

# **So, What Do They Really Know?**

## Using Formative Assessment to Inform Instruction

Literacy for a Lifetime  
November 4, 2010  
Cromwell, Connecticut

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- Teaching to the test is...
  
  
  
  
  
  
  
  
  
  
- At the end of class, how do you know what your students know?

45/45

Match the definition with the word:

- d 21. lucid                      a. having a keen understanding, observant
- h 22. aesthetic                b. moral corruption
- f 23. inclined                  c. to make faster or easier
- g 24. prodigal                 d. clear; easy to understand
- e 25. uniform                 e. constant; without variety
- i 26. provincial                f. tending toward one direction
- a 27. perceptive              g. extravagant; wasteful
- J 28. redundant              h. concerned with art or beauty
- b 29. depravity                i. narrow minded; unsophisticated
- C 30. expedite                j. repetitive; unnecessary; superfluous

o

Complete each sentence with the correct word.

~~provocative~~    ~~enduring~~    ~~fallacious~~    ~~adversary~~    ~~phenomenon~~

phenomenon 31. Haley's Comet was a modern day phenomenon that many people wanted to see.

enduring 32. On September 11, Americans showed their enduring patriotism.

adversary 33. Most Broncos fans view the Oakland Raiders fans as their adversary.

fallacious 34. The lawyer was able refute the \_\_\_\_\_ claim that she was at home the night of the murder. He had found a witness who saw her in town that night.

provocative 35. The girl's shirt was so \_\_\_\_\_ that she was asked to leave the restaurant.

-o

Name Faraz F.  
Period \_\_\_\_\_  
Date \_\_\_\_\_

## INNER VOICE SHEET

Title of Book The Five People You Meet in Heaven

Author of Book Mitch Albom

Directions: Begin reading on page 91. Record the conversation you have in your head as you read. Be sure to have at least four (4) sentences per box. If you catch yourself using a reading strategy, add that at the bottom of the box. Also decide if the conversation inside your head distracts you from making meaning or if the voice helps you interact with the text.

Inner Voice on page <u>92</u> That thing on Adam and Eve thing was cool did he really know what to do when he was put on this world. When you die people are waiting does that mean who is there for those people.	Inner Voice on page <u>96</u> The captain was there to give him somthin to remember the girl that Eddie was in love with. What happens to her and does he meet her? I think he did save the girl.
Inner Voice on page <u>101</u> Why was eddie farther so hard on him. I guess thats how dads are my dad is hard on me because he dosent want to be like him when I have a family of my own.	Inner Voice on page <u>110</u> When it said all family damage their kids could be true. my family has helped me the most but has hurt me the worst too.

Name \_\_\_\_\_  
Period \_\_\_\_\_  
Date \_\_\_\_\_

## Inner Voice Sheet

**Title and Author of Text:** \_\_\_\_\_

**Directions:** Where did you begin \_\_\_\_\_?

Record the conversation you have in your head as you are reading. Be sure to record at least four sentences per box. If you catch your mind wandering as you read stop and go back to the place you last remember. Reread that portion with a specific purpose in mind. See if you can ask a question or listen to your inner voice with the intent to connect, give your opinion, or draw an inference.

Inner Voice on page _____	Inner Voice on page _____
Inner Voice on page _____	Inner Voice on page _____

## IDEAS ABOUT *INNER VOICE*

### **Conversation Voice (useful voice)**

#### **This voice helps readers to:**

- ❑ Relate to the text
- ❑ Make connections between the book and the reader
- ❑ Ask questions
- ❑ Give opinions
- ❑ Talk back to the text
- ❑ Remember what is read

### **Reciting Voice (waste of time voice)**

#### **This voice causes readers to:**

- ❑ Lose track of what is being read
- ❑ Stray from the text
- ❑ Forget what is read
- ❑ Not care about the reading

Turn off the reciting voice by **rereading** and giving yourself a job or a **purpose** to read for.

### **Reading Purposes**

#### **Some purposes are:**

- ❑ Ask a question
- ❑ Look for the answer to a question
- ❑ Make a connection
- ❑ Look for clues to help draw an inference
- ❑ Retell what has been read
- ❑ Try to visualize a picture

Favas

+10

THURSDAY, 11 A.M.

so Eddie payed for his own funeral

Who do you think pays for funerals?

Who would pay for Eddie's funeral? He had no relatives. He'd left no instructions. His body remained at the city morgue, as did his clothes and personal effects, his maintenance shirt, his socks and shoes, his linen cap, his wedding ring, his cigarettes and pipe cleaners, all awaiting claim.

I can't believe he knew no one that really sucks

In the end, Mr. Bullock, the park owner, footed the bill, using the money he saved from Eddie's no-longer-cashable paycheck. The casket was a wooden box. The church was chosen by location—the one nearest the pier—as most attendees had to get back to work.

I want my funeral to have a butt load of people

A few minutes before the service, the pastor asked Dominguez, wearing a navy blue sport coat and his good black jeans, to step inside his office.

"Could you share some of the deceased's unique qualities?" the pastor asked. "I understand you worked with him."

He couldn't say Eddie tried to save a little girl? True

Dominguez swallowed. He was none too comfortable with clergymen. He hooked his fingers together earnestly, as if giving the matter some thought, and spoke as softly as he thought one should speak in such a situation.

What is that?

"Eddie," he finally said, "really loved his wife."

his wife will be the last person he meets

He unhooked his fingers, then quickly added, "Of course, I never met her."

Someone who is a religious worker like a priest or minister, mullah

When I annotate, what do I write?

Sometimes I:

Record a **REACTION**

Ask a **QUESTION**

Give an **OPINION**

Make a **CONNECTION**

Respond to how I would **RELATE** if I were in that situation

What are some other ways we can record thinking?

**Annotating Text:** Recording thinking so that it can be remembered and reused

“What story do the diagrams tell?” Lynn Bruskivage

Recording thinking while reading helps a reader remember what he has read. It also provides an opportunity for the reader to wrestle with meaning. Knowing what to write when annotating gives the reader a purpose and also helps the reader determine what is important. Below are some options for annotation:

- Study the **Diagrams** and **Data**. What is significant? What is surprising and what is expected? How does the graphic work? What processes are unclear and what questions can be asked about the information?
- Record the **What**. Describe what is significant about the process and what conditions make the event possible.
- Record an **Analogy**. Compare the reading to something that is already understood. For example: lines of military defense to the lines of the immunity system’s defense
- Record the **Where**. Where in the body/nature is the action happening? Are there other places similar events take place?
- Record questions.
- Record connections to know information.
- Record hypotheses.
- Record thinking that is new or surprising.

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## Why Bother to Annotate? v.2

It helps the reader:	It helps the teacher/administrator:
<ul style="list-style-type: none"> <li>• Engage with the text when his or her mind is wandering</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish who is reading and who is “fake” reading</li> </ul>
<ul style="list-style-type: none"> <li>• Hold thinking so it can be referred to later</li> </ul>	<ul style="list-style-type: none"> <li>• “See” what strategies readers are using to access meaning</li> </ul>
<ul style="list-style-type: none"> <li>• Recall thinking so he/she can share with an expert what he/she needs</li> </ul>	<ul style="list-style-type: none"> <li>• Diagnose what learners need in order to better comprehend text</li> </ul>
<ul style="list-style-type: none"> <li>• Remember what he/she thought was important while reading</li> </ul>	<ul style="list-style-type: none"> <li>• Assess what learners know and can do</li> </ul>
<ul style="list-style-type: none"> <li>• Notice patterns, synthesize new thinking, and ask questions</li> </ul>	<ul style="list-style-type: none"> <li>• Notice how the reader is attacking the text</li> </ul>

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Name:

### Assessment of Annotation Learning Targets

**Learning Target:**

I can annotate thinking throughout the text.

1 2 3 4 5 6 7 8 9 10

X\_\_\_\_\_ = \_\_\_\_\_

**Learning Target:**

I can show a variety of ways to think by: asking questions, paraphrasing the text, making connections, recording opinions or new thoughts, comparing new information to known information.

1 2 3 4 5 6

X\_\_\_\_\_ = \_\_\_\_\_

Total points \_\_\_\_\_

Name:

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## Group Observation Form

+	Student Comments	--

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Asked a question that caused readers to dig back into the text. Joe	"Why is Winston being set up? Who wants him dead?" Joe	
		Some students didn't have any thinking held so they tended to not participate in the discussion.
Inferred based on the clues left by the author. Robert	"If the wrong people find out that Winston is talking smack about Big Brother, he will die for sure." Robert	
Asked a question about plot and then clarified thinking by rereading and discussing. Carly and Alyssa	"How did Winston and Julia get caught? Was there a camera behind the picture." Carly  "I don't know. Let's go back and reread." Alyssa	
		Not everyone got to talk. Some people were interrupted when they tried to talk. Room got too loud.
		Side conversations were taking place during the group discussion.
Took the lead and invited people to talk. David	"What do you guys think about the part on page 135?"  David	

# Three Options for Grading

**Option 1:** Demonstration of attempt and completeness the task - students earn points for attempting the activity and demonstrating thinking.

Example: Annotate five pieces of thinking on a piece of text. Each piece of thinking is worth 3 points up to a total of 15 points.

Purpose: This informs instruction immediately. The teacher can see who is working, what they get, and where they are confused.

**Option 2:** Demonstration of Improvement and Practice – students earn points for demonstrating growth and improvement.

Example: Students compare a piece of writing to a class generated rubric. Students are familiar with the rubric and therefore know how their performance has changed. For this particular type of grading students have the opportunity to go back and revise and improve product.

Purpose: Students and teachers work together to improve performance. Teachers can see where differentiation of instruction needs to occur and students can see their strengths and improve on areas of weakness.

**Option 3:** Demonstration of Mastery – students earn points for demonstrating understanding of a material.

Example: Often these are common assessments, chapter tests, and final projects.

Purpose: These assessments allow the teacher to go back and examine instructional practices. Teachers working together can look at common assessments and see where students scored well and in places where they didn't score so well, teachers can revise instruction. This more traditional form of assessing can inform instruction for the following semester or year but does little to help the students' master understanding because the teacher is moving on with instruction.

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NAME:

Final Essay due:

### **Editing: Courtesies to the Reader:**

10 points: I can capitalize, punctuate, and spell correctly. I can also highlight the title of *1984* for the reader by italicizing it.

10 points: I can embed and cite a quote from *1984* correctly.

### **Thinking That Went Into the Essay:**

10 points: I can identify my thesis statement by underlining it.

10 points: My thesis can be argued.

20 points: I can show how my essay is a journey of personal thought that revolves around my thesis statement.

20 points: I can compare today to *1984* using at least three examples.

20 points: I can use at least three quotes from *1984* or one of the outside articles that we read in class to support my thesis.

Student Total:

Here's what I want you to know about the writing of this paper:

# Conversation Calendar

Name:

Period:

Week of:

Monday	Wednesday	Friday
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>