

Supporting Student Achievement of the Common Core through Formative Assessment

Margaret Heritage

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THE CENTER ON
**STANDARDS &
ASSESSMENT
IMPLEMENTATION**

WestEd  CRESST

Overview

- New Context
- Formative Assessment
- CSAI Support for Implementation





Math CCSS

Balance conceptual **understanding** and procedural fluency

Connect these two types of knowledge

Maintain **high cognitive demand**

Communicate reasoning about concepts

Develop students beliefs

Engage students in mathematical practices:

- **Reason** abstractly and quantitatively
- **Construct** viable arguments and critique the reasoning of others

(Moschkovitch, 2012)



ELA CCSS

Reading: **Engage** with **complex** texts to build knowledge across the curriculum

Writing: Use evidence to **inform, argue and analyze**

Speaking and Listening: Work **collaboratively, understand** multiple perspectives, and present ideas

Language: **Develop and use** the linguistic resources to do all of the above

(Bunch, Kibler & Pimental, 2012)



NGSS

- **Asking questions** (for science) and **defining problems** (for engineering)
- **Developing** and **using** models
- **Planning and** carrying out investigations
- **Analyzing** and **interpreting** data
- **Using** mathematics and computational **thinking**
- **Constructing** explanations (for science) and **developing** designs (for engineering)
- **Engaging in argument** from evidence
- Obtaining, **evaluating** and **communicating** information

(Quinn, Lee & Valdez, 2012)

Assessment for Deeper Learning

Smarter Balanced Summative Assessments

Mathematics Assessment Targets:

- 49% *DOK3*
- 21% *DOK4*

ELA Assessment Targets:

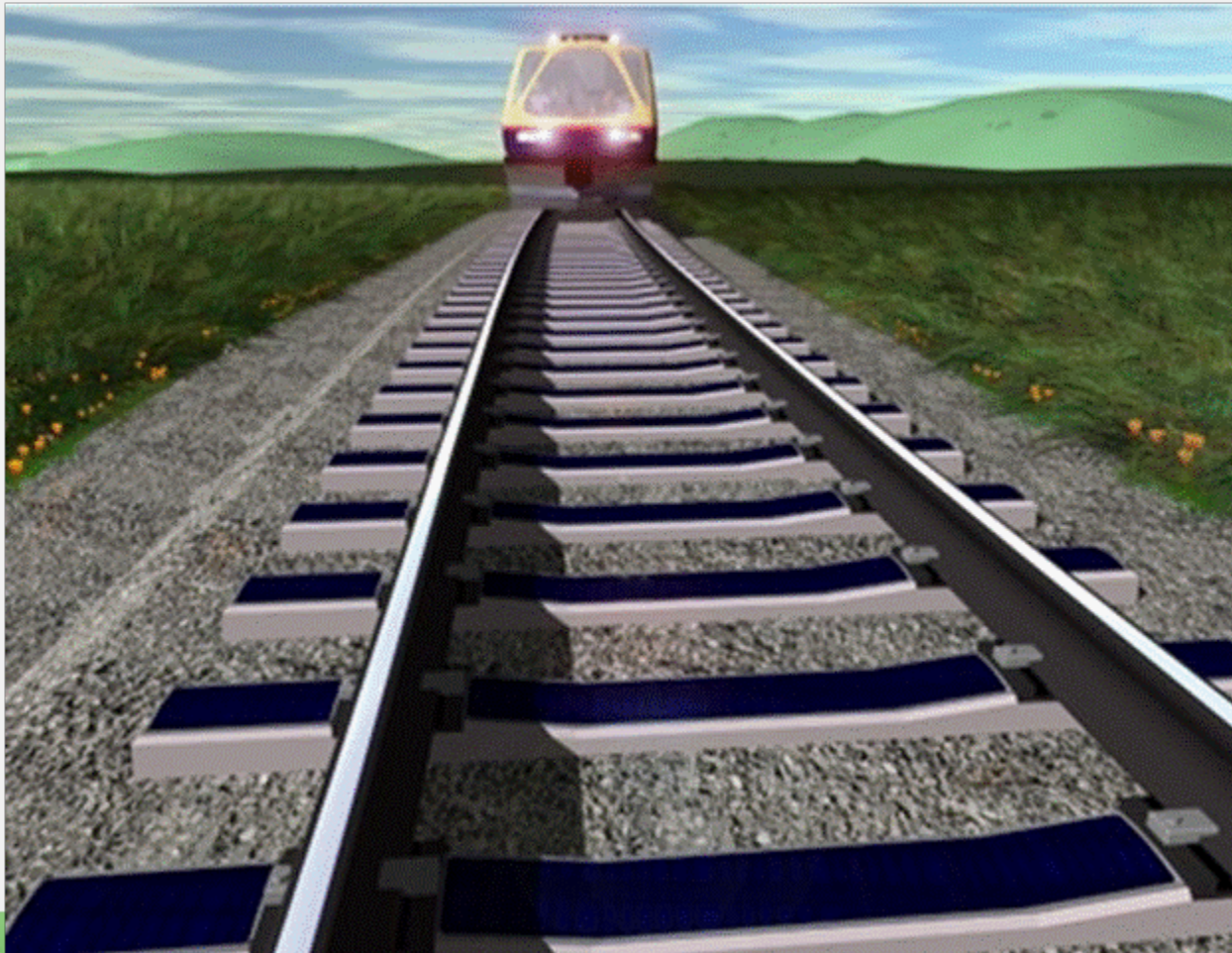
- 43% *DOK3*
- 25% *DOK*

Reflect a dramatic increase in rigor from existing state assessments

Not Speeding to Superficial Learning



On the Way to Deeper Learning

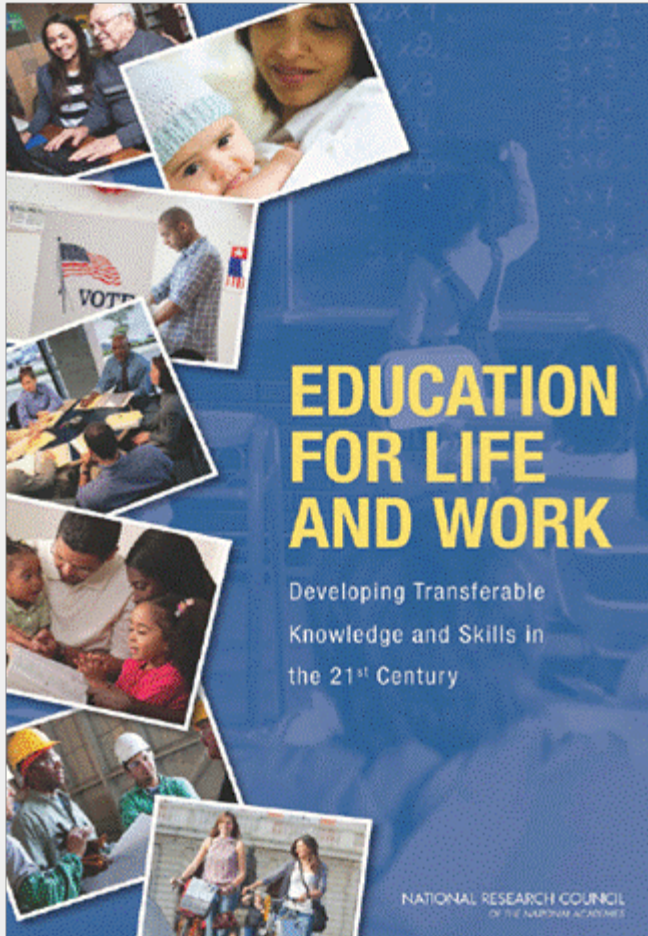




**Substantive insights
along the way to
support deep
learning**



National Research Council (2012)

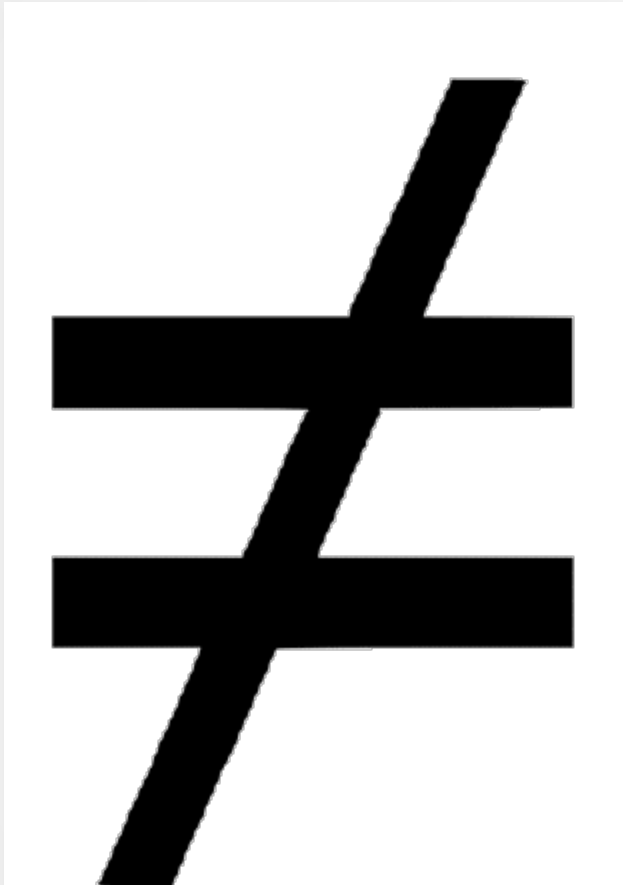


Ongoing formative assessment by teachers can provide guidance to students which supports and extends their learning, encouraging deeper learning and the development of transferable competencies (p. 188)



Effective Formative Assessment

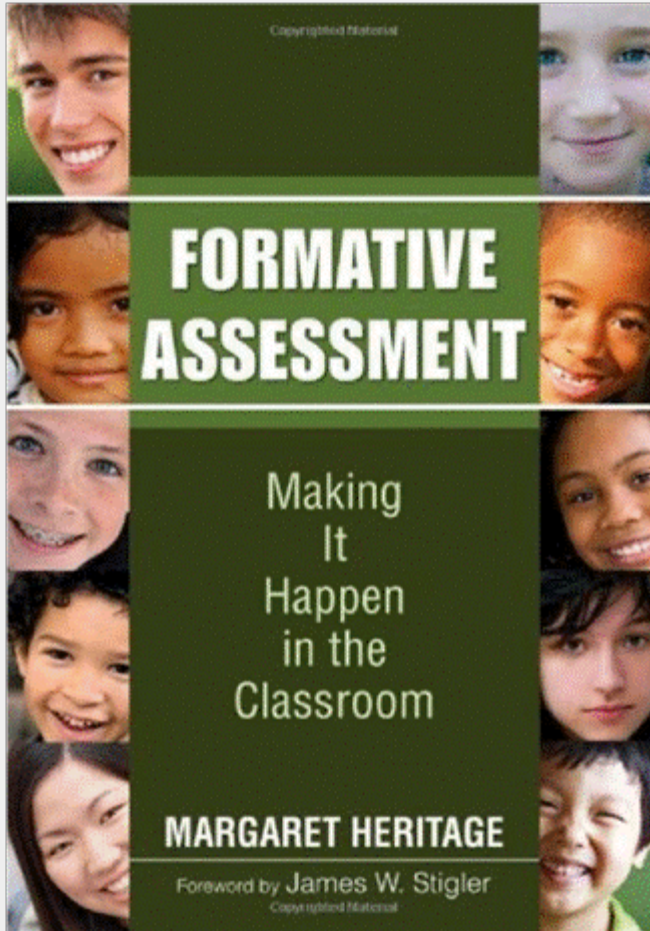
Formative Assessment...



- A test or instrument
- More frequent use of tests
- A score
- A one-time event
- Something that happens at the end of a period of learning
- Something only teachers do



Formative Assessment...



..... a planned process that takes place continuously during the course of teaching and learning to provide teachers and students with feedback to close the gap between current learning and desired goals.



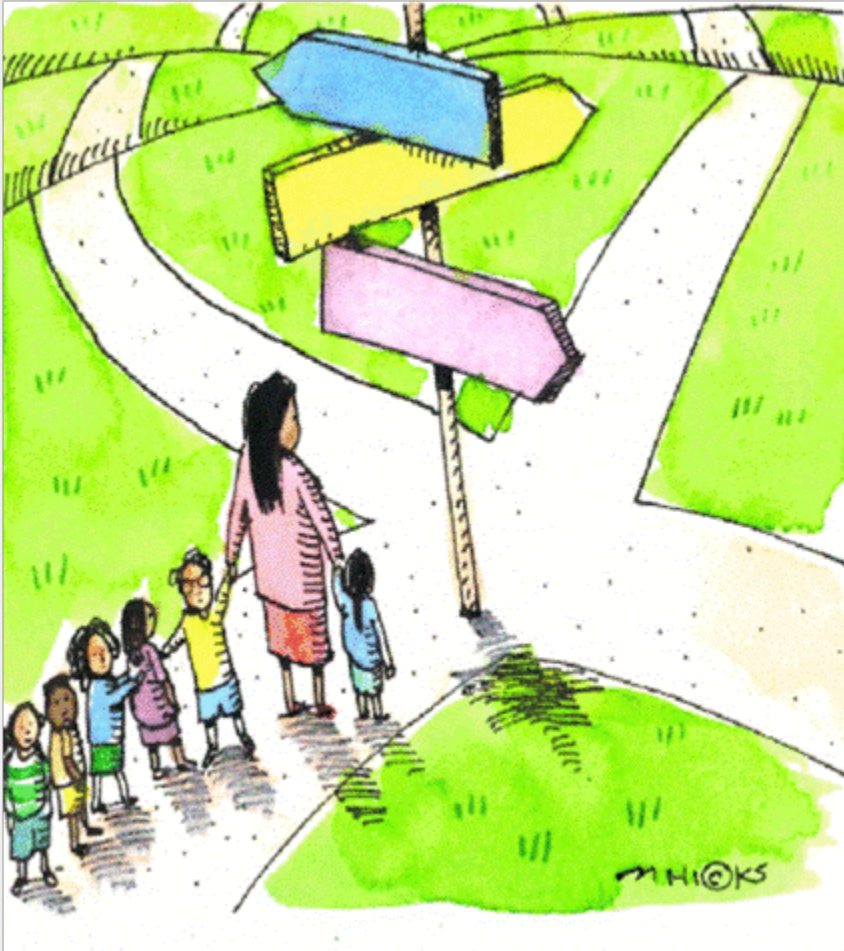
Guiding Questions for Teachers



- ? Where is the learner going? (in this lesson)
- ? Where is the learner now? (in this lesson)
- ? Where to next? (in this or the next lesson)
- ? How to get there?



Guiding Questions for Students



- ? **Where am I going? (in this lesson)**
- ? **Where am I now? (in this lesson)**
- ? **Where to next? (in this or the next lesson)**
- ? **How to get there?**



A Key Professional Skill

“...should be regarded as a key professional skill for teachers. Teachers require the professional knowledge and skills to: **plan for assessment; observe learning; analyze and interpret evidence of learning; give feedback to learners and support learners in self-assessment.** Teachers should be supported in developing these skills through **initial and continuing professional development.**”



Changes in Practice

Frank and Ernest



“Formative assessment has not only changed me as a teacher but I believe it has changed the students as learners.”

(Heritage, 2010, p. 4)



Shawn

- *I used to do a lot of explaining, but now I do a lot of questioning.*
- *I used to do a lot of talking, but now I do a lot of listening.*
- *I use to think about teaching the curriculum, but now I think about teaching the student.*

(Heritage, 2010, p. 4)



CSAI Support

Resources: Instruction and Formative Assessment

Formative Assessment Online Program (AACC)

Collection of video exemplars (Year 2)

Professional Development Guidance for Use of Resources (Year 2)



Thank you!