USING HOME BASE TO SUPPORT FORMATIVE ASSESSMENT

Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve intended instructional outcomes (CCSSO FAST SCASS, 2006).

The purpose of this document is to explain how certain features in Home Base can be used to support the formative assessment process. While the formative assessment process will occur most of the time in the classroom outside of Home Base, this document details how and where certain attributes of formative assessment can be addressed using Home Base as a tool to inform instruction and guide students in answering the questions:

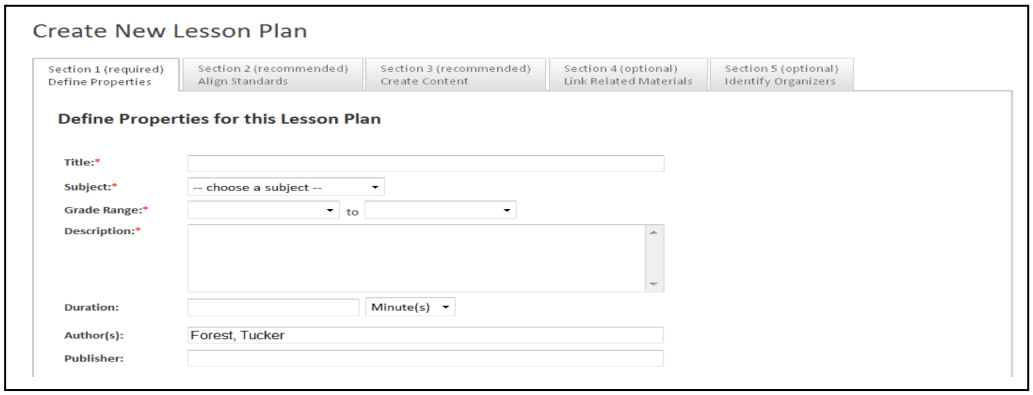
- Where am I going?
- Where am I now?
- How do I close the gap?

INSTRUCTIONAL MATERIALS
(Where Am I Going? Where Am I Now? How Do I Close the Gap?)

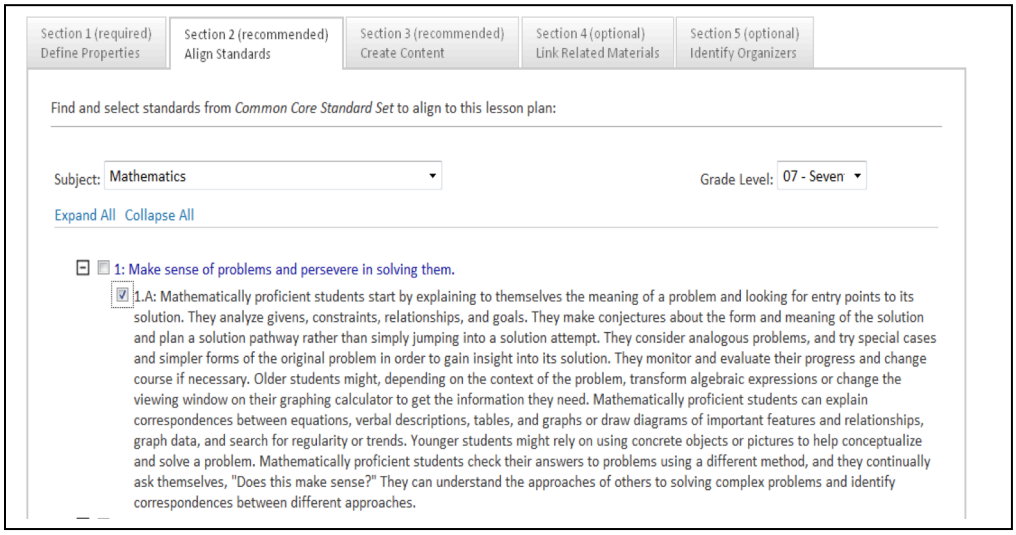
Teachers have the opportunity to create or upload instructional materials in Home Base. The lesson planner is a tool in Home Base that teachers can use to develop plans that include the following attributes of formative assessment:

- **Learning targets** and **criteria for success** in student friendly language that align with state standards,
- **Strategies to collect and document evidence of learning,**
- **Teacher reflection of learning,**
- **Student self-reflection and action steps,** and
- **Feedback/instructional adjustments.**

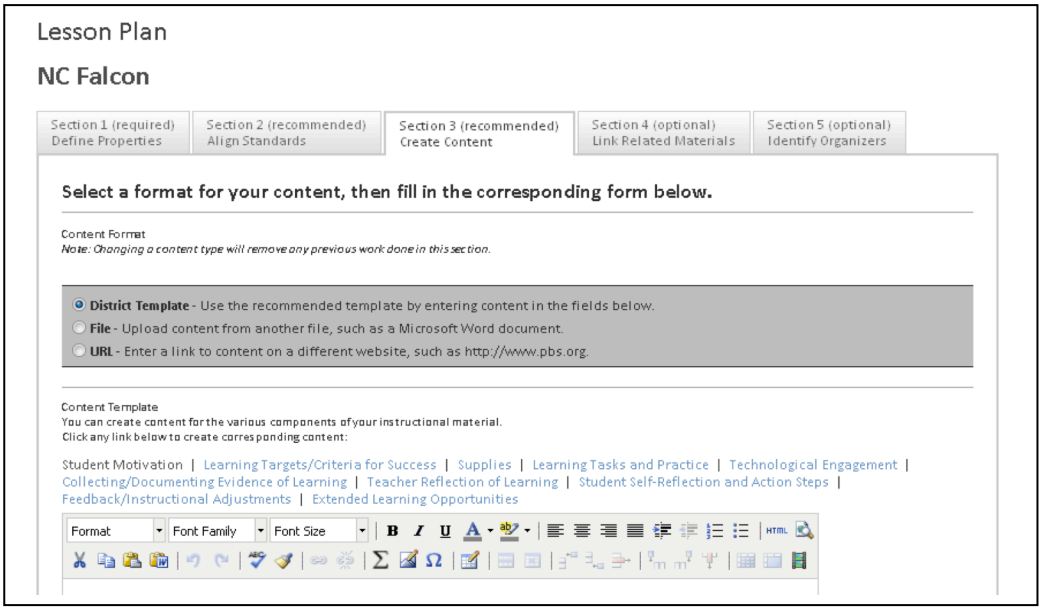
Creating Instructional Materials



Section 1: Define the Lesson Plan Properties



Section 2:
Align with Standards

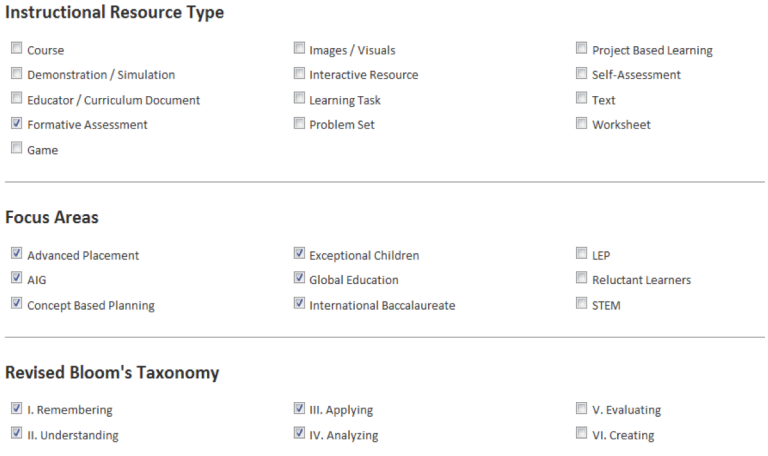


Section 3:
Create Content

- District Template
- File Upload
- URL

Section 4:
Allows a user to attach resources to the lesson plan (i.e. maps, graphs).

Section 5:
Allows a user to identify organizers.



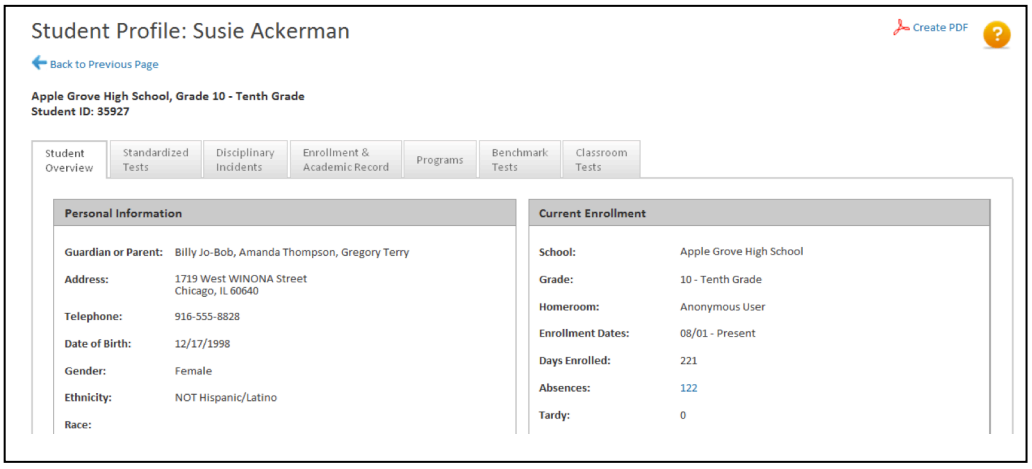
After a lesson plan is created, a teacher may schedule it for a class or classes. The Standards Mastery Report works directly with the lesson planner. Teachers will see when they have scheduled or taught anything relating to a specific standard in the Standards Mastery Report.

Schedule a completed lesson plan on the calendar.

STUDENT PROFILE
(Where Am I Now? How Do I Close the Gap?)

Teachers can access the student profile to review the past performance of students to consider if students are at the beginning of learning, on the way, or already experiencing success. Teachers can help students answer the question, "Where am I now?" by looking at the prior performance of a student on a particular standard to see if previous standards have been mastered. Teachers can use information from the learner profile to plan instruction and guide student learning.

Using the student profile – Individual student data will allow a teacher to see how the student has performed in the past and in other courses. Teachers will be able to see student enrollment/ attendance programs, disciplinary incidences and overall student performance.



RESOURCES
(How Do I Close the Gap?)

Home Base will allow a teacher to assign resources to students to address identified gaps in learning. Once evidence of student learning is collected and documented, a teacher can determine next steps in instruction and guide students based on identified strengths and areas needing improvement. The teacher can create or search for a desired resource (e.g. graphic organizer, passage, map, etc.) aligned to student learning needs and assign it to a specific class or students. When students login to Home Base they will see any resource that has been assigned to them by the teacher. Once the student completes the assigned resource, the teacher can provide descriptive feedback to guide the student in the next steps for learning.

Search results for instructional materials including resources that align with standards

Build Express Test

Click on a number to view materials aligned to this standard.(r)

CCSS.Math.Content.6.RP: Ratios and Proportional Relationships	Curricula	Instructional Units	Lesson Plans	Assessments	Resources
CCSS.Math.Content.6.RP: Ratios and Proportional Relationships	0	3	37	7	27
CCSS.Math.Content.6.RP.A: Understand ratio concepts and use ratio reasoning to solve problems.	0	3	37	7	27
CCSS.Math.Content.6.RP.A.1: Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."	0	3	16	3	3
CCSS.Math.Content.6.RP.A.2: Understand the concept of a unit rate a/b associated with a ratio a:b with b is not equal to 0, and use rate language in the context of a ratio relationship. Expectations for unit rates in this grade are limited to non-complex fractions. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."	0	2	14	3	2
CCSS.Math.Content.6.RP.A.3: Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.	0	3	33	7	22
CCSS.Math.Content.6.RP.A.3a: Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	0	3	13	6	1
CCSS.Math.Content.6.RP.A.3b: Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?	0	3	17	5	12
CCSS.Math.Content.6.RP.A.3c: Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.	0	1	15	3	5
CCSS.Math.Content.6.RP.A.3d: Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	0	1	12	3	6

Search Again

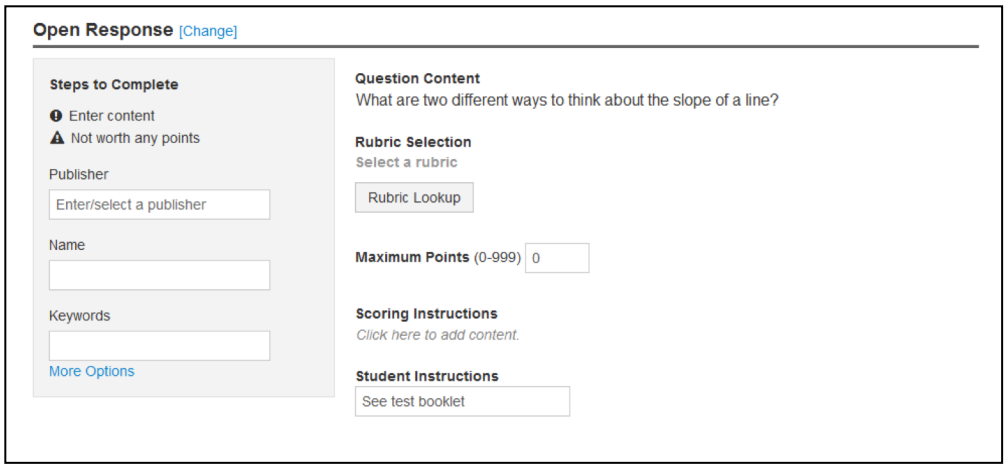
CREATE AN ITEM (CREATE QUESTIONS)
(Where Am I Now? How Do I Close the Gap?)

Although multiple choice and performance based methods can be used to gather information about student learning, teachers can also collect and document evidence of learning using other strategies to help students determine where they are in their learning. In the formative assessment process, evidence of learning is not graded.

A teacher can determine the extent of student learning by creating one or more open-ended questions, assigning them to students, reading the responses, and providing students with descriptive feedback about the responses. The feedback should align with the learning targets and criteria for success and provide help to guide students in their learning.

Note: Grades within Home Base are only published in Power Teacher Gradebook if the teacher chooses to share the results. Assignments given during the formative assessment process are not graded but instead are used to provide descriptive feedback aligned to the learning targets and criteria for success to guide students in moving their learning forward.

Creating questions for student response and teacher feedback

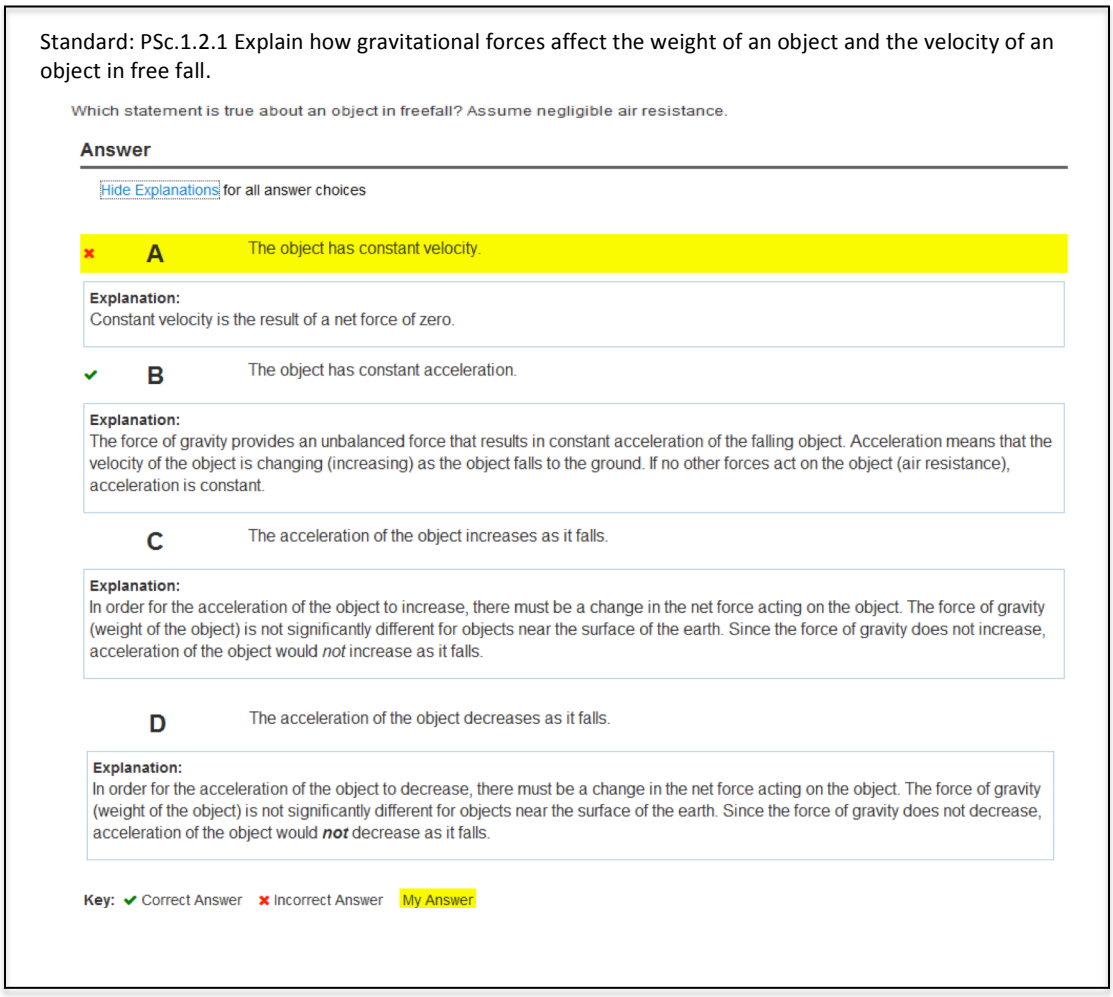


An ***open response question*** can be used as an assessment for learning to inform instruction and guide student learning.

Note: The question in this example is not given a point value. The question can now be assigned to students and student responses can be recorded. The teacher can provide descriptive feedback to the students about their responses.

STUDENT EXPLANATION
(Where am I now? How do I close the gap?)

When creating an assessment, teachers have the ability to provide a student explanation for answer choices. These explanations are visible to students when they finish the assessment and review it within the Home Base Student Portal. Using this feature, teachers have the opportunity to discuss the reason a response is correct as well as possible student misconceptions and errors. The discussion of misconceptions assists teachers in developing a plan for instruction. Students can view the student explanations to increase their understanding.



Standard: PSc.1.2.1 Explain how gravitational forces affect the weight of an object and the velocity of an object in free fall.

Which statement is true about an object in freefall? Assume negligible air resistance.

Answer

Hide Explanations for all answer choices

✖ **A** The object has constant velocity.

Explanation:
Constant velocity is the result of a net force of zero.

✔ **B** The object has constant acceleration.

Explanation:
The force of gravity provides an unbalanced force that results in constant acceleration of the falling object. Acceleration means that the velocity of the object is changing (increasing) as the object falls to the ground. If no other forces act on the object (air resistance), acceleration is constant.

C The acceleration of the object increases as it falls.

Explanation:
In order for the acceleration of the object to increase, there must be a change in the net force acting on the object. The force of gravity (weight of the object) is not significantly different for objects near the surface of the earth. Since the force of gravity does not increase, acceleration of the object would *not* increase as it falls.

D The acceleration of the object decreases as it falls.

Explanation:
In order for the acceleration of the object to decrease, there must be a change in the net force acting on the object. The force of gravity (weight of the object) is not significantly different for objects near the surface of the earth. Since the force of gravity does not decrease, acceleration of the object would ***not*** decrease as it falls.

Key: ✔ Correct Answer ✖ Incorrect Answer My Answer

Student Explanation: The teacher provides reasons why responses are correct or incorrect.

TEACHER EXPLANATION

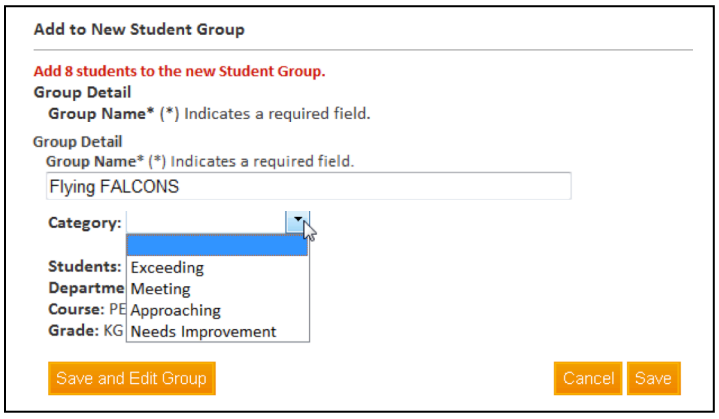
Teachers can use the Teacher Explanation feature to create questions or assessments and share them with other teachers in the school. The Teacher Explanation feature:

- Allows the teacher who creates an assessment to provide a rationale for correct and incorrect responses to share with other teachers who use the assessment
- Allows teachers to collectively analyze shared materials and observe successful practices with using the materials
- Assists new teachers and members of learning communities in focusing on student learning through insights gained from the ideas, materials, strategies, and expertise of other teachers

STUDENT GROUPS
(Where Am I Going? Where Am I Now? How Do I Close the Gap?)

Teachers can create groups to address student strengths or areas that need improvement. Students can be assigned to groups based on descriptive feedback, section level indicators of standards mastery, or item analysis. Grouping based on past learning progressions assist the teacher in planning instruction including differentiating assignments and learning tasks. When groups are created, teachers can select a category to describe where students are in the learning:

- Exceeding
- Meeting
- Approaching
- Needs Improvement



SUMMARY

Formative assessment at the classroom level is a seamless, ongoing assessment practice that is integral to instructional delivery. This document details specific tools in Home Base that can be used to support formative assessment as a process to inform instruction and learning. Implementing formative assessment in the classroom can lead to planning effective lessons, using enhanced methods for collecting and documenting evidence of learning, and increasing the ability to identify and close gaps.