Professional Learning Module
Modeling the enactment of the Formative Assessment:
Ferris Wheel (Concept Development)

This Professional Learning Module describes how a facilitator can implement, with fidelity, the Shell Center’s Formative Assessment Lesson, Ferris Wheel, so that participants understand how to enact, in their own classrooms, this lesson that is compatible with the Common Core State Standards (CCSS). Resources for each component of the module are included as page numbers in the Lesson Guide, and as links to additional professional learning tools such as handouts and videos.

Descriptions of Ferris Wheel videos

Framing the lesson
Teachers frame the lesson so that students know what to expect throughout the entire process, from the pre- to the post-lesson assessment. Participants learn what it means to frame a lesson, why it is important, and what might go wrong if it is neglected.
Handout: Framing a Formative Assessment Lesson

Ferris Wheel: the pre-lesson assessment
The pre-lesson assessment is designed to surface the common issues that impede student learning. We have found it important to ask students to complete it individually in class, without help from other students or their teacher. Coaching students to the right answers can keep common issues hidden and hinder student success. The pre-lesson assessment is not graded, but is analyzed to identify student errors. These data are used by teachers to develop feedback questions or comments, and to modify instruction.
Lesson Guide: page T-2; assessment S-1; Facilitator Notes: Administering the Pre-Lesson Assessment

Whole-class interactive introduction
For successful enactment of the introduction it is important to follow the Lesson Guide’s suggestions exactly. Replacing the whole-class discussion with a mini-lesson will quickly sabotage the entire lesson.
Lesson Guide: pages T-4 & T-5; Video: FW00

Introducing the collaborative activity
By taking care to introduce the collaborative activity, teachers give students the chance to wrap their arms around the activity that they are being asked to do. Students need to be given clear instructions in writing as well as access to these written instructions for the duration of the activity so that they can grapple with the complexities of the activity and maximize their learning. The videos FW01 and FW02 can be used to show an example of how a teacher clearly sets up the collaborative matching activity, wraps up the lesson on Day 1 to be ready for Day 2, and then re-introduces the activity on Day 2.
Lesson Guide: page T-5; slide Working Together P-1; Videos: FW01 & FW02

Engaging in the collaborative activity
The collaborative activity is designed as an opportunity for students to learn. This gives students an opportunity to engage in many of the CCSS Standards for Mathematical Practice—for example MP2 (Reason abstractly and quantitatively) and MP3 (Construct viable arguments and critique the reasoning of others). This opportunity to learn is enhanced when teachers give students feedback, allow students to struggle productively in homogeneous pairs, and mini-conference so as to scaffold student learning. The videos FW03, FW04, FW05 and FW06 can be used to show examples of students engaged in the collaborative activity; video FW06 illustrates a teacher providing feedback that is designed to move struggling students’ learning forward.
Lesson Guide: pages T-5 & T-6; card sets S-2, S-3 & S-4; slide The Ferris Wheel P-2; Videos: FW03, FW04, FW05 & FW06

Whole-class discussion
This is the most difficult part of almost any lesson. Teachers who have enacted the Shell Center’s Formative Assessment Lessons tell us that this is the part of the lesson where they feel the most vulnerable, and the part where they find the Lesson Guide’s specific advice on what they might say to their students most useful. The video FW07 shows how a teacher facilitates the closing discussion by drawing out from students what they have learned during the lesson.
Lesson Guide: pages T-6 & T-7; slide Analyzing the Ferris Wheel P-3; Video: FW07

Ferris Wheel (revisited): the post-lesson assessment & sharing prepared feedback
Students are given back their pre-lesson assessments and their teachers’ feedback questions and comments before being asked to complete the post-lesson assessment. The post-lesson assessment gives students the chance to demonstrate growth across the pre- and post-lesson assessments. We have found it important to ask students to complete it individually in class, without help from other students or their teacher.
Lesson Guide: page T-7; assessment S-5; Facilitator Notes: Administering the Post-Lesson Assessment
Professional Learning Module
Following up on the enactment of the Formative Assessment Lesson: 
Ferris Wheel (Concept Development)

This Professional Learning Module describes how to follow up on the enactment of the lesson Ferris Wheel, and how to facilitate the professional learning opportunities that are afforded by Formative Assessment Lessons.

Resource: Facilitator Notes
Descriptions of Ferris Wheel videos

The mathematics of Ferris Wheel
Participants reflect on the lesson to determine its mathematics. They consider its alignment to the CCSS and reflect upon how the lesson presents students with an opportunity to learn.

Lesson Guide: page T-1; Handout: The Mathematics of Ferris Wheel

Analyze student responses to the pre-lesson assessment
Participants analyze a small set of student responses to the pre-lesson assessment to identify and name the 3 to 5 most important common issues evident in the student work. Participants record these data in a copy of the Growth Analysis Spreadsheet.

Lesson Guide: pages T-3, & T-8; Student work: Ferris Wheel;
Spreadsheet: Growth Analysis Spreadsheet; Handout: How to use the Student Analysis Growth Spreadsheet

Write feedback questions and comments that will move the learner forward
Using the Criteria for Feedback handout, participants practice developing 3 to 5 feedback questions that are designed to encourage students to think more deeply about the common issues and move their learning forward. This written feedback is shared with students at the end of the lesson, just before they begin the post-lesson assessment.

Handout: Criteria for Feedback

Analyze student responses to the post-lesson assessment
Participants analyze a small set of student responses to the post-lesson assessment and add these data to their copy of the Growth Analysis Spreadsheet in order to illustrate student growth across the pre- and post-lesson assessments.

Lesson Guide: page T-8; Student work: Ferris Wheel (Revisited)

Modifying subsequent instruction
Assessment is not formative until it is used to modify subsequent instruction. The Formative Assessment Lessons are designed to reveal evidence about student learning. Here participants use all of the evidence—the evidence revealed during the lesson and that collected from the assessments—to modify subsequent instruction so that it better promotes student learning and is compatible with the CCSS. The videos provide data that can be analyzed to determine how subsequent instruction might be modified.

Videos: FW00, FW03, FW04, FW05 & FW06

When to enact this lesson in your classroom
Deciding when to enact a Formative Assessment Lesson can be a challenge. Many lessons fit well about two-thirds of the way through a compatible unit of instruction, but would also work well as part of a review. The Course Outline provides a suggestion for when to enact this lesson.

Resource: A Course Outline for Algebra 2

Link the structure of the lessons to the theory of formative assessment
The Big Idea and the Five Strategies studied earlier convey the interpretation of formative assessment that underpins the Shell Center’s lessons. Participants consider how the structure of the lessons maps on to the theory.

Handout: Big Idea of Formative Assessment; Handout: Five Strategies of Formative Assessment