

Go Formative

Use and application at Madison Public Schools

2020-2022

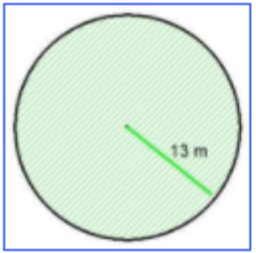
How it works:

Building the assessments from the curriculum and matching to the standards



1 Multiple Choice

Find the area of the circle



530.66 square meters

81.64 square meters

2122.64 square meters

Add Option

Randomize Order

Show Your Work

7.G.4 x

The image shows a digital assessment interface for a math problem. At the top, it indicates '1 Multiple Choice' question. The question is 'Find the area of the circle'. Below the text is a diagram of a circle with a radius of 13 m. The circle is shaded with a light green grid pattern. Below the diagram are three radio button options: '530.66 square meters', '81.64 square meters', and '2122.64 square meters'. Each option has a plus sign icon to its right. Below the options is an 'Add Option' text input field. At the bottom, there are two toggle switches: 'Randomize Order' and 'Show Your Work', both currently turned off. At the very bottom is a dropdown menu for standards, currently showing '7.G.4 x'. A red arrow points from the text on the left to this dropdown menu.

Formative Applications

Mathematics

- Pre-assessments/remediation
- Entrance & exit slips
- “Practice” assessments with editing and teacher feedback
- Skill-based questions and checks for conceptual understanding

ELA

- Universal Screens/Benchmarks
- AP Style exams
- SAT Style critical reading
- Close Reading Practice
- Reading Check-Ins
- Pre-Unit Skills/Knowledge Check
- Follow up after IABs, Stage Two, and other Common Assessments
- PBAs, Transfer Tasks

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Formative Examples

3 Find the absolute value of $-|-27|$

1

4 Compare the following integers using inequality symbols. ($<$, $>$, $=$)

1

$$|-5| \underline{\quad} |-7|$$

- $>$
 $=$
 $<$

5 Compare the following integers using inequality symbols. ($<$, $>$, $=$)

1

$$-|-25| \underline{\quad} |-18|$$

- $<$
 $>$
 $=$

6 Graph the inequality:

1

$$x < 8$$

Show Your Work

DHHS: Sample Math Question to Assess Conceptual Understanding

2 A system of equations has no solution. Select all items that are true.

2

- The lines have the same y-intercept.
- The variables will both cancel out when you try to solve the system algebraically.
- One equation can be converted to get the other equation.
- The lines are horizontal or vertical.
- The lines have the same slope.

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Formative Examples

Grade Seven

2 Multiple Selection

1 pt

Click all the possible themes for *The Outsiders*.

- Being able to see another's perspective helps you grow as a person.
- Family is who you surround yourself with and not who you are related to.
- Don't hide in an abandoned church.
- Friendship.
- When you work together, your dreams can come true.

Add Option

Allow Partial Credit ⓘ

Randomize Order

Show Your Work

CCR.R.2 x

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Formative Examples

IAB Quick Write Grade Eight

1 Essay

2 pt

A student is writing a short story for his language arts teacher. Read part of the draft of the story and complete the task that follows.

A Desperate Attempt

Sam frantically searched his younger brother's bedroom. He had come into Frank's room on a quest for his library book and noticed that the large, black metal and blue plastic cage that housed Frank's pet hamster was unoccupied. Sam then observed that the door to the cage was open; Sam speculated that Frank must not have latched the cage securely after he had finished playing with Alexander earlier that day. If Alexander managed to escape from Frank's room, everyone in his family would be irritated with both Sam and Frank.

"Alexander. Where are you?" he whispered desperately, bending over to peer under Frank's bed. "Come on out here, and I'll give you a slice of a banana." Sam then inspected under Frank's dresser and his desk, without any success.

Suddenly the bedroom door flew open and Frank appeared. "What are you doing in my room, Sam?" he asked, incensed by the invasion of his privacy.

"Shut the door, Frank! Hurry and close it!" Sam exhaled as he noticed the small, furry, peach-and-cream-colored body shooting toward freedom, and as Sam tried to intercept him, Alexander sprinted into the hallway. Sam and Frank looked up to see their dad standing there.

Add one paragraph (4-6 sentences) of description to replace the underlined text in order to help readers picture the scene. In other words, explode the moment!

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Formative Examples

Student Quick Write Responses

Name hidden

"Why do I see a hamster!" The dad screamed. "Ummmmm, where?" Frank asked. "Right under my feet." Alex ran towards the dad and snatched the hamster. "I told you not to let the hamster out of its cage! I told you last time that if this happened again then the hamster has to go." The dad scolded the boys. "Im sorry it wont happen again. I promise." That didnt change the dads opinion, he took the hamster and drove away.

Name hidden

Sam got up and galloped after the rust colored rodent, bowling over his younger brother in the process as if he were a turkey. Frank howled in confusion and burning anger but he wasnt important to Sam at the time, Alexander was about to become the Houdini of the rodent world. The biggest problem was that their Australian back yard probably had more snakes, spiders, and scorpions than the local zoo, the only advantage Alexander had against them being that he would be almost as camouflaged as they were. At that point Alexander was practically in the door with the brothers too tangled against each other to catch him, he would have left then and there if a large shadow had not loomed over him.

Name hidden

Sam and Frank couldn't tell what their father was thinking. His face looked like a mixture of confused, angry, frustrated, shocked, and annoyed as he gazed at the situation with his icy blue eyes and stern face. The kind he shows when he's obviously not happy about something. It seemed like everyone, even Alexander froze for a second, as if trying to form their next actions. The two brothers hoped that their dad would be forgiving, as he often is in these circumstances. Although, this was something that had been repeatedly told to the boys when they first got Alexander. "He is your responsibility", their father said when they picked him out. "It is your job to look after him." Both Sam and Frank kept these words in their mind as they waited to hear what their father would say.

Multiple Choice Close Reading/Comprehension Check

https://goformative.com/formatives/60461ad592c0631d9fb5a95e

Poetry AP 3 Edit Assign View Responses

The Thief

Thou robb'st my days of business and delights,
Of sleep thou robb'st my nights;
Ah, lovely thief, what wilt thou do?
What, rob me of heaven too?
Thou even my prayers dost steal from me: (5)
And I with wild idolatry
Begin, to God, and end them all to thee.

Is it a sin to love, that it should thus
Like an ill conscience torture us?
Whate'er I do, where'er I go (10)
(None guiltless e'er was haunted so),
Still, still, methinks, thy face I view,
And still thy shape does me pursue,
As if, not you me, but I had murdered you.

From books I strive some remedy to take, (15)
But thy name all the letters make;
Whate'er 'tis writ, I find that there,
Like points and commas everywhere.
Me blest for this let no man hold:

Poetry AP 3 - Formativ... Stone-Butch-Blues-b... Recommending book... DHHS LMC Resource... madison.follettdestin... MAKING DHHS LIBR... Poetry AP 3 - Formativ... +

https://goformative.com/formatives/60461ad592c0631d9fb5a95e

Poetry AP 3 Edit Assign View Responses

1 Multiple Choice

The "thief" in the poem is the speaker's

- death
- age
- conscience
- beloved
- anxiety

Add Option

Randomize Order

Show Your Work

Tag to standards...

2 Multiple Choice

ELA: Universal Screen/Benchmark

The screenshot shows a web browser window with the URL <https://goformative.com/formatives/5f47e2e25986353a399832a2>. The page title is "The Sniper Screening". At the top, there are buttons for "Edit", "Assign", and "View Responses".

The main content area is titled "Freshman TT Screening - The Sniper". It includes the following directions: "Directions: Read / Annotate the story. Then answer the following questions with textual evidence. This is NOT a graded assessment. Do your best. Problem solve if need be. Your teacher and fellow classmates cannot help you with understanding the text or the questions."

There are five numbered questions:

1. The story relays a series of intense events. Trace the Republican Sniper's feelings about his actions through specific examples. (Character Motivation)
Type answer here:
2. Why did the author choose to end the story this way? (Author's Craft)
Type answer here:
3. What is the theme of the story? (Analysis)
Type answer here:
4. Analyze the author's diction / word choice. What is the most important word(s) in the following two sentences? Explain why. (Diction)
Type answer here:
5. "His face was the face of a student, thin and ascetic, but his eyes had the cold gleam of the fanatic. They were deep and thoughtful, the eyes of a man who is used to looking at death."
Type answer here:

On the right side, there is a sidebar for editing questions. It shows two question cards:

- Question 1: "The story relays a series of intense events. Trace the Republican Sniper's feelings about his actions through specific examples." It has a "Key" icon, a text input field "Add a correct answer", a "Show Your Work" toggle, and a "Tag to standards" dropdown menu with "RL.9-10.3 x" selected.
- Question 2: "Why did the author choose to end the story this way?" It has a "Key" icon, a text input field "Add a correct answer", a "Show Your Work" toggle, and a "Tag to standards" dropdown menu with "Tag to standards..." selected.

At the bottom of the sidebar, there is a question card for question 3: "Why did the author choose to end the story this way?" It has a "Key" icon, a text input field "Add a correct answer", a "Show Your Work" toggle, and a "Tag to standards" dropdown menu with "Tag to standards..." selected.

Data use:

-in the
classroom

-in the
department

Drives instruction in the classroom → What do the students already know?

- Can I enrich this content?
- Can I move forward?
- Who needs intervention?

Drives PLC Decisions/Curricular Decisions

- What strategies can we use to scaffold this?
- Do we need a more accessible text (ELA)?
- How do differences in teaching styles/approaches affect student learning?
- If the students already know this, what is the next level of knowledge?

Polson data:

-in the
classroom

-in the
department

ALG Unit C #3 Linear Functions		View Responses																				
		Totals	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
ALG Unit C #3 Linear Functions	88%	92%	86%	86%	93%	88%	95%	88%	87%	97%	95%	88%	95%	75%	91%	88%	57%	87%	92%	84%	78%	
4th Grade Math	87%	90%	86%	86%	89%	98%	95%	89%	86%	98%	95%	99%	95%	71%	88%	86%	56%	84%	94%	91%	73%	
5th Grade Math	87%	90%	86%	86%	89%	98%	95%	89%	86%	98%	95%	99%	95%	71%	88%	86%	56%	84%	94%	91%	73%	
6th Grade Math	87%	90%	86%	86%	89%	98%	95%	89%	86%	98%	95%	99%	95%	71%	88%	86%	56%	84%	94%	91%	73%	
7th Grade Math	87%	90%	86%	86%	89%	98%	95%	89%	86%	98%	95%	99%	95%	71%	88%	86%	56%	84%	94%	91%	73%	
8th Grade Math	88%	92%	86%	86%	93%	98%	95%	88%	87%	97%	95%	98%	95%	75%	91%	88%	57%	87%	92%	84%	78%	
Carol Sullivan	87%	90%	86%	86%	89%	98%	95%	89%	86%	98%	95%	99%	95%	71%	88%	86%	56%	84%	94%	91%	73%	
Richard Potter	89%	94%	87%	87%	97%	97%	95%	86%	89%	95%	95%	97%	95%	82%	96%	92%	60%	92%	89%	73%	86%	
Madison Public Schools	87%	90%	86%	86%	89%	98%	95%	89%	86%	98%	95%	99%	95%	71%	88%	86%	56%	84%	94%	91%	73%	
Walter C Polson Upper ...	88%	92%	86%	86%	93%	98%	95%	88%	87%	97%	95%	98%	95%	75%	91%	88%	57%	87%	92%	84%	78%	
Carol Sullivan	87%	90%	86%	86%	89%	98%	95%	89%	86%	98%	95%	99%	95%	71%	88%	86%	56%	84%	94%	91%	73%	
Martine Coscia	87%	93%	86%	86%	89%	97%	92%	89%	89%	97%	97%	99%	92%	70%	84%	87%	58%	82%	94%	89%	74%	
Algebra - Gwiazda	87%	93%	86%	86%	89%	97%	92%	89%	89%	97%	97%	99%	92%	70%	84%	87%	58%	82%	94%	89%	74%	
Richard Potter	89%	94%	87%	87%	97%	97%	95%	86%	89%	95%	95%	97%	95%	82%	96%	92%	60%	92%	89%	73%	86%	

How Formative fits into our assessment work

What we have learned

What we like

ASSESSMENT TYPES & PURPOSES



DIAGNOSTIC

Used to identify current knowledge and/or misconceptions about a topic.

Good for pre and post assessments.



FORMATIVE

Used to provide feedback during the instructional process.

Good for viewing growth over time.



SUMMATIVE

Used to sum up learning at the end of the instructional process.

Good for assessing mastery and performance/production levels.