

# Guided Practice with On-Going Formative Assessment

Guided Practice / We do / Explore and Explain:

- Opportunity for students to practice and process the new content in visible ways after each brief step or chunk of the lesson
- Can be completed individually or in pairs/small groups under direct teacher supervision
- Time limit given
- Teacher observes and monitors how well students are progressing
- Teacher checks for understanding during each chunk of guided practice using quick, informal formative assessment strategies

On-Going Formative Assessment

- A process designed to check for student understanding of the lesson chunk and to guide next-step instruction
- Formative assessment's raison d'être is to improve student learning (Popham, 2008), not to grade student learning (that's what a summative assessment is for)
- Teachers and students use formative assessment evidence to adjust what they are currently doing; teachers give students targeted feedback on their learning
- Examples of formative assessment strategies:

Observation of student work	Brief selected-response items
Brief constructed-response items	Student response tools
Random response Q&A	Exit slips
Reflective journal response	Self/Peer evaluation
Analyzing work of varying qualities	Student conference
Back channeling	Graphic organizer
Answering the essential question	Teach a friend
Repeat pre-assessments	Hand signals
Examples/non-examples	12 word summary
Muddiest point	Think-pair-share

- Following a formative assignment that evidences student deficiencies or misunderstandings, it is appropriate to give second-chance teaching and practice

## Second-Chance Teaching

- Based on the formative assessment evidence, ask yourself, "Can we move on to the next step in the lesson, or do I need to re-teach?"
- Brief, targeted re-teaching to the entire class or to a targeted group of students
- Follow the re-teaching with additional guided practice