

# Student-Centered Formative Assessment Change Routine

## SAQ, “Highlighting for Success” Social Studies 10th Grade

Based on the work of Amanda Izzi (East Providence High School) as part of the Student-Centered Assessment Network (SCAN) with funding from the Nellie Mae Education Foundation <https://www.scanetwork.org/>

### Problem of Practice

*Highlighting for Success* is a change idea that aims to increase students' confidence and ability in developing strategies to successfully complete short answer questions (SAQ's). Through peer collaboration and self reflection, *Highlighting for Success* helps students to produce short answer responses that cite specific pieces of evidence as well as describe how and why that evidence supports the argument being made.

## Measures

A Google form was used to measure how far the class was in executing each part of the [ACE Strategy](#) [ (A)nswer what the question is asking, (C)ite specific evidence, (E)xplain (or extend, or expand) your reasoning ] as well as their overall confidence responding to the SAQ.

## Procedure

This might be done once a week or once every other week as time allows. The idea is to give students practice in responding to a short answer question while reenforcing content knowledge. The baseline might be a closing activity one day whereas the teaching of the ACE model may take a full class period with the examples and review. I gave timed SAQs and generally did them at the end of a class period.

1. Students were asked in a Google form whether they knew what an SAQ was and whether or not they had a strategy to respond to these free response questions (if yes, what?)
2. Students were also given a baseline SAQ which was reviewed by the teacher (highlighting where there are successful examples of ACE)
3. Teacher models for student how to use the ACE strategy to improve performance on SAQ's
  - a. Do an example SAQ together



- b. Hand back the baseline and have students work with a partner or small group to examine what worked and what didn't work for answering these.
4. Students are given and complete the SAQ
5. Students complete a [google form rating their confidence](#), in terms of which areas they were strong/weak in relative to the ACE strategy (Content Answering, Citing specific evidence, or Explaining)
6. Teacher collects responses and highlights them using a different color for each part of the ACE strategy
7. Teacher hands back student work
8. Optional: Students complete a [second Google Form](#) analyzing whether their corrected responses matched how they felt about their responses when they took the first Google Form.
9. Students work informally with a partner to discuss their feedback. What went well and why? What is there to work on and how can it be fixed?
10. The class discussed key issues and shared ideas of improvement

## Key Resources

[Google Form](#)

[Second Google Form](#) (optional)

[ACE Strategy Explanation](#)



## Variations

Variations of highlighting have also been tried in science, and AP Art History, and English classes as well as math classes. In some of these instances the highlighting procedure is similar to the one laid out above, where student work is highlighted against a rubric, or focusing on required components of a writing assignment. In other instances students have been taught how to use a highlighting method to edit their own work or as a way to give feedback to their peers.

Highlighting Student Writing in Science [\[link to come\]](#)

Highlighting for Revision, AP Art History [\[link to come\]](#)

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