Course

2 Semester Hours of
Graduate Credit

About Corwin Advance

Corwin Advance courses are created from popular Corwin books in direct consultation with our author experts. Each course features learning and skills you can transfer to your classroom immediately, using video from classrooms showing strategies in action, along with interviews with authors, teachers, and students. All Corwin Advance courses are designed to support teacher license renewal and professional growth with the goal of improving outcomes for all students.

Accessing the Course

To access your course you will need an Internet-connected device such as a computer, tablet, or mobile phone. Courses run within the following web browsers:

- Chrome
- Firefox (Extended Releases are not supported)
- Internet Explorer 11 (Windows only)
- Edge (Windows only)
- Safari 10 and 11 (Macintosh only)

For the best experience please ensure that your browser is up to date.

Login

1. Go to https://corwin.instructure.com
2. Login with the email address and password you used to purchase the course.
3. If you don't remember the password you created, simply click Forgot Password? to reset it.

Materials

All required readings and videos are included in the course as digital files, including content from:

Fennell, F., Kobett, B. M., & Wray, J. A. (2017). *The formative 5: Everyday assessment techniques for every math classroom*. Thousand Oaks, CA: Corwin.

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Course Description

Assessing where your students stand isn't an "add-on" to a successful mathematics teaching routine, it's an absolutely essential component of how you plan, execute and adapt your teaching methods.

In this course, you'll gain the expertise you need to make formative assessment an integral part of your daily teaching and your students' long-term success.

Discover the five most effective, classroom-tested assessment techniques: Observations, Interviews, "Show Me," Hinge Questions, and Exit Tasks

Explore how to seamlessly combine assessment techniques, allowing you to enhance the benefits of each

See exactly how formative assessment works in the classroom, through videos offering a valuable perspective on how the "formative five" can transform the way you teach

Get hands-on with the included planning exercises that give you practical experience you'll apply directly in your classroom

Course Objectives

By the end of this course you will be able to understand issues and opportunities related to assessment, in general, differences between the intent of summative and formative assessment, with a particular focus on formative assessment and discuss school wide and classroom-based use of formative assessment. You will be also able to plan for, use, and reflect on each of the following classroom-based formative assessment techniques:

- Observations
- Interviews
- Show Me
- Hinge Questions
- Exit Tasks

Finally, you will analyze particular tools designed to assist in implementing each of *The Formative 5* techniques and adapt or use them within classroom settings.

Course Outline

This course is self-paced. However, if you are taking this course for graduate credit, please be aware of the due date of the final assignment as this must be met in order to receive credit.

Key Dates

Many students find the courses most rewarding if they work through at a steady pace, setting aside dedicated time to take the course. Completing one module per week is a common goal.

Module 1

The Formative 5

After completing this module you will be able to:
- articulate the important role of assessment not only in measuring student progress, but also in monitoring and informing instruction.
- differentiate between formative and summative assessment and reflect on the impact of each on your planning, instruction, and monitoring of student progress.
- consider and reflect on your use of formative assessment as assessing to inform, with particular consideration of the five key strategies noted by William and Thompson (2007).
- reflect on how regular, every day, use of classroom-based formative assessment informs your planning and instruction.

3.5 hrs
Typical time to complete

Focus	Assessment Literacy	
Read	Why Formative Assessment?	
Watch A	Should Formative Assessments Be Graded?	
Watch B	Advice for Getting Started	
Reflect and Create	Key Strategies	
Discuss	Formative Assessment	
Dialogue	Committing to the Process	
Quiz	Formative Assessment	Graded
Reflect	Formative Assessments	
Update Your Portfolio	Formative Assessments	

Module 2

Observations

After completing this module you will be able to:
- recognize and understand how you will use observation as a formative assessment technique to guide your planning and monitor your teaching.
- plan an observation focusing on the importance of anticipating as part of the planning process.
- conduct an observation in your classroom.
- reflect on how you have used observations and how use of observations has helped you determine the instructional needs of your students.
- create a plan for how you will incorporate the use of observations, every day, as you plan and teach mathematics.

3.5 hrs
Typical time to complete

Focus	What Do You See?	
Read	Observations	
Watch	Planning and Conducting Observations	
Examine	Plan an Observation	
Check Your Knowledge	Reflecting on Observations	Submit for Feedback
Observe and Analyze	Your Classroom Observations	
Discuss	Observations	
Explore	Observation Tools	
Project	Implement and Integrate Observations	Submit for Grading
Quiz	Making and Using Observations	Graded
Reflect	Using Observations for Formative Assessment	
Update Your Portfolio	Observation Implementation and Integration	

Module 3

Interviews

After completing this module you will be able to:
- consider the importance of the interview for particular mathematics topics.
- reflect on ways to provide feedback to students and/or parents/families using interviews.
- plan, use, and reflect on the role of one or more of the interview tools provided in this module.
- develop a plan for incorporating the interview technique into your everyday practice.

3.5 hrs
Typical time to complete

Focus	Ask Yourself	
Read	Interviews	
Watch	Planning and Conducting Interviews	
Examine	An Interviewer's Tools	
Create, Analyze, and Reflect	Interviews in Your Classroom	
Discuss	Student Responses	
Dialogue	Interviews as Feedback	
Quiz	Interview Strategies	Graded
Reflect	Impact of Interviews	
Update Your Portfolio	Conducting Interviews	

Module 4

Show Me

After completing this module you will be able to:
- describe the connection between observations, interviews, and Show Me.
- reflect on how you might use Show Me with individual students and small groups of students.
- reflect on the value of Show Me as an assessment technique, particularly with student use of varied representations (e.g., visual models, manipulatives).
- plan and teach a lesson incorporating the Show Me technique.
- reflect on how you would provide feedback to students using the Show Me technique.

3.5 hrs
Typical time to complete

Focus	Show Me	
Read	Show Me	
Watch	Show Me in the Classroom	
Create and Apply	Tools for Using Show Me	
Discuss	Connections With the Show Me Strategy	
Explore	Show and Tell	
Project	Implement and Integrate Observations	Submit for Grading
Quiz	Show Me Strategies	Graded
Reflect	Show and Tell	
Update Your Portfolio	Put on a Show	

Module 5

Integrating Observations, Interviews, and Show Me

After completing this module you will be able to:
- make connections between observations, interviews, and the Show Me techniques.
- plan for using observations, interviews, and Show Me together and implement all three into a lesson.
- provide feedback to students and others as you observe, use interviews, and implement the Show Me techniques.

3.5 hrs
Typical time to complete

Focus	Making Connections	
Watch A	Blending Observations, Interviews, and Show Me	
Watch B	Communicating With Stakeholders	
Create and Analyze	Blending Techniques	
Discuss	Putting It Together	
Dialogue	A Formative Trio	
Project	Integrating Observations, Interviews, and Show Me	Submit for Grading
Reflect	Assessment Decisions	
Update Your Portfolio	Implement and Integrate	

Module 6

Hinge Questions

After completing this module you will be able to:
- reflect on your use of questioning in the classroom.
- develop and implement a hinge point or hinge question for a mathematics lesson.
- reflect on both the preparation of and student responses to hinge point or hinge questions you have created.
- review, use, adapt as needed, and reflect on the use and value of the hinge point tools or Go Formative technological resource.

3.5 hrs
Typical time to complete

Focus	What's the Question?	
Read	Hinge Questions	
Watch A	Planning for Hinge Questions	
Watch B	Conducting Hinge Questions	
Check Your Knowledge	Grouping With Hinge Questions	Submit for Feedback
Create, Apply, and Reflect	Hinge Questions	
Discuss	Question Types	
Dialogue	Advantages of Hinge Questions	
Quiz	Hinges	Graded
Reflect	Asking Hinge Questions	
Update Your Portfolio	Hinge Questions	

Module 7

Exit Tasks

After completing this module you will be able to:
- reflect on the importance of an exit task as a critical component of any lesson's closure.
- provide feedback to exit task responses that you will provide to students and/or their parents/families.
- identifying resources that may be valuable when creating exit tasks or adapting problems/activities into exit tasks.
- planning for and implementation of exit tasks.

3.5 hrs
Typical time to complete

Focus	Capstone Problem	
Read	Exit Tasks	
Watch A	Planning Exit Tasks	
Watch B	Reflecting on an Exit Task	
Check Your Knowledge	Take an Exit	Submit for Feedback
Create and Apply	Planning for an Exit	
Discuss	The Demand of Exit Tasks	
Dialogue	Talking About Tasks	
Quiz	Benefits of Exit Tasks	Graded
Project	Exit Plan	Submit for Grading
Reflect	Using Exit Tasks	
Update Your Portfolio	Using Exit Tasks	

Module 8

Integrating Hinge Questions and Exit Tasks

After completing this module you will be able to:
- propose a plan for using hinge questions and exit tasks as you assess to inform.
- plan for using hinge questions and exit tasks together and implement both into a lesson.
- reflect on how you might develop grade-level or school-based resources for exit tasks, indicating particular sources you may consider for exit tasks which you could then adapt for your classroom use.
- reflect on technological resources you have found and used to support your use of hinge questions or exit tasks.

3.5 hrs
Typical time to complete

Focus	Putting Closure to a Lesson	
Watch	Implementing *The Formative 5*	
Create, Apply, and Reflect	Integrating Hinge Questions and Exit Tickets	
Discuss	Integrating Strategies	
Dialogue	Using Resources	
Reflect	Informed Decisions	
Update Your Portfolio	Integrating Hinge Questions and Exit Tickets	

Course Capstone

Final Project	Reflect, Plan, and Form a Habit	Submit for Grading
Update Your Portfolio	*The Formative 5*	

InTASC Standards Alignment

Our courses have been aligned to the InTASC Mode Core Teaching Standards that outline what all teachers across all content and grade levels should know and be able to do to be effective in today's learning contexts. You can also view alignment to other popular frameworks here.

Standard	Covered in Modules
Standard 4: Content Knowledge	1–4, 6, 7,
Standard 6: Assessment	1–8
Standard 7: Planning for Instruction	1–8
Standard 8: Instructional Strategies	1–4, 6, 7, 8

Course Policies

Grading Policy and Rubric

Letter Grade	% Grade
A	94–100
A-	90–93
B+	87–89
B	84–86
B-	80–83
C+	77–79
C	74–76
C-	70–73
D*	65–69
F*	0–64

Component	Percentage of Final Grade
Final Project	45%
Module Projects	35%
Module Quizzes	20%

Students earning a D grade or below will not be eligible to receive a Certificate of Completion or graduate credit.

Assignment Resubmission Policy

Students receiving a non-passing grade in the course have one opportunity to re-submit a project assignment to improve their grade. To resubmit an assignment please work directly with your course facilitator; you have seven days from completion of the course to resubmit the assignment.

Facilitation Model

Throughout your course experience, you will have a dedicated facilitator to answer questions and provide feedback on your submitted projects. Your facilitator will respond to any questions within one business day. All submitted assignments will receive written feedback and grades within 5 business days of their submission date.

Standards of Academic Integrity

Corwin Advance maintains high standards of academic integrity related to student academic performance in our courses. When enrolling in a Corwin Advance course you do so with the understanding and agreement to produce your own work, to submit assignments that you completed yourself, and to take quizzes and exams without the assistance of others. Course facilitators will enforce our Standards of Academic Integrity Policy and will report to Corwin all suspected violations. Read the full Standards of Academic Integrity Policy at the Corwin Advance Academic Integrity web page.

University Graduate Credit & Transcript

If you select a course that is eligible for graduate credit, that credit will be awarded upon successful completion of the course by the university you select upon purchase. Upon successful completion Corwin will communicate your final grade to the university and you will be directed to the university to register and access your transcript. This could take 2–3 weeks depending on the university, though you will receive a Corwin Certificate of Completion upon completion of the course. For more details on Corwin Advance university partners visit our web page, or if you have questions, contact advancesupport@corwin.com.