

Embedded Formative Assessment

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1. How do *you* define formative assessment? Consider answering in terms of what it looks like, not necessarily what it means.
2. What is the significance of the following statement (found on page 9): “...education—as opposed to training—is...important.”? What does that mean for our work with principals? Teachers? Kids?
3. Do agree with the statement that “a bad curriculum well taught is...a better experience...than a good curriculum badly taught”? How could this transform our work?
4. We often talk about the importance of putting the best teachers with our most struggling students. How do we do that without sacrificing the learning of the high achieving students? (see discussion on p. 21)
5. What do you consider the best predictors of a teaching candidate’s success? How do we select the best teachers when sometimes all we have is a GPA and what amounts to the opinion of the teacher (responses to interview questions)? Consider this in the context of Wiliam’s discussion on page 24.
6. “The only teachers who think they are successful are those who have low expectations for their students.” I completely disagree with this statement. Convince me I’m wrong.
7. If increasing content knowledge doesn’t show statistically significant results/gains in achievement, how does that transform the work we do and more specifically, YOUR roles?
8. Is formative assessment an *instrument*?
9. How can we trick teachers into assessing students formatively in almost every classroom and almost every class meeting?
10. Given the Butler study, how realistic is it for a teacher to give only feedback with no grades? When *could* they do that in your content area?

11. What is the feedback loop in a classroom? What does it look like? How do we get teachers there?
12. What does peer teaching look like in your content area?
13. Provide real evidence that we are seeing assessment *for* learning in classrooms.
14. How does the notion of assessment *for* learning and minimal change for improving a teacher's content knowledge impact our data analysis process?
15. What is the difference between these two statements:
 - a. Benchmarks are formative assessments
 - b. Benchmark assessments are used formatively.Which statement is true for our teachers/kids? How does the meaning of benchmarking change for each of the above statements?
16. Are teachers clear about what to do with data? What data do they understand and what data do they not use well? How can we help them improve?
17. How can assessing formatively provide clarity to the learning for students?
18. How do we move principals off the mechanical (i.e.: objective on the board) and on to what *really* matters in the learning process?
19. What is the purpose of a rubric?
20. Do we have any evidence of students assessing their own learning?
21. What skill sets does the learner need to possess to self-assess/self-regulate learning?
22. What is the most important "take-away" from the feedback discussion in chapter 5?
23. After reading the book, consider the first question again. What has changed for you?