**Student Led Formative Assessment: Facilitator Notes**

**Goals:**

1. Each teacher experiences the process to brainstorm activities that would lead to making what is hidden known.
2. Each teacher would have at least one strategy for allowing students to critique work.

This activity was developed in response to RAMP-A participants selecting the Key Strategy of FA “ways to activate students as the owners of their own learning” as one they wanted more ideas to implement.

**Scott’s Definition of Formative Assessment**: Making what is hiding known so that the teacher and the students can learn from it. It captures the essence of FA and easy to remember.

**Two parts of this activity:**

1. Making what is hidden known. We need to get students’ ideas out in the open so that ideas can be talked about as good, interesting, leading, or off target.
2. Students’ own the critiquing and instructing out of the formative assessment. What questioning strategies, activities, and beliefs must be established in order to allow students the freedom (empowerment) to accomplish this on a regular basis.

**The facilitator should bring a variety of student work on a particular task for participants to practice these ideas.**

**Things I do on a regular basis**

**Quick Making Hidden Known Ideas (these are on the recording sheet):**

Give problem and then:

1. All students put answers up on front and back board. Number them off and then have students vote on the ones they are least sure about/most sure about. (Vote Strategy)
2. Or watch as students are doing their work on problem and then organize them according to issue they have in problem. Tell each student individually where to put their problem (front board, side board, or window) based on what issue you see. (You are not alone strategy!)
3. Or, while students are working on problem, grab 3 or four representative problems (did this yesterday with trend lines). Get one good one and then one each of misconceptions. Place the no-misconception problem up, and then have groups discuss one at a time what the misconceptions are in each of the others.

**Students Owning the Instructing:**

I feel like I could have participants brainstorm what students could do after each of the a, b, and c above to have students begin to instruct each other on what is good and what needs correcting.

**In letter a**, students discuss in groups what they are sure about. What do they know for sure is not okay and why. After discussing in groups, several groups report out. Have students paraphrase others good commentaries. Use solid good student commentaries to eliminate other graphs off board.

1. **In letter b**, students discuss in groups why the graphs, data tables are grouped as they are. Report out where they are sure about. Have students paraphrase and share.

Or, as students “What is one question you could ask the person that did this graph (data table, equation, whatever) that would tell you if they really knew what domain meant (insert whatever target you want on underline)?” from one of the false categories.

1. **In letter c**, groups discuss what the “one false idea” is in each picture. Report out accordingly and allow students to put into their own words. Note, this requires trust and safe environment if students are being picked out as a “false example.”