



Day 4: Homework and Reflection on Week 1

PCMI Reflecting on Practice 2011



Poster Discussion

- What information about student learning does the homework assignment provide?
- How can you ensure students get clear, efficient feedback about their understanding?



Grading

Let's think about the impact of assigning a grade that "counts" to homework.

- In light of the section "Giving Feedback through Marking," how might you, as a teacher, use grading to positively impact student learning?



Five Nonnegotiables of Formative Assessment

- *Clarify and share learning intentions and criteria for success with students.*
- *Engineer effective classroom discussions, questions, and learning tasks.*
- *Provide feedback that moves learners forward.*
- *Activate students as the owners of their own learning.*
- *Encourage students to be instructional resources for one another.*



Reflecting Over the Week

- Using the grid, where did you see evidence of formative assessment in the activities from this week?
- What do you want to learn more about?

When finished, submit responses to your facilitator.



Whole- Group Discussion: Evidence of Five Nonnegotiables

Let's think about the five nonnegotiables of formative assessment: Did anybody see evidence of this in the activities?



Reflection

- As you consider your own classroom practice, how are you engaging in effective formative assessment?
- How might you change your current practice to make your formative assessment more effective?

Homework:

- **Create** a picture of your concept of formative assessment. Don't spend more than 30 minutes on this.
- **Yes, We're serious. You'll turn this in.**
- Also, please read the article in the folder titled "Classroom Assessment: Minute by Minute, Day by Day".

