

Formative Assessment

FOR SECONDARY
SCIENCE TEACHERS



Formative Assessment For Secondary Science Teachers

Elizabeth Hammerman



Formative Assessment For Secondary Science Teachers:

Formative Assessment for Secondary Science Teachers Erin Marie Furtak, 2009-06-17 Covering physics physical science life science biology earth and space science and chemistry this research based guide shows secondary teachers how to develop and use formative assessments to enhance learning in science *Formative Assessment for Secondary Science Teachers* Erin Marie Furtak, 2009 Covering physics physical science life science biology earth and space science and chemistry this research based guide shows secondary teachers how to develop and use formative assessments to enhance learning in science **Science Formative Assessment, Volume 2** Page Keeley, 2014-10-16 Deepen scientific understanding with formative assessment Only by knowing what your students are thinking can you design learning opportunities that deepen content mastery and meet their individual needs In this highly engaging resource internationally respected expert Page Keeley shares 50 new techniques to pinpoint student understanding before during and after instruction In addition to promoting best practices in the classroom the techniques shared here support learning and link instruction to the Next Generation Science Standards These flexible assessments can be used with any science curriculum along with Practical strategies for using the techniques throughout the instruction cycle Considerations for implementation and suggestions for modification An explanation of how each technique promotes learning Examples of how the techniques can be used in different content areas An expert in the field of K 12 science education Page Keeley is the former president of the National Science Teachers Association a current Board Member of the National Science Education Leadership Association and has seventeen best selling books Science Formative Assessment Volume 2 contains a wealth of tools that encourage students to engage in practices such as scientific argumentation and discourse By emphasizing the alignment of the FACT with Science and Engineering Practices Keeley provides multiple ways for teachers to monitor more than the disciplinary core ideas being taught Susan German Science Teacher Hallsville R IV School District MO Teachers everywhere are spending a lot of time and energy looking for ways to increase student achievement Well the answer is not a big secret nor is it expensive Fortunately Page Keeley has an answer Improved performance lies in using formative assessments as an integral aspect of a lesson In this book Keeley shows how 50 formative assessments can lead to greater student success in science Douglas Llewellyn Professor St John Fisher College Rochester NY Other Books from Corwin and Page Keeley Keeley Science Formative Assessment ISBN 9781412941808 Keeley Math Formative Assessment ISBN 9781412968126 Keeley Science Curriculum Topic Study ISBN 9781412908924 *Science Formative Assessment, Volume 1* Page Keeley, 2015-09-09 Formative assessment informs the design of learning opportunities that take students from their existing ideas of science to the scientific ideas and practices that support conceptual understanding Science Formative Assessment shows K 12 educators how to weave formative assessment into daily instruction Discover 75 assessment techniques linked to the Next Generation Science Standards and give classroom practices a boost with Descriptions of how each technique promotes

learning Charts linking core concepts at each grade level to scientific practices Implementation guidance such as required materials and student grouping Modifications for different learning styles Ideas for adapting techniques to other content areas

The Feedback Loop Erin Marie Furtak, Howard M. Glasser, Zora M. Wolfe, 2016 The Feedback Loop describes a process by which you design formative assessments of what you do and collect a variety of forms of data Then the book shows you ways to actually use the information to improve your teaching Written by veteran classroom teachers the guide offers practical ideas for middle and high school teachers regardless of discipline The first chapters introduce the Feedback Loop framework highlight the four elements of goals tools data and inferences and explore how to close the loop by connecting inferences and goals through feedback Later chapters show how to use the full loop to inform your instruction The book supports the Next Generation Science Standards and includes classroom vignettes that ground the ideas in real life situations

Formative Assessment Strategies for Enhanced Learning in Science, K-8 Elizabeth Hammerman, 2008-09-18 Use formative assessment to guide successful teaching and learning in science Outlining the formative assessment process and providing strategies for embedding assessment into the K 8 standards based science curriculum this essential resource demonstrates how teachers can use formative assessments to modify instruction monitor student progress and evaluate learning This user friendly guide offers teachers discussions reflection activities and classroom strategies to Assess student understanding using observation checklists questioning strategies notebooks reports graphic organizers projects and performance tasks Differentiate science instruction to reach all learners Use rubrics to uncover student strengths and weaknesses Collect student data to inform instructional decisions

What Are They Thinking? Page Keeley , 2014-04-01 Children are continually developing ideas and explanations about their natural world Some of these ideas are consistent with the science children are taught others differ significantly from scientific explanations Many of these ideas will follow students into adulthood if they remain hidden from the teacher and unresolved The challenge for teachers is to find ways to elicit these ideas and then use appropriate strategies to move students learning forward Page Keeley author of the bestselling NSTA Press series Uncovering Student Ideas in Science You don t have to become a mind reader to understand the ideas young students bring to science class This collection will help you draw out and then recognize what students know or think they know about the natural world What Are They Thinking is a compendium of 30 Formative Assessment Probes columns from NSTA s elementary journal Science and Children Each chapter provides A sample formative assessment probe a set of interesting questions that root out commonly held often mistaken ideas Geared to elementary students probe topics range from why you can see the Moon in the daytime to where water goes when it evaporates to what is or isn t a rock Your students answers to each probe will help you take a step back and figure out how to guide them from where they are conceptually to where they need to be Accompanying teacher notes easy to grasp explanations and advice that tell you how to encourage evidence based discussion and then monitor students understanding

A bonus feature a set of study group questions written especially for this compendium by award winning author Page Keeley So forget about acquiring psychic powers Instead turn to What Are They Thinking to transform both your teaching and your students learning about science **Uncovering Student Ideas in Science: 25 more formative assessment probes** Page Keeley,Francis Eberle,Joyce Tugel,2007 The popular features from Volume 1 are all here The field tested probes are short easy to administer and ready to reproduce Teacher materials explain science content and suggest grade appropriate ways to present information But Volume 2 covers more life science and Earth and space science probes Volume 2 also suggests ways to embed the probes throughout your instruction not just when starting a unit or topic *Uncovering Student Ideas in Science: Another 25 formative assessment probes* Page Keeley,2005 V 1 Physical science assessment probes Life Earth and space science assessment probes **Uncovering Student Ideas in Science: 25 formative assessment probes** Page Keeley,2005 Using probes as diagnostic tools that identify and analyze students preconceptions teachers can easily move students from where they are in their current thinking to where they need to be to achieve scientific understanding

Improving Formative Assessment Practice to Empower Student Learning Katharine E. Cummings,Lindsay Akers Noakes,Arlen R. Gullickson,Paula E. Egelson,Kelley M. Norman,2012-02-24 Supercharge your formative assessment skills and watch student learning soar with this book s proven method Includes case studies examples and a companion website with tools and templates Mathematics Formative Assessment, Volume 1 Page Keeley,Cheryl Rose Tobey,2011-09-15 Transform your mathematics instruction with this rich collection of formative assessment techniques Award winning author Page Keeley and mathematics expert Cheryl Rose Tobey apply the successful format of Keeley s best selling Science Formative Assessment to mathematics They provide 75 formative assessment strategies and show teachers how to use them to inform instructional planning and better meet the needs of all students Research shows that formative assessment has the power to significantly improve learning and its many benefits include Stimulation of metacognitive thinking Increased student engagement Insights into student thinking Development of a discourse community The authors also provide important guidance with each technique including usage tips and caveats implementation examples and suggested modifications With practical strategies that are relevant for all grades and topic areas Mathematics Formative Assessment provides the tools to transform teaching and learning in your classroom Science Formative Assessment Page Keeley,2008-03-27 This essential resource provides primary and secondary teachers with 75 user friendly strategies for using formative assessment to enhance science teaching and learning The author addresses how to balance opportunity to learn with assessment of learning and describes a rich repertoire of purposeful methods that weave assessment throughout teaching and learning The book provides guidelines to help teachers become more aware of the different ideas students bring to their learning see the connections between learners thinking and the specific ideas included in standards and provide learning experiences that build a bridge between students thinking and accepted scientific ideas **Mathematics**

Formative Assessment Page Keeley, Cheryl Rose Tobey, 2011-09-15 There is a substantive body of research that indicates formative assessment can significantly improve student learning Yet this same research shows that the features of formative assessment that impact student achievement are sadly missing from many classrooms Black et al 2003 This book provides teachers with guidance and suggestions for using formative assessment to improve teaching and learning in the mathematics classroom and identifies and describes practical techniques teachers can use to build a rich repertoire of formative assessment strategies The acronym FACT is used to label the techniques included in this book FACT stands for Formative Assessment Classroom Technique Through the varied use of FACTs explicitly tied to a purpose for gathering information about or promoting students thinking and learning teachers can focus on what works best for learning and design or modify lessons to fit the needs of the students Provided by publisher *Successful Science Teaching: Improving achievement and learning engagement by using classroom assessment* Paul Spenceley, 2022-01-14 Teachers simply do not have the time to do any more work Yet the pressure to improve results is ever upwards The emphasis in this book is not on doing anything extra but on doing all the everyday things that science teachers do planning lessons marking work and exams providing feedback and getting students involved in discussions or self and peer assessment in a slightly different way The book is full of simple practical formative assessment techniques and strategies based on real classroom practices repeated across the range of ages and abilities at secondary levels in a variety of schools that have been repeatedly shown to significantly improve examination results and student involvement in lessons Whether you are just about to embark on a career as a science teacher or you have been one for many years there is bound to be something here **Valuing Assessment in Science**

Education: Pedagogy, Curriculum, Policy Deborah Corrigan, Richard Gunstone, Alister Jones, 2013-06-05 Assessment is a fundamental issue in research in science education in curriculum development and implementation in science education as well as in science teaching and learning This book takes a broad and deep view of research involving assessment in science education across contexts and cultures from whole countries to individual classrooms and across forms and purposes from assessment in the service of student learning to policy implications of system wide assessment It examines the relationships between assessment measurement and evaluation explores assessment philosophies and practices in relation to curriculum and scientific literacy learning and details the relationships between assessment and science education policy The third in a series Valuing Assessment in Science Education has chapters from a range of international scholars from across the globe and staff from Monash University King s College London and University of Waikato The two previous books in the series examined research relevant to the re emergence of values in science education and teaching across the spectrum of science education as well as across cultural contexts through the professional knowledge of science teaching This third book now moves to examine different aspects of generating understanding about what science is learnt how it is learnt and how it is valued Valuing Assessment in Science Education will appeal to all those with some engagement with and or use of research

in science education including research students academics curriculum development agencies assessment authorities and policy makers It will also be of interest to all classroom science teachers who seek to keep abreast of the latest research and development and thinking in their area of professional concern *Formative Assessment Professional Development for Science Teachers* Javed Iqbal, 2017 The major aim of teaching science at the K 12 level is to develop scientific and critical thinking by promoting inquiry skills and fostering a scientific attitude among students These skills may enable students to solve science related issues in their daily lives AAAS 1990 NRC 2012 To achieve these objectives science teachers professional development in pedagogy and subject matter is indispensable Particularly science teachers need to go through professional development programs in the domain of formative assessment so that they will be able to help students to enhance their understanding by assessing their learning through instruction helping them track their learning through feedback and providing them with scaffolding to bridge the gap between their learning and curriculum standards This study presents a qualitative metaanalysis of sixteen research studies regarding formative assessment in different contexts Findings of this study reveal that formative assessment has a positive impact on students academic performance as well as science teachers professional development Despite this fact formative assessment in science is not popular in the circle of researchers and teachers Sabel Forbes Flynn 2016 As far as issues are concerned owing to gaps in science teachers preservice training and discrepancies between school based assessment practices and external exams the desired outcomes from formative assessment cannot be achieved Klieger Bar Yossef 2010 To get the desired results from formative assessment science teachers need to have mastery in their Pedagogical Content Knowledge PCK and subject matter Additionally formative assessment should be based on close monitoring feedback and questioning This study suggests that to develop teachers capacity in formative assessment sessions on formative assessment need to be conducted regularly To ensure the implementation of formative assessment the informative sessions should be followed by a series of classroom observations and debriefing sessions with science teachers Besides statewide policy schools should also formulate an assessment policy For further investigation of formative assessment this study suggests the need to conduct a quasi experimental study investigating the impact of formative assessment Furthermore there is also room for conducting a quantitative survey to explore the perceptions and beliefs of teachers regarding formative assessment Mathematics Formative Assessment, Volume 2 Page Keeley, Cheryl Rose Tobey, 2016-12-08 This one of a kind resource helps you build a bridge between your students initial ideas and correct mathematical thinking Includes an annotated reference guide **Inquiry into the Singapore Science Classroom** Aik-Ling Tan, Chew-Leng Poon, Shirley S.L. Lim, 2014-05-19 This book offers an insight into the research and practices of science teaching and learning in the Singapore classroom with particular attention paid to how they map on to science as inquiry It provides a spectrum of Singapore s science educational practices through all levels of its education system detailing both successes and shortcomings The book features a collection of research and discourse by

science educators in Singapore organized around four themes that are essential components of approaching science as inquiry teachers ideas and their practices opportunities and constraints from a systemic level students competencies and readiness to learn through inquiry and the need for greater awareness of the role of informal learning avenues in science education In addition the discourse within each theme is enriched by commentary from a leading international academic which helps to consolidate ideas as well as position the issues within a wider theoretical and international context Overall the papers set out important contexts for readers to understand the current state of science education in Singapore They also highlight strengths and gaps in practices of science as inquiry as well as provide suggestions about how the system can be improved These research findings are therefore helpful as they provide honest and evidence based feedback as well as tangible and doable ideas that policy makers teachers students and school administrators can adopt adapt and enhance

Uncovering Student Ideas in Science Page Keeley,

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