

*PROJECT TITLE:  
PROMOTING FORMATIVE ASSESSMENT: FROM THEORY TO  
POLICY AND PRACTICE (FORMAS)*

GROUP A - SESSION 2

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Based on the analysis of the teacher questionnaire you completed you have been allocated in group A.



GROUP A

# In this session:

- ✓ You will be presented with the focus areas of your group
- ✓ We will present the skills under emphasis for today's session
- ✓ You will examine an action plan that addresses these areas
- ✓ You will create a first draft of your individual action plan

# Group A- Focus area



- ✓ Creating a culture that can foster formative assessment
- ✓ Quality Assessment: representativeness
- ✓ Creating a specification table: content validity
- ✓ Quality Assessment-Developing different types of assessment items: the internal validity
- ✓ Assessing homework for formative purposes

# This session addresses:

- ✓ Creating a culture that can foster formative assessment

# Intended Learning Outcomes

By the end of this session you are expected to be able to:

- 1) Identify the differences between summative and formative assessment*
- 2) Suggest ways you can implement formative assessment in your classrooms*
- 3) Suggest ways to create a learning classroom culture that can foster formative assessment*

# Application activity – Fostering a positive learning culture (A2a)



1. Suggest ways to foster a positive learning culture in a classroom. Include current practices that seem to be effective but also think of new actions you can take. Reach out to a colleague or a person in your learning network to discuss and exchange ideas.
2. You can write down each suggestion on a post-it and create a “positive learning culture” poster!



# Creating a culture that can foster formative assessment



- In a 'normal' classroom, where success matters ("Ten out of ten! Excellent!"), the high attaining pupils are praised but are not encouraged to set new targets.
- High marks, being able to answer questions, getting things right, being quick in responding merit attention and are celebrated.
- High attaining pupils develop a positive self-image, but do not necessarily learn as much as they are able to.
- Meanwhile, low attaining pupils have their low self-esteem reinforced by constant failure.

# Creating a culture that can foster formative assessment practices

- ❖ **Establish high expectations.** Studies have shown that when teachers set high standards, students tend to rise to them and learn more throughout the year.
- ❖ **Encourage students to have positive interactions with each other.** It is important for students to be supportive of one another.
- ❖ **Give students a voice during class.** It is important for students to feel empowered in the classroom. This means they need to feel comfortable asking questions or engaging in respectful debates. Encourage classroom discussions based on students' experiences

# Creating a culture that can foster formative assessment practices

- ❖ **Make the classroom a safe place to fail:** *Fail stands for first attempt in learning.* Persist through challenges, students will learn from their mistakes.
- ❖ **Give feedback often.** Students are more confident when teachers give them frequent and constructive feedback that can help them improve and experience success.
- ❖ **Avoid only celebrating grades or high accomplishment :** Usually students who struggle the most, show the most improvement even though the final result is not that high.
- ❖ **Give time:** Give students wait time to think before they share their answers or contribution. Take the time to fully explore one rich problem rather than zooming through a dozen surface-level problems

# Creating a culture that can foster formative assessment practices

- ❖ Convey expectations for students that they will focus on deep learning, rather than just completing work
- ❖ Plan opportunities that allow students to challenge misconceptions, build evidence to support a claim, or consider multiple strategies.
- ❖ Reinforce both independent and collaborative learning through planned activities

**Try to develop a “Growth Mindset” in your Students**

# Application activity – Developing a “Growth Mindset” in your Students -A2b



## Application activity – Developing a “Growth Mindset” in your Students -A2b

- One particularly important factor influencing how students react to feedback is the way that students make sense of successes and failures in school
- When you ask students about the reasons for success or failure – for example, their answers differ in three important ways: ***personalization, stability, and specificity.***

**Personalization:** Students attribute successes and failures to internal factors (how smart they are, how much effort they put in) or external factors that are outside their control (whether their teacher likes them, good or bad luck).

**Stability:** Students attribute successes and failures to relatively fixed factors, such as being smart, while others attribute successes and failures to transient factors, such as how much or how little effort they put into that particular task.

**Specificity:** Students differ in the way they generalize from particular examples of successes and failures to other areas of experience. Some students overgeneralize success or failure, so they take success or failure in one aspect of one’s life as being indicative of the likely outcomes in completely unrelated areas. In contrast, others consciously limit the meaning of success to only the specific aspects of their experience in which they are successful.

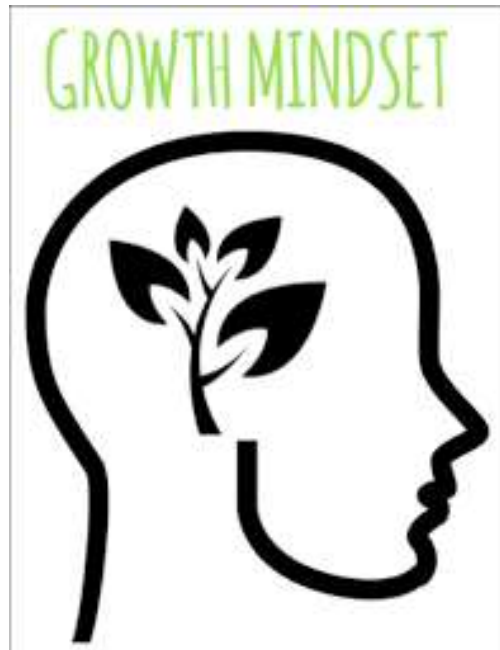
Ideally, students should attribute their success and failures to **internal** (i.e. taking ownership of their learning), **instable** (i.e. emphasis on effort and potential for improvement) and **specific factors** (i.e. identifying successes and failures as indication of specific positive/negative learning behaviors).

Based on what was mentioned in the previous slide, examine how different students make sense of successes and failures in mathematics and fill the table provided.

<b>Sample attribution</b>	<b>Personalization</b>	<b>Stability</b>	<b>Specificity</b>
I feel confident in Maths because I am smart			
I can't solve this exercise, I am not good at math			
I can solve all exercises my math teacher assigns because I'm good at math			
I don't understand math because my math teacher this year is not good			
No matter how much I try, I am already very behind. There is no way I am going to catch up.			
I have no worries for this year's Maths, I was a great student last year			
I am not good at math, everyone else can solve the exercises faster than me.			

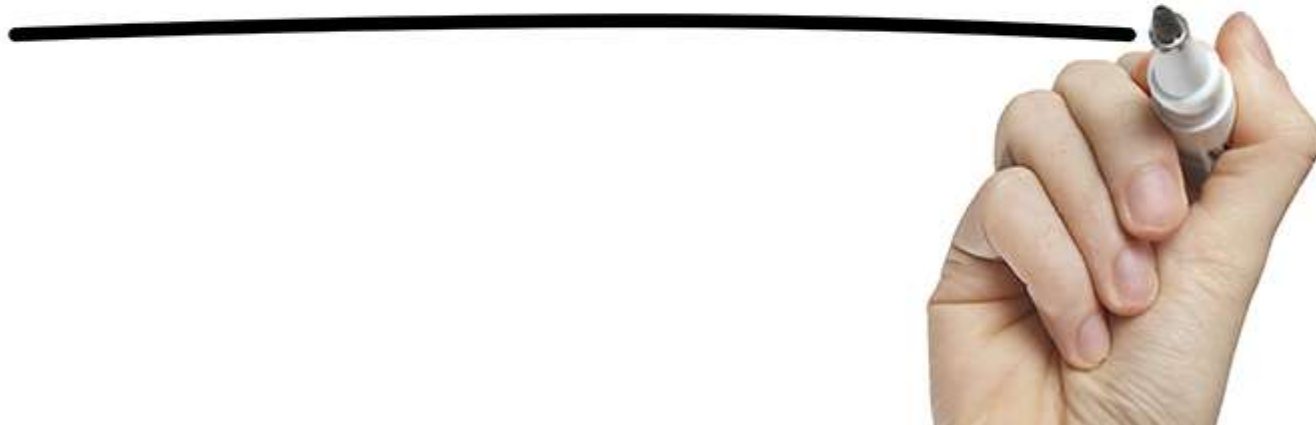


Taking into account, the above examples of students, suggest ways to help your students develop a growth mindset and add some of these in your action plan!



*Possible responses to the questions are provided in the **Application activity – Developing a “Growth Mindset” in your Students -A2b Suggested Answers** file in the Teacher Handbook.*

# ACTION PLAN



**Creating your own action plan for  
improvement**

# Until the next meeting:

- Implement the actions mentioned in your action plan

Thank you for your time!

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**For support/ enquiries please contact:**

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