



Charting the Course: Navigating Formative & Summative Assessment in the Classroom

Session 2 – February 4, 2025

Welcome!

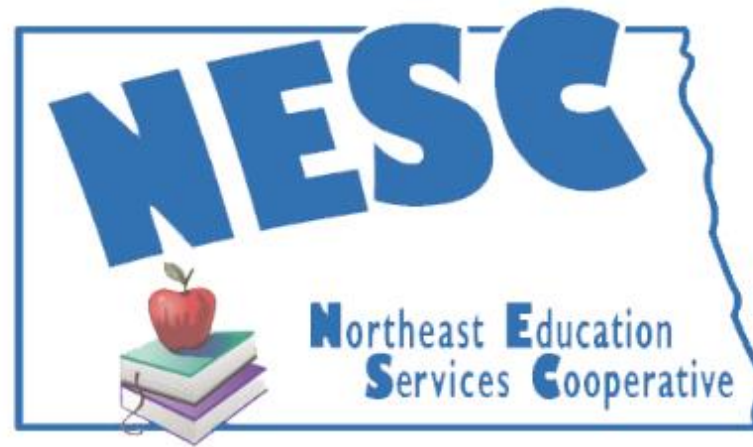
Introductions

- Name(s)
- Role(s)
- School
- Wonderings?





NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION





Improved Student Learning Outcomes Through Tier 1 Supports



WWW.NDSBL.ORG

WHAT WE DO

Your NDSBL team is a collaborative of Regional Education Associations (the NESC, SEEC, and CREA), supported by the ND DPI, who believe in equitable resources and learning opportunities for students and educators across ND. We are passionate about high-quality curriculum, instruction, and assessment practices that help educators understand and meet their students' needs and engage their students and stakeholders in the learning process.

WHO WE DO IT FOR

Educators: Focused instructional time, clear learning progressions, & aligned curricula, instruction & assessments
Students: Clear learning progressions, ownership of the learning, & actionable feedback
Stakeholders: Refined communications of learning expectations and grading/reporting of K-12 content standards efforts!

HOW WE DO IT

Developing a guaranteed and viable curriculum is a big lift for any school district! We want to support you with the foundational knowledge, skills and resources common to most schools so that you can get started and can focus your local resources on more customized classroom supports throughout your implementation journey. We also want to work with, learn from, and provide continued support to those schools well into their standards-based learning plan.

- ND Priority Standards & Proficiency Scales**
 - English Language Arts
 - Essential Skills
 - Health
 - Math
 - Music (Coming soon!)
 - Science
 - Social Studies

- ND Standards-Based Learning Implementation Toolkit**
 - Use this document to initiate and/or enhance your local standards-based teaching and learning efforts!

- Resources**
 - Archived Webinars
 - Archived NDSBL Newsletters
 - Professional Learning Notices
 - FAQs

CONTACT US

ndsbl.info@k12.nd.us

www.ndsbl.org

North Dakota Standards-Based Learning School Leadership Series



The NDSBL School Leadership Series features student-centered support through resources that align curriculum, instruction, and assessment. Our facilitator brings valuable experience and insights to the conversations, helping leaders identify initial and next steps within the implementation process.

Grade K-5 ND Math & ELA Standards Priority Standards Proficiency Scales & Student-Friendly Scales
9:00 am Central Time
[Join Zoom](#)

Grade 6-12 ND Math & ELA Standards Priority Standards Proficiency Scales & Student-Friendly Scales
10:00 am Central Time
[Join Zoom](#)

All participants are welcome! We encourage building and district leaders to attend with a Math & ELA school educator(s) for maximum collaboration in schools.

Wednesday January 10, 2024	Session 1 - Let's Get Started Introduction - Quality Instruction - Student Engagement
Wednesday February 14, 2024	Session 2 - Now Meets Next Formative Checks - Student Evidence - Aligned Assessments
Wednesday March 13, 2024	Session 3 - All Students, All Levels Data Informed Practice - Intervention - Enrichment
Wednesday April 10, 2024	Session 4 - Standards-Based Learning Processes Guaranteed & Viable Curriculum Journey



This **FREE VIRTUAL** series is made available through **Regional Education Association** collaboration and is supported by the **ND Department of Public Instruction**.

Facilitator: Melissa Stanley melissa.stanley@k12.nd.us

Questions? ndsbl.info@k12.nd.us



NORTH DAKOTA STANDARDS-BASED LEARNING SCHOOL LEADERSHIP SERIES II

Responsive Implementation of Standards-Based Learning Processes

SCOPE + SEQUENCE

- SESSION 1**
Monday, October 7th 2024
10:30am-11:30am
- SESSION 2**
Monday, November 4th 2024
10:30am-11:30am
- SESSION 3**
Monday, December 2nd 2024
10:30am-11:30am

[Click to join virtually!](#)

FACILITATOR

Melissa Stanley, Associate Director of High Quality Instruction, Central Region Education Association



This virtual series is offered at **NO COST** through ND Regional Education Association collaboration and is supported by the ND Department of Public Instruction.

QUESTIONS? ndsbl.info@k12.nd.us

DESCRIPTION

You've completed the NDSBL Leadership Series Part I "Now What?" Part II of the Leadership Series will advance:
• Development of action steps for implementation to make practical, sustainable change
• Strategies to look more closely at school strengths and growth opportunities
• SBL practices to provide direct focus on instruction for student success

The NDSBL Leadership Series Part I is a prerequisite to this opportunity. Missed it? Click here to view recordings and presentations for use with your leadership team in preparation for Part III!

COURSE TOPICS

Implementing standards-based teaching and learning processes in schools involves a systematic approach to ensure **consistency, alignment, and effectiveness**.

- Establish a Guaranteed & Viable Curriculum
- Create Standards Mapping for Instruction
- Align School Resources for Instruction
- Intentionally Plan for Quality Core Instruction
- Track Student Performance
- Examine Evidence for Learning and Growth
- Provide Student Tracking to Empower Learners
- Develop Scales Aligned Assessments
- Design Communications with Stakeholders

AUDIENCE: K-12 leadership teams including educators, instructional coaches, and building and district leaders



NORTH DAKOTA STANDARDS-BASED LEARNING

CHARTING THE COURSE:

Navigating Formative and Summative Assessment in the Classroom



DESCRIPTION

Educators will navigate the use of assessments to guide students in learning, provide ongoing feedback, plan growth opportunities, evaluate achievement, and advance students to the next level.

To navigate assessment processes, participants will:

- Apply learned concepts to classroom instruction for quality assessment.
- Improve assessment practices.
- Self-assess learning through reflection and goal-setting for improvement.
- Integrate and synthesize assessment knowledge to implement formative & summative practices.

SCOPE + SEQUENCE

- PART 1**
Tuesday, January 14, 2025
10:00am-11:00am CST
- PART 2**
Tuesday, February 4, 2025
10:00am-11:00am CST
- PART 3**
Tuesday, February 25, 2025
10:00am-11:00am CST

[Click to register and join virtually!](#)

FACILITATOR

Melissa Stanley
Associate Director of High Quality Instruction
Central Region Education Association

COURSE TOPICS

- How do Educators Define Formative and Summative Assessment?
- Assessment: Purpose, Process & Strategies
- Most Effective Assessment Practices
- Alignment of Assessments to North Dakota Standards
- Steps to Implement Quality Assessments



This virtual series is offered at **NO COST** through ND Regional Education Association collaboration and is supported by the ND Department of Public Instruction.

QUESTIONS? ndsbl.info@k12.nd.us



Opportunities



NDSBL Charting the Course Series

Tuesday January 14, 2025	Session 1 – Defining Assessment, Examining Perspectives & Making Connections
Tuesday February 4, 2025	Session 2 – Classroom Checks for Understanding & Feedback for Learning
Tuesday February 25, 2025	Session 3 – Steps to Guide, Student & Teacher Roles, and a Process for Checks for Understanding



Objectives

Session 2

Classroom Checks for Understanding & Feedback for Learning

Revisit guaranteed & viable curriculum

Examine current assessment practices

Integrate assessment knowledge to implement formative & summative practices

Apply new learning to quality classroom instruction and assessment

Reflect and self-assess to set goals for improvement



FEEDBACK

Bill Gates

“We all need people who will give us feedback. That’s how we improve.”

Elon Musk

“It’s important to have a feedback loop, where you’re constantly thinking about what you’ve done and how you could be doing better.”

Brené Brown

“If we shield ourselves from all feedback, we stop growing.”

Adam Grant

“Withholding feedback is choosing comfort over growth.”

George Raveling

“If you want people to be flexible, adaptable, and open to feedback, so must you.”

Robert Allen

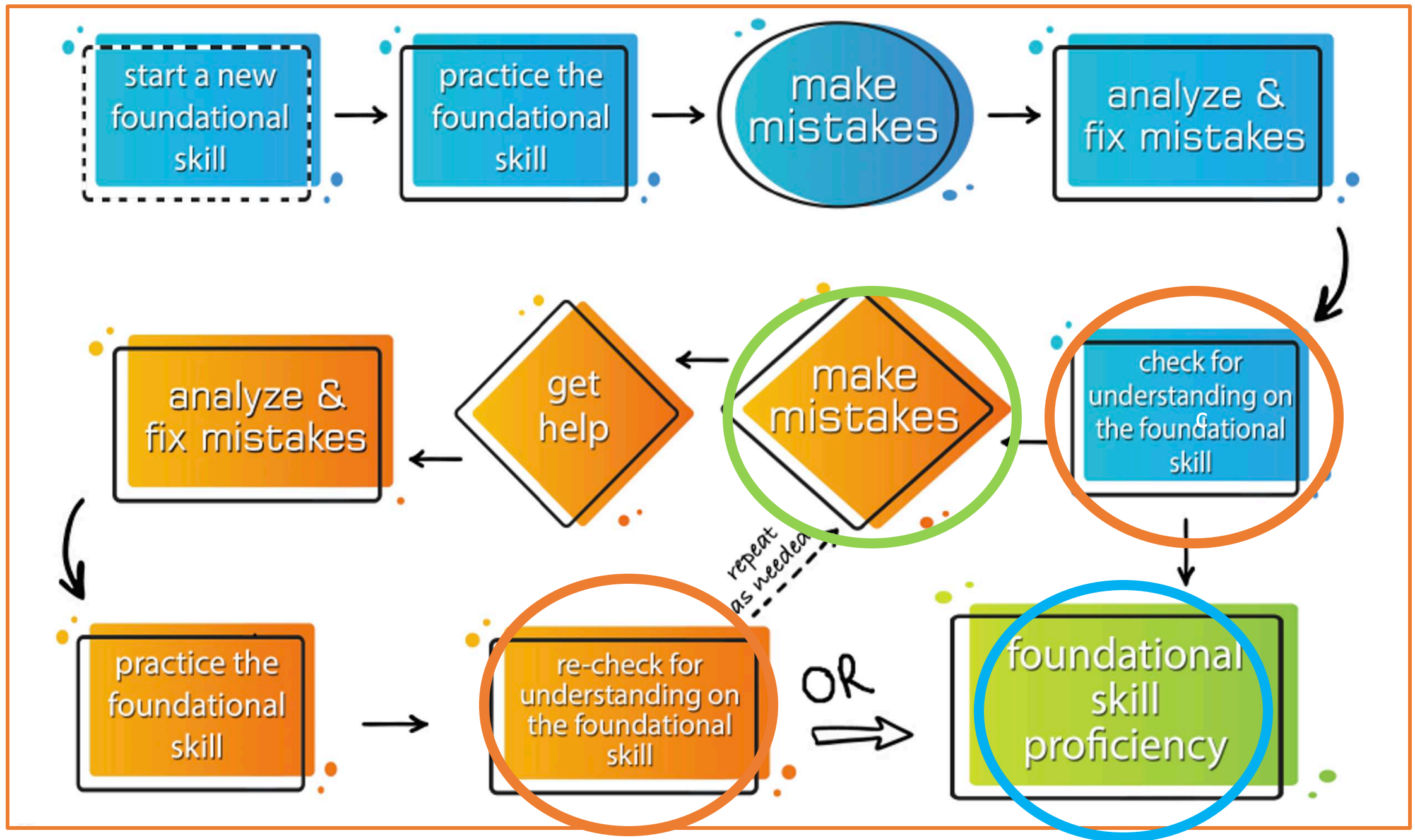
“There is no failure. Only feedback.”



Feedback matters for
growth and learning.



A check for
understanding without
feedback is a missed
opportunity.



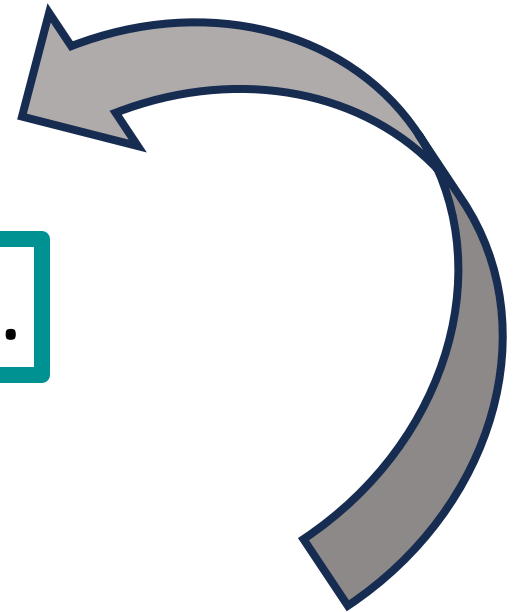
Teachers **TEACH**

TEACH to meet the needs of learners.

Students receive **opportunities to respond**.

Teachers use **checks for understanding**.

Teachers provide **feedback** for correction or advancement.



Praise
Corrective
Reset
Advancement


- ✓ Immediate
- ✓ Specific
- ✓ Frequent

- ✓ Individual
- ✓ Small Group
- ✓ Whole Group
- ✓ Supported



Honing My Craft

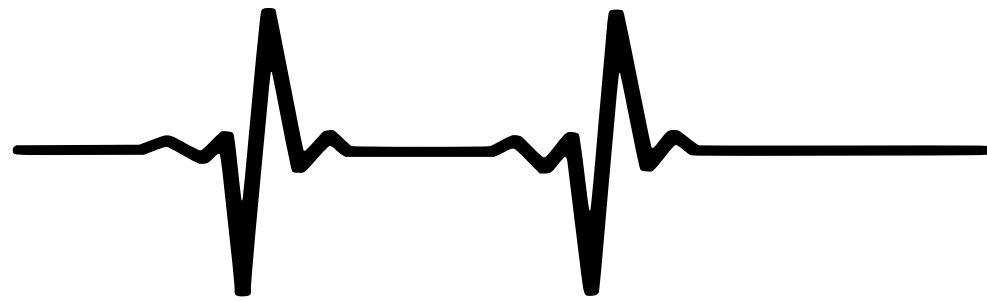
Providing the right
feedback during
learning takes practice.

Instruction Delivery	Praise	Corrective	Reset	Advancement
				
Whole Group	Great effort by all today pushing through mistakes to learn.	During your bell ringer, I was able to quickly check your entrance tickets. Get your WB ready and we will examine the 2 common mistakes I found.	Let's get back to our learning target which is citing credible sources.	Let's move on to the next question with 3 digits for a new challenge.
Small Group	Good teamwork to make the most of your time.	Steps 1-3 on your task card are spot on, but I want you to consider what you might redo on Step 4.	You would benefit from reading the directions again. Please do that and I will circle back to see your effort.	Task is completed showing you are ready to move on to p.16, #3 & #4. You will be asked to generalize what you have learned.
Individual	Nice effort to finish before the bell.	The digit in the ones place is correct. Double check the tens place for a fix.	Join us with your white board on p.32, paragraph 2.	Now that you have evidence of knowing on the learning target, try the Brain Buster word problem for a challenge. You will use multiple steps to solve.
Supported	I noticed you remembered to ask Ms. Joy to help you double check your answer. Good choice!	I want you to try the problem again, but this time use your cubes to help you solve.	Your walk was a brain break. Let's see what you remember from yesterday.	100% on the skills check tells me you are ready to begin paragraph construction. Ms. Joy will discuss and practice the task card with you, and I will circle back.

IMPORTANT

Quality **feedback** provides the students with **instruction** to answer **3 BIG** questions:

1. What is the learning intention?
2. Where am I currently at with respect to the learning intention?
3. How will I work to make progress toward the learning intention?



Chat Pulse

To provide **quality feedback** at the right time during learning, which might you need to coach?

1. Feedback types (praise, corrective, reset)
2. Feedback examples for instruction delivery groups
3. Feedback Focus (immediate, targeted, specific)
4. Using evidence from checks for understanding to provide feedback & instruction for learning
5. All of the above.

Quality instruction +
checks for understanding
during learning + feedback
= learner growth.

Checks for Understanding

✓ FREQUENTLY USED

Turn & Talk

Exit Ticket

Poll Them!

White Boards

Thumbs Up Thumbs Down

Fist to Five

Choral Response

Brain Dump Chat

Sentence Stems

Often used to increase student engagement, **however**, may or may not be a check for understanding with evidence of student knowing.

Evidence during
learning to
show you know



Which might you be excited
to try followed by
feedback & instruction
for learning?

✓ One Sentence Summary

Ask students to write a one sentence summary of a learning prompt.

Student Evidence - post-its, white boards, notebooks, etc.

Content/Course

- ✓ Math – Theorems
- ✓ Science – Lab findings
- ✓ Social Studies – Underground Railroad
- ✓ ELA – Why did the protagonist choose to disengage?

1 Sentence Summary

Harriet Tubman was an abolitionist and a conductor on the Underground Railroad who helped slaves escape to freedom.

✓ Quick Write

1

Ask students to write for ____ minutes in response to a learning prompt.

Student Evidence

Content/Course





Two overlapping notepad icons. The front notepad is yellow and the back one is white. Both have horizontal lines for writing.

✓ Doodle & Sketch

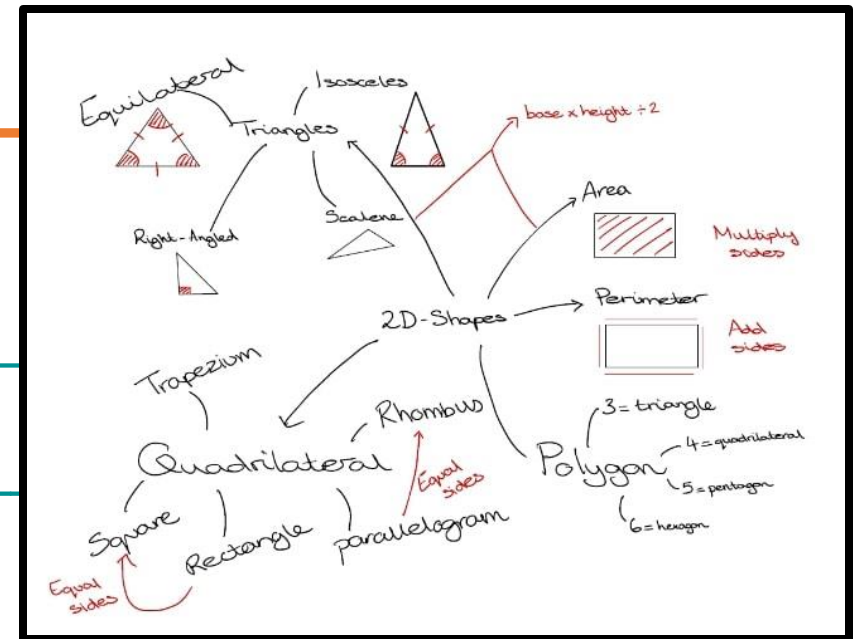
Ask students to sketch 3 or more images in response to a learning prompt. Add words and symbols as needed to communicate what you know.

Student Evidence

Content/Course

✓

✓



✓ Reflect & Wonder

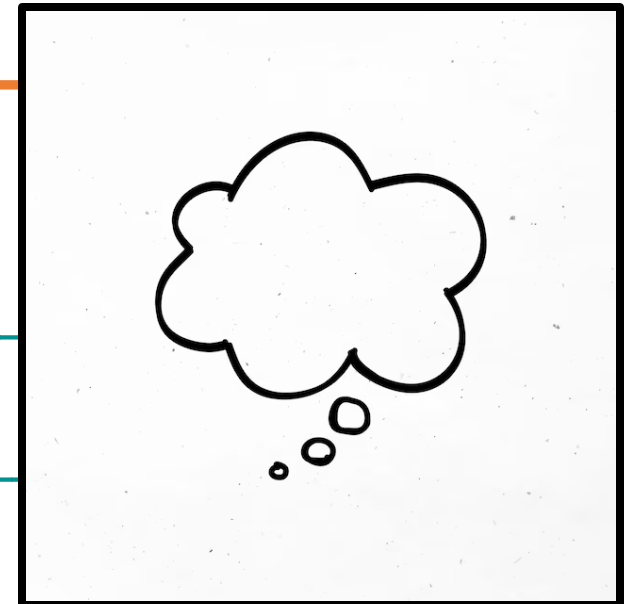
Ask students to reflect on a learning prompt and record 1 fact and 1 related wondering.

Student Evidence

Content/Course







✓ Same Idea*New Situation

Ask students to use learning of _____ and connect to another person, place, thing, or idea. Use details to show you know.

Student Evidence _____

Content/Course





TODAY'S LEARNING	NEW SITUATION

✓ Guess the FIB

Give students 3-4 statements from today's learning. One should be a fib of sorts. Students determine which is the fib based on their learning and provide justification for the fib choice.

Student Evidence

Content/Course





Guess The Fib

1. The 2 functional layers of the epidermis are the stratum corneum and the stratum germinativum.
2. The epidermis is considered the true layer of skin
3. Skin pigmentation cells are found in the epidermis
4. The epidermis is your first barrier protection from disease.

✓ Dos & Don'ts

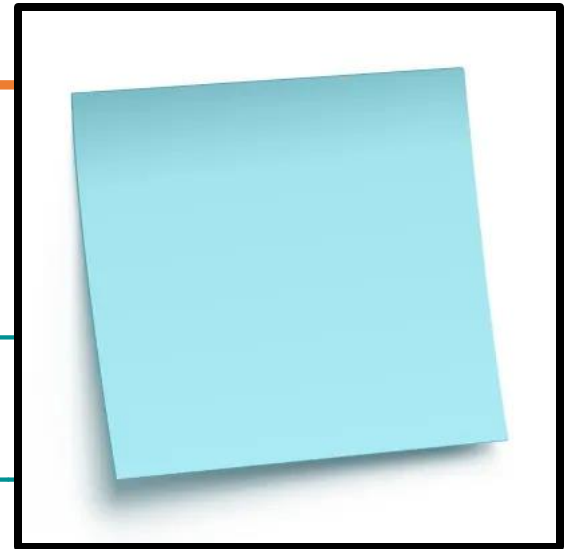
List 1-3 dos and 1-3 don'ts when using or applying the content.

Student Evidence

Content/Course







✓ KNOW/Don't KNOW

At the top of the class give students 3 questions. Students will be able to show knowing on two questions from previous work. Collectively, identify the Don't KNOW...yet? TEACH & practice. Return to the Don't KNOW before students leave class.

Student Evidence

Content/Course





KNOW/Don't KNOW
KNOW _____
KNOW _____
Don't KNOW...yet? _____

✓ 30 Second Share

Ask students to ready a response to a learning prompt. Students will share responses orally. Move to a circle. Proceed around the circle giving each student 30 seconds to share.

Student Evidence

Content/Course

✓

✓



✓ Misunderstandings?

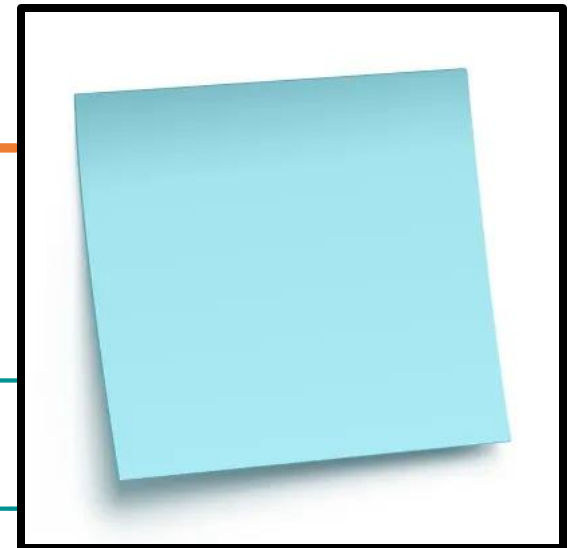
Ask students to list what they think might be a misunderstanding of the learning topic based on experience, peers, and families.

Student Evidence

Content/Course







✓ Agree/Disagree Because

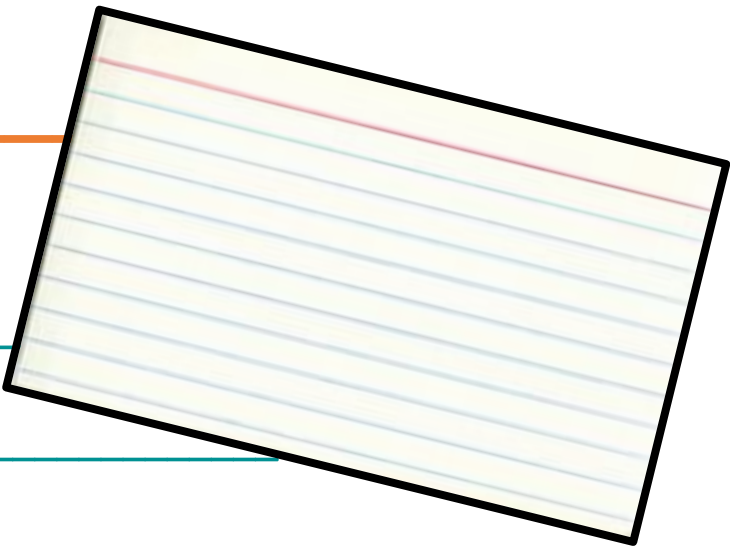
Ask students to respond to a prompt using the frame “I agree/disagree with _____ because _____.” Split the room with agree on one side and disagree on the other. Both groups talk to clarify & connect ideas. Reconvene to listen to both perspectives for deeper understanding.

Student Evidence _____

Content/Course









Which might you be excited
to try followed by
feedback & instruction
for learning?

✓ 10-15 WORD CLOUDS

Ask students to generate a list of 10-15 words for a word cloud that you would use to explain your understanding of a learning prompt. Be ready to tell why each word made your cloud.

Student Evidence

Content/Course





A rectangular box with a black border containing a word cloud of terms related to the American Revolution and early American history. The words are arranged in several lines and are color-coded in shades of teal, purple, and pink. The words include: federalist, patriots, boycott, soldiers, revolution, american, minuteman, colonies, constitution, democracy, liberty, colonialism, independence, delegates, and taxes.

✓ 2 Roses & 1 Thorn

Ask students to write 3 statements in response to a learning prompt. Share in class to determine which is the thorn and provide justification for the thorn choice.

Student Evidence

Content/Course

✓ _____

✓ _____

2 Roses + 1 Thorn

1. _____ because _____.

2. _____ because _____.

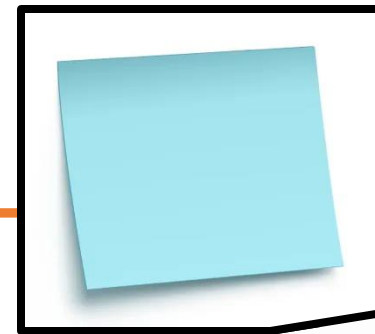
3. _____ because _____.

✓ Think Ink Link

Ask students to respond to a learning prompt: 1 minute to think, 1 minute to ink, and 2 minutes to link up with a partner.

Student Evidence

Content/Course



- ✓
- ✓

Two horizontal teal lines for writing student evidence and content/course information.



✓ 1 Minute Interview

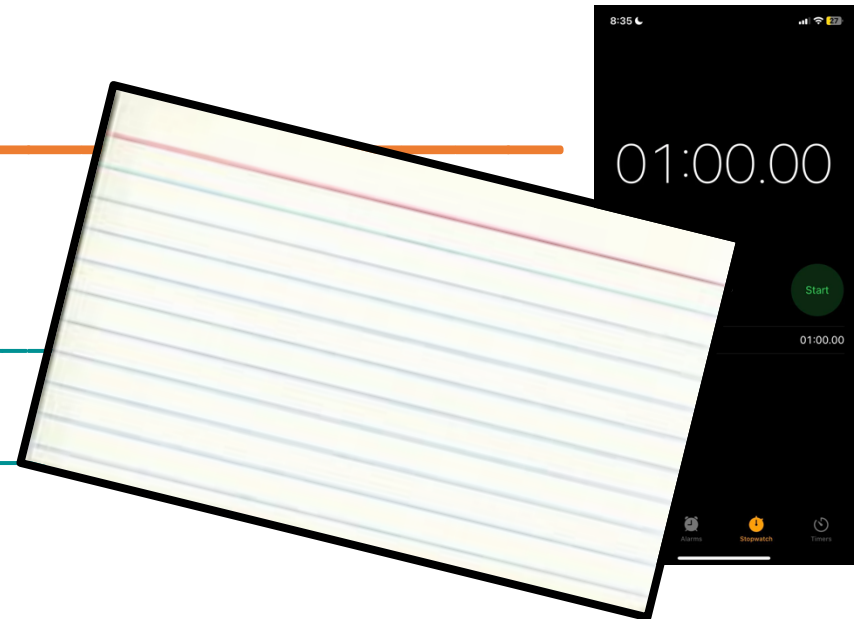
Pair students with interviewer or responder roles. Ask students to respond to a learning prompt using an interview format. The first interviewer asks question(s) of the responder for a complete answer to the prompt. Switch roles & repeat to expand ideas.

Student Evidence

Content/Course







✓ S.O.S. Summaries

The teacher provides a statement. Students provide their opinion about the statement. Students support their opinion with evidence.

Student Evidence

Content/Course





S. The economy, states vs. federal rights, and disagreements over slavery were reasons for the Civil War.

O. _____

S. _____

✓ WRONG Answer

Present students with a question/problem that is incorrect. Students complete an error analysis and provide the correction to show knowing.

Student Evidence

Content/Course





WRONG ANSWER
Catch the Mistake

✓ One & Done!

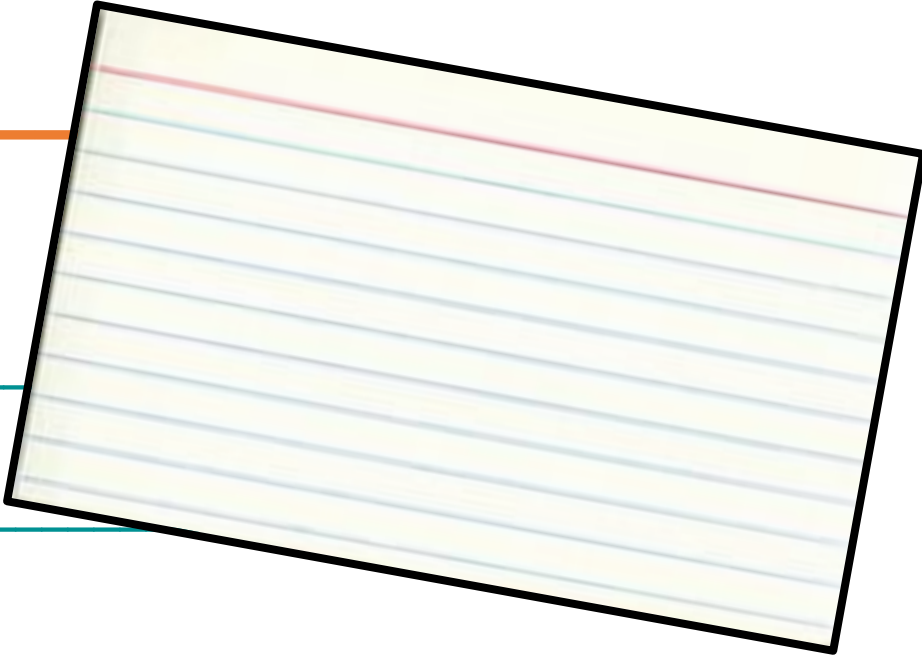
Ask students to respond to one critical question or problem at anytime during learning.

Student Evidence

Content/Course







✓ 3 – 2 – 1

Ask students to respond to a learning prompt using a 3-2-1. (3-vocabulary words, 2-concepts/processes, 1- main idea)

Student Evidence

Content/Course

- ✓ _____
- ✓ _____

What is the Water Cycle?

- 3) condensation, evaporation, precipitation
- 2) All three are processes.
Each is a key part of the water cycle.
- 1) The water cycle is made up of several connected processes, and we have learned three of the processes so far.

✓ Analogy

Ask students to respond to a prompt by comparing a concept to something else, followed by a statement explaining the connection between ideas.

Student Evidence

Content/Course





Ponyboy reminds us of a small flickering candle. Despite his struggles, Ponyboy's intelligence and perspective provide a glimmer of understanding and hope within the difficult circumstances of his life.

✓ 90 Second Exchange

Put students into groups to respond to a learning prompt. Share group responses. Collectively consolidate ideas from each group. (write 90 - share 90 – consolidate 90)

Student Evidence

Content/Course

✓

✓



✓ One ? QUIZ

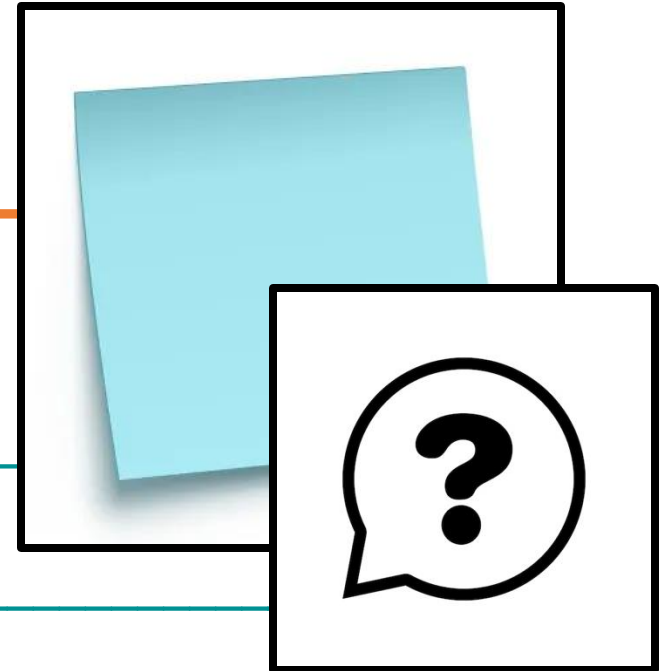
Ask students to complete a one question quiz to check for understanding. (Solo Event)

Student Evidence

Content/Course









Which might you be excited
to try followed by
feedback & instruction
for learning?

✓ 4 Corners

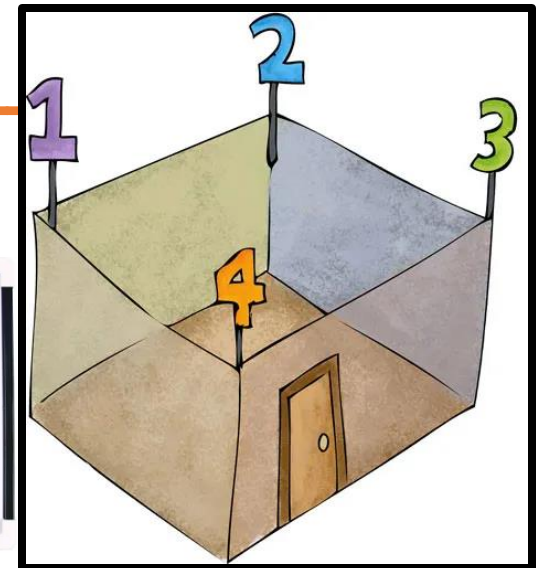
Name each corner of the room before students respond to given questions. Ask students to move to the corner of the room where they will justify their choice to show knowing.

Student Evidence

Content/Course







✓ Response Cards

Provide students with the response cards to use when responding to a learning prompt.

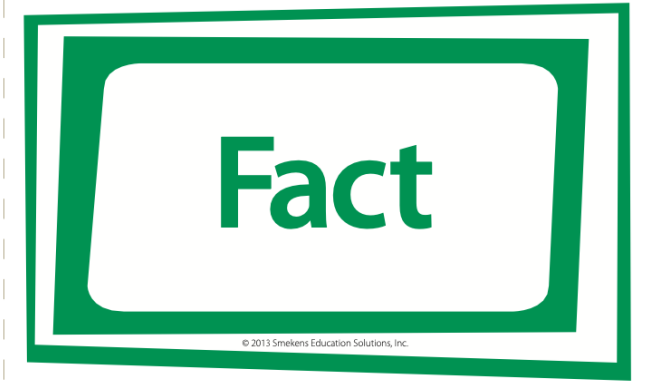
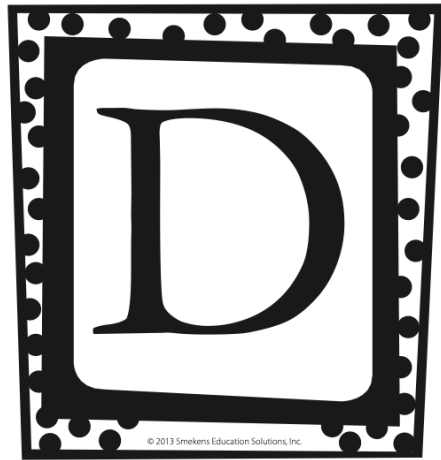
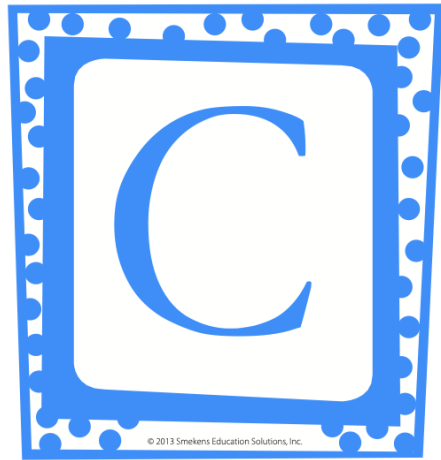
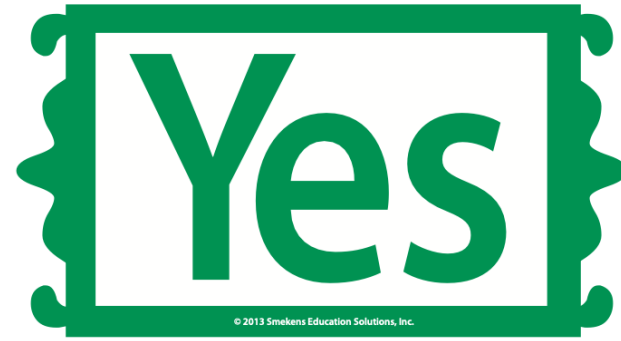
Student Evidence

Content/Course

✓

✓





✓ White Boards – Flip & Freeze & Fix

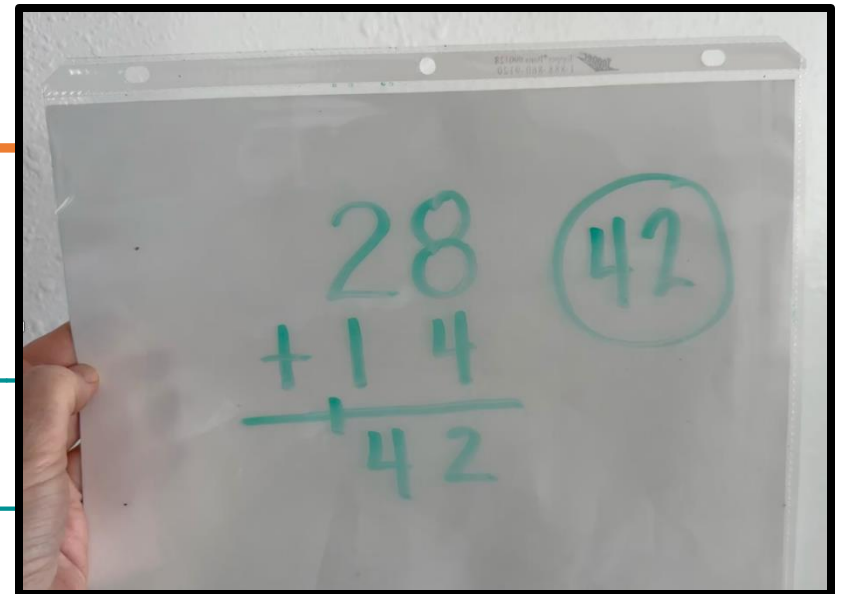
Ask students to respond to your learning prompt. Flip & Freeze white boards to allow for teacher at-a-glance checking. Fix as needed.

Student Evidence

Content/Course

✓

✓



✓ Heads Down -Hands Up

Ask students to respond to 5 or less questions with heads down and a hand raise.

Student Evidence

Content/Course







✓ Entrance Ticket

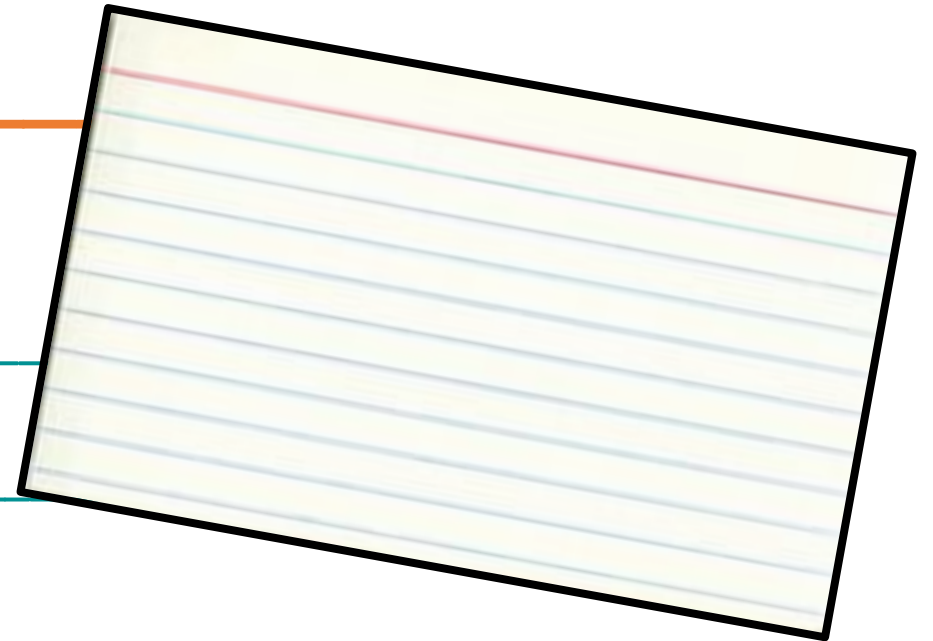
Ask students to respond to a learning prompt before bell ringer to show knowing and to target learner needs.

Student Evidence

Content/Course







✓ Traffic Light

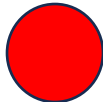
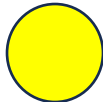

Ask students to respond to a learning prompt to show knowing: **Red** – I now know _____. **Yellow** – I am still unsure about _____. **Green** – I am confident in _____.

Student Evidence _____

Content/Course





	_____
	_____
	_____

✓ Show You Know Slap

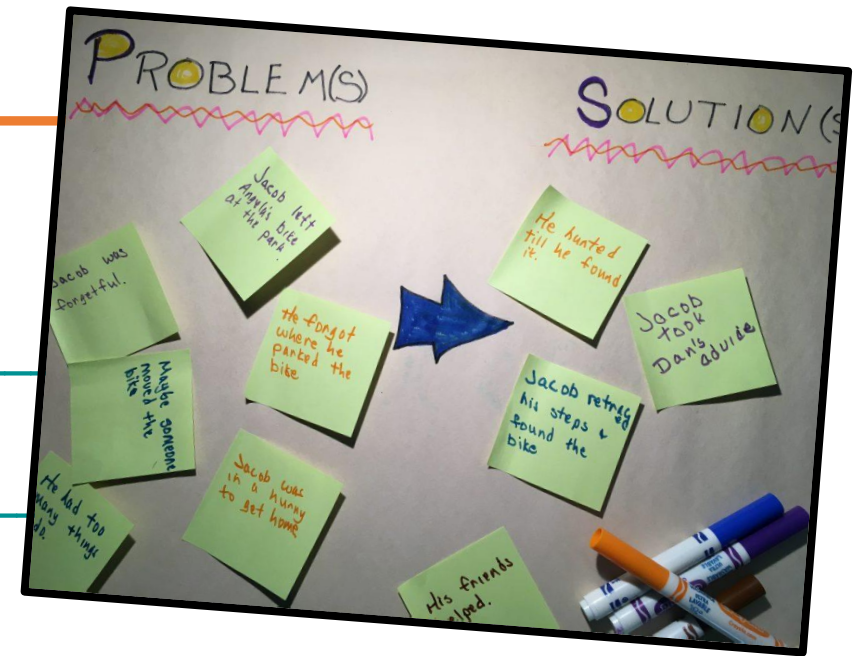
Ask students to respond to a learning prompt using a show you know slap at anytime during learning.

Student Evidence

Content/Course







✓ TECH Check

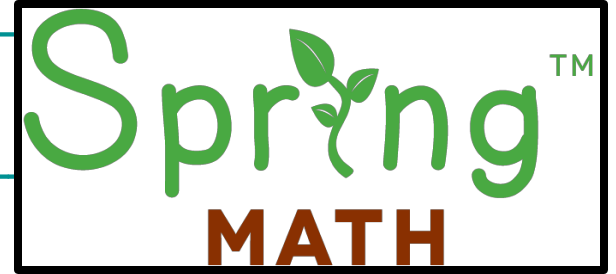
Time during instruction may allow students to show knowing with teacher support.

Student Evidence

Content/Course







✓ Student Choice & Voice

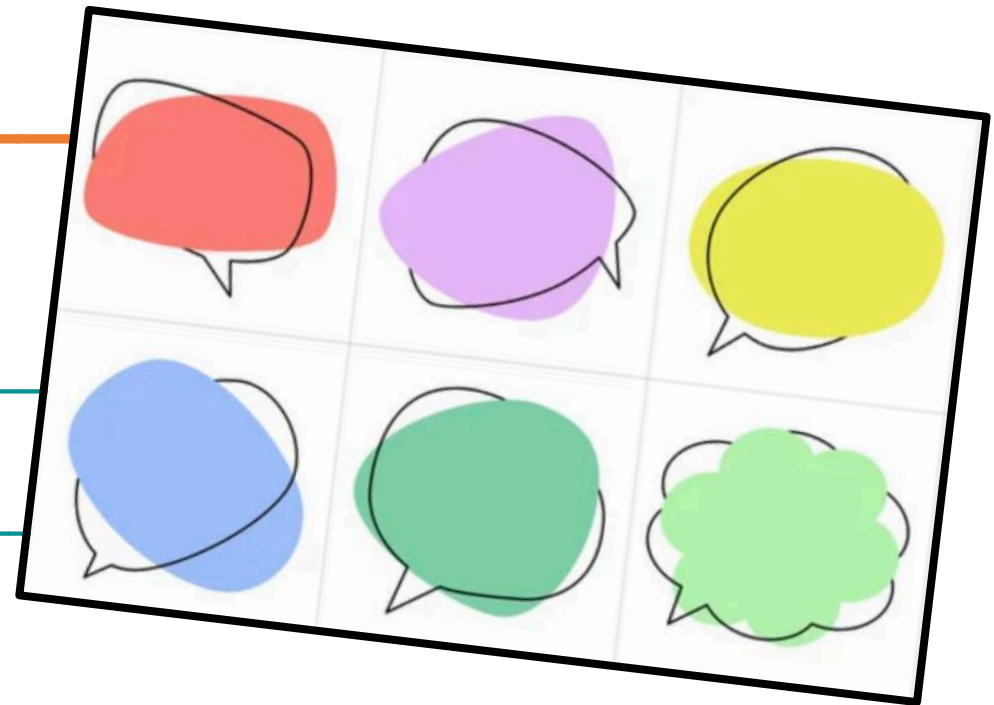
Ask students to respond to a learning prompt using a check for understanding of their choice.

Student Evidence

Content/Course







✓ Knowledge Walk

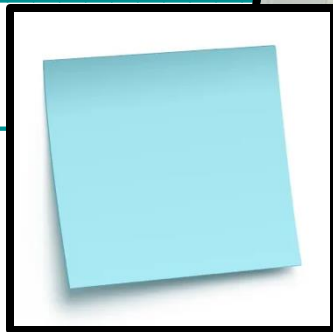
Ask students to read how peers responded to a prompt to reinforce thinking and gain perspectives. “I liked _____ because _____.”

Student Evidence _____

Content/Course _____









Which might you be excited
to try followed by
feedback & instruction
for learning?

✓ Whip Around YES AND

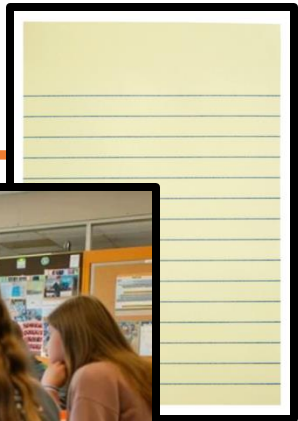
Ask students to respond to a prompt. Come together in a circle to whip around and hear responses, agree YES before adding their AND to expand thinking.

Student Evidence

Content/Course







✓ FAST Map

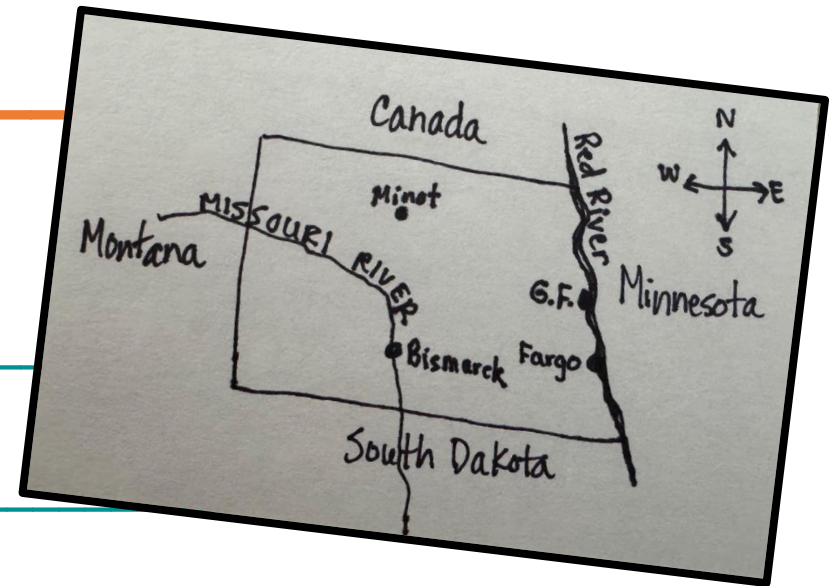
Ask students to visualize and draw a fast map with key locations and labels.

Student Evidence

Content/Course







✓ Today's HEADLINE

Ask students to write a headline for a learning prompt targeting a main idea.

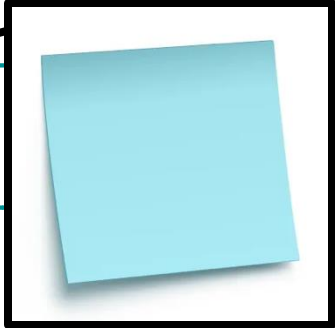
Student Evidence

Content/Course





PRODUCTS are the result of multiplying FACTORS!
ASK ME...Does the QUOTIENT need a remainder?



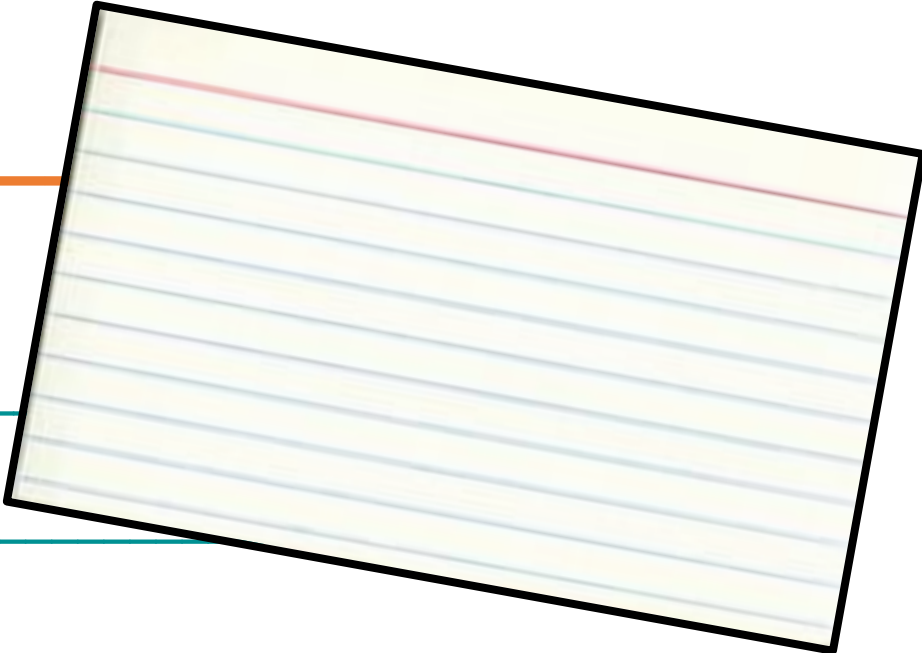
✓ ELEVATOR CHAT

Ask students to explain the meaning of the learning target to be delivered in the elevator traveling from 1st to 4th floor of a building.

Student Evidence

Content/Course

- ✓ _____
- ✓ _____



✓ Comic Strip Conversation

Ask students to draw a comic strip conversation as a response to a prompt or explanation of the learning prompt.

Student Evidence

Content/Course





Title _____	Date _____	By _____	Number _____

Title _____	Date _____	By _____	Number _____

✓ Just 1 WORD

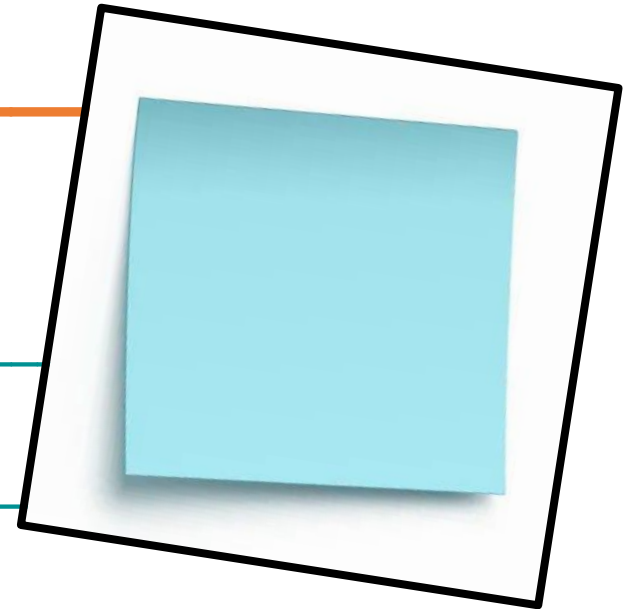
Ask students to choose 1 word to describe or summarize a concept. Be ready to justify your thinking.

Student Evidence

Content/Course





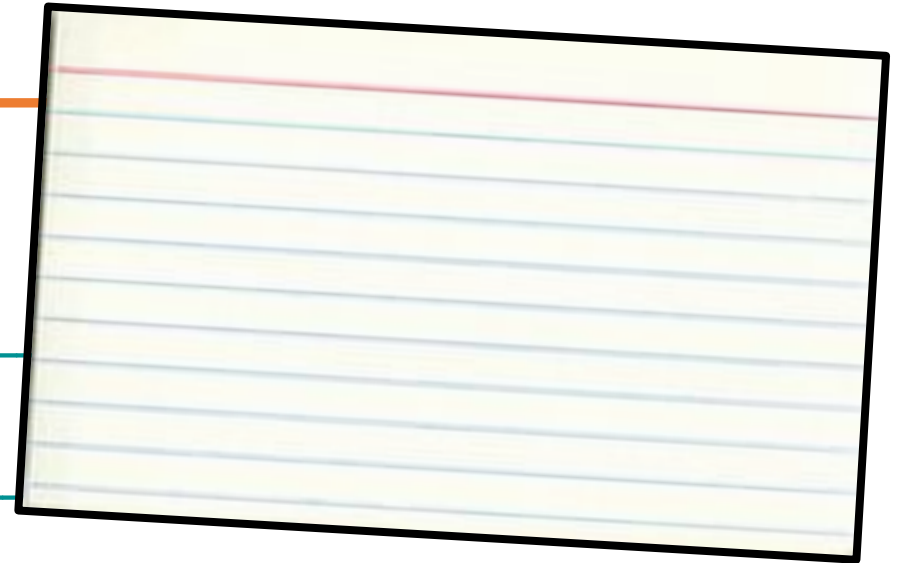


✓ HELP ME Plan

Ask students to help plan: *What should we review tomorrow? Where should we go deeper?*

Student Evidence _____

Content/Course



✓ BODY VOTE

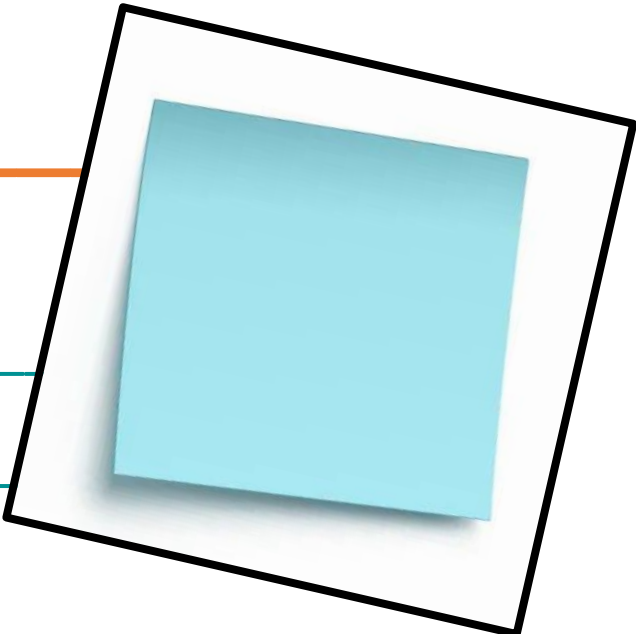
Present a prompt. Ask students to body vote by moving to a space in the classroom for students to: agree, mostly agree, mostly disagree, disagree. Be ready to justify your thinking.

Student Evidence _____

Content/Course _____

✓ _____

✓ _____



✓ Building Agency

Ask students to respond to a prompt to support student ownership of learning.

Student Evidence

Content/Course





TAG

T – Tell something you liked.

A – Ask a thoughtful question.

G – Give a suggestion to improve the work.

TQE

Thoughts about reading

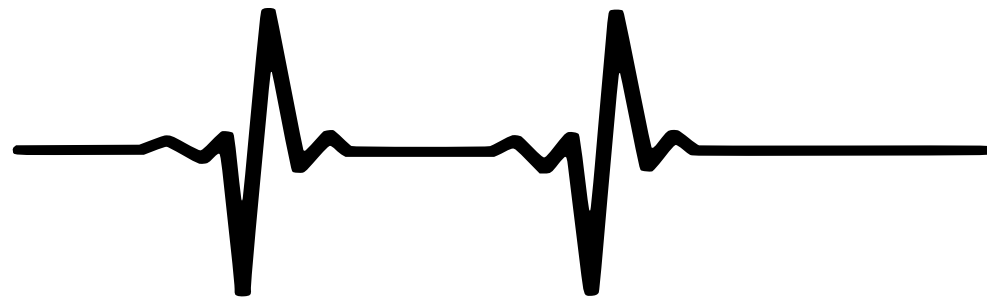
Questions and wonderings

Epiphany discovered through reading



Which might you be excited
to try followed by
feedback & instruction
for learning?

Quality instruction +
checks for understanding
during learning + feedback
= learner growth.



Chat Pulse

To embed checks for understanding as a quality instructional practice, which might you need to coach?

1. Options for checks for understanding
2. Intentional planning to include checks for understanding
3. Using evidence from checks for understanding to provide feedback & instruction for learning
4. All of the above.




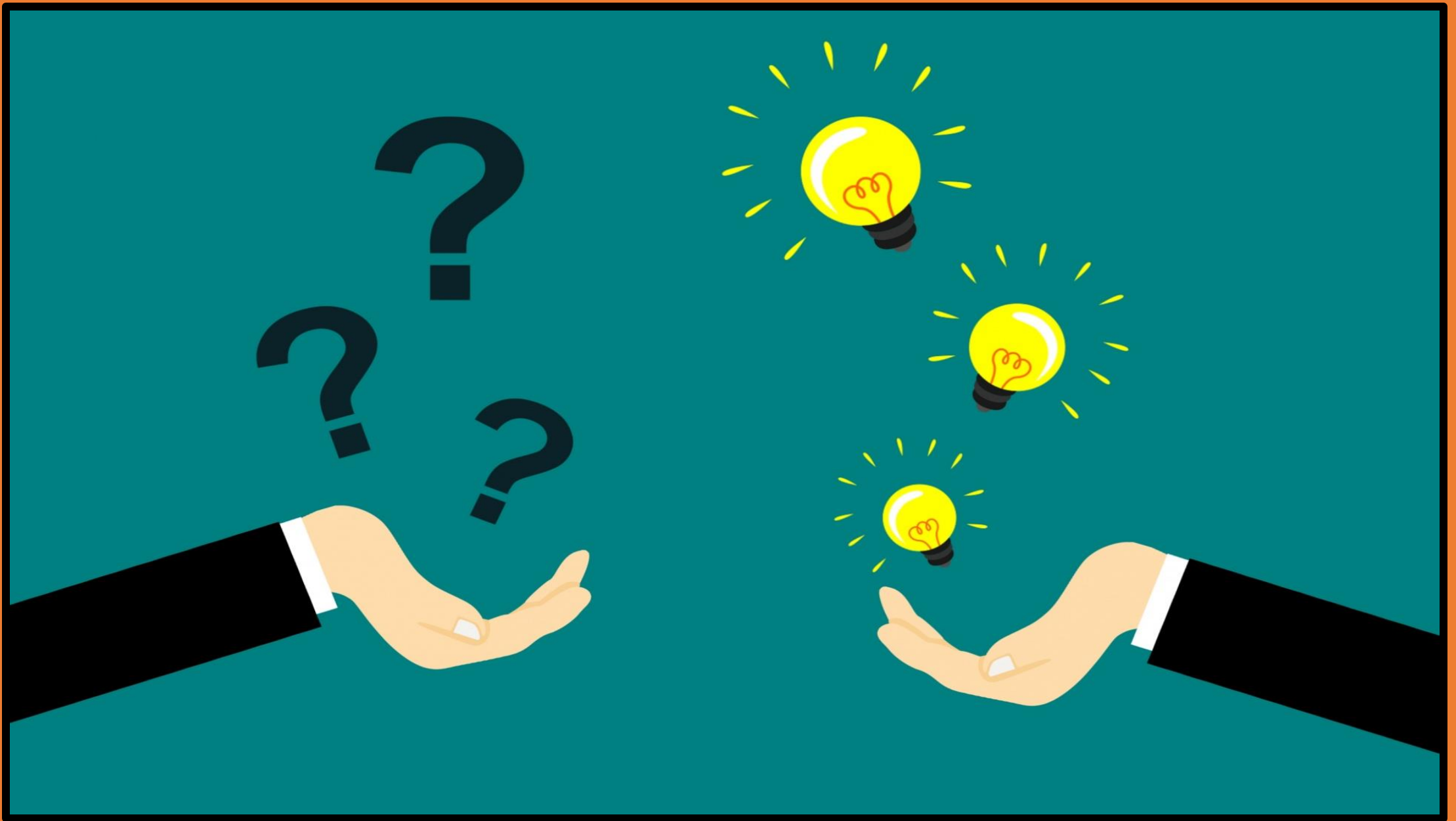
- Steps?
 - Guidance?
 - Roles?
 - Process?
-

- ✓ During LEARNING
- ✓ DAILY
- ✓ Show You Know!
- ✓ FEEDBACK
- ✓ INSTRUCTION



NDSBL Charting the Course Series

Tuesday January 14, 2025	Session 1 – Defining Assessment, Examining Perspectives & Making Connections
Tuesday February 4, 2025	Session 2 – Classroom Checks for Understanding & Feedback for Learning
 Tuesday February 25, 2025	Session 3 – Steps to Guide, Student & Teacher Roles, and a Process for Checks for Understanding



Thank you

Melissa Stanley

Melissa.Stanley@k12.nd.us

701.721.2625