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Embedded Formative Assessment

By Dylan Wiliam

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Study Guide

This study guide is a companion to the book *Embedded Formative Assessment* by Dylan Wiliam. *Embedded Formative Assessment* outlines what formative assessment is, what it is not, and presents the five key strategies of formative assessment for teachers to incorporate into their regular classroom practice.

This guide is arranged by chapter, enabling readers to either work their way through the entire book or to focus on the specific topics addressed in a particular chapter. It can be used by individuals, small groups, or by an entire team to identify key points, raise questions for consideration, assess conditions in a particular school or district, and suggest steps that might be taken to ultimately increase educational achievement.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to increase student achievement in your school or district.

Chapter 1

Why Educational Achievement Matters

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1. How is the economy influencing education and graduation rates?

2. Why is education, rather than training, important to students' economic stability?

3. What impediments have stopped or hindered school reform?

4. Identify the different levels of curriculum. Which has the greatest impact on student achievement?

5. What role do computers have in education? How are they used in your classroom?

6. What, according to the author, is the critical element that defines how students learn?

7. What effect does teacher quality have on student progress?

8. How can teacher quality be increased?

Chapter 2

The Case for Formative Assessment

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1. What kinds of improvement strategies have the best impact on student outcome?

2. What is the relationship between the teacher's level of experience and student learning?

3. What is the drawback of state requirements that ask teachers to stay up to date with the latest developments in the field?

4. What are the popular focus areas for professional development? Which would be most effective for your classroom?

5. How does learning in a style other than the students' preferred styles affect their knowledge retention?

6. What is formative assessment? How does it contrast with summative evaluation?

7. Can any assessment be considered formative? Why or why not?

8. Identify the three key processes and three individuals involved with teaching.

9. What are the five key strategies of formative assessment?

10. Why is assessment the central process in instruction?

Chapter 3

Clarifying, Sharing, and Understanding Learning Intentions and Success Criteria

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1. Why is clarifying learning intentions critical to students' and educators' success?

2. What is the wallpaper objective?

3. When is stating learning intentions useful?

4. Why is developing learning intentions with students advantageous?

5. What three issues must be considered when developing learning intentions and success criteria?

6. What points should be kept in mind when introducing students to disciplines?

7. What are some techniques for helping students understand learning intentions and success criteria? Which would be useful in your classroom?

8. When is it appropriate to simply present the learning intentions and success criteria to students?

Chapter 4

Eliciting Evidence of Learners' Achievement

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1. What points should educators focus on when assessing what students know?

2. What points should teachers focus on when generating questions that provide a window into student thinking?

3. According to the author, what are the only two reasons to ask questions in class? Do these reasons motivate questions you currently ask in your class?

4. What influence does the "Matthew effect" have on student achievement?

5. What alternatives to questions can teachers employ to generate good classroom discussions?

6. Which technique(s) for selecting students at random would work best in your classroom?

7. What is hot-seat questioning? Is it a viable option for your classroom?

8. When is the best time to use exit pass questions?

9. Compare and contrast discussion questions and diagnostic questions. Under what circumstances should they be used?

Chapter 5

Providing Feedback That Moves Learning Forward

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1. What kinds of feedback are used in your classroom? How effective do you think it is for helping students improve?

2. What kinds of feedback from the chapter can you use in your classroom?

3. Why is it necessary that feedback that includes praise is related to factors within an individual's control?

4. What effect does timing have on the usefulness of feedback?

5. What types of feedback lower student performance? How can it be avoided?

6. When student performance surpasses feedback goals, what are the four ways the student can respond? In what ways can a student who fails to meet the feedback goal respond?

7. Under what circumstances can feedback function formatively?

8. Why should grades be given infrequently?

9. Which practical techniques for providing students with helpful feedback can you use in your classroom?

Chapter 6

Activating Students as Instructional Resources for One Another

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1. Identify and explain the four factors that influence the success of cooperative learning.

2. What effects do peer tutoring have on student success?

3. What two elements must be present in cooperative learning for it to be successful?

4. What is the C3B4ME technique?

5. What is the benefit of using peer evaluation to check homework?

6. What techniques can teachers use to motivate students to ask end-of-topic questions?

7. What is the preflight checklist? Under what circumstances is it best to use this technique?

8. How can educators involve able/proficient students in cooperative learning?

9. What practical techniques do you use in your classroom? Which can you adopt?

Chapter 7

Activating Students as Owners of Their Own Learning

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1. What is student self-assessment?

2. Does student self-assessment have the potential to raise achievement? Explain.

3. What is the basic idea of self-regulated learning?

4. What role does metacognition and motivation play in self-regulated learning?

5. What is the drawback of intrinsic motivation?

6. How can teachers use dual-processing to integrate motivational and cognitive perspectives on self-regulated learning?

7. How can you employ the techniques that are specifically designed to encourage students to reflect upon their own learning in your classroom?