



All Children Reading—Philippines

Online Training on Formative Assessment for Early Language, Literacy, and Numeracy (ELLN) in the Philippines

Final Report

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Becoming a Learning Detective: Formative Assessment for Early Language, Literacy, and Numeracy was successfully delivered as an online training program from September 6 to 10, 2021, reaching 119 participants from all 17 regions in the Philippines. This activity would not have been possible without the leadership and collaboration of the Philippine Department of Education's Bureau of Learning Delivery (BLD), part of the Office of the Undersecretary for Curriculum and Instruction. We would especially like to thank BLD Director Leila P. Areola, Teaching and Learning Division Chief Rose V. Villaneza, and those who generously lent us their time as facilitators during the training: Joseph Randolph Palattao, Jocelyn Tuguinayo, Nanelyn Bontoyan, Forcefina Frias, Ana Marlaine Litonjua, and Ronnie Baldoz.

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List of Abbreviations

ACER	Australian Council for Educational Research
ACR	All Children Reading
BLD	Bureau of Learning Delivery
COVID-19	coronavirus disease 2019
DepEd	Philippines Department of Education
ELLN	Early Language, Literacy and Numeracy program
K-3	Kindergarten to Grade 3
LAT	learning assessment task
Q&A	question and answer
RTI	RTI International (registered trademark and trade name of Research Triangle Institute)
PPST	Philippine Professional Standards for Teachers
USAID	United States Agency for International Development

1 Executive Summary

RTI International (RTI), under the All Children Reading (ACR)–Philippines project, supported the Department of Education’s (DepEd) Bureau of Learning Delivery (BLD) in responding to a need for teacher professional development in the area of formative assessment. ACR–Philippines is a U.S. Agency for International Development (USAID) project, implemented by RTI, to improve the ability of the USAID/Philippines Mission, DepEd, and development partners to boost early grade reading outcomes in the Philippines. The content and delivery of this pilot training program was prepared by the Australian Council for Educational Research (ACER) under subcontract with RTI.

The program aims to build teacher capacity in accurately identifying and responding to the learning needs of children in the early grades through the process of classroom-based, ongoing formative assessment. Importantly, the need to support teachers in their formative assessment practice goes beyond adjusting assessment practices in response to remote learning conditions brought on by the coronavirus disease 2019 (COVID-19) pandemic. A more comprehensive program of learning that builds foundational knowledge about formative assessment, as well as practical strategies that can be used with students in a range of different learning modalities, is called for.

Becoming a Learning Detective is a 5-day online course that focuses on the design and use of formative assessment to improve literacy and numeracy outcomes in Kindergarten to Grade 3 (K–3) classrooms. The emphasis is on classroom-based assessment strategies that are embedded within daily teaching and learning experiences, involving an active partnership between teacher and students. The course brings together asynchronous and synchronous elements, as well as whole group, small group, and individual learning experiences. Each day follows the same structure: Plenary Presentation (Zoom), Workshops (Zoom), ending with a self-paced online learning module (Moodle). Participants are asked to submit a range of Learning Assessment Tasks (LATs) over the course of the week.

The course was implemented for the first time among a small cohort of participants across 17 regions in the Philippines, using an approach that brings together participants at all levels of the education system to create a more connected network of support for schools as they strengthen their formative assessment practices. Each region was represented by one Regional Supervisor, one Division Supervisor, and one school within the region. Participants from the school consisted of one school head, one Kindergarten teacher, one Grade 1 teacher, one Grade 2 teacher, and one Grade 3 teacher. In total, there were 119 participants. ACER, RTI, and BLD worked closely together to develop and deliver this pilot formative assessment training, with ACER staff and BLD staff sharing the responsibility for teaching during the week-long learning program.

A range of data was collected across the week of training to monitor participant engagement, learning, and the facilitation of the workshop program. While BLD has collected its own monitoring data, which may provide additional insights into the participants’ experience in this learning program, the focus in this report will be on ACER and RTI’s monitoring activities. Both qualitative and quantitative data were collected, including Zoom attendance data, notes from daily debriefing sessions with workshop facilitators, participant reflections, submitted LATs, and two post-training surveys. BLD and RTI will apply findings and lessons learned from this initial training to strengthening the course prior to offering it at a larger scale in the Philippines.

In relation to accessing the online learning program, the following can be said. Along with initial issues of getting accustomed to the technology and processes used in this online learning program, and potential issues related to a typhoon that occurred during the training week, some participants experienced disruptions to their technology access during the training course that were due to ongoing connectivity issues in the Philippines more broadly.

The results from a Day 5 poll show that roughly a third of participants had no difficulties in accessing the Zoom sessions, and a quarter had no difficulties in accessing the Moodle content. The remaining participants had varying degrees of difficulty relating to access. For most, this was contained to one day of the training. However, roughly 20% of participants had more persistent access issues over the course of the week. Several workshop facilitators also reported challenges in using elements in Zoom (e.g., breakout rooms) to facilitate the workshops and some issues with connectivity during the workshop sessions. A support person was assigned to each workshop room to help with issues relating to access and technology.

In general, workshop facilitators reported a high level of engagement in the workshop activities, and a pattern of rising engagement across the week. The use of breakout rooms facilitated discussions, and Zoom elements such as the chat and response functions helped to encourage active participation in the sessions and helped uncover misconceptions and areas of confusion. Feedback from participants also suggests they valued the opportunity to share ideas and experiences with colleagues during the sessions.

There were clear differences between teachers and supervisors. Based on attendance rates, LAT submissions, and anecdotal reports from workshop facilitators, teachers demonstrated greater engagement in all aspects of the learning program compared with supervisors. The breakdown of LAT submissions illustrates this difference. While 94% of teachers and 80% of school heads submitted all six LATs, only 58% of supervisors did so. Feedback from workshop facilitators indicated that, at times, supervisors had to attend concurrent meetings during the scheduled workshop, which limited their ability to fully engage in the activities and discussions. In some cases, supervisors were absent from all or most of the scheduled workshops.

In relation to learning, responses from the participants indicated that many found the training useful in improving their understanding of formative assessment. Some described a change to their understanding from viewing formative assessment as a graded activity that is done at the end of a lesson toward seeing it as an ongoing process that aims to improve learning. Many participants found it difficult to reflect on their learning, focusing on recounting topics that were covered rather than changes to their understanding of those topics. The idea that formative assessment is a partnership between students and teacher appeared to be new for many of the participants.

Findings suggest many participants would benefit from further support to help them design activities that will elicit quality evidence of learning, interpret that evidence, and use that information to provide useful feedback to students on their learning. In addition, the participants themselves indicated they would value additional opportunities to learn about the use of rubrics in formative assessment and ways of involving students in the formative assessment process.

A limitation of these findings is the lack of evidence we have about any impact the training might have on teachers' classroom practice and the learning outcomes of their students. Understanding this impact would provide valuable information to inform any future iterations or scaling up of the pilot program.

Key recommendations:

- To address issues with Internet connectivity, hard copies of learning materials and recorded presentations could be provided to participants in advance of the training.
- To support workshop facilitators in their role, additional training in online facilitation could be provided along with assigning a co-facilitator to each workshop room. Restructuring the LATs and reducing the number of tasks would help to alleviate the burden of marking those tasks.

- Consider options that would retain the benefits of establishing a connected network within the region while addressing the different needs and responsibilities of school-based personnel and supervisors, for example, bringing all participants together for plenary sessions and then breaking into differentiated workshops that are targeted to the needs of participants in different roles within the system.
- To facilitate the application of these foundational ideas and strategies beyond the training program, teachers will need the opportunity to put what they have learned into practice. During this time, as teachers experiment with formative assessment and reflect on what they have learned, they will need guidance and access to support to help them improve. This could be through an online community of practice that will have to be monitored to address any misconceptions or correct any misinformation that might be shared.
- To facilitate further improvements to practice, teachers will need additional opportunities to develop and demonstrate their expertise in formative assessment and their skills in gathering and analyzing evidence of learning. The Philippine Professional Standards for Teachers (PPST) can provide a framework for supporting higher levels of expertise beyond this pilot training program. A possible pathway for developing and demonstrating increasing expertise might include the following:
 - Provide opportunities for teachers to design, implement, and report on a cycle of formative assessment. This would include information about goals for learning, curriculum connections, examples of evidence collected, their interpretation of that evidence, and an explanation of how they used that information to support improvements in learning and in teaching (as evidence of PPST domains 5.1.2, 5.2.2, and 5.5.2).
 - Provide opportunities for teachers to work in collaborative groups to review different plans for formative assessment, interpret evidence collected, and use that information to identify the next steps for learning and teaching (as evidence of PPST domains 5.1.3, 5.2.3, and 5.5.3).
 - Provide opportunities for teachers to lead formative assessment initiatives in their school or region, including evaluating policies and guidelines relating to formative assessment, mentoring others on the analysis and use of formative assessment evidence to improve learning, and leading colleagues in using assessment evidence to improve teaching practices and programs (as evidence of PPST domains 5.1.4, 5.2.4, and 5.5.4).
- Participants would benefit from additional opportunities to learn about practices and strategies that involve students as active partners in learning and in formative assessment. This includes providing students with appropriate and useful feedback and opportunities for them to reflect on their learning, engage in self-assessment, and act on feedback to further their progress in learning.
- A consistent message from participants across the week of training was that they felt a need for greater support and strategies for implementing formative assessment in remote and offline learning during the pandemic. Support for teachers will have to provide explicit, developmentally appropriate examples that can be used in offline, remote learning. This information would need to include not just an idea for an activity, but also information about what the intended learning focus is, what evidence would be gathered, and how they might interpret that information and use it to improve teaching and learning. To support the transition back to school, it would be helpful to provide information about how these examples could be adapted for different modalities. This might also help teachers move beyond delivering a prescribed plan, toward thinking more flexibly about how examples can be modified and adapted to meet the needs of their students.

2 Introduction

In the Philippines, the recent national early grade reading assessment indicated a decline in student’s literacy skills in both English and Filipino, including a worrying rise in the number of children who could not provide any correct responses (USAID, 2019). This was true for both listening comprehension and reading comprehension. While there are many factors influencing these results, it remains that something should be done to accurately identify and respond to the learning needs of children in the early grades, and this requires a classroom-based approach that integrates assessment into the everyday teaching and learning program. The Philippines Department of Education (DepEd), through its Bureau for Learning Delivery (BLD), has identified a need to strengthen teachers’ ability to effectively implement formative assessment to improve literacy outcomes, both remotely and when face-to-face classes resume. Other research has also highlighted the need to provide teachers in the Philippines with additional support to improve their understanding of the concept of formative assessment and strengthen their implementation of formative assessment in the classroom (Cagasan, Care, Robertson, & Luo, 2020). Importantly, the concerns around formative assessment practices and student learning outcomes in the Philippines were evident prior to the coronavirus disease 2019 (COVID-19) pandemic and go beyond any concerns about how to adjust assessment practices in response to remote learning conditions brought on by the pandemic. For this reason, simply providing teachers with strategies that can be implemented in remote learning situations is unlikely to be enough. A more comprehensive program of learning that builds foundational knowledge about formative assessment, as well as practical strategies that can be used with students in a range of different learning modalities, is called for.

RTI International, under the All Children Reading (ACR)–Philippines project, supported BLD in responding to this need for teacher professional development in the area of formative assessment. ACR–Philippines is a U.S. Agency for International Development (USAID) project, implemented by RTI International. ACR–Philippines provides knowledge, resources, and technical assistance to improve the ability of the USAID Mission, DepEd, and development partners to boost early grade reading outcomes in the Philippines. The content and delivery of this pilot training program was prepared by the Australian Council for Educational Research (ACER) under subcontract with RTI.

3 The Course—Becoming a Learning Detective

The 5-day online course focuses on the design and use of formative assessment to improve literacy and numeracy outcomes in Kindergarten to Grade 3 (K–3) classrooms. The emphasis is on classroom-based assessment strategies that are embedded within daily teaching and learning experiences.

The course was first rolled out to a cohort of 119 participants across 17 regions in the Philippines in September 2021, which will be the focus for this report.

3.1 Course objectives

The main objectives for this course are for participants to:

- Strengthen their understanding of formative assessment, including the purpose of formative assessment, strategies for formative assessment in K–3 lessons, and using information gained from formative assessment to provide feedback and make decisions for future teaching and learning.
- Apply their understanding to develop an activity that will be used to formatively assess students’ literacy and numeracy development in their classroom. This will

include links to the curriculum, plans for eliciting evidence of what students know and can do, and plans for how the evidence will be interpreted and used.

- Practice interpreting and reflecting on evidence gathered from classroom-based formative assessment using classroom scenarios and student work samples.
- Practice using evidence to provide useful feedback to students on their learning.
- Build a repertoire of formative assessment strategies that can be used in literacy and mathematics lessons.
- Strengthen their understanding of the role of the student in formative assessment and the strategies that support students to actively contribute to the process of formative assessment.

3.2 Proposed links to Philippine Professional Standards for Teachers

Domain 5: Assessment and reporting

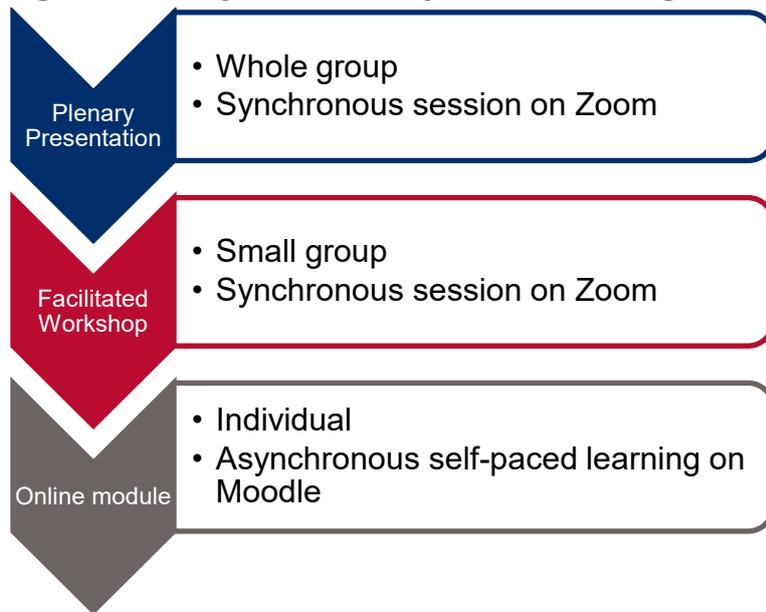
- Strand 1: Design, selection, organization, and utilization of assessment strategies
 - 5.1.2 Design, select, organize, and use diagnostic, formative, and summative assessment strategies consistent with curriculum requirements.
- Strand 2: Monitoring and evaluation of learner progress and achievement
 - 5.2.2 Monitor and evaluate learner progress and achievement using learner attainment data.
- Strand 3: Feedback to improve learning
 - 5.3.2 Use strategies for providing timely, accurate, and constructive feedback to improve learner performance.
- Strand 5: Use of assessment data to enhance teaching and learning practices and programs
 - 5.5.2 Utilize assessment data to inform the modification of teaching and learning practices and programs.

Through the Learning Assessment Tasks (LATs) (see **Appendix B**), participants are given the opportunity to design a formative assessment activity for literacy and for numeracy. They are also asked to describe three possible student responses at different levels of development, interpret that evidence and use it to decide on the next steps for teaching and learning, and provide feedback to improve learning. Participants are given the opportunity to move beyond demonstrating their knowledge of these aspects of assessment (Beginning Teachers level) and toward applying that knowledge (albeit not in the real world of the classroom), which is defined as the Proficient Teachers level. While some participants may be operating at even higher levels, without more opportunities to demonstrate their ability to collaborate with colleagues over the design and use of formative assessment strategies and data, it would be difficult to determine this in the current course format.

3.3 Hybrid modality online learning

This online program was delivered through a hybrid of both synchronous (all trainees participate simultaneously in an online event) and asynchronous (each trainee learns online at their own pace) modalities through whole group, small group, and individual learning experiences. Each day follows the same structure, illustrated in **Figure 1** and outlined below.

Figure 1. Hybrid modality online learning



3.3.1 Whole group, synchronous plenary sessions

Each day began with a whole group plenary session conducted on Zoom. These sessions were used to deliver presentations that cover key concepts, give explanations, and provide examples to illustrate what formative assessment looks like and how it can be used in the classroom. The sessions ran for approximately one hour each day and included all 119 participants. The sessions were run by ACER staff, with the recorded plenary presentations uploaded to Moodle to support subsequent independent learning, and the slides from the presentations were included in the participant's Learning Manual. From Day 2 to Day 5, each whole group session commenced with a short Q & A session where common misconceptions or questions from the previous day's workshops could be addressed.

The pre-recorded plenary session videos respond to BLD's interest in ensuring consistency in the delivery of new training content. Enhanced versions of these videos will be developed for future iterations of the training and can become a lasting source of reference material for BLD's long-term teacher professional development efforts.

3.3.2 Small group, synchronous workshop sessions

The plenary session was followed by small group workshops in Zoom to enable more active engagement with the content and the opportunity to interact with fellow participants. Each workshop session was planned to last one hour, and each group had 19–20 participants led by a facilitator. The facilitator was accompanied by at least one support person to assist with the technology and management of participants, allowing the facilitator to focus on interacting with the participants. Facilitators were provided with slides for each workshop and a manual containing detailed facilitation notes for each session. The workshops made frequent use of breakout rooms of 2–4 participants to encourage active discussion and sharing of ideas and experiences prior to whole group facilitated discussions. The 'Reactions' and 'Chat' features in Zoom were also used to uncover common misconceptions and remaining questions that could be addressed in the next day's plenary session.

3.3.3 Individual, asynchronous online learning

Following the synchronous sessions, participants proceeded to the Moodle platform for further learning activities that complemented the focus of that day. The Moodle content

included the recorded plenary presentation for that day, a revision of the key ideas, additional resources and information related to the day’s focus, and instructions for the LAT for that day. Discussion boards were also set up for groups to upload their planned formative assessment activities and share with others.

3.4 Course outline and sequence

Each day of the course had its own focus, moving from a higher-level introduction to the broad concept of formative assessment, then going deeper into specific aspects of the process and its use in K–3. The focus for each day was as follows:

- Day 1 – Becoming a Learning Detective
- Day 2 – Becoming a Literacy Learning Detective
- Day 3 – Becoming a Mathematics Learning Detective
- Day 4 – Thinking Like a Rubric
- Day 4 – Students as Learning Detectives

Please refer to **Appendix A** for a more detailed course outline.

4 Cohort 1 Training

BLD expressed a desire to take a holistic approach to delivering this training, one that brings together participants at all levels of the education system, in order to create a more connected network of support for schools as they strengthen their formative assessment practices. This contrasts with the more traditional model where non-school-based supervisors are trained and then expected to take the training back to their region where it filters down to the schools. ACER, RTI, and BLD worked closely together to develop and deliver this first online formative assessment training, with ACER staff and BLD staff sharing the responsibility for facilitation during the week-long learning program.

In this first phase, participants came from 17 regions across the Philippines. Each region was represented by a Regional Supervisor and a Division Supervisor, as well as school-based personnel from one school (see **Table 1**).

Table 1. Cohort 1 training participants

Role	Number of participants	Distribution across regions
Regional Supervisor	17	1 per region
Division Supervisor	17	1 per region
School Head	17	1 school in each region participated
Kindergarten Teacher	17	
Grade 1 Teacher	17	
Grade 2 Teacher	17	
Grade 3 Teacher	17	
Total participants	119	

According to BLD, the schools were selected based on recommendations from the Regional Supervisor in charge of the Early Language, Literacy and Numeracy (ELLN) program. Their recommendations were guided by the school’s active engagement in previous ELLN

activities and data suggesting the school could benefit from additional support in ELLN-related practices such as formative assessment.

4.1 The teaching team

In this first rollout of the training, ACER staff took responsibility for delivering the plenary presentations and question and answer (Q&A) sessions each day. Four subject matter experts were involved in developing the content for each day of the program and in delivering the plenary presentations each day. The team provided expertise in the areas of early literacy and numeracy, pedagogy and assessment in the early years, and teacher professional learning. BLD staff from the Teaching and Learning Division acted as workshop facilitators, implementing the small group workshop sessions each day. These facilitators were also responsible for grading the daily LATs in Moodle and providing feedback to ACER on the workshops each day.

4.2 Monitoring

ACER collected a range of data across the week of training to monitor participant engagement and learning, as well as the facilitation of the workshop program. While BLD has collected its own monitoring data, which may provide additional insights into the participants' experience in this learning program, the focus in this report will be on ACER's monitoring activities.

4.2.1 Engagement in learning experiences

Participants' attendance for both the plenary and workshop sessions were recorded in Zoom allowing us to collect information about participant access to the workshop and plenary programs across the week and to investigate patterns in attendance by role, by region, and by day.

Anecdotal information about participant engagement in discussions during the workshop sessions was collected in the teaching team's daily debrief sessions, and saved chat messages from Zoom provided additional information about participants' engagement in the content of the learning program.

Finally, participants' responses in the Day 5 self-reflection task provided information about their experience in the training and their emotional engagement in learning about formative assessment.

4.2.2 Facilitation of the workshop program

To monitor the facilitation aspect of the learning program, ACER conducted daily debriefing sessions with the workshop facilitators, as well as a post-training debrief session to follow up during the marking of assessment tasks. These sessions allowed ACER to gather information about the planned activities (e.g., the proposed timing of activities), the facilitation of the planned activities, and the usefulness of the Facilitator Manual.

4.2.3 Learning

To monitor participant learning during the training program, ACER gathered information from the workshop facilitators during the daily debrief sessions in relation to common misconceptions and questions arising in the workshops that might need to be addressed in the next day's plenary session. In addition to this information, ACER reviewed the participant responses in the LATs from Day 5 to identify common areas of need that might have to be targeted in the future.

5 Findings

5.1 Access and use of technology

All participants and facilitators were provided access to Zoom for the plenary and workshop sessions and Moodle for the self-paced online learning. Some participants had difficulty with Zoom due to poor connectivity. One potential barrier to access was a typhoon that occurred during the week of training, which may have caused connectivity issues for some of the participants. The regions most affected by the typhoon at the beginning of the week were Regions VI, VII, VIII, and parts of IV-B. Toward the end of the week it was Regions I and II. To investigate the potential impact of the typhoon on attendance, we examined the Zoom attendance data by region.

Figure 2 and **Figure 3** show there were variations in Zoom attendance patterns both across regions and within regions themselves. There were also a few participants who did not participate in any of the plenary or workshop sessions, specifically from Regions I, II, V, VI, and XII. The patterns suggest that while there may have been some impact on participant attendance, there were other factors at play beyond the typhoon influencing the attendance of some participants. For example, we saw fluctuating attendance in regions not affected by the typhoon and participants who had no attendance across the 5 days.

Figure 2. Number of plenary sessions attended by participants based on regions

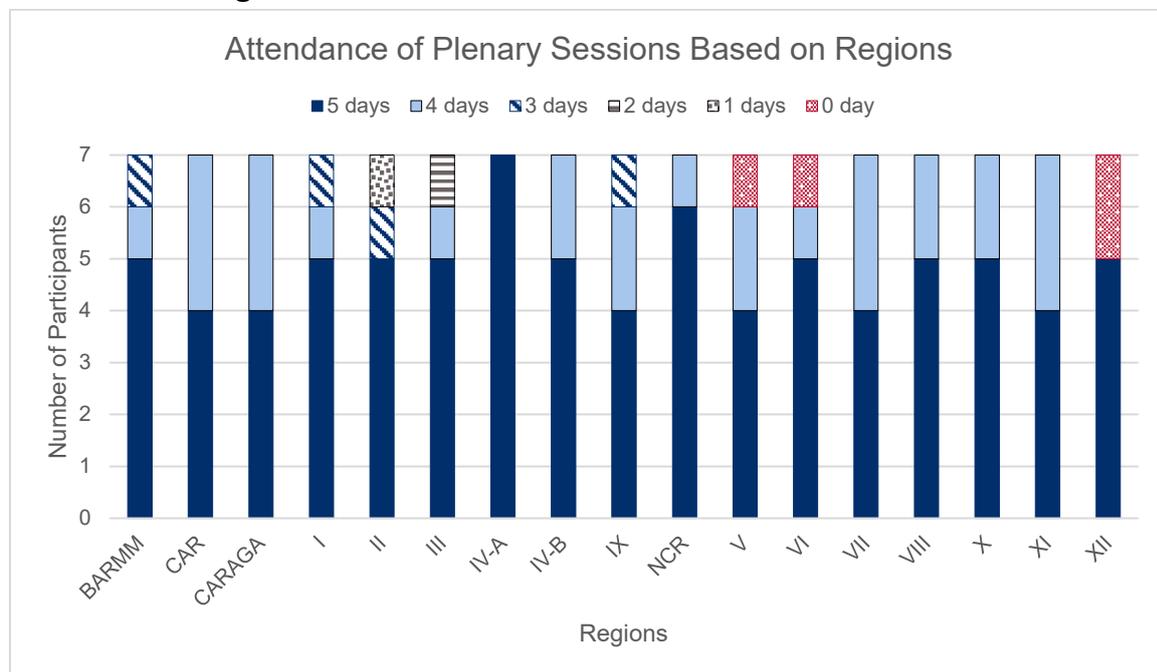
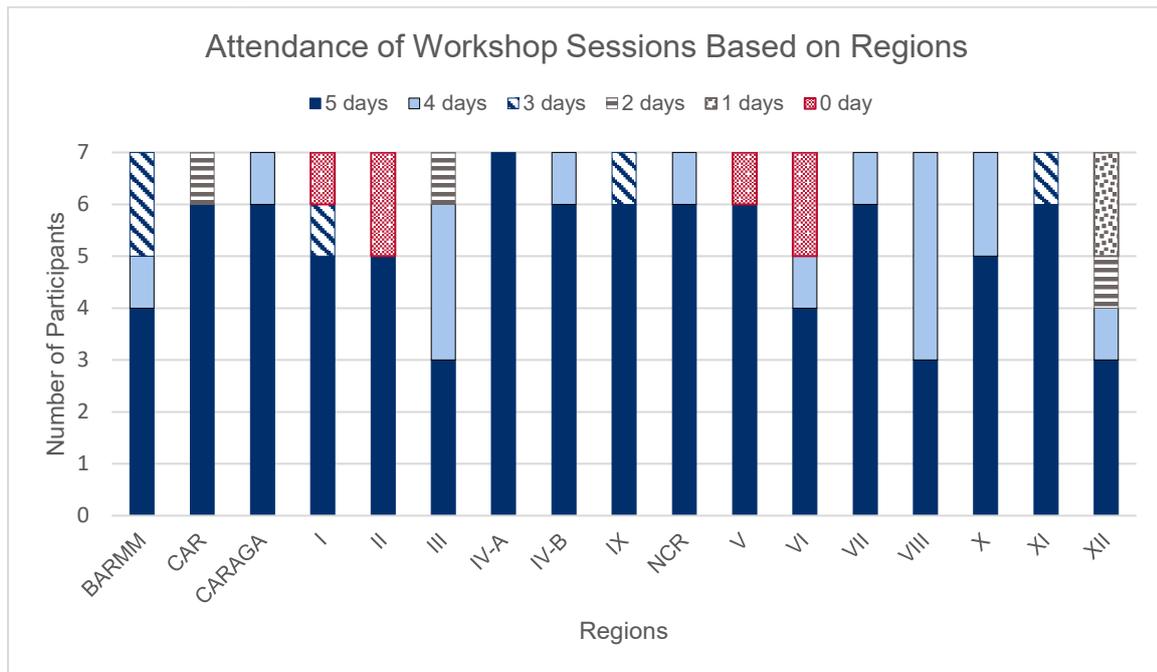


Figure 3. Number of workshop days attended by participants based on regions



Along with initial issues of getting accustomed to the technology and processes used in this online learning program, and potential issues related to the typhoon, some participants experienced disruptions to their technology access during the training course that were due to ongoing connectivity issues in the Philippines more broadly. To capture more information about the extent of these access issues and their potential impact on the learning experience, ACER administered a short poll in the Day 5 plenary session, gathering a total of 106 responses for each question. The results are shown in **Figures 4–6** below.

Figure 4. Question: Did you have trouble accessing the Zoom plenary session during this training?

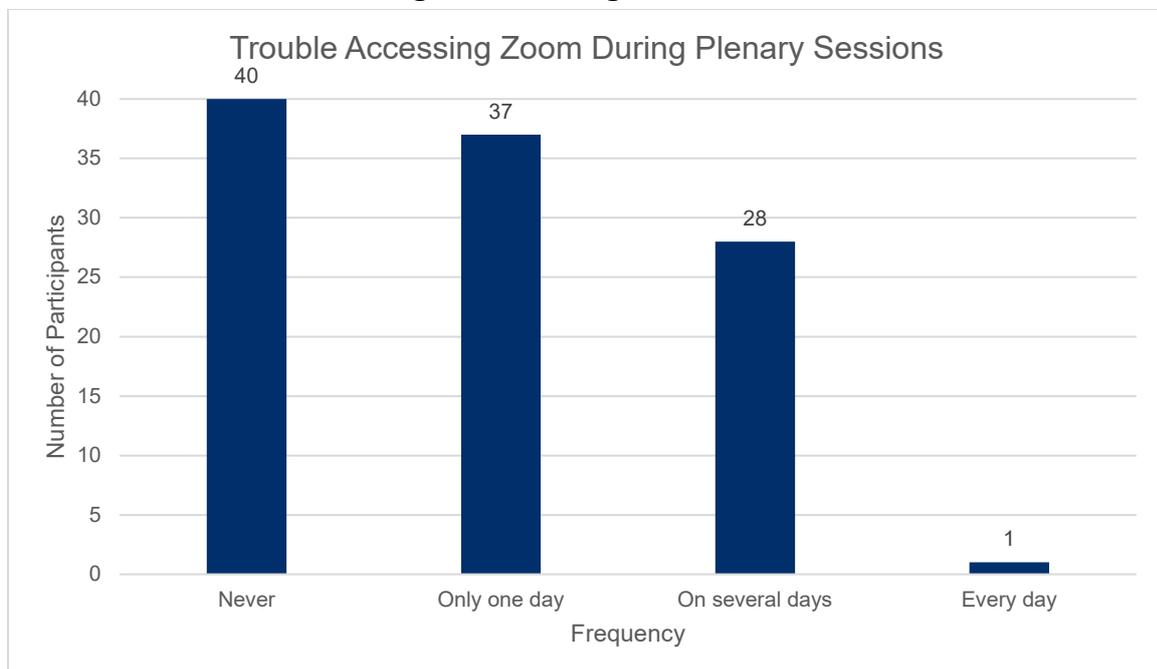


Figure 5. Question: Did you have trouble accessing the Zoom workshop session during this training?

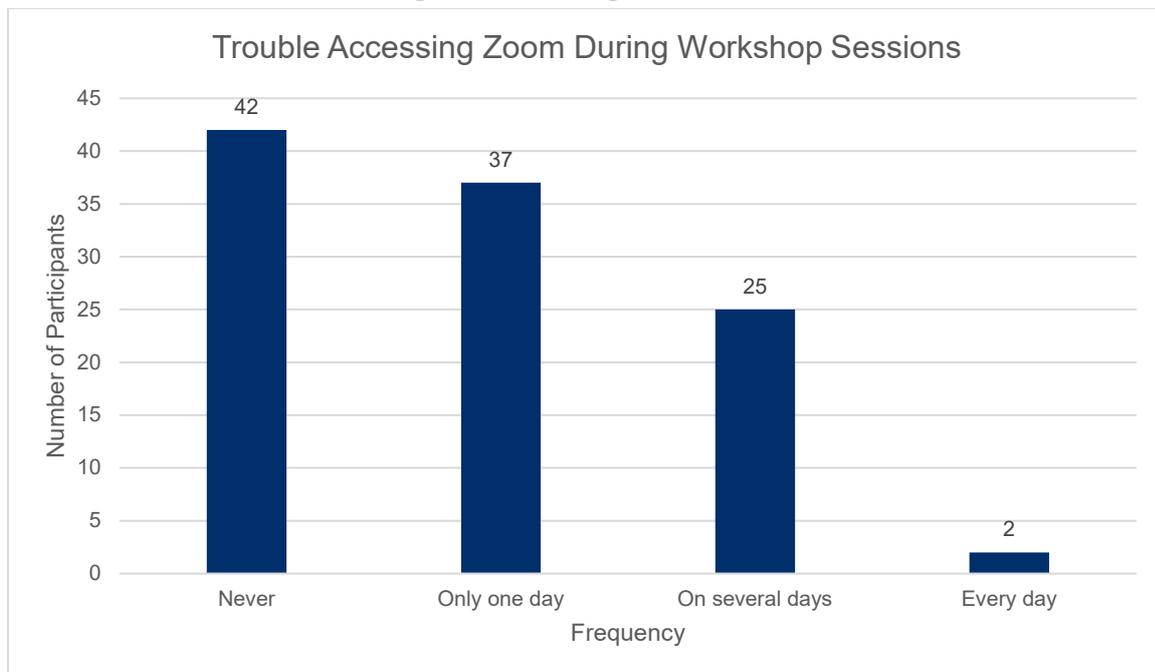
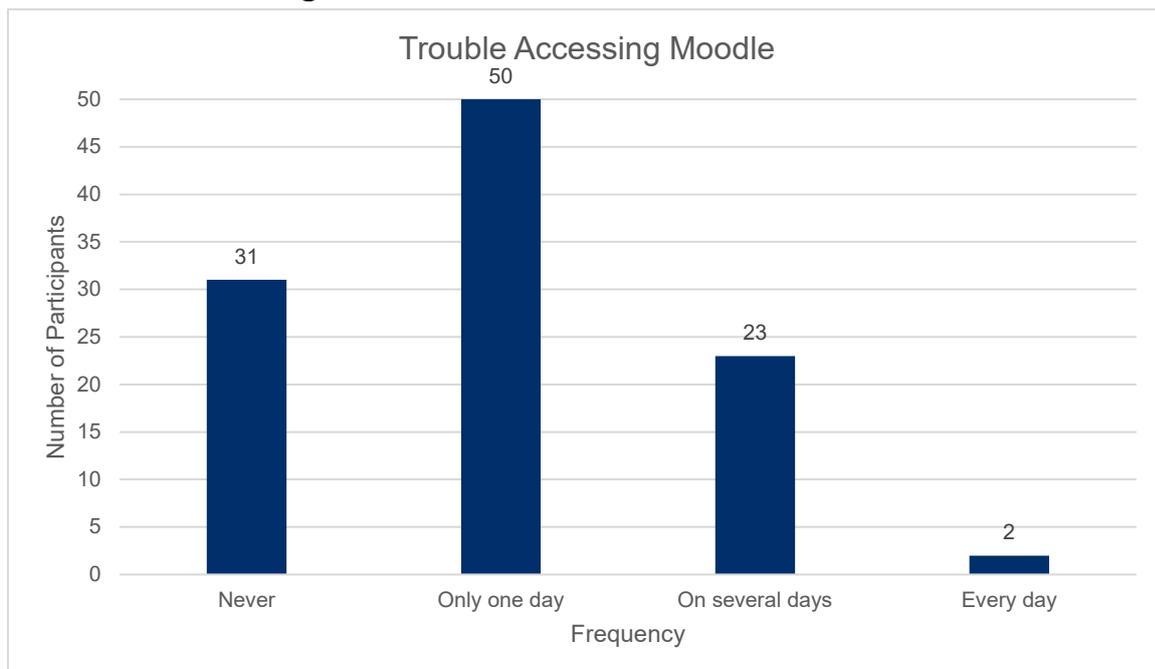


Figure 6. Question: Did you have trouble accessing Moodle during this training?



The results from the Day 5 poll show that roughly a third of participants had no difficulties accessing the Zoom sessions, and a quarter had no difficulties in accessing the Moodle content. The remaining participants had varying degrees of difficulty relating to access. For

most, this was contained to one day of the training. However, roughly 20% of participants had more persistent access issues over the course of the week.

Reports from workshop facilitators and staff supporting on Zoom indicated that some participants had difficulty accessing Zoom workshop sessions and using the breakout rooms during those sessions. In general, these issues diminished as the week progressed and everyone became more familiar with the process. Similarly, there were also issues with accessing Moodle in the early part of the program. Some of these were due to problems with email addresses and login details.

A number of the workshop facilitators also expressed some challenges in familiarizing themselves with the use of breakout rooms in Zoom and trying to manage the technology while also facilitating the session. A technology support person was assigned to each workshop group to address this challenge, and the facilitators reported that this was a very useful (if not essential) resource to consider in future trainings.

5.2 Engagement in learning experiences

Participant engagement in the planned learning experiences will be discussed in relation to their attendance in plenary and workshop Zoom sessions, anecdotal reports from the workshop facilitators about the level of participation within the workshops, and the participants' engagement in Moodle.

5.2.1 Engagement in plenary sessions

Attendance in the plenary sessions across the week can be seen in **Table 2**.

Table 2. Attendance in the Zoom plenary sessions by day

Day	Number of participants attending
Day 1 – Becoming a Learning Detective	107
Day 2 – Becoming a Literacy Learning Detective	111
Day 3 – Becoming a Mathematics Learning Detective	111
Day 4 – Using Rubrics in Formative Assessment	108
Day 5 – Students as Learning Detectives	96

Participation within the plenary sessions was limited to the use of the chat function in Zoom. This was primarily used to greet each other when entering the session, but on occasion participants shared their experiences, knowledge, and questions via the chat. Day 4 saw the highest level of interaction in the chat in relation to the use of rubrics. The interest in rubrics carried over into the workshop sessions on Day 4 (see below) and led to a follow-on short presentation on rubrics on Day 5. The topic was further extended by adding an additional forum to Moodle for participants to continue the discussion.

Given the number of participants, the time constraints for the plenary session and the fact that the presentations were pre-recorded, active participation in these sessions was limited.

Attendance based on role of participants

There were clear differences in the attendance of supervisors and school-based personnel in the plenary sessions (see **Figure 7**). Regional supervisors had the lowest rate of attendance in plenary sessions, followed by division supervisors. There were four supervisors who did not attend any of the plenary sessions across the week, and two who attended only one

session. Less than half attended all five days of plenary presentations. In contrast, the majority of school-based personnel attended all five days, and the rest attended four of the five days. The one exception was one Grade 2 teacher who attended three of the five sessions.

Figure 7. Attendance information based on role of participants during five days of plenary

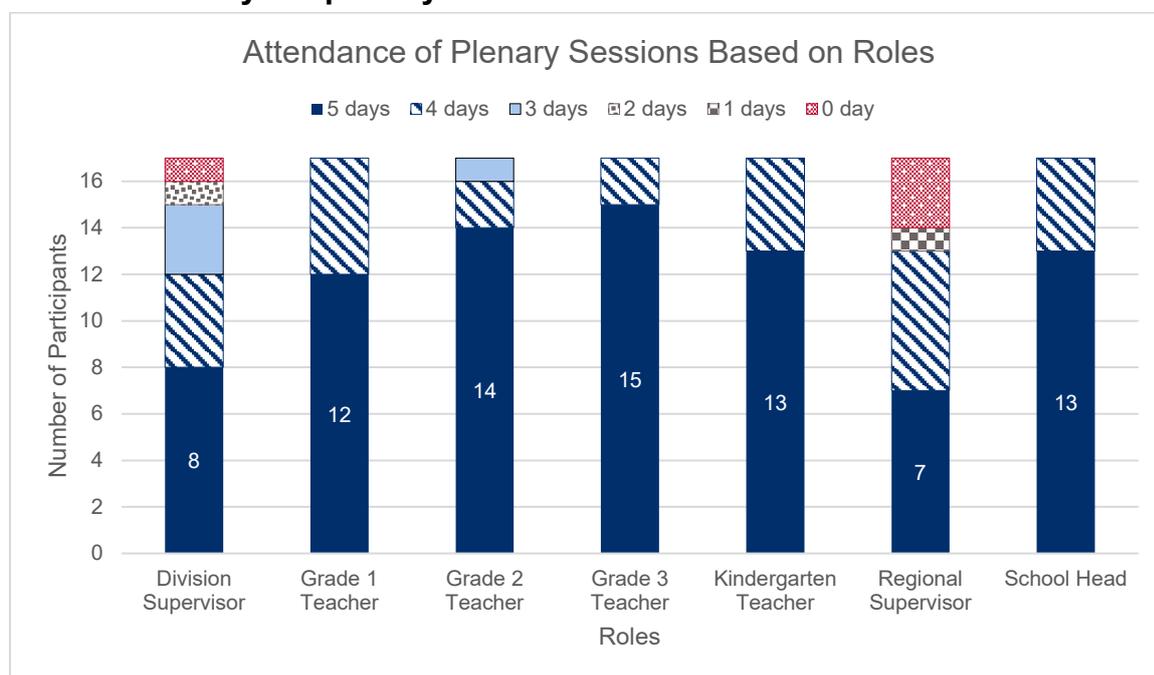
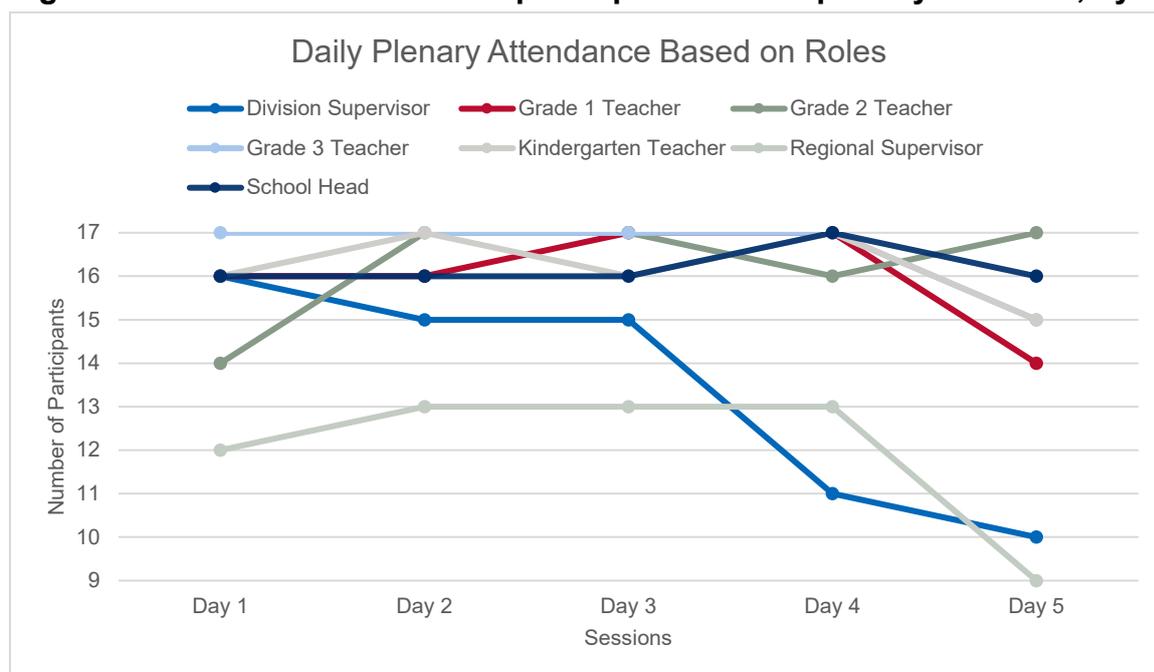


Table 3 shows that attendance of division and regional supervisors gradually decreased throughout the days of the plenary sessions. Overall attendance was highest on Day 3 and lowest on Day 5. In each day, division and regional supervisors had the lowest attendance rate. **Figure 8** shows the trend of attendance in the plenary sessions for each role.

Table 3. Attendance of participants by roles on each day of plenary sessions

Plenary attendance	Day 1	Day 2	Day 3	Day 4	Day 5
Division Supervisor	16	15	15	11	10
Grade 1 Teacher	16	16	17	17	14
Grade 2 Teacher	14	17	17	16	17
Grade 3 Teacher	17	17	17	17	15
Kindergarten Teacher	16	17	16	17	15
Regional Supervisor	12	13	13	13	9
School Head	16	16	16	17	16

Figure 8. Attendance trend of participants for the plenary sessions, by roles



5.2.2 Engagement in workshops and breakout rooms

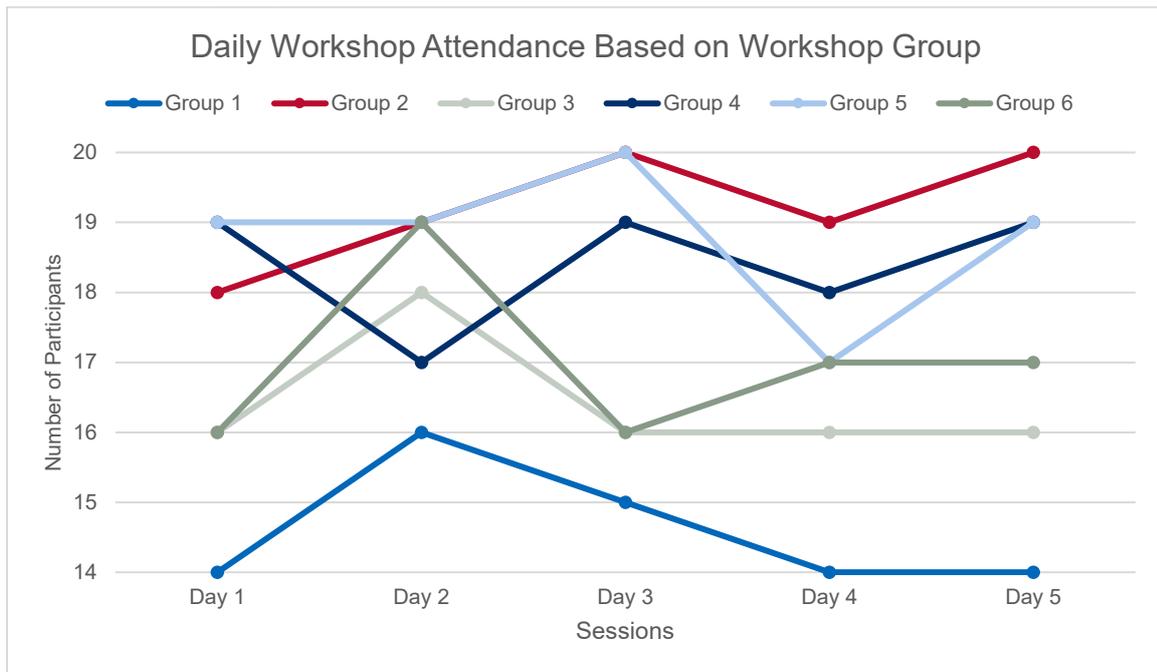
There was some confusion among participants on Day 1 in relation to which group they were allocated to and how to enter the workshop session. This was addressed by reinforcing a naming convention in subsequent days, asking participants to rename themselves in the plenary session by putting the number of their group before their name (e.g., 1_Amy Berry). This made it easier for Zoom administrators to direct participants to the correct workshop group.

Attendance in the workshop sessions can be seen in **Table 4**. Group 1 had 19 participants enrolled, and all the other groups had 20 participants. Group 1 had consistently lower numbers across the week. While there was a drop in attendance in the Day 5 plenary session, the same was not true for the workshop sessions. **Figure 9** shows the trend of attendance per group in the workshop sessions.

Table 4. Attendance in workshop sessions, by group

Group	Day 1	Day 2	Day 3	Day 4	Day 5
Group 1	14	16	15	14	14
Group 2	18	19	20	19	20
Group 3	16	18	16	16	16
Group 4	19	17	19	18	19
Group 5	19	19	20	17	19
Group 6	16	19	16	17	17

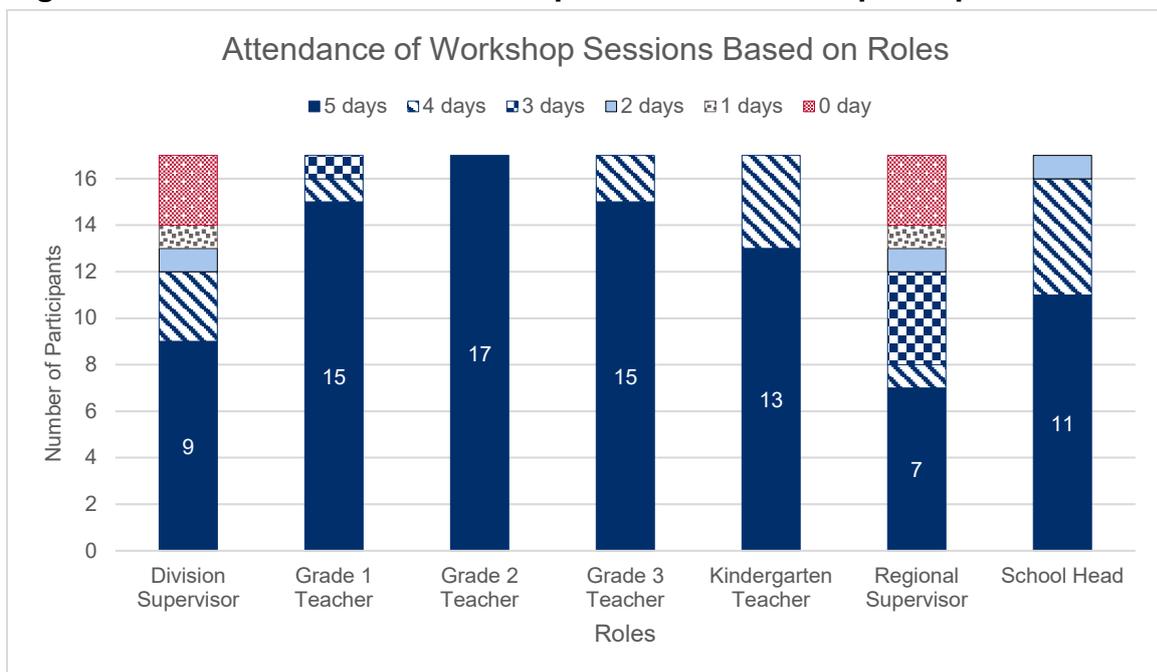
Figure 9. Attendance trend of participants for the workshop sessions, by group



Attendance based on role of participants

Similar to the attendance data for the plenary sessions, the supervisors had lower rates of attendance in the workshop sessions compared to school-based personnel (Figure 10). There were seven supervisors who did not attend any of the training workshops, and another two who attended only one workshop. The majority of teachers and school heads attended all five workshops.

Figure 10. Attendance in workshops based on role of participants

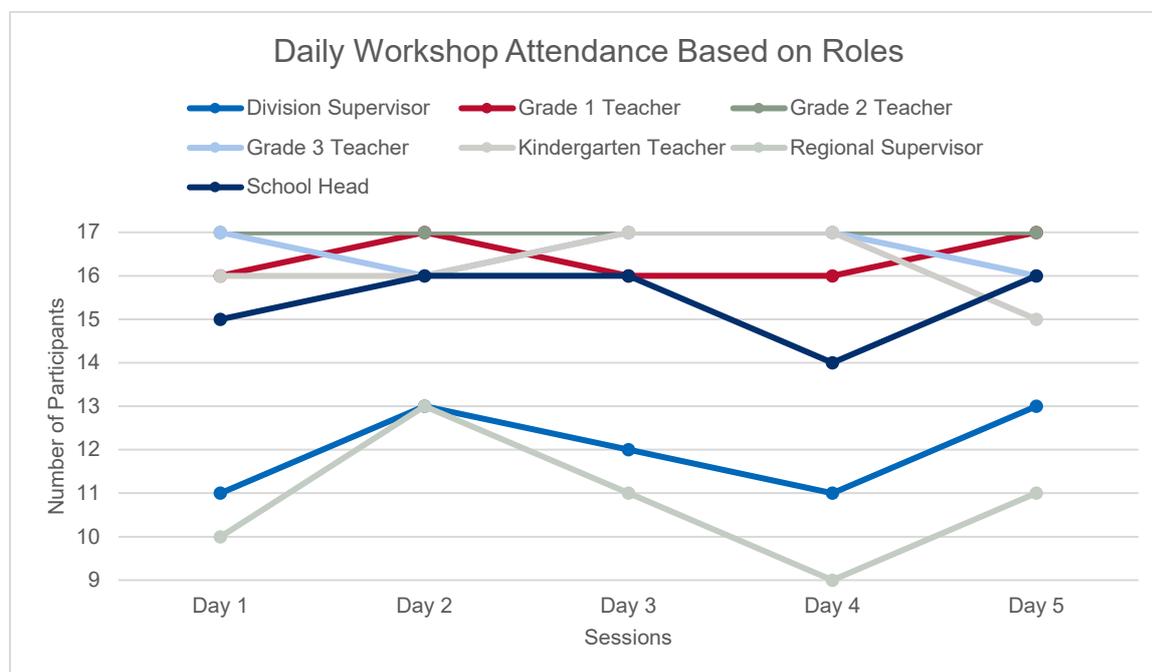


Looking at the attendance pattern across the week, for each day of the workshops, division and regional supervisors again had the lowest attendance rate (**Table 5, Figure 11**).

Table 5. Attendance of participants by roles on each day of workshops

Workshop attendance	Day 1	Day 2	Day 3	Day 4	Day 5
Division Supervisor	11	13	12	11	13
Grade 1 Teacher	16	17	16	16	17
Grade 2 Teacher	17	17	17	17	17
Grade 3 Teacher	17	16	17	17	16
Kindergarten Teacher	16	16	17	17	15
Regional Supervisor	10	13	11	9	11
School Head	15	16	16	14	16

Figure 11. Attendance trend of participants for the workshop sessions by roles.



Anecdotal evidence collected in the daily debrief sessions with the workshop facilitators indicated that, overall, the active engagement of the participants increased over the course of the week. However, facilitators did report that some supervisors were present in sessions but involved in concurrent meetings, limiting their ability to become actively engaged in activities and discussions during the session.

5.2.3 Engagement in Moodle

There were 12 participants (all supervisors) who had limited to no engagement with the material in Moodle at all. The submission of learning tasks gives some indication of participants' engagement in Moodle, and this is looked at in detail in the next section. Other evidence of engagement can be found in the activity in the discussion forums. In total, 30 participants shared their plans for formative assessment in the two discussion forums, and

22 participants posted their thoughts and experiences with rubrics in the discussion forum that was added on Day 5. These discussion forums were not facilitated, and interaction between participants was very limited. Generally, the participants did not comment or post a reply to the posts of others and their contributions were limited to posting a response to the prompt.

5.3 Learning assessment tasks

There were six LATs that participants were asked to complete and submit via Moodle. The tasks were as follows:

1. Day 1 – Self-reflection in relation to formative assessment
2. Day 2 – Plans for a literacy formative assessment
3. Day 3 – Plans for a mathematics formative assessment
4. Day 4 – Rubric for their planned literacy assessment
5. Day 5 (1) – Feedback to a student
6. Day 5 (2) – Post-training self-reflection

LATs for each day are provided for reference in **Appendix B**.

5.3.1 Submission of assigned LATs

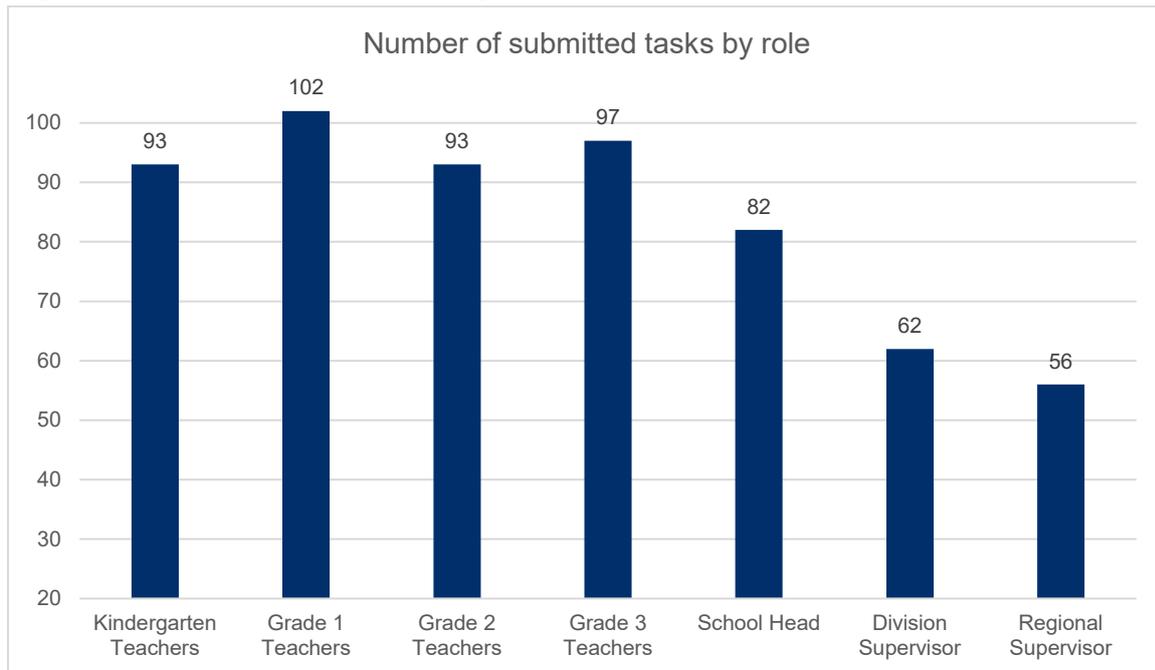
While the vast majority of participants completed all assigned tasks, there were variations across the group in terms of how many tasks were submitted (see **Table 6**). Notably, there were 12 participants who did not submit any of the assigned LATs (7 Regional Supervisors and 5 Division Supervisors).

Table 6. Number of tasks submitted to Moodle

Number of tasks submitted	Number of participants
6 tasks	85 participants
5 tasks	6 participants
4 tasks	5 participants
3 tasks	4 participants
2 tasks	4 participants
1 task	3 participants
0 tasks	12 participants

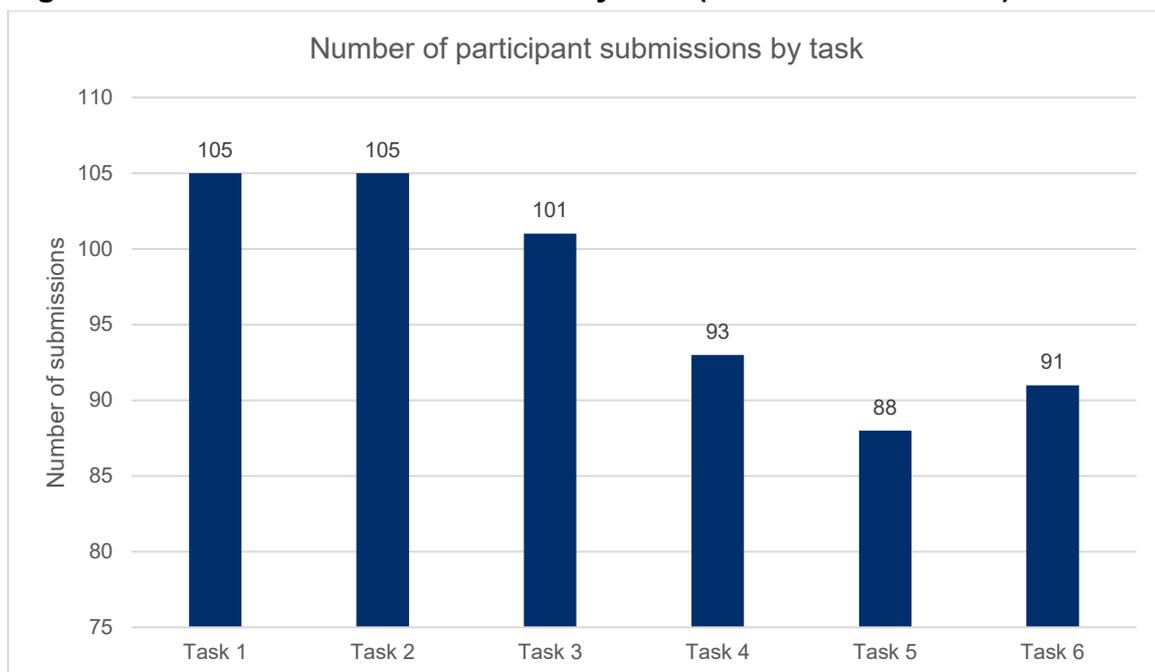
Consistent with the attendance data, looking at the differences between school-based personnel and supervisors, it is clear that the teachers (and to a lesser degree school heads) had higher levels of submission than Regional and Division Supervisors (see **Figure 12**). All 17 Grade 1 teachers submitted all tasks (for a total of 102 submitted tasks).

Figure 12. Submitted tasks by role (out of a total of 102)



There was some decline in the number of submitted tasks across the week, as shown in **Figure 13**.

Figure 13. Number of submissions by task (out of a total of 119)



5.3.2 Responses to the LATs

Looking at the participant responses in the LATs some patterns emerged that may be important to consider when deciding on the next steps to take beyond this first training. The Day 5 LAT (1) asked participants to explain their plans for formative assessment, describe a student's (child's) response, interpret that response to identify the next steps for learning,

and construct feedback for the student. As it brings together elements from Day 1, 2, 3 and 5, it was used as a focus for our monitoring activities. Day 5 LAT #1 is available for reference in **Appendix B**.

Difficulties constructing student feedback

Participant responses to the Day 5 LAT indicate that many of them needed further support to help them construct useful and accessible feedback for students. Interestingly, some participants were unable to separate feedback for learning and plans for teaching. That is, when asked what feedback they would give to a learner to help them progress, the participant instead explained what the teacher should do next.

Examples:

“Addition of single digit using one to one correspondence. Allow the child to use other concrete object.”

“Pupil has still the struggle to count and add quantities 1 to 10. Remedial lessons must be given to him.”

“The pupil will be provided remediation on the above cited difficulty for at least 3 months based on the result of his assessment.”

Another pattern seen in the LATs was the tendency to attribute lack of progress with a lack of effort on the student’s part. Feedback to the student was to tell them to work harder, keep doing more of the same, or pay more attention rather than provide specific information about what the student has shown they can do and what the next thing is that they are working toward. The examples below also illustrate an emphasis on answering correctly and getting a high score, rather than a focus on specific improvements in understanding or skill related to learning something.

Examples:

“The learner needs to learn to follow instructions and be able to answer it correctly with word clue.”

“Okay! Thank you for answering. That’s a nice try. Next time, listen carefully so that you will get the right answer.”

“It is ok to get the score of 2 out of 5. All you have to do is to practice more on reading so that next time, you can answer it with passing score of 4 or much better perfect 5.”

“Good! You’re almost there, you can do it perfectly if you listen more to teacher instruction.”

Finally, when feedback was provided to the student, much of it lacked any detail about learning, instead focusing on self-level feedback (e.g., “Great work!”) and information about what the teacher would be doing next (e.g., “You are ready to move on to the next unit.”).

Examples:

“You’re good! That’s awesome!”

“Great job, boy! Now you are ready to learn more on addition.”

“Very good! Let’s go back to the instruction again and write the correct answer with the word clue given. I’ll help you.”

“I strongly believe that with few more practice your Mama would be surprised how great you are in reading.”

Challenges in interpreting evidence of learning

To be able to provide useful feedback for learning, teachers need to have good evidence of learning and be able to analyze and interpret that evidence to identify the current level of development and the next steps for learning. Responses to the Day 5 (1) LAT indicate that many participants were thinking about evidence in a surface-level way (e.g., number of correct responses) and making vague or narrow interpretations of the evidence, rather than going deeper into the evidence to determine what it tells them about the individual student's level of development (what they understand and can do) and the next steps on their learning path. The responses also suggest that some were struggling to connect the evidence from a specific assessment task/activity to broader goals for learning.

Examples:

Participant response: *“He got only 2 out of 5 questions.”*

What is the next learning goal? *“Give more reading passages to read in order to develop his reading comprehension.”*

“Can answer the easy items but needs improvement in the harder items.”

Participant response: *“When adding 4 hearts and 3 hearts, the student draws 8 hearts instead of 7.”*

What is the next learning goal? *“The learner will be able to combine 4 hearts and 3 hearts with the result of 7 hearts in the box.”* [That is, get the correct answer on the same question rather than linking with the underlying skill involved in getting the answer (e.g., counting and a specific counting principle that might need to be mastered)].

Participant response: *“One of the students was able to fill in the graphic organizer but the answers were not properly placed on its correct element. The answers were interchanged.”* What is the next learning goal? *“The graphic organizer with the correct answer will be shown to the learners. Then the student will eventually know that his/her answers were interchanged.”*

Persisting misconceptions and misunderstandings about formative assessment

Some misconceptions and misunderstandings about formative assessment persist, for example, referring to scores as evidence of learning rather than describing what understanding or skill the student has demonstrated in the evidence, as well as misconceptions about feedback.

Examples:

“It is the student output of the activity, showing evidence of their learning. Student 1 – got 3 correct answers, Student 2 – got 0, Student 3 – got 5 correct answers.”

“Give the child praises on the words he has read successfully and on the questions he has answered partially correct. Never give him feedback on the skills that needs to be improved.”

There is also evidence that some are confused about formal, standardized diagnostic assessment tools and continuous formative assessment. While a diagnostic assessment can produce evidence that might be used for formative purposes (to adjust and target instruction), it is unlikely that you would give individual student feedback in relation to the student's performance on a standardized diagnostic test (as one participant did).

5.4 Participant self-reflections

On Day 1 and Day 5, participants were asked to reflect on their knowledge and feelings about formative assessment and identify a goal for their own development. Focusing on the Day 5 reflection, the following can be said.

5.4.1 *List 3 things that you know about formative assessment now that you did not know before*

Some participants just listed topics that we looked at during the week (e.g., feedback or using rubrics), rather than describing any changes to thinking or understanding in relation to those topics. Others simply restated ideas that were presented in the materials. This suggests that participants may not be used to reflecting deeply on their thinking or monitoring their own understanding of concepts. For those who were able to communicate a change in their thinking or understanding, the most common responses focused on the following:

- Formative assessment is a partnership between students and the teacher.
- Formative assessment is about improving learning rather than giving grades.
- Formative assessment provides useful information for both teachers and students.

Some examples of more reflective responses include:

“Formative assessment before for me was just a mere activity every after a lesson but now it is very important that I learned that formative assessment is focused on measuring what the child can do and where the child is going in his/her learning path.”

“It was easy for me to forget that formative assessments are for learning.”

“Formative assessment doesn’t end with the results, it is just the beginning.”

5.4.2 *How do you feel now when you think about formative assessment?*

In general, a number of participants found it difficult to identify the *feelings* they were having about formative assessment or the formative assessment training they were taking part in. Instead, many wrote about ideas or concepts related to formative assessment (e.g., evidence). This may mean that participants were not used to reflecting on or communicating their feelings about learning and changes to their practice.

For those who did describe their feelings about formative assessment, the vast majority of responses were positive. Most commonly, participants described feeling:

- Motivated
- Excited
- Happy
- Interested
- Confident
- Challenged

There were no responses indicating negative feelings (e.g., frustrated, anxious).

5.4.3 *Goals for future learning and improvement*

When identifying areas for improvement or things they would like to learn more about, by far the most common responses were a desire to learn more about creating and using rubrics in

formative assessment and a need to improve their skills in collecting, interpreting, and using evidence. Other frequently identified goals were:

- Learning more about how students can be partners in formative assessment and learning
- Improving their skills in designing formative assessment activities
- Learning more about how to engage in formative assessment in the 'new normal'
- Learning more about how to use formative assessment to identify and support learners with diverse learning needs
- Improving their feedback to students
- Applying these ideas and practicing these skills in their school

A small number of participants identified goals that suggest they may have had ongoing misconceptions about formative assessment. For example, one wanted to learn more about “test construction” and another wanted to “improve my test construction considering the kind of pupils I am handling,” suggesting they have yet to understand the embedded, authentic nature of formative assessment.

Other responses suggest there may have been some tension between traditional, teacher-centered approaches and the learner-centered approach presented in the training program. For example:

“Additional strategy so that the learner will be attentive if the teacher is teaching the lesson.”

“In about my teaching skills I would like to improve that by using formative assessment through practicing this assessment to become my class session would be effective especially in our country. I use traditional teaching, which is first I will ask some students if they have any idea about our lesson; afterward I will discuss the lesson to them then I give some questions to evaluate them if what they learn about the lesson.”

5.5 Post-training survey results

A survey was conducted with the training participants to identify their view of the overall 5-day training session. Out of the 99 survey participants, consisting mostly of teachers (61 out of 99), there was an overwhelmingly positive reception.

At least 80 survey participants responded with the highest score of 5 regarding whether the training improved their knowledge on the subject, gave them practical strategies that could be applied at work, and increased their familiarity with virtual training delivery platforms such as Zoom and Moodle. The qualitative responses also provided positive feedback, identifying their intentions for using the lessons learned in practice. Like the participant reflections in the Day 5 LAT (2), several responses indicated they would like more support for implementing formative assessment in the offline remote learning situation. Many also indicated they valued the sharing of ideas and experiences during the workshops and would like more time to engage in discussions with their colleagues.

When asked which day of the training they found useful, 83 out of the 99 survey participants selected all 5 days. Day 5 had the highest number of people identifying it as a useful session (94 people), while Day 1 had the least but still with a strong majority (86 people).

5.6 Facilitation of online workshops

The daily debrief sessions with the workshop facilitators proved to be very useful in identifying aspects of the program that worked well and elements that might need to be improved, and in collecting useful information about the learning needs of the participants.

The discussions were loosely structured around a Plus, Minus, Interesting (PMI) protocol, with each facilitator sharing their experience in the day's workshop.

The feedback from facilitators indicates that the use of breakout rooms, while challenging to manage at times, was very effective in getting participants actively engaged in the activities and discussions. At times, it was reported that the participants wanted more time in the breakout rooms to continue their discussions. The workshops were designed to allow participants time to discuss in small groups before returning to the larger group and sharing, with the idea that this might encourage more active participation of all. While it was seen as a positive that participants were eager to contribute to the whole group discussion, managing those contributions proved to be a challenge for facilitators in terms of time. This contributed to workshop sessions that went well over the scheduled 1 hour time frame, particularly on Day 1. As the week went on, facilitators experimented with and shared different strategies for managing the time while also providing the opportunity for sharing. For example, having some participants share in via the chat and others via their microphone. Another strategy was to call on some groups to respond to one part of a question, and then other groups respond to the next part of the question. These strategies appeared to be effective in bringing the time of the workshop down.

Feedback from facilitators was that the Facilitator Manual was quite helpful, and they appreciated the explicit instructions provided for each activity. There were instances where some felt that not enough time was allocated for an activity, but it remains unclear if this was due to issues with technology (e.g., time spent coming in and out of breakout rooms), issues with facilitation (e.g., managing time and sharing sessions), or issues of not allowing enough time for participants to complete a set task.

In general, facilitators were positive about the opportunity to bring together diverse perspectives through the networked approach within regions. They reported that teachers were sharing their on-the-ground experiences of teaching and assessment, and supervisors and school heads had their own perspectives to offer. This diversity was seen as a positive by many facilitators. In the final debrief session, one facilitator expressed his hope that the connections made within regions during the training might provide a stronger network of support to the school as they moved to implement the practices in their school. However, this approach was not without its challenges. Information shared in the debrief sessions indicates that supervisors were often less engaged due to concurrent meetings, and some did not attend the workshops at all or had inconsistent attendance.

The response from facilitators on Day 4 and 5 suggests these days were noticeably more manageable due to the smaller number of activities planned on those days. On these days, participants were asked to share their plans for formative assessment, and this took up half of the allotted time. One facilitator suggested that these sharing sessions could be improved by asking participants to share their screen as they explained their plans to make it easier for the audience to understand and follow along.

Finally, the demands of marking daily assessment tasks and facilitating daily workshops were not realistic. ACER was able to offer some support in marking, but there remained a substantial number of tasks still to be marked. Although the marking was simply Pass/Fail, and the tasks were in the form of structured templates, it still required time to read through each one and respond with feedback. This will need to be addressed in any future iterations.

6 Discussion and Recommendations

The aim of formative assessment is to gather information and use that information to identify next steps and facilitate improvement. Similarly, the findings from this first training provide a number of insights that can be used to support planning for the next steps in building formative assessment capacity within the Philippines and using formative assessment to facilitate improved learning outcomes for students in the Philippines.

6.1 Online learning and the use of technology

This training program was initially and intentionally conceived as an online activity, building upon encouraging evidence from the ELLN Digital pilot from 2017 (Oakley, King, & Scarparolo, 2018), and the recent success of the USAID/Philippines Advancing Basic Education in the Philippines (ABC+) project in implementing online teacher trainings at scale in Regions V and VI. This comes with both benefits and challenges. One of the benefits of the online approach is the ability to easily bring together participants, presenters and facilitators from different regions and different countries. Using a learning management system such as Moodle also provides the opportunity for participants to work at their own pace through the content, revisit recorded presentations as needed, and extend conversations and collaborations with colleagues beyond the workshop sessions through discussion forums.

Working online does present a number of challenges for both teaching and learning. These include challenges of access and technology use, challenges of facilitating in the online environment, and challenges of learning online.

6.1.1 Challenges of learning online

Based on our findings, most participants experienced either no difficulty in accessing the online learning program or difficulty only on one day of the program. There were some initial difficulties logging into Moodle and joining the Zoom sessions, but these were addressed. However, there was a large group of participants (up to 25%) that reported more significant and persistent difficulty in accessing the online program.

Recommendation:

To better support participant access to the learning program, you could provide hard copies of the Moodle material and recordings of the plenary presentations. The workshops themselves require synchronous participation and a level of interactivity that could be replicated in face-to-face (in-person) sessions when current restrictions allow that to happen.

6.1.2 Challenges of teaching online

Teaching online is not the same as teaching in person, especially if the aim is to facilitate an interactive and actively engaging learning experience for participants (as opposed to a more passive experience of watching a presentation). In the daily debrief sessions, some facilitators took the lead early on in sharing strategies they were using to manage time and participant contributions during discussions. This included using the chat feature during discussions so that some participants contributed via chat message and others via their microphone. While it is possible to build some of these suggestions into the facilitator notes, such a prescriptive approach does not address the need for facilitators to be able to monitor time, engagement, and learning needs during sessions and respond to those needs as they

arise. For this reason, we would advocate for a capacity-building approach to preparing future workshop facilitators for their role.

Recommendations:

To better prepare workshop facilitators for their role, additional training in online facilitation and the use of Zoom features might be offered to them prior to the training. A number of the learnings from this first training could be shared, including time management strategies, flexible approaches to seeking input from participants during discussions, and encouraging participants to use screen sharing during discussions to better communicate their ideas and plans.

A second recommendation would be to assign co-facilitators to each workshop session. This was identified by facilitators in the first training as an important factor in helping them to successfully manage the planned activities, manage the participant contributions during the workshops, and the movement in and out of the Zoom room.

Administrator-account-device balance

In this first training, there were six workshops being conducted simultaneously each day with only two administrators responsible for these workshops. The administrators were from ACER and had access to the ACER Indonesia Zoom accounts created for this training. The account information was not shared externally to avoid any safety and privacy risks. Each administrator handled three workshops using three separate devices. This presented a real challenge for the administrators, one that was managed but raises issues that will need to be considered for future trainings.

Recommendation:

Future trainings will need to consider how many Zoom accounts will be needed to run the workshop sessions, who will act as administrator/s for those accounts, and what the role of the administrator will be. If facilitators are given direct access to a Zoom account, they might be able to take on the role of administrator themselves.

Technical issues with facilitator devices

In one of the workshops, a facilitator experienced technical difficulties where she was not able to activate her microphone. The issue was eventually resolved, but not before taking up teaching and learning time during the workshop.

Recommendation:

To avoid issues relating to the devices used by facilitators, these should be tested out before the training commences. Having a back-up device might be necessary if problems are identified but not easily solved in time for the training.

6.2 The networked approach

As explained earlier, BLD opted for a ‘networked’ approach when selecting participants for this first training cohort. This approach is appealing for a number of reasons, but the results of this first training uncovered challenges as well that are worth considering before moving forward. Based on the attendance in Zoom and the submission of assessment tasks in Moodle, teachers were more actively engaged than supervisors in the learning program. This was further backed up by anecdotal reports during our debriefing sessions, where facilitators noted that some supervisors were scheduled to have concurrent meetings and activities at the same time as the workshop, thus limiting their ability to actively participate in breakout rooms and group discussions.

There are obvious potential benefits of having a network of support within the region that can help facilitate the successful implementation of formative assessment within the school. For one, when all levels of the system have the same understanding of formative assessment this helps prevent a situation where teachers are getting mixed messages about what to do and how to do it. For example, if those in leadership have a misconception that rubrics must involve a scoring or grading element, this could hinder the school’s attempts to create a more qualitative and descriptive rubric that will be needed for formative assessment. Another potential benefit is in the opportunity for schools and supervisors to think together about how to move forward on a path of continuous improvement in the use of formative assessment so that schools and teachers are provided with the support and resources that they need.

Recommendation:

It may be possible to retain the potential benefits of the networked approach while trying to address the challenges faced by supervisors in terms of time and other commitments. One option is to have all participants come together at key points in the training (e.g., the plenary presentations) to ensure everyone receives a consistent message, and then have different programs for school-based personnel and supervisors. This will allow the supervisors to receive support that is more targeted to their role in supporting formative assessment within their region and will also allow different regions and districts to come together and share experiences—creating another network for supporting formative assessment in the Philippines. If this approach is taken, it would still be important to keep the groups connected and thinking along the same path, rather than heading in opposite directions. For example, challenges and ideas that emerge in the discussions with teachers and school heads could be taken to the supervisor workshops for discussion.

6.3 Next steps for learning—where to next for this cohort?

Learning is an ongoing process and mastering formative assessment will take time and practice. In this 5-day training program, participants were introduced to the fundamental aspects of formative assessment and its role in supporting K–3 literacy and numeracy development. We also looked at examples of strategies and activities that might be used to support formative assessment in these contexts. Based on data collected during the first rollout of the training and existing evidence about what works best in teacher professional

learning programs, a number of recommendations can be made to support the first cohort of participants to take the next steps.

6.3.1 Putting the ideas into action

The next step for participants will be to put these ideas into practice and embark on an iterative process of developing their skills and deepening their knowledge. When ideas are only presented, and teachers are not supported to enact the ideas, it is possible that they may express agreement with the ideas but will continue to enact quite contradictory practices in the classroom (Kennedy, 2016). In order to bring about a change in teacher practice, it is essential to move beyond the delivery of new ideas and support teachers to enact those ideas in the real world and reflect deeply on those experiences in an iterative and ongoing process of improvement (Clarke & Hollingsworth, 2002). Ideally, participants will be supported during this enactment phase to ensure they receive feedback and guidance along the way.

Recommendation:

Teachers will need time to experiment and try out these new ideas with their students as they attempt to connect theory and practice. During this time, they will need support to help them design activities that will elicit quality evidence of learning and help in reflecting on the experiences to identify the next steps for their own development. Improvement will require that they embrace challenge and change, and this means they need to have access to someone who will be in a position to guide, scaffold, and provide feedback as needed to keep them moving forward.

Guidance, scaffolding, and feedback will have to come from someone who has more knowledge and skill in formative assessment (in the language of Zone of Proximal Development, a “more knowledgeable other” [Vygotsky, 1978]). To support the first cohort of training participants, it may be possible to establish an online community of practice (using Moodle or some other platform) as a place for them to share ideas and experiences from practice, ask for feedback and suggestions, and ask questions. This would have to be facilitated or monitored in some way to ensure that misconceptions were addressed and misinformation was not communicated. This role could be taken on by BLD staff. Alternatively, the workshop facilitators might identify a number of participants who demonstrated a higher level of expertise in formative assessment, based on their LAT submissions and participation in the workshops, and have them take on this role.

Once the first cohort of participants have demonstrated they can design, implement, and use formative assessment to improve both teaching and learning, then they will be in a better position to lead others in their region or school as they apply the content of the training program in the real world, and embark on a process of professional improvement. The online community of practice suggested in the previous paragraph could continue as a space for discussion and sharing experiences of supporting others with formative assessment. In this way, there will be ongoing opportunities to stay connected during the wider rollout across the Philippines. In addition, it could provide useful information to DepEd about common challenges and persisting misconceptions, as well

as effective and practical strategies for implementing formative assessment in K–3.

6.3.2 Developing key skills for formative assessment

A key aspect of this improvement-focused process is the ability to monitor and reflect on the effectiveness of their teaching and its impact on student learning outcomes. If teachers do not have sufficient self-regulatory skills, they will need support to develop these (Timperley, Wilson, Barrar, & Fung, 2007). Without these skills, and an understanding that formative assessment is about *deep thinking* and not just *doing activities* that have been presented in the training materials, teachers may adopt some elements from the training (e.g., rubrics) but in a superficial way that is unlikely to have much impact on their teaching practice or the learning outcomes of students. Moreover, without adequate skills in working with evidence and evaluating impact, they may believe they are doing formative assessment, but have no way of knowing if it is having the desired effect. Unfortunately, traditional approaches only require teachers to use assessment and evidence to label or categorize students (e.g., assigning grades), and teachers may not have had sufficient opportunities to develop skills in working with evidence (Timperley, 2010). The responses to the LATs indicate that many participants would benefit from further support to help them:

- think critically and deeply about the evidence they collect in formative assessment,
- use that evidence to identify current points of development for individual learners and next steps for learning,
- reflect deeply on their teaching and their effectiveness in supporting student learning, and
- set clear goals for their own improvement and make plans for achieving those goals.

Formative assessment involves deep thinking and higher-order processes such as analyzing, evaluating, reflecting, problem-solving, and self-regulation. As formative assessment is a partnership between students and teachers, this means that both teachers and students must be involved in this deep thinking. Not only will teachers need support to develop their own skills, but they will also need support in helping their students to develop these skills. This may involve raising expectations for what K–3 children are capable of and allowing sufficient time for taking learning to a deeper level. If the first cohort of participants are to guide colleagues in formative assessment, it is important that they have sufficient mastery of the skills involved and real-world experience in implementing this process with students in K–3.

Recommendation:

Taking a developmental approach, and considering the Philippine Professional Standards for Teachers (PPSTs) (Domain 5, Assessment and Reporting), we can identify the progression of development that we might expect teachers to move along as they develop expertise in formative assessment. As discussed earlier, the current learning program provides opportunities for participants to demonstrate the indicators described at the Beginning and Proficient levels, but not in the real-world context of their school and classrooms. That is, there are limits to what we can know about a participant's actual level of development in the area of assessment given the context of the current learning program.

Moving on from this point, a possible pathway for developing and demonstrating expertise might include the following:

1. Provide opportunities for teachers to design, implement, and report on a cycle of formative assessment. This would include information about goals for learning, curriculum connections, examples of evidence collected, their interpretation of that evidence, and an explanation of how they used that information to support improvements in learning and in teaching. (As evidence of 5.1.2, 5.2.2, and 5.5.2)
2. Provide opportunities for teachers to work in collaborative groups to review different plans for formative assessment, interpret evidence collected, and use that information to identify the next steps for learning and teaching. (As evidence of 5.1.3, 5.2.3, and 5.5.3)
3. Provide opportunities for teachers to lead formative assessment initiatives in their school or region, including evaluating policies and guidelines relating to formative assessment, mentoring others on the analysis and use of formative assessment evidence to improve learning, leading colleagues in using assessment evidence to improve teaching practices and programs. (As evidence of 5.1.4, 5.2.4, and 5.5.4)

6.3.3 Additional instruction and support

In addition to improving their skills in working with evidence and evaluating impact, there are a number of concepts and practices that participants have identified as things they want to improve or understand better. Responses in the LATs provide further evidence of the need for further support in these areas. As these areas have been identified by the participants themselves (not just teachers but those in leadership as well), we recommend providing follow-on training or support in these areas before the participants would be ready to take on the role of facilitators themselves. They are three distinct needs and might have to be addressed separately or in different ways.

Creating and using rubrics in formative assessment

When asked to identify a goal for their own development in formative assessment, the majority of participants indicated they would like more help with creating and using rubrics. This was also a topic that engaged many participants in the workshops and plenary sessions on Days 4 and 5. While rubrics were not necessarily new for them, the idea that rubrics could be used formatively (not just for grading or scoring purposes) was new for many. Importantly, this need extends beyond the teachers and includes supervisors and school leaders. It is important that all levels of the network, from teachers to regional supervisors, have a common understanding of what an effective formative assessment rubric is and how they can be used during the formative assessment process.

Any additional training should include opportunities to collaboratively construct rubrics, to receive feedback on their rubrics, and to try out their rubrics to identify areas for improvement. Some participants expressed a desire to include students in the rubric creation process, a worthy goal given the focus of formative assessment, but it will be important for teachers to first develop a level of mastery over the process before they will be ready to help students to do the same.

Recommendation:

Follow-on training that focuses on the design and use of developmental rubrics to support formative assessment is recommended. This should be embedded within practice so that participants are able to design rubrics that are appropriate and meaningful for their students, collaborate with colleagues in this design phase, and then engage in an iterative process of refining those rubrics through feedback and use in the real world. This training can extend on the Q&A session that was provided on Day 5, where we provided some tips for creating rubrics and some traps to avoid. A focus of this training should be on using the rubrics to support teaching and learning, as different to the current use of rubrics for scoring and grading.

Students as partners in formative assessment

Many participants expressed a desire to know more about how to involve students as partners in formative assessment. The evidence collected in the LATs suggests that many participants will need additional support to help them master the art of constructing useful feedback for learning. To be able to provide useful feedback to students about their learning, teachers must first be able to elicit evidence of learning and know how to interpret that evidence to identify the student's progress along the path of learning, something we have flagged earlier. Without this skill, it is unlikely that they will be able to provide the specific information that the learner will need to help them take the next steps or to know what things they should continue to do as they move forward. Beyond these skills in working with evidence, participants may also need support to shift their thinking about teaching and learning. The beliefs that teachers hold about teaching and learning have the potential to influence their practice in a number of ways. Namely, beliefs influence what the teacher notices or looks for in the classroom, how they interpret that information, and their decisions about when to act and how to act in response to the information (Fives & Buehl, 2012), all important aspects of formative assessment.

Responses in the Day 5 LAT indicate that many participants may still be operating from a traditional teacher-centered perspective, with their central focus on what the teacher is doing or needs to do. In formative assessment, we are looking for a shift to a more learner-centered perspective, with a central focus on learning and the individual student's progress along a learning pathway. The findings from this first training align with other evidence that suggests a significant proportion of teachers in the Philippines may be operating at low levels of formative assessment practice, where their focus in observed lessons is on delivering the planned lesson, correcting student mistakes, and reminding students of the instructions (Cagasan et al., 2020). This is in contrast to a more sophisticated, higher level of formative assessment practice that is responsive to the learning needs of individual students, views students as capable partners in learning, and provides feedback that aims to help the individual take active steps in driving their own learning progress.

From the responses of many participants, a deficit view of learning and assessment is also evident. From a deficit view, assessment focuses on uncovering gaps in learning or identifying students who are failing to meet expected standards, with a view to filling the gaps or providing remedial instruction for selected students. This is in contrast to a developmental view, where the focus is on identifying each student's progress along a progression of learning, with a view to targeting instruction to each individual's point of development.

In light of the above, supporting participants to improve their skills in constructing useful feedback for learning and collaborating with students as partners in formative assessment

will have to consider the skills needed (e.g., eliciting and interpreting evidence of learning), the knowledge needed (e.g., knowing what the pathway for learning looks like), and the beliefs about teaching and learning that underpin both formative assessment and feedback for learning.

Recommendation:

This may be the most challenging of the three to address as it involves not only skills and knowledge, but also beliefs about teaching and learning. Showing participants real-world examples of how K–3 students can be actively and meaningfully involved in formative assessment may help them to see what we are trying to achieve. Providing explicit instructions for how to involve students through the use of success criteria, child-friendly rubrics, quality feedback, and self- and peer-assessment, and then supporting them to try out these ideas with their students can also provide a path forward. Finally, we need to ensure that participants have the necessary skills in assessment and the knowledge about developmental pathways of learning within curriculum areas such as literacy and mathematics that will be necessary for effective formative assessment.

Engaging in formative assessment during remote learning

Overwhelmingly, participants communicated a need for greater support to address the significant challenge of implementing formative assessment in a meaningful way during the current context of remote learning. This is especially true for those teachers working in the modular approach. Formative assessment, by nature, involves interactions (often 1:1 in the early years) between students and teachers and is embedded in the teaching and learning process. It will likely take a collaborative and ongoing effort across different levels of the system to provide teachers and families with the targeted support they will need during this time. More information may be needed from teachers and families to better understand the specific challenges they are experiencing and the specific needs they have identified so that any support can be targeted and meaningful. This challenge is heightened in K–3 due to the fact that children are still developing their skills as readers and writers and will need help to access and engage with learning materials and feedback on their learning. Unfortunately, the guidance and resources for formative assessment in remote learning often assumes that remote learning is happening online (e.g., online learning activities, platforms for online learning, programs for meeting online). In addition, many of the resources suggest activities that are not appropriate or practical in the early years as they require a certain level of literacy development. Much of the valuable evidence that we collect in the early years is gathered by listening to what children SAY and watching what children DO while engaging in a learning activity, not just what they WRITE. It is possible to bring parents into the formative assessment partnership to assist with capturing this valuable evidence (e.g., sharing what they observed or heard, recording their child and sending it to the teacher), but this will require guidance and support from the teacher and the school.

Recommendation:

Strategies for use in remote learning could be addressed by providing explicit, developmentally appropriate examples that can be used in offline, remote learning. This information would have to include not just an idea for an activity, but also information about

what the intended learning focus is, what evidence would be gathered, and how they might interpret that information and use it to improve teaching and learning. To support the transition back to school, it would be helpful to provide information about how these examples could be adapted for different modalities. This might also help teachers move beyond delivering a prescribed plan, toward thinking more flexibly about how examples can be modified and adapted to meet the needs of their students.

6.4 Looking ahead—where to next for the training program?

Thinking ahead to the next steps for this training program, we will focus on providing feedback on what worked well, what could be improved, and what other evidence might be needed to support future scaling up.

6.4.1 What worked well?

Plenary sessions

Presenting the content in a whole group plenary session, and addressing emerging misconceptions or questions about the concepts in those sessions, ensures that all participants are given the same information about key concepts like evidence and formative assessment, key knowledge such as the progression of early literacy and numeracy development, and key messages such as the need to actively involve students in the process and the need for quality evidence of learning. The presentations have been recorded and can be used in future iterations to maintain fidelity with foundational knowledge that is covered in these sessions.

Workshops

Feedback from the workshop facilitators indicates the Facilitator Manual was useful in supporting them to lead the daily workshop sessions. The repetitive nature of the workshop activities across the week (e.g., using a consistent structure and slides) also helped to support both facilitators and participants to engage in the workshops as the week progressed and everyone became familiar with how things worked. From the debrief sessions, the feedback indicates that participant engagement in these workshop sessions increased over the course of the week.

Workshop facilitators provided positive feedback on the use of breakout rooms to actively engage participants in discussions, and the interactive nature of the workshop activities that provided multiple opportunities for participants to share ideas, experiences, and questions with the group. Feedback from the debrief sessions indicates that participants (especially the teachers) were eager to share and contribute to the discussions.

The Agree/Disagree activities in the workshop were designed to uncover common misconceptions about formative assessment, and they appeared to work well in doing that during this first implementation of the training. Facilitators were able to provide feedback to ACER during our debrief sessions when misconceptions were discovered in their group during this activity, and this was then followed up by ACER in the next session.

Having a dedicated support person in workshop sessions to assist with managing the Zoom session (e.g., admitting participants into the room, managing breakout rooms, managing the chat, etc.) allowed the facilitator to focus on facilitating the planned activities. When this support person was also able to contribute to the facilitation by participating in the discussions and interacting in the chat, this was even more helpful as it moved closer to a co-teaching approach.

LATs

The Day 5 LATs provided useful information on the participant's level of understanding of key concepts, persisting misconceptions, identified learning needs, and areas of greatest interest to participants. Their feedback suggests that they found the experience to be motivating and interesting, and that they were energized and excited to take their new knowledge back to their schools to share with colleagues.

6.4.2 What could be improved?

More time to learn and put ideas into practice

The 5-day intensive nature of the program is probably not the best approach for learning. While it frontloads the participants with knowledge, it does not provide the opportunity to apply that knowledge and learn through the process of doing. Also, there are questions about how much of that information a person might realistically be able to take in during such a short but intense experience, and how long they might retain that information beyond the training week. Spreading out the training over a longer period of time would allow participants to spend time between sessions applying the concepts, reflecting on the experience, and collecting real-world evidence that can be used in subsequent sessions. For example, on Day 2 they are asked to design a formative assessment for literacy and then describe some possible student responses at different levels of development and then interpret those responses. It would be far better to allow them to collect actual student responses as evidence, and then support them to interpret those responses and to make plans for what to do next.

The demands of the 5-day program on workshop facilitators meant they did not have adequate time to mark all of the LATs, and this activity is still continuing at the writing of this report. If the training program is spread out over a longer time period, this will be more achievable and the participants will be able to receive important and timely feedback on their responses that can be used to support improvements in their understanding and their real-world practice. This experience of receiving and using formative feedback to improve their learning may help to promote a deeper understanding of feedback from the perspective of a learner.

Reducing the demands on facilitators

If the course is to go ahead as a 5-day intensive, then our recommendation would be to decrease the number of submitted tasks. The most logical option would be to keep the Day 4 and Day 5 (#1) tasks as they build on the work done on Days 1, 2, and 3. You might ask participants to begin working on the Day 4 task (describing a literacy formative assessment and creating a rubric to go with it) on Day 2, and begin working on the Day 5 task (describing a mathematics formative assessment and constructing student feedback) on Day 3. To further reduce the marking workload, participants could be asked to complete the Day 1 and Day 5 self-reflection as a monitoring exercise that provides useful information to facilitators but does not need to be marked or given feedback.

This would reduce the number of tasks that would need to be marked from 6 down to 2.

Preparing to teach and learn online

To avoid disruptions to the teaching and learning, especially in a 5-day intensive format, it would be a good idea to prepare both facilitators and participants to engage in the online components. For facilitators, this would involve practice in working through the Day 1 workshop activities, including using the breakout rooms and response functions, as well as time to test out their equipment to identify any potential problems and back-up plans. This would also be the time to give them access to Moodle and have them look through the content, as well as an opportunity to experiment with accessing a submitted task and going through the process of marking and giving feedback.

For participants, providing a welcome webinar on Zoom prior to the training week could provide the opportunity to introduce them to the processes and protocols involved in the Zoom sessions; make sure that everyone knew what workshop group they were in, and had their Moodle login details; and address any other access issues prior to the Day 1 Plenary session. This webinar could also provide instructions for the participants to log into Moodle, read through the Getting Started material, and complete the pre-training self-reflection to ensure that any issues with logging into Moodle are addressed prior to Day 1.

Additional scaffolding

While the content of the course provides a strong foundation of knowledge about the process of formative assessment and the key practices of eliciting evidence of learning and using that evidence to support teaching and learning, the findings suggest that some participants may benefit from additional support to help them understand the process. In the workshops on Days 2 and 3, participants were provided with examples of formative assessment tasks, given opportunities to share different strategies for eliciting evidence, and supported to think about how different students might respond and what that might mean for teaching and learning. To further establish what kind of evidence we are looking for in formative assessment (i.e., qualitative rather than quantitative information about what the student can and cannot do), it would be useful to include more explicit examples of student responses and explicitly model how teachers can collaboratively interpret the evidence and make decisions about how to use it. This could also include a guided discussion to illustrate why a score (e.g., 3/5 correct) does not provide the kind of information that we need to be able to determine where the student is in their learning and what the next step would be for teaching and learning. This could be done in the form of teacher communities of practice, or Learning Action Cells.

Additional scaffolding could also be added to the Day 2 and Day 3 LAT by providing more explicit prompts for the participant to respond to. For example:

- In this formative assessment activity, I am trying to find out...
- Provide the actual prompt that the student will be responding to (What question will you ask? What instructions will you give them?)
- How will the student respond? (In writing? In a drawing? Orally? In a group? 1 on 1?)
- Imagine you have 3 different student responses in front of you (1 high level, 1 medium level, 1 low level). Describe those 3 different responses. Remember, we are not looking for a score that you have calculated after grading the response. We want the actual response that the student made. What did they do, say, make, or write?
- For each of the students, answer the following questions. Looking at the evidence, what CAN the student do and/or what DO they know? What is the most logical thing for them to learn next?

For the Day 4 LAT, it is recommended that the participants add onto the document they already completed in the Day 2 LAT rather than submit a separate document with the rubric. Similarly, for the Day 5 LAT (1), the participants could add the student feedback onto the document they completed in the Day 3 LAT. This might help participants to better connect the different parts of the formative assessment process, from design to implementation to interpretation and finally use.

6.4.3 What other evidence do we need?

Any professional learning program, including this one, is undertaken with the aim of instigating change. In teacher professional learning, we are generally hoping to change teacher practice in a way that will lead to improved outcomes for students. Unfortunately, it remains true that many teacher professional learning programs have little to no impact on changing teacher practice. While we have some information that suggests participants have

had a positive and engaging experience during the training, we have no way of knowing if this will lead to any changes in practice, what the nature of those changes to practice might be, or what impact, if any, this might have on students and their learning. Before investing time and resources into scaling up the program, we recommend collecting evidence to determine the effectiveness of the program and its impact on teaching practice and student outcomes.

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Appendix A: Course Outline and Sequence

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Online presentation (synchronous, whole group)	Opening program <ul style="list-style-type: none"> Welcome and Introduction Overview of the week Objectives <i>Presentation</i> Becoming a Learning Detective <ul style="list-style-type: none"> What is formative assessment? Why is formative assessment important? Situating in the Philippines context What counts as evidence of student learning? Gathering evidence of learning 	Focus: Formative assessment and literacy <i>Recap of Day 1 and Q&A</i> <i>Presentation</i> Becoming a Literacy Learning Detective <ul style="list-style-type: none"> Talking like a book Decoding Why this is so important Key stages of development Collecting evidence 	Focus: Formative assessment and mathematics <i>Recap of Day 2 and Q&A</i> <i>Presentation</i> Becoming a Mathematics Learning Detective <ul style="list-style-type: none"> Learning to count Why this is so important for mathematical development Key stages in development Collecting evidence 	Focus: Recording student progress in learning <i>Recap of Day 3 and Q&A</i> <i>Presentation</i> Thinking Like a Rubric <ul style="list-style-type: none"> What are rubrics? How can rubrics help us in formative assessment? Benefits of using rubrics Examples of rubrics 	Focus: Involving students in formative assessment <i>Recap of Day 4 and Q&A</i> <i>Presentation</i> Students as Learning Detectives <ul style="list-style-type: none"> Why do we need to involve students in formative assessment? Learning intentions and success criteria Self- and peer-assessment Feedback for learning Creating a culture of learning
Online workshop (synchronous, small group learning)	<ul style="list-style-type: none"> Revise the key elements of formative assessment Identify the challenges teachers 	<ul style="list-style-type: none"> Revising key ideas about literacy development and formative assessment Interpreting evidence of student 	<ul style="list-style-type: none"> Revising the key ideas about mathematics development and formative assessment 	<ul style="list-style-type: none"> Revising key ideas about rubrics and formative assessment Using rubrics to interpret evidence and monitor learning 	<ul style="list-style-type: none"> Revising key ideas about involving students in formative assessment Self- and peer-assessment

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
	<p>face in formative assessment</p> <ul style="list-style-type: none"> Reflect on examples of formative assessment 	<p>development in literacy</p> <ul style="list-style-type: none"> Managing 1 to 1 assessments in literacy 	<ul style="list-style-type: none"> Interpreting evidence of student development in mathematics Managing 1 to 1 assessments in mathematics 	<ul style="list-style-type: none"> Constructing rubrics for formative assessment Presentations of Day 2 LAT 	<ul style="list-style-type: none"> Presentations of Day 3 LAT – Cooperative Assessment
Online module (asynchronous, individual learning)	<p>Reviewing key ideas from Day 1</p> <p>Reflect on experiences of teaching and learning</p> <p>LAT: Pre-training self-audit for formative assessment</p>	<p>Reviewing key ideas from Day 2</p> <p>Reflection/self-assessment:</p> <p>What have I learned?</p> <p>What do I still need to know?</p> <p>LAT: Create a formative assessment for literacy</p>	<p>Reviewing key ideas from Day 3</p> <p>Reflection/self-assessment:</p> <p>What have I learned?</p> <p>What do I still need to know?</p> <p>LAT: Create a formative assessment for mathematics</p>	<p>Reviewing key ideas from Day 4</p> <p>Reflection/self-assessment: What are the next steps for improving your skills in formative literacy assessment</p> <p>LAT: Exit ticket – Create a rubric for your literacy assessment</p>	<p>Reviewing key ideas from Day 5</p> <p>LAT 1: Exit ticket – Construct feedback for a student</p> <p>LAT 2: Post-training self-audit for formative assessment</p>
Hours	3	3	3	3	3

Appendix B: LATs

B.1 LAT for Day 1 (Becoming a Learning Detective)

Use the following prompts to complete a self-audit as a first step in our learning about formative assessment.

Name	
Workshop Group Number	
List 3 things you know about formative assessment.	
What formative assessment strategies do you have experience using?	
In your experience, how often do you think K-3 teachers use formative assessment?	
What 3 words best describe how you feel when you think about formative assessment?	
What do you wish you knew better about formative assessment or what do you want to learn to do better?	

B.2 LAT for Day 2 (Becoming a Literacy Learning Detective)

This is your learning assessment task that you will need to complete and upload into Moodle.

Use the following prompts to describe a formative **assessment of comprehension**.

Name	
Workshop Group Number	
What is the goal or purpose of the task and the assessment? What are you trying to find out?	
Briefly describe the task and the assessment. What is the teacher doing? What is the learner doing? Indicate if this is a 1:1 or Group situation.	
Provide examples of 3 student responses that show evidence of signposts along the path of learning: low skill, medium skill and high skill	Student 1 response
	Student 2 response
	Student 3 response
For each student, describe what the student needs to learn next.	Student 1 learning goal
	Student 2 learning goal
	Student 3 learning goal

B.3 LAT for Day 3 (Becoming a Mathematics Learning Detective)

This is your learning assessment task that you will need to complete and upload into Moodle.

Use the following prompts to describe a formative **mathematics task and assessment to determine whether students are ready to add or subtract quantities up to 10 using concrete materials.**

Name	
Workshop Group Number	
What is the goal or purpose of the task and the assessment? What are you trying to find out?	
Briefly describe the task and the assessment. What is the teacher doing? What is the learner doing? Indicate if this is a 1:1 or Group situation.	
Provide examples of 3 student responses that show evidence of signposts along the path of learning: low skill, medium skill and high skill	Student 1 response
	Student 2 response
	Student 3 response
For each student, describe what the student needs to learn next.	Student 1 learning goal
	Student 2 learning goal
	Student 3 learning goal

B4. LAT for Day 4 (Thinking Like a Rubric)

Looking back at the formative assessment plans you presented today, use your three student responses and your plans for the assessment task to construct a simple rubric that could be used to interpret the evidence you collect from this assessment. Think about the ages of the students you would be working with and try to use language that would be accessible for them. For very young children, you might even think about including visuals to help them use the rubric to monitor their own progress and the progress of their peers.

Name	
Workshop Group Number	

Use your three student responses and your plans for assessing comprehension to construct a simple rubric that could be used to interpret the evidence you collect from this assessment. Think about the ages of the students you would be working with and try to use language that would be accessible for them. For very young children, you might even think about including visuals to help them use the rubric to monitor their own progress and the progress of their peers.

As you create your table, remember to include these things:

1. A title to communicate the focus for the rubric (e.g. listening comprehension)
2. Information about what the students are learning to do in relation to that focus (e.g. recount the sequence of events, make a simple inference, come up with an alternative ending, etc.)
3. Different levels of mastery
4. Clear descriptions of what learning looks like at these different levels of mastery

The structure of your table will be determined by how many different things you are trying to assess (#2 above) and how many different levels of mastery you are describing (#3 above).

Don't worry about 'getting it right', this is an exercise to help you start thinking like a rubric as you work towards becoming a rubric master!

You can create your rubric below by inserting a table into this Word document, you can draw your rubric on paper and take a photo to upload to Moodle, or you could use an online rubric maker like Quick Rubric (<https://www.quickrubric.com>) to make the rubric.

B5. LAT for Day 5 # 1 (Construct Feedback for Learning)

Looking back at the formative assessment plans you presented today, construct feedback for one of the student responses to help them move forward in their learning. It can be designed to be given in writing or orally but must be in a format the student will be able to receive and use. Include the student response along with the feedback to provide context for the reader.

Use the following prompts to construct feedback for a student that supports them to move forward in their learning.

Name	
Workshop Group Number	
Briefly describe the task and the assessment.	
Student response	
What is the next step for that student? (learning goal)	
Feedback to student	
Mode of delivery (oral or written)	

B6. LAT for Day 5 # 2 (Post-training self-audit)

Now that we have come to the end of our training course, it's time to reflect once again on what you know and feel about formative assessment. You can refer back to your first self-audit to look for any changes to your understanding or feelings. This is also an opportunity to identify some next steps for yourself as you continue to develop your formative assessment practice.

Use the following prompts to complete another self-audit as you reflect on your learning about formative assessment.

Name	
Workshop Group Number	
List 3 things that you know about formative assessment now that you didn't know before.	
What 3 words best describe how you feel now when you think about formative assessment.	
Thinking about your understanding of formative assessment, what is something you would like to learn more about?	
Thinking about your skills in formative assessment, what is something you would like to improve on?	