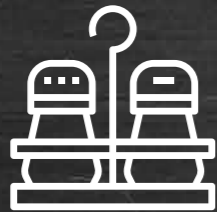# -*Prepare*-
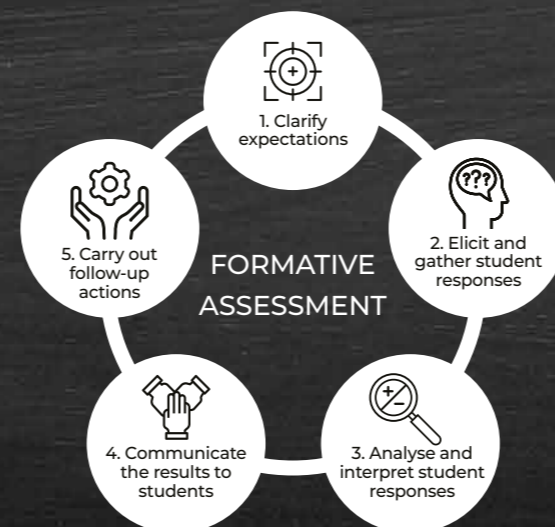## YOUR OWN DIGITAL FORMATIVE ASSESSMENT

INGREDIENTS

✓ Clearly formulated learning objectives and success criteria (establish these in collaboration with the students).

✓ Various ways to gather information on the learning process of students, for example, through assessments, an app, assignments, observations of students working (alone or in groups) and discussions.

✓ A lecturer with a positive attitude to formative assessment, subject-matter knowledge and the teaching skills.

✓ Students wanting to learn how to be more in control of their own learning process.

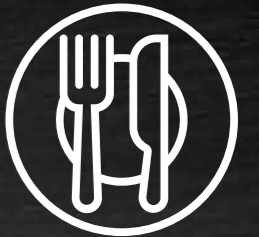✓ Support from the institution, e.g. in the form of possibility to experiment with formative assessment.

METHOD
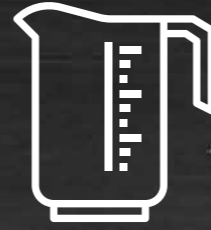
1. Work with your students to clarify their expectations in terms of the teaching: design and share the objectives and success criteria with your students, and fine-tune these as needed. Discuss specific examples of work to be produced, for example.

2. Elicit and gather student responses: Collect formal and informal information about the learning process of the students relating to the learning objectives. Focus on identifying specific knowledge and skills.

3. Analyse and interpret student responses: Take the time for this and take a deep dive, where possible in dialogue with the students. Activate the students by getting them to compare and interpret their own work.

4. Communicate the results to the students. Link the learning outcomes explicitly to the learning objectives and offer specific suggestions on how to improve. Offer students the chance to incorporate the feedback in their work and show the improvement. Get students to carry out this step with each other.

5. Carry out follow-up actions: adapt the teaching and learning as needed. Depending on the outcome of the analysis, dare to use a broader repertoire of teaching skills rather than merely repeating previous ones. Try to choose different approaches or to encourage students to work in new ways.

FORMATIVE ASSESSMENT

1. Clarify expectations
2. Elicit and gather student responses
3. Analyse and interpret student responses
4. Communicate the results to students
5. Carry out follow-up actions

SERVING SUGGESTIONS

Do you want to elicit and interpret responses in an appropriate way? These digital tools[1] will help you!

✓ Students test their knowledge and understanding by taking part in quizzes that the lecturers or students have prepared.
Tools: Socrative, Mentimeter, Quizziz, Kahoot, Microsoft/Google Forms, Testvision (can be used for formative assessment)

✓ Students give peer feedback on each other's work.
Tools: Growflow, Peergrade, Peerwise, Feedbackfruits

✓ Students share their own creations by producing vlogs, blogs, animations or posters.
Tools: Canva, Padlet, Powtoon, Adobe Spark, LucidChart

✓ Students voice their opinions by facilitating dialogue sessions, stand-up meetings and group discussions.
Tools: Microsoft Teams, Canvas Discussions, Google Hangout

✓ Student work together to review texts critically and ask questions about them. Tools: Perusall, DPAC, Revisely

Curious to see an example? Scan the code

VERSNELLINGSPLAN.NL

[1] For more information on the legal standards framework, for example, see www.surf.nl/tools-voor-online-onderwijs/overzicht-tools-voor-online-onderwijs

Formative assessment is gathering, interpreting and using student responses with the aim of carrying out follow-up actions that boost teaching and learning.
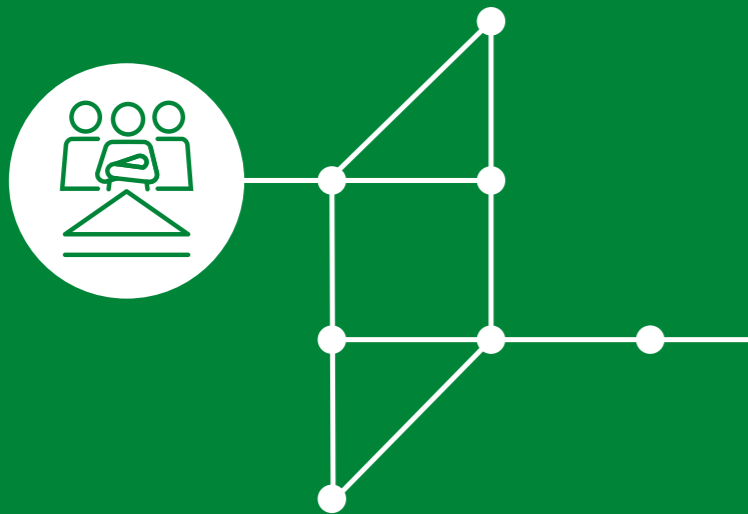
Benefits of digital formative assessment

✓ **Efficient**: working in a targeted way creates more time for purposeful feedback.

✓ **Tailored**: matches the learning needs of students.

✓ **Shared responsibility:** students are engaged in and responsible for their own learning process.

✓ **Development-oriented**: focus on growth rather than just the outcome.

✓ **Effect**: improvement of the learning process, self-regulation, motivation and performance.

Are you or are you going to work with (digital) formative assessment?

We have developed a training programme which enables you to integrated formative assessment into your teaching practice. The manual is available at www.versnellingsplan.nl/english.

If you have any questions, please feel free to ask!
docentprofessionalisering@versnellingsplan.nl
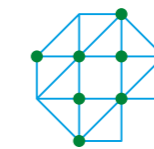
Acceleration plan
Educational innovation with ICT

▰ Facilitating professional development of lecturers

Misconceptions about formative assessment

✓ Formative assessment means teaching without giving grades.

✓ Formative assessment is the same as giving good feedback.

✓ Assessment is by definition formative OR summative.

✓ The role of the lecturer is less important because the student is owner of his/her learning process.

✓ Formative assessment means using tools.

Ready for more?

Further reading on formative assessment:

Bennett, R. E. (2011). Formative assessment: A critical review. *Assessment in Education: Principles, Policy & Practice*, 18(1), 5-25. doi:10.1080/096959 4X.2010.513678

Gulikers, J., & Baartman, L. (2017). Doelgericht professionaliseren: formatieve toetspraktijken met effect! Wat DOET de docent in de klas?

Hopster-den Otter, D., Wools, S., Eggen, T. J. H. M., & Veldkamp, B. P. (2019). A general framework for the validation of embedded formative assessment. *Journal of Educational Measurement*, 56(4), 715-732. doi:10.1111/jedm.12234

Schildkamp, K., Heitink. M. C., van der Kleij. F. M., Hoogland. I., Dijkstra, A. M., Kippers, W. B., & Veldkamp B. P. (2014). Voorwaarden voor effectieve formatieve toetsing: een praktische review. Enschede: Universiteit Twente.

Sluijsmans, D., & Segers, M. (2018). Toetsrevolutie: naar een feedbackcultuur in het hoger onderwijs. Culemborg: Uitgeverij Phronese.

Wiliam, D. & Leahy, S. (2019). Formatief evalueren in de praktijk. Rotterdam: Bazalt Educatieve Uitgaven.
The classroom experiment (Dylan Wiliam) Part 1 and part 2