



*The guide should be used in conjunction with the slide deck - DALDIS - Writing Questions For Formative Assessment.ppt (initial version of this was used in the 'Writing Good question sets' workshop on June 2<sup>nd</sup> 2021 – recording available)*

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This guide is intended for trainers running training workshops on Writing Questions for Formative Assessment within the context of the DALDIS project. It highlights the objectives of the workshop, it describes the training methodology, and it provides the main pedagogical concepts for formative assessment adopted in the DALDIS project.

### ***How do I run the training?***

As originally designed the training methodology has three sequential phases that take place over a period of time:

#### **1. Initial Workshop (90 minutes duration)**

The objective of the initial workshop is to:

1. introduce the participants to the main pedagogical concepts informing our approach to formative assessment
2. present question types and feedback approaches that support formative assessment
3. provide concrete examples of different questions and feedback types
4. practice writing a good question and feedback for formative assessment

In preparation for running the Initial Workshop trainers may watch the recording of our “Writing Good Question Sets” workshop and read the DALDIS: Pedagogical Guidelines. Trainers may also want to use the slide deck “DALDIS - Writing Questions for Formative Assessment” workshop and adapt and/or translate it as required.

#### **2. Participants’ independent question writing activities (up to 2 weeks)**

The objective of this phase is to:

1. provide an opportunity for practice

After the initial workshop the participants should be given a reasonable amount of time to review the materials presented in the Initial Workshop and independently write questions and feedback for formative assessment using the principles provided during the Initial workshop.



Participants should write questions and corresponding feedback relevant to their teaching context, their curriculum and to be integrated into their teaching.

Ideally they attempt questions using the variety of questions types available.

In order help participants they should be provided with the following resources:

1. DALDIS - Writing Questions for Formative Assessment.ppt (Appendix I)
2. DALDIS Teachers' Reference Guide: Writing Questions for Formative Assessment (Appendix II)
3. DALDIS Criteria for Success when Writing Questions for Formative Assessment (Appendix III)

3. Final Workshop (90 minutes duration)

The objective of the Final Workshop is to:

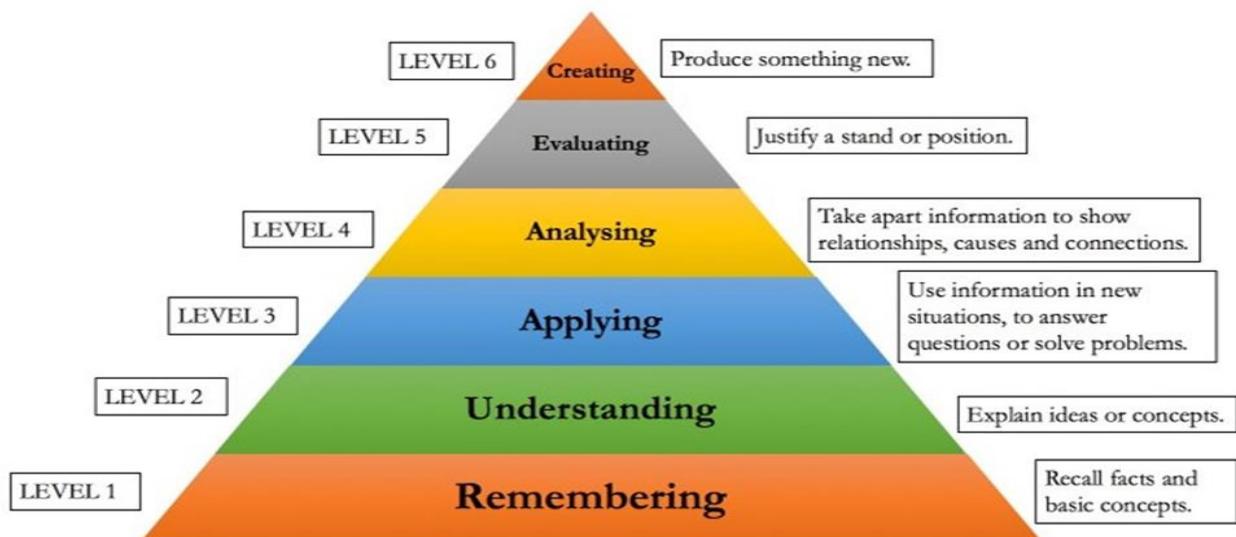
1. Provide a context to share and review the questions and feedback created by the participants in light of their potential to deliver formative assessment
2. Provide formative feedback and identify opportunities for further development



**What are the main concepts of the DALDIS approach for formative assessment?**

Writing question using **Bloom's Taxonomy**, incorporating principles of **formative assessment** when writing the questions and providing **feedback**.

1. **Bloom's Taxonomy** is a Hierarchical Framework for Cognition and Learning Objectives. The image below depicts Bloom's Taxonomy as a pyramid depicting lower level skills at the bottom and higher level more cognitively demanding skills at the top.



Every step of the Taxonomy is associated with verbs or action words that describe sample actions that students can do to demonstrate mastery at that level. The image below shows a sample of verbs that can be used when creating your question sets.





## 2. Formative Assessment

### FORMATIVE ASSESSMENT

Formative assessment has been defined as any interaction that generates data on student learning and is used by teachers and students to: inform teaching and learning; address specific student learning difficulties; and, support learning growth over time (Lane et al., 2019). The benefits of this approach are that teachers can access learner's comprehension so that, teaching can be modified, and further learning informed through continuing and timely feedback until the anticipated level of understanding has been accomplished (Baleni, 2015).

### FEEDBACK FOR FORMATIVE ASSESSMENT

A distinguishing characteristic of formative assessment is the provision of feedback and correctives at each stage in the teaching and learning process. High quality feedback is a key part of the learning process and an opportunity to provide the student an additional learning opportunity.

It is important to note for formative assessment that it is ok if the learner does not know the answer as being incorrect is also a learning opportunity.

#### Important points to remember about feedback:

Descriptive feedback is more valuable to the learner than to say an answer is simply right or wrong

Feedback is more effective when it is perceived as a low level (not a high-level threat to self-esteem)

Gives learners a second chance to demonstrate success

Provides specific details of how to improve the answer

Provides the learner with two types of information: verification (whether the answer is right or wrong) and elaboration that addresses the topic

Provides information that leads to greater possibilities for learning



### **NEGATIVE FEEDBACK**

Giving feedback has the potential to create tension if not done correctly. From a motivational perspective, feedback is mainly considered to influence dependent variables like intrinsic motivation, self-efficacy and persistence. Try not to focus on the negative aspects; instead try and focus on the positive!