

Formative Assessment for Students with Significant Disabilities

INDIANA CONVENTION CENTER, ROOM 104

THURSDAY, JANUARY 31ST

2:15-3:15PM



Project
SUCCESS

The logo for Project SUCCESS features a blue circular icon with a white arrow pointing up and to the right, positioned to the left of the text. The word "Project" is in a blue, sans-serif font, and "SUCCESS" is in a larger, bold, green, sans-serif font.

Learner Objectives:

Participants will...

- Identify how the formative assessment process impacts both teachers and students during instruction and provides feedback to adjust ongoing teaching and learning to improve student outcomes.
- Identify the key components of formative assessment to include answering three guiding questions, “Where am I going?”, “Where am I now?”, and “Where to next?”.
- Learn how to develop formative assessments embedded into the lesson planning process for students with significant needs.

Meet the Presenters



Marissa Caldwell

- Covered Bridge Special Education District
- Special education teacher for 11 years
- Specializes in orthopedic impairments, other health impairments, curriculum development and assistive technology
- IIEP Support Specialist and School Test Coordinator for IAM



Brad Rosebrock

- Ball State Special Education Graduate
- 18th year of teaching, both elementary and high school settings
- Currently teaching at Brownsburg High School
- Presented with Project Success summer of 2018



Kim Gauck



- University of Indianapolis graduated in 1999
- Teaching in Special Education for 19 yrs. in elementary, middle, and high school settings
- Member of the IAM Committees (Blueprint and Cut Scores)
- Project Success Committee for Formative Assessment
- Currently working at Greensburg Elementary School

Ashley Quick

- Second year with PCG and the Project SUCCESS Team
- Special education teacher for 10 years
- Project management/publishing for 3 years



Meredith Keedy-Merk

- 4th year with Project SUCCESS
- Building level administrator for 3 years
- Special education teacher for 8 years



Indiana Resource Network & the Role of Project SUCCESS



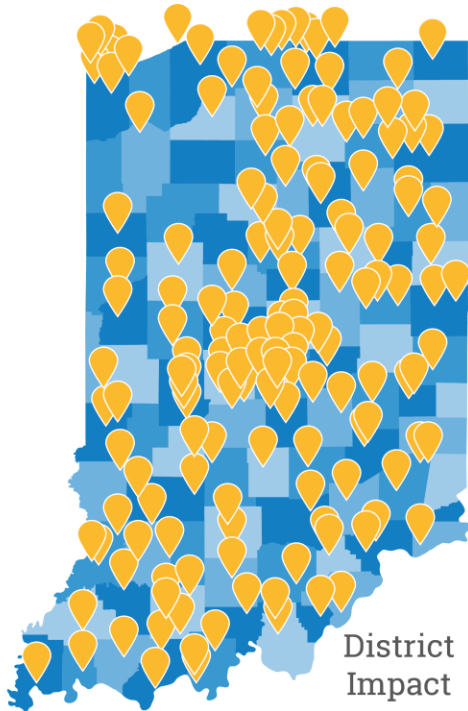
Indiana Resource Network

www.doe.in.gov/specialed/indiana-resource-network



Project SUCCESS

Project SUCCESS supports districts to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options by providing ongoing and job-embedded professional development focused on academic instruction, communication, and employability skills.



Topics Frequently Covered:

- Unpacking Content Connectors
- Curriculum Mapping
- Goal Writing
- Formative Assessment
- Certificate of Completion

Types of Support:

- On-site Professional Development
- Summer Institutes
- Webinars
- State/National Conferences
- Online Tools and Resources


 **355 attendees** at the 2017 Summer Regional Training

250 teachers and administrators attended 2017-18 Regional Trainings

3,438 attended or viewed webinars

23,536

 **views/downloads** of curriculum and instructional resources

 **districts** received on-going onsite training during 2017-18 school year **60**

19,344 **views/downloads** of Content Connector resources



*“As a result of partnering with **Project SUCCESS**, my students are achieving at a much higher level as I am providing access and exposure to grade-level content connectors and curriculum.”*

Formative Assessment for Students with Significant Disabilities



Activity: What is Formative Assessment?

Before the session:

- Write a definition of Formative Assessment.
- Provide two examples of Formative Assessment for Students with Significant Needs.

After the session:

- Write a definition of Formative Assessment.
- Provide two examples of Formative Assessment for Students with Significant Needs.

Goals of Formative Assessment

Gather feedback

Feedback is used
by both the instructor
and students

Guides improvements
for ongoing teaching
and learning

Characteristics of Formative Assessment

Associated Terms	Characteristics	Purpose
Informal	Ongoing and embedded within instruction and learning	Monitor academic, behavioral and social/emotional progress
Interim	Students are engaged in the process and identify strengths and weaknesses	Monitor and inform next instructional steps
Local or Common Assessments	Leads to effective feedback	Monitor continuous individual and group progress on standards
	Informs standard based grading	

The Formative Assessment Process



The Components of the Formative Assessment Process

Component of Formative Assessment	The 'Why'
Clarify the Learning	So students and teachers can answer the question, "Where am I going?"
Elicit Evidence	So teachers and students can gather the information they need to determine progress toward the intended learning.
Interpret Evidence	To answer the question, "Where am I now?"
Respond to Evidence	To answer the questions, "Where to next" and "How do I get there?"

Experts in Formative Assessment



Experts in Formative Assessment:

Collect evidence of student thinking (quality of thinking)

Interpret student responses in terms of what students were thinking

Consider what feedback or immediate next step in instruction will address the specific needs

Where am I Going?

FORMATIVE ASSESSMENT PROCESS



The Formative Assessment Process



- Students need to know and be able to discuss “Where am I going?”
- Otherwise, they are only complying with directions, not actively pursuing learning

Share the target verbally

Students put target into their own words

Students use Visual Organizer

Teachers refer to target throughout lesson

Students analyze strong and weak work

Students make and share learning connections

Technique

What does this look like for students with significant disabilities?

Share the target verbally

- Pair verbal target with a visual picture
- Use simple and direct language; Align Core Vocabulary
- Provide concrete examples
- Record a video model
- Relate the learning target to concepts previously introduced
- Active prior knowledge

Students put the target into their own words

- Demonstrate understanding by selecting a visual picture
- Draw a picture to represent learning target
- Utilize an anchor target to guide response
- Respond utilizing Core Vocabulary

Students use a visual organizer

- First, Then Board
- Yes/No Cards or Response Cards
- Create a graphic organizer with key concepts
- Provide an anchor chart of key concepts to display

Teachers refer to learning target throughout lesson.

- I Can Statements are displayed visually in the classroom
- Lesson Plans include opportunities learning target reference

Students analyze strong and weak work

- Teacher provides positive examples of work
- Positive examples are individualized for students based on need

Students make and share learning connections

- Provide multiple forms of representation
- Students may state, draw, and describe learning connections

Where am I now?

FORMATIVE ASSESSMENT PROCESS



The Formative Assessment Process



The teacher and the student review learning evidence and provide feedback

Evidence and Feedback

Evidence	Feedback
<p>Student Talk</p> <p><i>Examples:</i></p> <ul style="list-style-type: none">• Utilize Core Vocabulary• Response cards• Point to visual• Draw	<p>Teacher</p>
<p>Student Writing</p> <p><i>Examples:</i></p> <ul style="list-style-type: none">• Highlight• Circle• Draw• Teacher provides a sentence starter: students respond with one or two sentences	<p>Self</p>
<p>Student Work, Project, Constructions</p> <p><i>Examples:</i></p> <ul style="list-style-type: none">• Provide multiple forms of presentation	<p>Peer</p>
<p>Student Actions</p> <p><i>Examples:</i></p>	<p>Resources</p> <p>(examples books, materials and internet)</p>

Where to Next?

FORMATIVE ASSESSMENT PROCESS



The Formative Assessment Process

Adjust ongoing teaching and learning to improve achievement



Teacher Action	Student Learning
Next instructional moves	Revising work
Next instructional materials	Additional work
Next instructional activities	Studying
Next assessment evidence	Review
Re-teaching	Re-reading
Mini lessons	Reading new material
Moving on	Questioning

Where to Next?

The Formative Assessment Process



Lesson Plan Guiding Questions

How will I introduce the learning target to the students?

How will I differentiate instruction so all students can participate throughout the lesson?

What formative assessments will be useful?

How will I know if the student knows the learning target?

What data will I collect throughout the lesson?

Formative Assessment	Example for Students with Significant Needs	Classroom Examples
<p>Quick Quiz (ungraded)-Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer. Some quiz examples are: Multiple Choice, True/False, Matching, Extended Response, Short Answer.</p>	<p>The teacher will ask a single question using simple and direct language, and/or with a visual support. Based on the question, students will determine a single best answer. To meet individual student need, students may respond orally, by selecting a visual choice, or utilizing an AAC Device.</p>	
<p>Learning Logs/Journals-Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.</p>	<p>Independently or with targeted/guided questions, a student uses speech to text to record in journal or log; student uses picture cues to describe learning.</p>	
<p>Exit Tickets-Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.</p>	<p>The teacher will pose a single question, at the end of a class or learning activity, the student will respond using a visual picture and/or simple words.</p>	<p>Question: What was the story about today? Answer choices: People, Car, Duck</p>

Formative Assessment	Example for Students with Significant Needs	Classroom Examples
<p>Hand Signals/Polls-Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand _____ and can explain it (e.g., thumbs up). - I do not yet understand _____ (e.g., thumbs down). - I'm not completely sure about _____ (e.g., wave hand).</p>	<p>The teacher will provide students with preestablished cards or recorded responses to determine level of student understanding.</p>	<p>For example, the teacher may create red, yellow, green response cards or the student may select yes/no utilizing a switch or use an thumbs up/down gesture in response.</p>
<p>Student Conferences-One on one conversation with students to check their level of understanding.</p>	<p>The teacher will have a one on one conversation with the students to check their level of understanding. Questions are worded in a manner that a student may use their AAC Device or Core Vocabulary for response.</p>	
<p>Observation-Walk around the classroom and observe students as they work to check for learning.</p>	<p>The teacher, paraeducator, or peer tutor will walk around the classroom and observe students as they work on a skill to check for learning. Make sure that paraeducators and peer tutors know what skills, aligned to the standards, they are observing.</p>	

Formative Assessment	Example for Students with Significant Needs	Classroom Examples
<p>Checklists-Set of criteria provided to ensure students understand how to fulfill assignment, requirement, or task.</p>	<p>Checklist can be used sequentially to include a few steps of a task at a time. For example, the entire task may be divided into beginning, middle, and end steps, which can be completed in groups of 2-3 steps. Students may need visuals or simple words included for each step.</p>	<p>In my classroom, we use sequential checklists-based on skills, tasks, and procedures. 1-3 steps at a time. Kimberly Gauck, Greensburg Elementary</p>
<p>One Minute Essay-A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.</p>	<p>Students may provide a one-minute verbal response, it may include visual support, an outline, graphic organizer, or teacher directed verbal cues. Students with limited communication may chose visuals to represent their response or pre-record their response on their AAC Device.</p>	
<p>One Question/One Comment-Students are assigned a chapter or passage to read and create one question and one comment generated from the reading. In class, students will meet in either small or whole class groupsfor discussion.</p>	<p>As a text is read aloud or a student is listening to an audio book, the student will generate one question and one comment related to the passage. A student may need visual support, a graphic organizer or teacher prompting.</p>	

Activity: What is Formative Assessment?

Before the session:

- Write a definition of Formative Assessment.
- Provide two examples of Formative Assessment for Students with Significant Needs.

After the session:

- Write a definition of Formative Assessment.
- Provide two examples of Formative Assessment for Students with Significant Needs.

Questions???

