



Study Guide

Embedding Formative Assessment: Practical Techniques for K–12 Classrooms

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This study guide is arranged by chapter, enabling readers to work their way through the entire book or to focus on the specific topics addressed in a particular chapter. This guide is designed to help you reflect on and apply the ideas presented in *Embedding Formative Assessment*, and is a useful companion piece for individuals, small groups, or an entire faculty. Learning Sciences International thanks you for your interest in this book, and we hope that this guide proves a valuable addition and support to your professional development practices.

Chapter 1

Why Formative Assessment Should Be a Priority for Every Teacher

1. Recent studies have shown that regular testing can have what two positive effects?
2. The formative/summative distinction makes the most sense when it is applied to what?
3. List and describe the four main points of difference in the various definitions of formative assessment.
4. The authors provide their own definition of formative assessment, and discuss the consequences of it. Explain why this definition is more encompassing than others.
5. Identify and describe the five key strategies of formative assessment.

Chapter 2

Your Professional Learning

1. In professional development, _____ should come *after* _____.
2. Identify and describe the two components of the content element.
3. Why should teachers be given the choice of how they focus their professional development?
4. Explain why it can be difficult for teachers to change their classroom practices.
5. Define action planning, and identify the protocols that could be adopted to support it.

Chapter 3

Strategy 1: Clarifying, Sharing, and Understanding Learning Intentions and Success Criteria

1. What are the “four fundamental questions which must be answered in developing any curriculum and plan of instruction”?
2. Why is developing good learning intentions considered “the most difficult of the five strategies of formative assessment to implement well”?
3. Why do the authors feel it is unnecessary to begin every class/lesson with a clearly defined learning outcome?
4. Differentiate between *process* success criteria and *product* success criteria.
5. Identify the pros and cons of using rubrics.

Pros	
Cons	

Strategy 2: Engineering Effective Discussion, Tasks, and Activities That Elicit Evidence of Learning

1. What are the two main reasons finding out what students already know is a difficult task?
2. Identify the benefits of choosing students randomly to answer questions.
3. How much time should a student be given to think after a question has been posed?
4. Have you ever tried any of the “all-student response” strategies described in the text? If so, which one(s) and how did it go? If not, which one(s) are you most likely to try, and why?
5. Explain the two important characteristics of a good hinge question.

Chapter 5

Strategy 3: Providing Feedback That Moves Learning Forward

1. What are the two types of feedback, and how can they both be beneficial?
2. List and describe the four types of reactions individuals can have to feedback.
3. Describe the three different ways in which students rationalize success and failure.
4. Using a recent piece of student work, give an example of critical feedback and an example of supportive feedback.
5. What is bandwidth feedback, and how has it shown to be more effective at improving performance than more general feedback?

Chapter 6

Strategy 4: Activating Students as Learning Resources for One Another

1. Describe the two distinct purposes people express for cooperative and collaborative learning.
2. Differentiate between cooperative and collaborative learning.
3. What are the five conditions that increase the likelihood of student achievement through cooperative learning?
4. Why might students be more likely to act on peer feedback than teacher feedback?
5. Of the peer assessment strategies described in chapter 6, which would you be most likely to use in your own classroom, and why?

Chapter 7

Strategy 5: Activating Students as Owners of Their Own Learning

1. The text asserts that “learning how to learn” is a survival skill, what is meant by this?
2. What are the three key factors involved in students taking ownership of their own work?
3. Define self-regulated learning.
4. Intrinsic motivation is considered more powerful than extrinsic motivation, but why are both important and necessary?
5. How might you introduce “students as learning partners” within your own classroom?