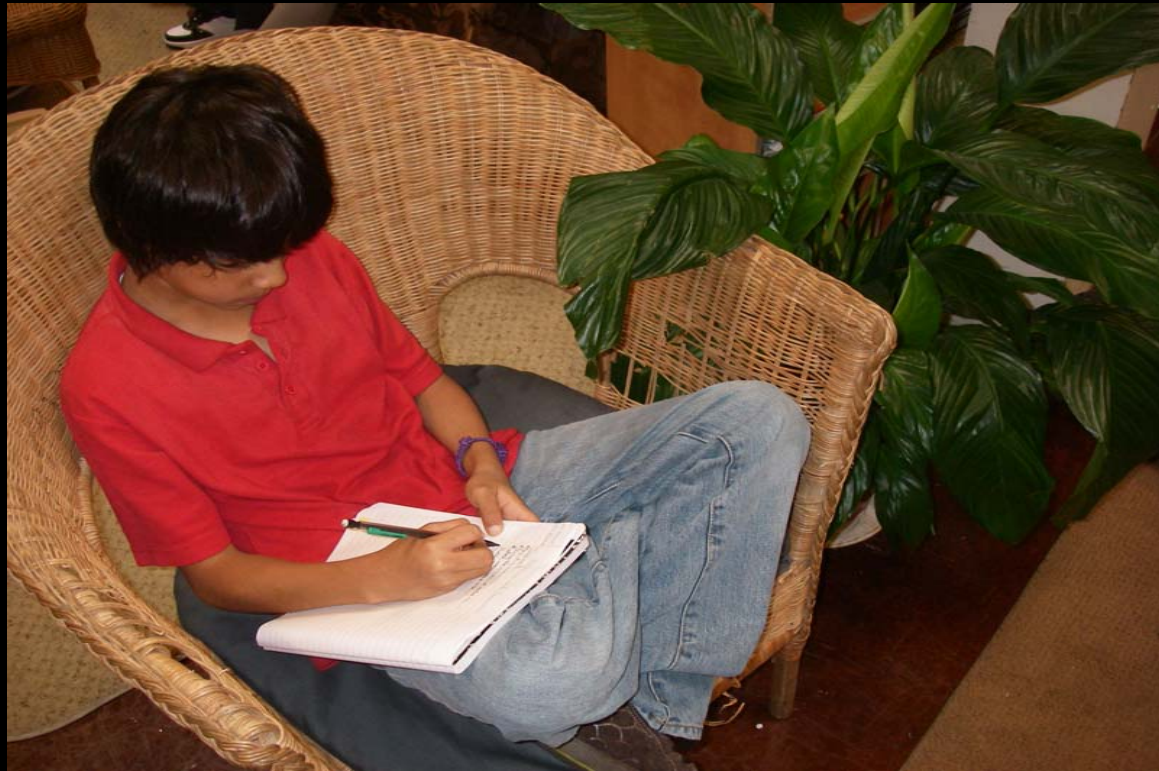


Formative Assessment in Action



Olivia Lozano, UCLA Lab School

The Writing Workshop

Biography Sequence

Beginning (#1)	Middle (#2)	End (#3)
• Birth place	• Interests	• Accomplishments
• Birth date	• Details	• Dreams
• Hardship	• Experiences	• Goals
• Family	• Facts about their life	• Beliefs
• Memories about childhood		

Tip: #1 includes name, beginning, age, and date of birth.

Sequence and Transitions

Transitions—useful for maintaining a logical sequence for a biography.

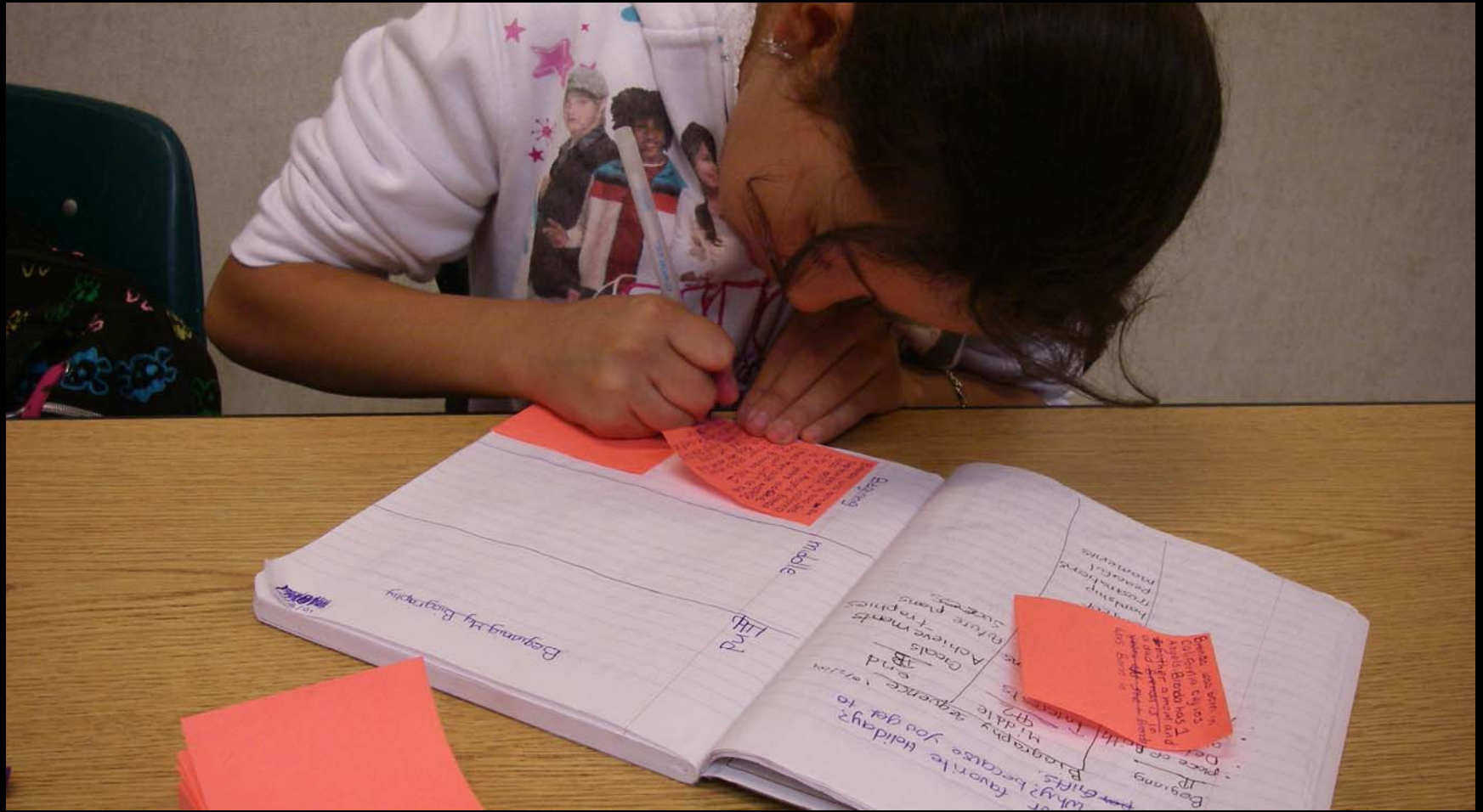
They include:

- During the ^{Beginning} early years of his/her life...
- When _____ was a child...
- As he/she grew older...
- When he/she was _____ years old...
- After his/her work as a _____...
- As an ^{End} adult...
- Later on in his/her life...
- In the future he/she hopes to...

IS PRESIDENTIAL!

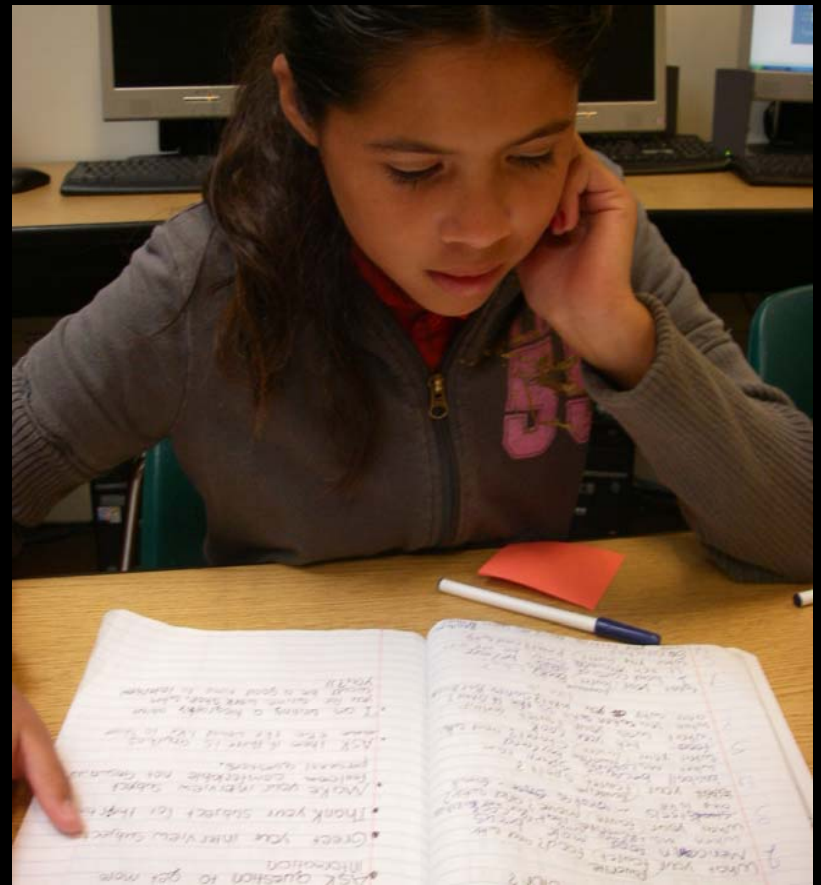
10:00-10:40 Social Studies
10:40-11:00 Recess
11:00-11:40 Span. Lang. Arts
11:55-12:35 Lunch
12:20-1:00 Read Aloud + Vocab
1:00-2:10 Reader's New Unit
2:10-3:00 P.E.
3:00 Dismissal

Classroom Culture for Formative Assessment



Learning Environment

- Classroom set up for small groups, large groups, and individual work
- Supports the teacher to work individually with students and with small groups



Management Systems

- Accessible materials
- Resources to support writing
- Students as resources for each other



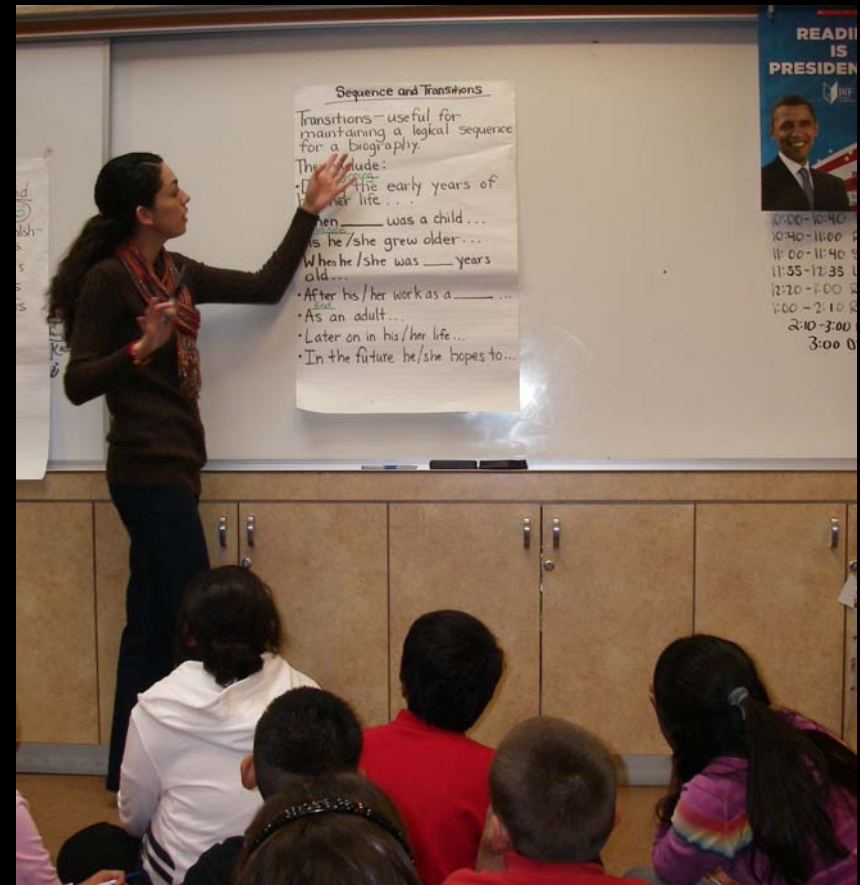
Overarching Learning Goals

English Language Arts: Expository Writing - Biography

Learning Goals	Success Criteria	Formative Assessment Strategies
Create multiple-paragraph expository compositions	I can choose a person whom I would like to learn more about to write a biography	Teacher-student dialogue Student-student dialogue
	I can create interview questions and collect information	Teacher-student dialogue Student-student dialogue
	I can organize my information in a beginning, middle, and end sequence	Observation Teacher-student dialogue Student-student dialogue Whole class discussion
	I can use transitional expressions when writing my paragraphs	Observation Teacher-student dialogue Student-student dialogue Whole class discussion
	I can write a concluding paragraph to end my biography	Observation Teacher-student dialogue Student-student dialogue Whole class discussion

Informing Instruction

- *Sequence and Transitions* mini-lesson
- Sentences were basic and repetitive
- Writing lacked complexity and flow



Mini-Lesson

Genre: Expository Writing – Biography

- *Learning Goal:* Provide details and transitional expressions that link one paragraph to another in a clear line of thought.
- *Mini-lesson:* Sequence and Transitions. Students are presented with a list of transition phrases that are common and useful for maintaining a logical sequence for a biography

Mini-Lesson

“In the early years of his/her life...”

“When _____ was a child...”

“When he/she was _____ years old...”

“Later in his/her life...”

“As he/she grew older...”

Providing the sentence structure is especially helpful for ELLs

Gathering Evidence: Conferences

- Offer feedback on their writing and individualized instruction
- Provides an opportunity to affirm what students are doing well
- Obtain evidence to inform mini-lessons or small group strategy lessons



Questions Asked During the Teacher-Student Dialogue

- “What are you working on?”
- “How’s it going?”
- “How is that working out for you?” (Regarding the application of a writing technique or strategy)
- “What have we learned so far that can help you as a writer?”

Student Agency



Table and Peer Conferences

- Students conference with one another and share helpful feedback



Responsive Instruction

- Whole class lesson on developing complex sentence structures
- Small group pull out lesson on complex clause connectors
- Small group pull out lesson to revisit transitional phrases

Unit of Study: Expository Writing Biography

Child's Name/ Date	Research/Compliment What strategies did I notice the child using independently?	Teaching Point What's the strategy I taught the child in today's conference?	What's Next for this Child? What strategies could I teach this child in the future?
Angel 10/13	Incorporated beginning line into his first paragraph	Time cue words	Complex Sentence Structures
Sandra	Incorporated many details to make writing interesting for the reader.	Complex clause connectors: however, while	Develop a concluding paragraph that summarizes important ideas and details.
Eric	Organized his writing using B, M, & E sequence	reiterated today's TP: Transitional Phrases	Complex sentence structures
Aaron	Working on organizing his writing in B, M, and E sequence	TP details make our writing more interesting to read	Will need to revisit TP: transitional phrases.
Kate 10/14	Obtained enough information to begin organizing it using post-its [B] [M] [E]	reiterated today's TP which she will apply when she is done organizing	Complex Clause Connectors
Stacey	same as above	↑	↑

What Did I/Do I Need?

- **TIME**
- **COLLABORATION**
- **CONTENT KNOWLEDGE**

Above all, implementing formative assessment is a learning process that I have been constantly refining throughout the years.

Final Thoughts

- Helps me to create an individualized plan for every student in my class
- Tool for me as a teacher-researcher to observe and analyze student progress toward reaching the learning goal
- Plan instructional responses
- Immediate feedback to students on how they can improve