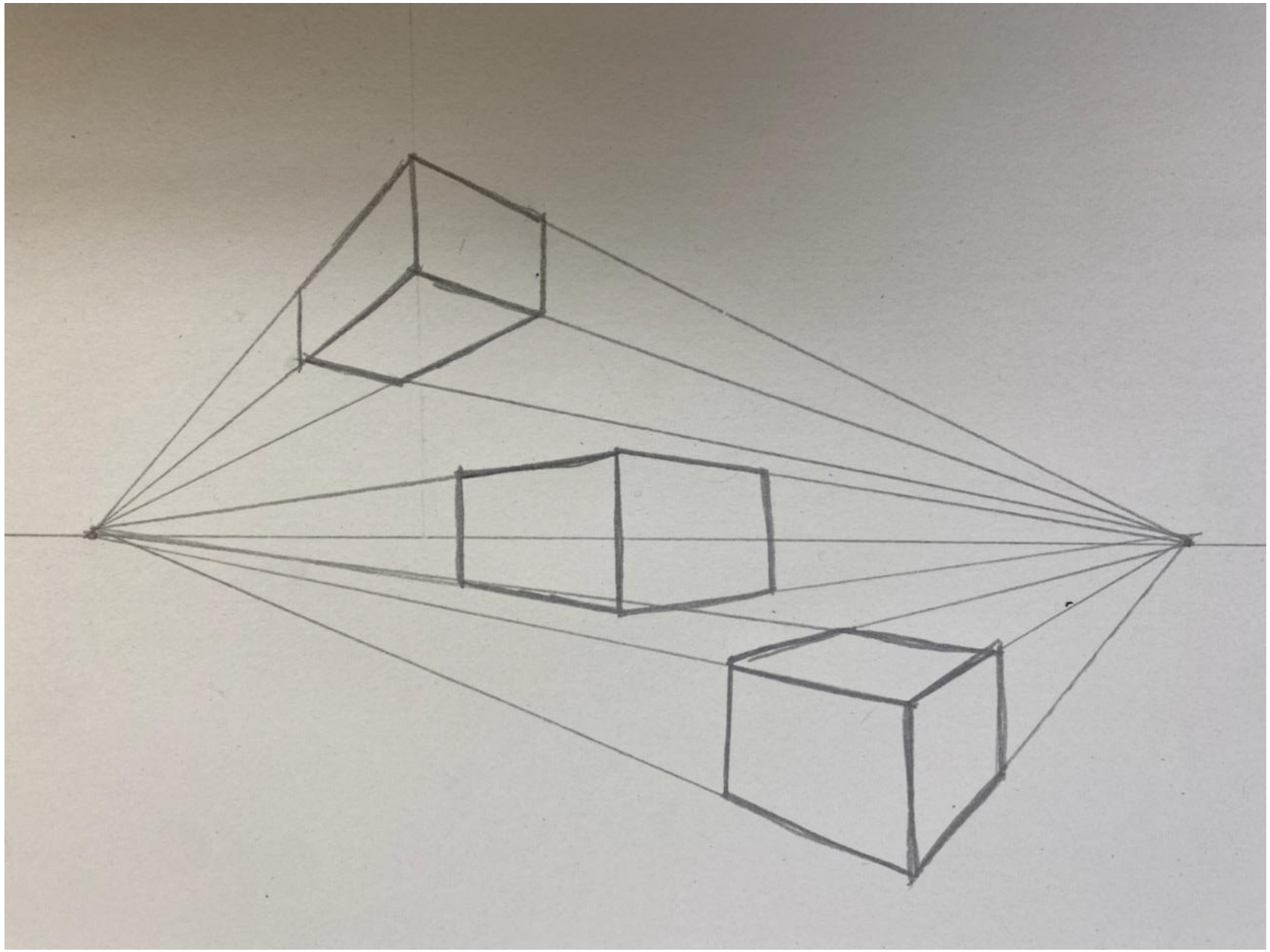
Teacher, Corunna Public Schools

Kelly Rowe

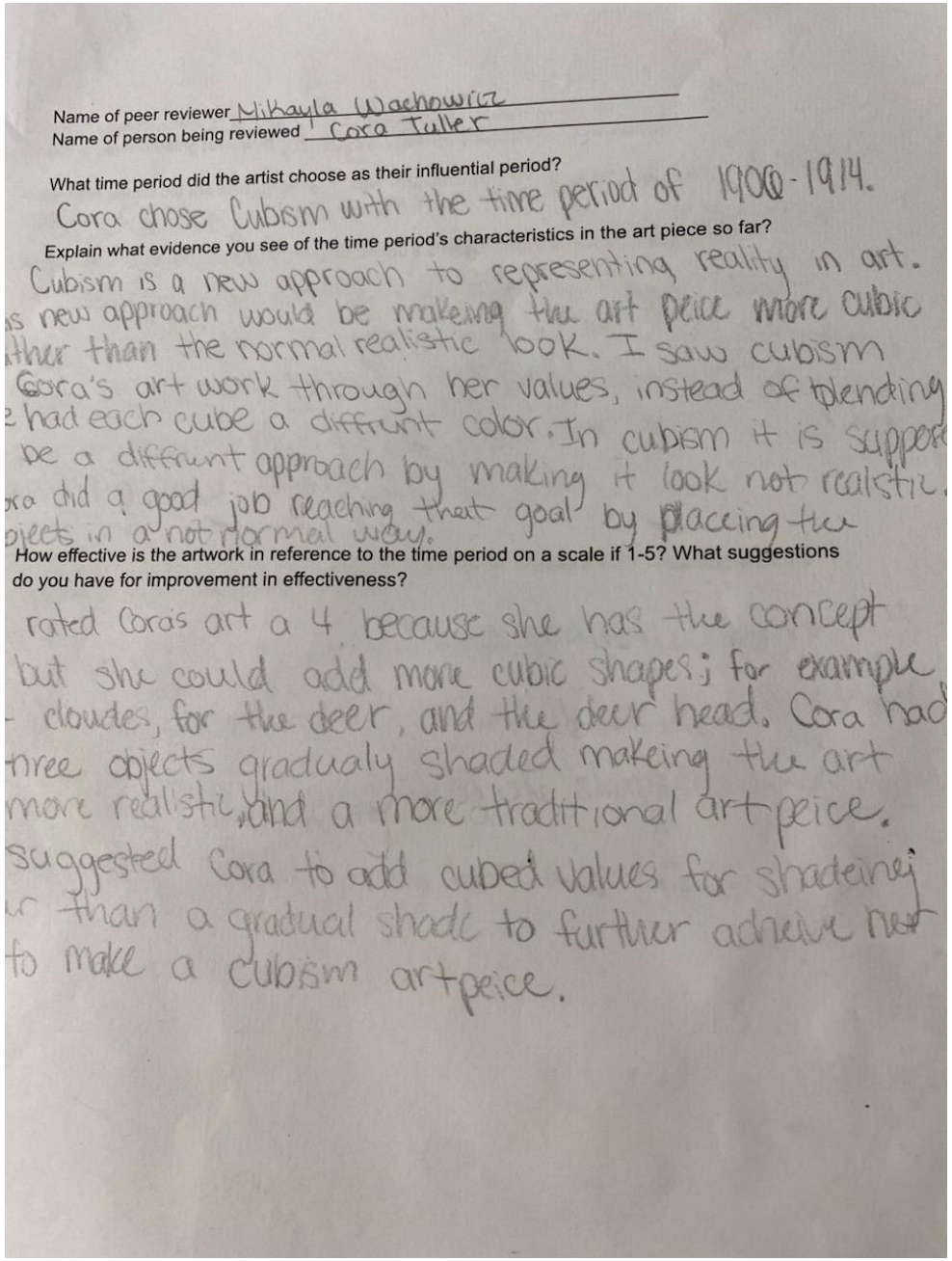
Teacher, Corunna Public Schools

Self- and Peer Assessment Process Overview





Benefit of Peer Assessment



Name of peer reviewer Mikayla Wachowicz
Name of person being reviewed Cora Tuller

What time period did the artist choose as their influential period?

Cora chose Cubism with the time period of 1906-1914.

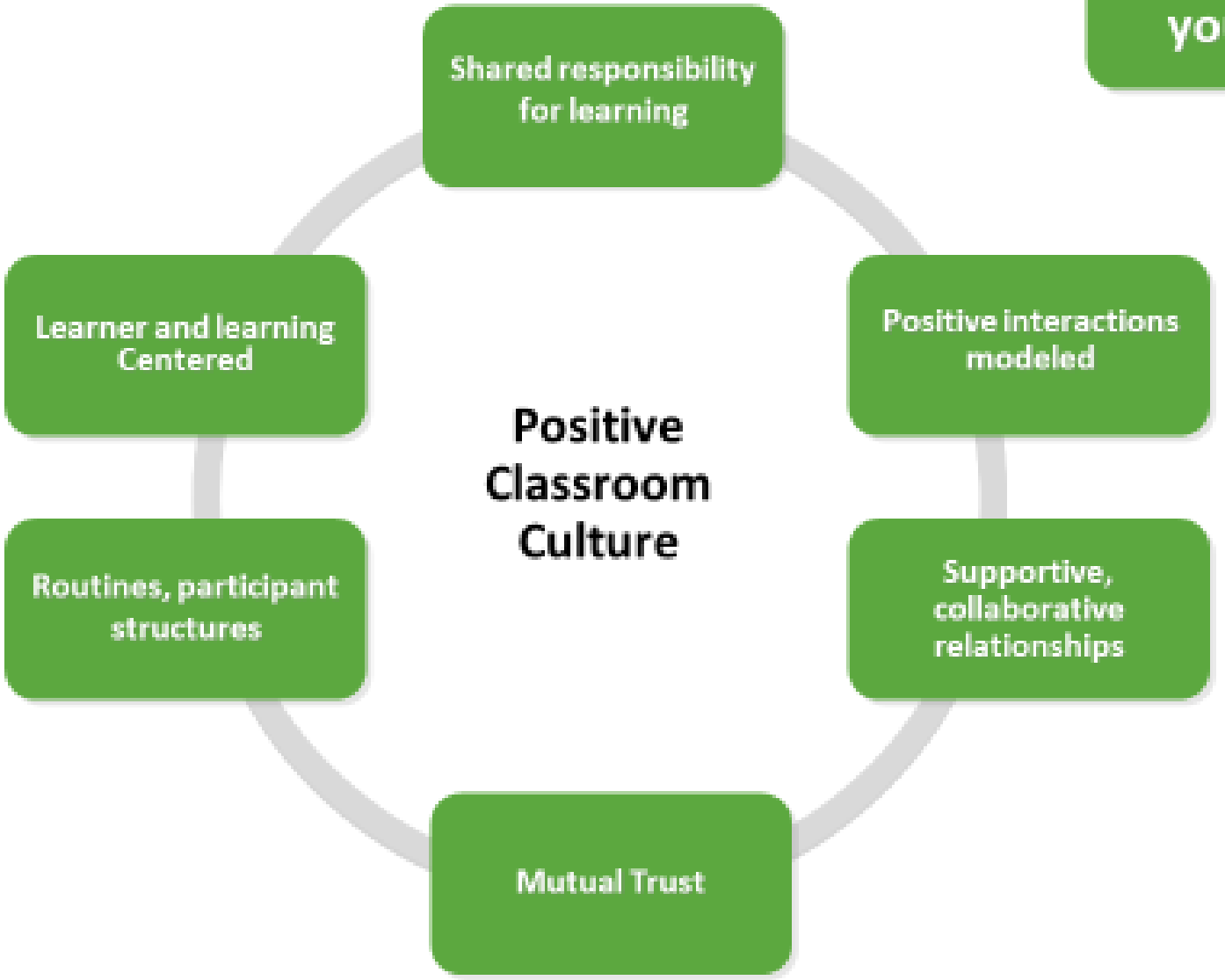
Explain what evidence you see of the time period's characteristics in the art piece so far?

Cubism is a new approach to representing reality in art. s new approach would be making the art peice more cubic ther than the normal realistic look. I saw cubism Cora's art work through her values, instead of blending had each cube a diffrunt color. In cubism it is suppos be a diffrunt approach by making it look not realstic. ora did a good job reaching that goal by placing the bjects in a not normal way.

How effective is the artwork in reference to the time period on a scale if 1-5? What suggestions do you have for improvement in effectiveness?

rated Coras art a 4 because she has the concept but she could add more cubic shapes; for example - cloudes, for the deer, and the deer head. Cora had three objects gradualy shaded makeing the art more realistic, and a more traditional art peice. suggested Cora to add cubed values for shadeing r than a gradual shade to further achieve her to make a cubism artpeice.

What would you add?



Margaret Heritage, 2019

Student Reflections on Peer Assessment

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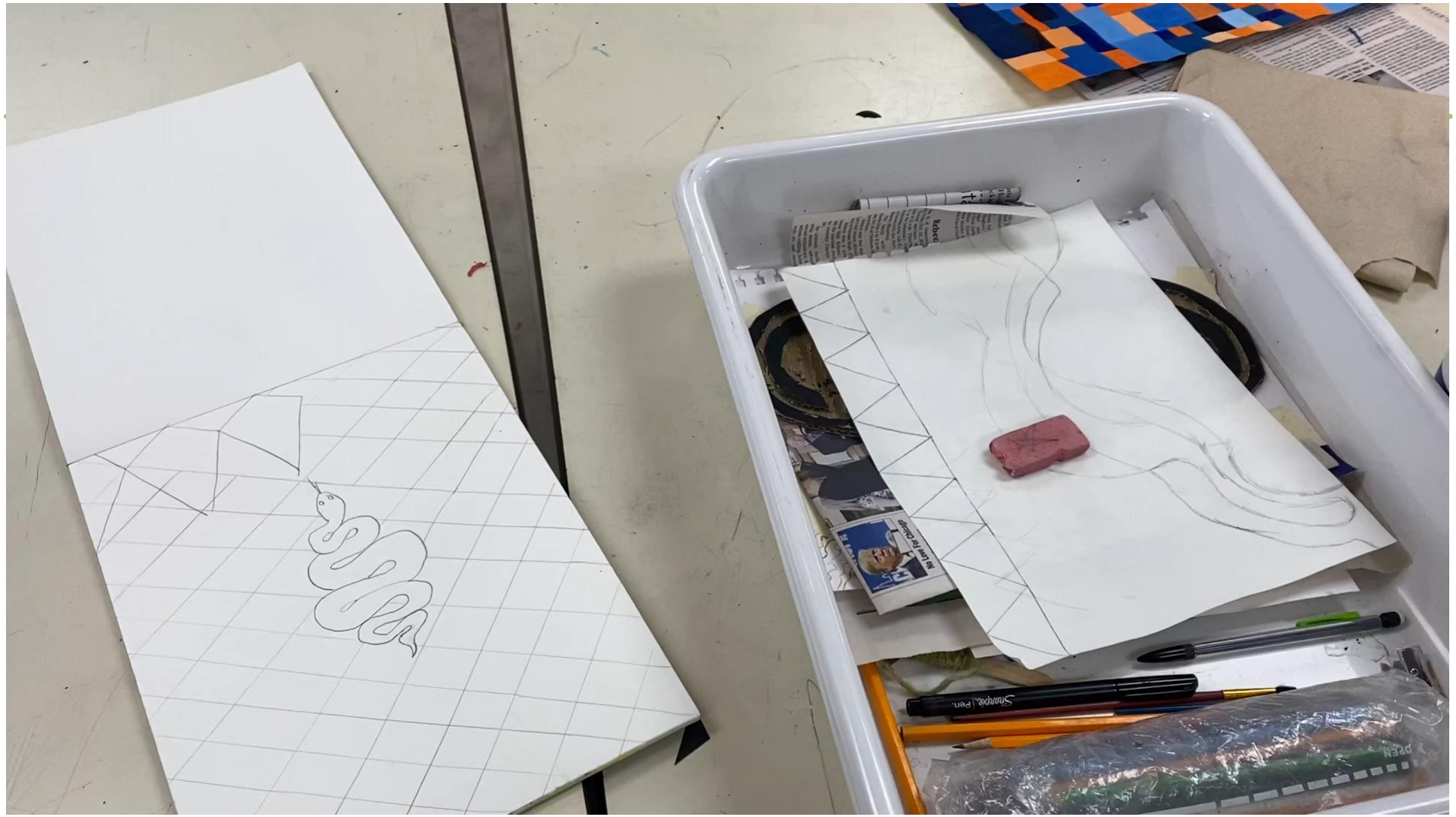
Example of Scaffolding Peer Assessment



Providing peer assessment based on a clear understanding of learning target and success criteria

TAG Protocol

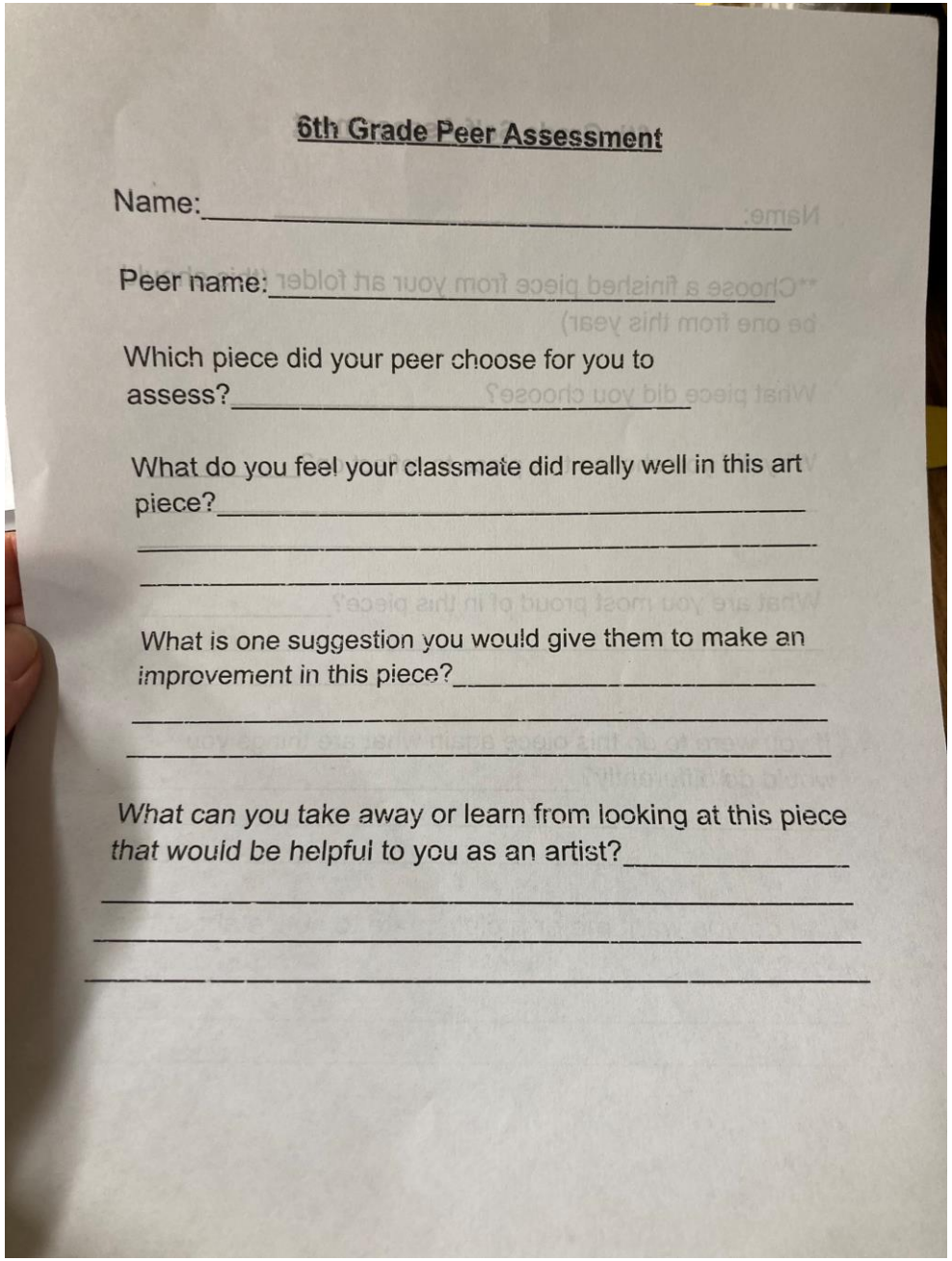
Tell me something you liked

Ask a question

Give a suggestion

Peer Assessment Focus
(Adapted from Gershon, 2017)

Notice strengths in the work	• **Identify what has been done well** • **Explain why it has been done well**
Make suggestions	• Identify what could be improved • Explain how it could be improved



6th Grade Peer Assessment

Name:_____

Peer name:_____

Which piece did your peer choose for you to assess?_____

What do you feel your classmate did really well in this art piece?_____

_____

_____

What is one suggestion you would give them to make an improvement in this piece?_____

_____

_____

What can you take away or learn from looking at this piece *that would be helpful* to you as an artist?_____

_____

_____

_____

Protocol: The Ladder of Feedback

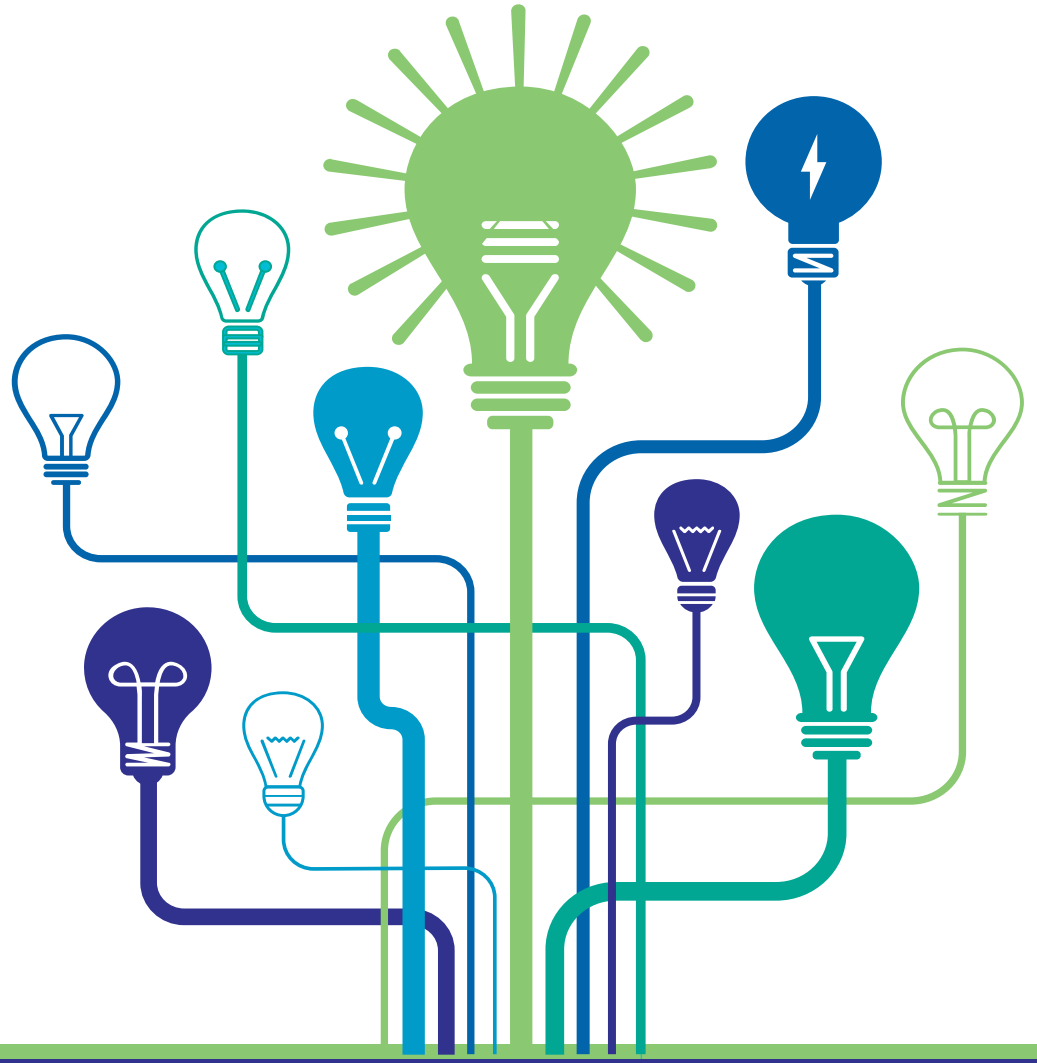
Steps	Example
Clarify **Questions and clarifications**	Am I reading this correctly? Can you tell me more about the problem in the story?
Value **Comment on the strength of the work**	What you did really well is……. I appreciate how you described the characters.
Concerns **Comment on your concerns about the work**	What I wonder about is…… I wonder if the reader is able to understand the flow of the story.
Suggest **Make suggestions for improving the work**	Maybe this part would work better if you…. It might help the reader if you include more transition words so the reader can follow from one part of the story to the next.

Reflection

Key ideas and impressions

- In the chatbox, please share….

What connections are you making?



Break

Self- Assessment

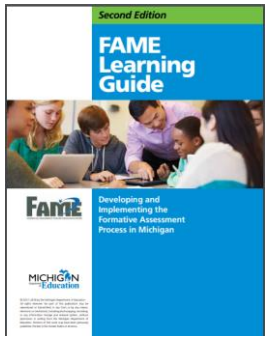
Key features of self-assessment

The role of self-assessment in the formative assessment process

The impact of self-assessment on student learning

The use of self-assessment in the classroom

Self-Assessment



Students who can accurately self-assess take greater responsibility for their own learning

-Cyboran, 2006

Definition of self-assessment

Definition of Self-Assessment

- *Student self-assessment is a **process** in which **students gather information** about and **reflect on their own learning** in relation to a **learning goal**.*

This process involves four steps in which students

- Recognize and understand the desired **learning goal**,
- Obtain **evidence** of their level of understanding
- **Review** this **relative** to the **learning goal**, and
- **Adjust** their **learning strategies** to **close the gap** between their current level of understanding and the desired performance.

Examples of Self-Assessment:

Success Criteria:	Self-talk:
My writing includes correct grammar, punctuation, and spelling.	I will fix all of the red underlined words by using the spell-check feature and sounding out the words that are there. When I am reading my paper out loud some of my sentences seem really long. I think I will ask one of my peers to read it to me and offer some feedback on whether I have run ons. I will also hear if they read a wrong word, then I'll know I didn't choose the correct one from the spell check options.
I have an engaging hook.	Last time I started my paper with a quote. This time I am going to challenge myself by starting with a misconception. I am going to go back to my KWL chart and see what I thought I knew when this unit started and see where I had some misconceptions of my own.
My voice is audible and clear so that my audience can understand the words I say.	After watching my video, I realize that I am not nearly loud enough. I couldn't even hear all of the words I said. I noticed that I kept my head down reading my paper. That kept my voice from projecting. I am going to try again using notecards that I can hold up.
I have a variety of patterns in my example of zentangle technique.	As I was analyzing my art, I noticed that I have a lot of lines and simple curves, but not many S-curves or orbs. I had to look hard to find them. So, I think that rather than making more, I will emphasize them using color and shading. I will try this first and then ask a peer if they can find the different patterns I used. I will watch to see where their eyes are drawn.

Key Features of Self-Assessment

Self-Assessment IS:

- Based on learning targets and/or success criteria
- Supported with evidence from the student's work
- Awareness of the thinking, skills, and strategies used to learn and demonstrate learning
- Respectful
- Oftentimes initiated by a question
- Awareness of current skills and understanding
- Within a positive classroom culture
- Self-regulation and goal setting for improvement
- Student agency
- Viewing evidence of learning as a work in progress

Self-Assessment is NOT:

- Grammatical corrections
- Highly critical, unkind
- Overconfident
- Scoring/grading your own work (evaluative, summative,)
- In comparison to others' (e.g. bell curve)

How do Teachers TEACH students to engage in the peer feedback process?

- Explicit Instruction (think aloud)
- Make the value explicit
- Modeling
- Co-developing success criteria
- Providing students with opportunities to practice with self-assessment

Benefits of Self-Assessment

- Increased student agency and self-directedness
- Deeper understanding of success criteria
- Practice goal setting and planning
- Developing the skills of focusing on improvement (as opposed to summative, evaluative thinking)
- Opportunities to practice self-awareness (consciousness and craftsmanship)-acknowledge current levels of understanding

Video example of self-assessment

What makes self-assessment effective?

Self assessment is most effective when:

- It is related to the learning target (not comparing self to others, but present level to goal)
- It identifies strengths and areas for growth
- Students have time to make a plan and implement it

- Other features:
  - DURING learning
  - Focused
  - Success Criteria
  - Process time
  - Rubrics
  - Exemplars

What is Self-Assessment?

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For further learning:

Inside the Classroom:

Examples of Self-Assessment

Robyn Lentz

Teacher, Corunna Public Schools

Kelly Rowe

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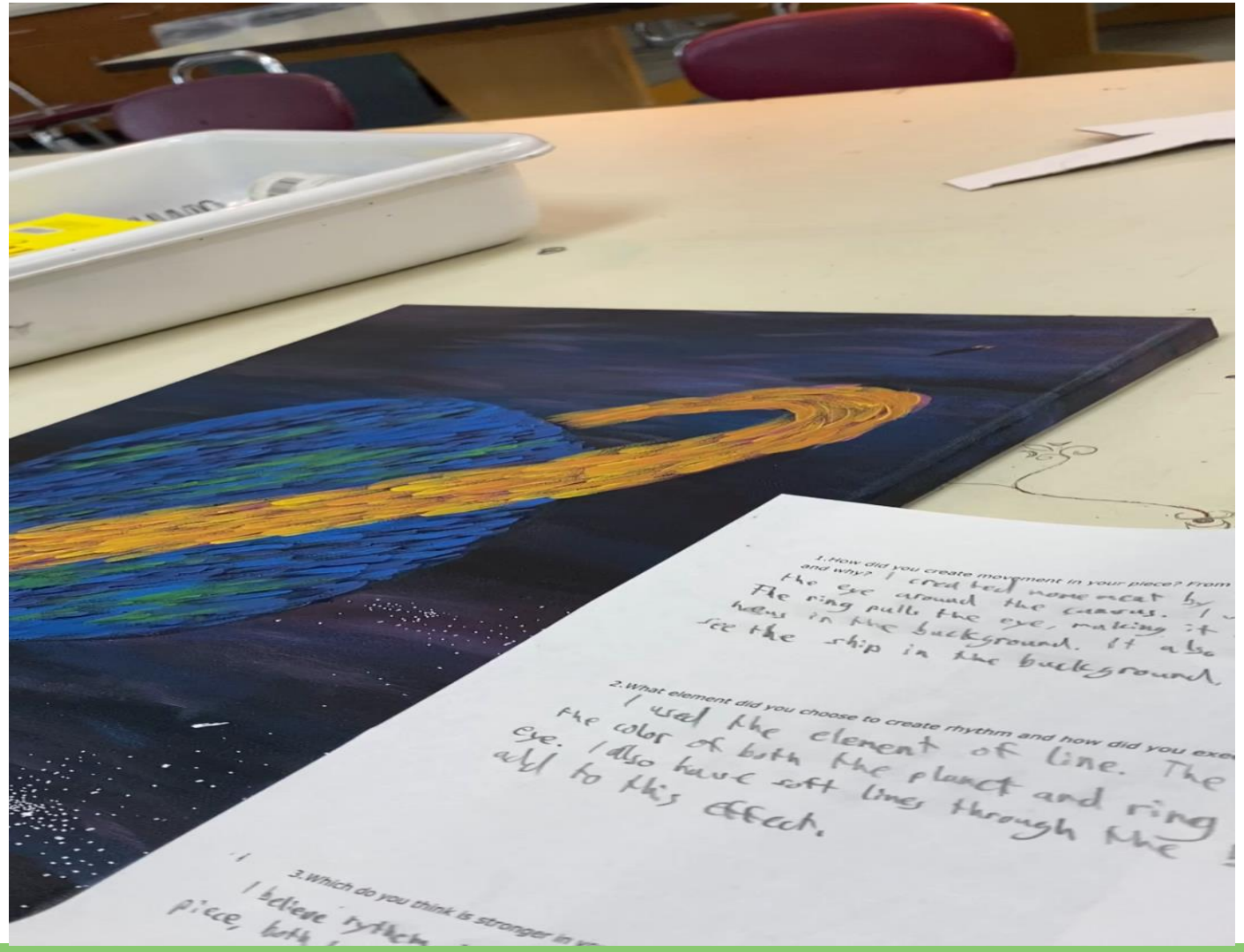
BORDER/STARS
MASK
BORDER/HEARTS
BORDER/HOLLY
BORDER/BUTTERFLY

CAMERA/P
CAR #
CASTLE #2
CRAYON
CHEERLEADER
FOOTBALL HELMET
CONE 3-D
COWBOY BOOT
CYLINDER 3-D
CUBE 3-D
FLAG #1
BORDER/STARS
MASK
BORDER/HEARTS
BORDER/HOLLY
BORDER/BUTTERFLY

Video of students sharing their self-assessments



Monitoring My Learning Protocol

Monitoring My Learning	
1	I'm JUST learning. [I need a re-teach/more help.]
2	I'm ALMOST there! [I need more practice]
3	I OWN it! [I can work independently!]
4	I'm a PRO! [I can teach others.]

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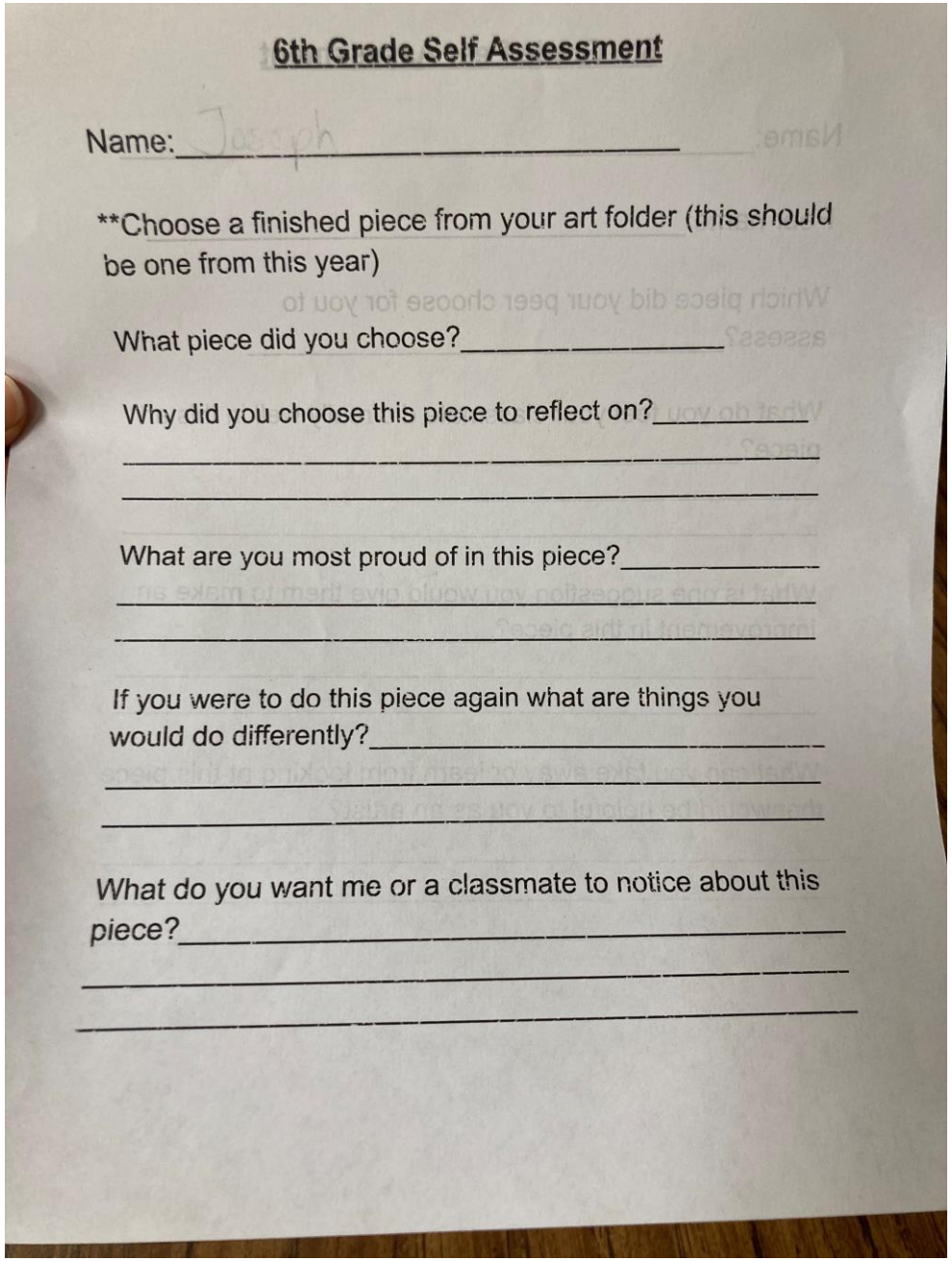
Self-Assessment Process

Revisit work	• **Recognize the learning target** • **Look at work in relation to the learning target and success criteria (or the exemplar/checklist, rubric…)**
Reflect on work (thinking, behavior, process, and/or product)	• Compare the work to the learning target • What do you notice? • Ask: Am I making progress toward the learning target? • Identify what has been done well • Think about why it has been done well • Ask: What next?
Identify strategies to improve skills and understanding	• Communicate with a teacher or peer as needed • Identify what could be improved • Explain how it could be improved • Try possible strategies, tools, and skills to improve.



6th Grade Self Assessment

Name: Joseph

**Choose a finished piece from your art folder (this should be one from this year)

What piece did you choose?_____

Why did you choose this piece to reflect on?_____

_____

_____

What are you most proud of in this piece?_____

_____

_____

If you were to do this piece again what are things you would do differently?_____

_____

_____

*What do you want me or a classmate to notice about this piece?*_____

_____

_____

Self-Assessment = Final Exam

01 SHORT ANSWER/ESSAY

What, do you feel, is your best art piece so far this year? Why do you think this? Remember to use full sentences and details.

This year I feel as if my best art piece is my watercolor. It may not be my best looking, but it is definitely my hardest working one. I'm extremely proud of it because it is a new type of art I have been afraid to reach out to. Not only was I terrified of watercolor, but realistic faces also scared me. I'd definitely say it's the one I would look back on and appreciate the most.

77 / 10000 Word Limit

02 SHORT ANSWER/ESSAY

What is your greatest strength as an artist? Remember to use and example and to use details.

My greatest strength as an artist is never giving up. When it comes to a difficult point in my art, I find a way to make it possible. I may put it off or whine about it for a couple of days, but I always cross it. It may not be the best way possible, but it always happens. For example, in my watercolor piece, I was terrified of getting to the face. I kept putting down too dark of colors, but I figured out if I kept adding water on top of it, it would almost erase it.

03 SHORT ANSWER/ESSAY

What , do you feel, do you need to work on the most as an artist? How can I best help you with this? Remember to use full sentences , examples and detail in your answer.

I feel as if I need to work on having more patience. I strongly dislike working on a singular piece for a long amount of time. I can get pretty bored easily and I don't quite have the attention span to work on the same thing for days on end. I'm getting pretty bored with my watercolor at the moment. I need something different to work on, but I don't really have anything else. The most you can do to really help me is just help me out with different materials, I guess. I hate saying that, because it sounds way too bossy.

103 / 10000 Word Limit

04 SHORT ANSWER/ESSAY

What is really working for you in this class? What is missing that I could do that you feel would help you learn better? Remember to use full sentences, examples and detail.

What's working for me is being able to work separately on projects and sketchbooks. However, I feel like since we have such a big class, I struggle with one on one time. I feel awkward coming up to you and asking you for help. Sometimes I need help and I don't want to interrupt, but I also can't carry on to the next part of my art project without asking.

70 / 10000 Word Limit

Key Takeaways

- It is critical to have administrative support
- It is critical to have a partner going through this with you
- This process has rejuvenated us. We have a greater in helping them develop as people.

Panel Discussion & Practitioner Perspectives

Promoting self- and peer assessment in the classroom

John

Panel Discussion

- **Kristy Walters**
  District formative assessment coach, Corunna Public Schools
- **Robyn Lentz**
  Teacher, Corunna Public Schools
- **Kelly Rowe**
  Teacher, Corunna Public Schools
- **Ellen Vorenkamp**
  Assessment Consultant, Wayne RESA, MAC Board Member, FAME Lead
- **Tara Kintz**
  Research Associate, Michigan Assessment Consortium

Reflection & Questions

- What might you be wondering about in terms of self- and peer assessment?
- Draft 1-2 questions that you would like to ask the panel.
- Send your question(s) to John Lane via chat.
- The panel will respond to a selection of questions.

Teacher reflections on learning about implementing the formative assessment process and self- and peer assessment.

- How did you learn, and how are you continuing to learn, about self- and peer assessment?
- What do you wish you had when you started your learning?
- What take-aways do you have to inform how we support teachers and students to learn about and engage in self- and peer assessment?

Questions?

Please share your questions in the chat box.

Closing Thoughts

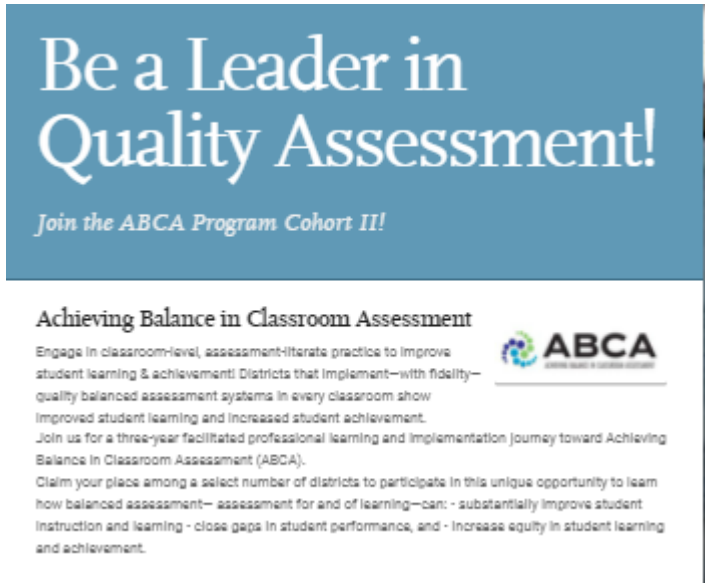
Resources for today's event

You can find related resources on today's event page: https://bit.ly/3m3p61M

1. Interviews with Kristy, Robyn, and Kelly (Video reflections)
2. Full presentation video
3. Presentation slides (PDF)
4. Related articles, additional resource links

ABCA

ACHIEVING BALANCE IN CLASSROOM ASSESSMENT



Be a Leader in Quality Assessment!

Join the ABCA Program Cohort II!

Achieving Balance in Classroom Assessment

ABCA

Engage in classroom-level, assessment-literate practice to improve student learning & achievement! Districts that implement—with fidelity—quality balanced assessment systems in every classroom show improved student learning and increased student achievement.

Join us for a three-year facilitated professional learning and implementation journey toward Achieving Balance in Classroom Assessment (ABCA).

Claim your place among a select number of districts to participate in this unique opportunity to learn how balanced assessment— assessment for and of learning—can: - substantially improve student instruction and learning - close gaps in student performance, and - increase equity in student learning and achievement.

[ABCA Program Event Page]
[ABCA Informational Webinar PPT]
[ABCA Information Webinar Recording]

BE A LEADER IN QUALITY ASSESSMENT

JOIN THE RESA/ISD/ESA COHORT II

YOU WON'T WANT TO MISS THIS OPPORTUNITY!

ABCA

Be among a select number of ISD/RESA/ESA consultants from across the state selected for the **Achieving Balance in Classroom Assessment (ABCA) professional learning and implementation program.** ISD/RESA/ESA consultants interested in the more effective use of school and classroom student assessment, *integrated within their current disciplinary expertise,* will be interested in a unique opportunity to engage in an extended, two-year study to learn more about how balanced classroom assessment (assessment *for* and *of* learning) can be used to substantially improve student learning and how to facilitate and support implementation within their constituent districts.

YEAR 1 PROFESSIONAL LEARNING WILL COVER TOPICS SUCH AS:

- Assessment Literacy for Educators
- The Role of Assessment in Continuous Improvement
- Selecting and Assessing Priority Standards
- Balanced Assessment Systems - 1
- Balanced Assessment Systems – 2
- Exploring and Using Interim Assessment - 1
- Exploring and Using Interim Assessment – 2
- Preparing the ABCA ALIP
- Formative Assessment Process - 1
- Formative Assessment Process - 2

Each session will connect content to application and provide facilitation ideas for future use with district teams.

Year 2 – With support from the MAC, ISD/RESA/ESA ABCA participants will develop plans for using the information and resources provided during year 1 professional learning to work the following year with one or more school districts in their service area, with the intent of helping educators become more effective in the use of school and classroom student assessment to substantially improve student learning as part of the ongoing continuous improvement process.

See you for the 2022-2023 ALN Season!

Adjourn

Thanks for spending your afternoon with us!