

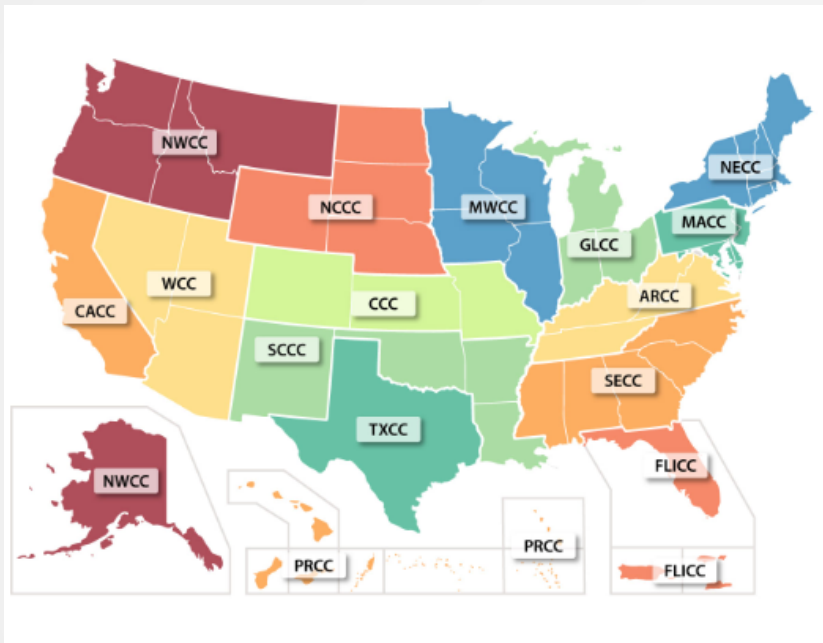
CRITICAL CONTENT SUPPORTING STATEWIDE FORMATIVE ASSESSMENT PRACTICE



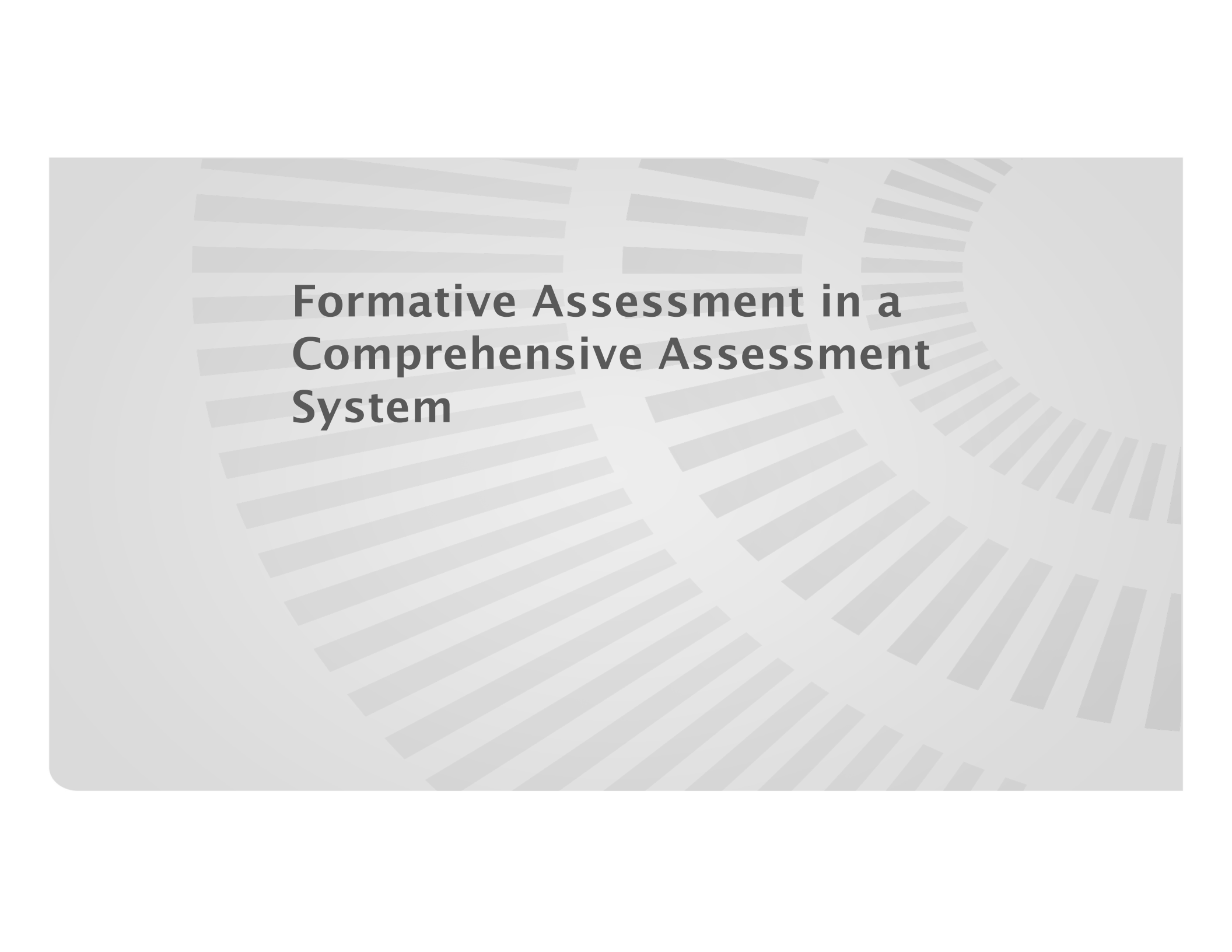
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**STANDARDS &
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WestEd  CRESST

Sandy Chang, PhD
2019 NCSA Conference | Orlando, FL
June 25, 2019

Comprehensive Center Network



UCLA | CRESST

The background of the slide features a light gray field with several large, interlocking gears. Each gear is filled with a pattern of horizontal stripes in varying shades of gray, creating a complex, mechanical texture.

Formative Assessment in a Comprehensive Assessment System

Comprehensive Assessment System



STUDENT

YEAR-LONG LEARNING PROGRESSION



CCRS

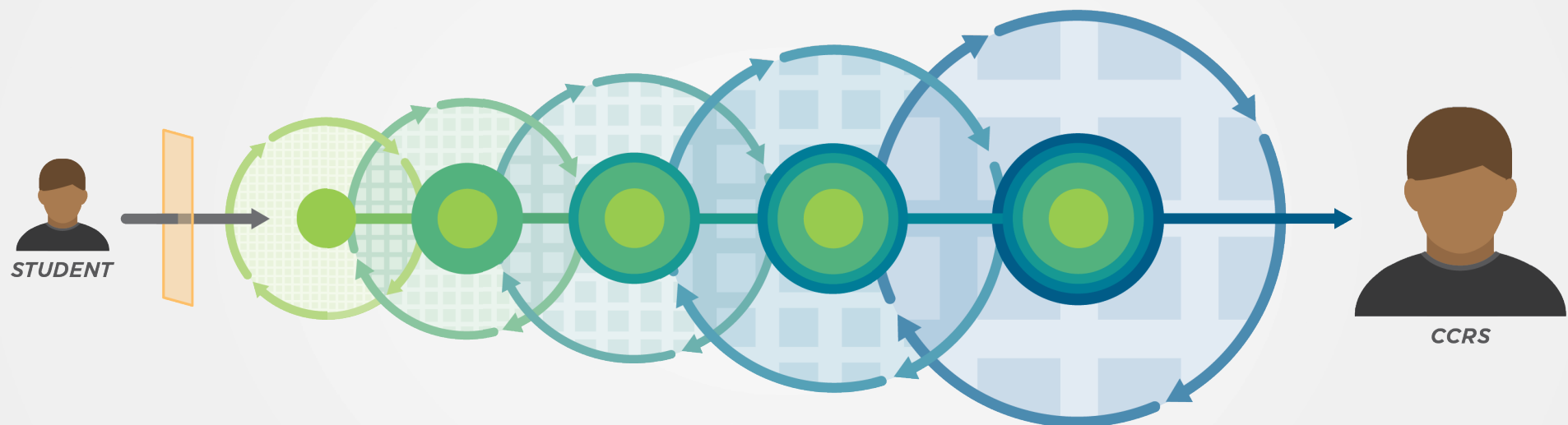
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Comprehensive Assessment System



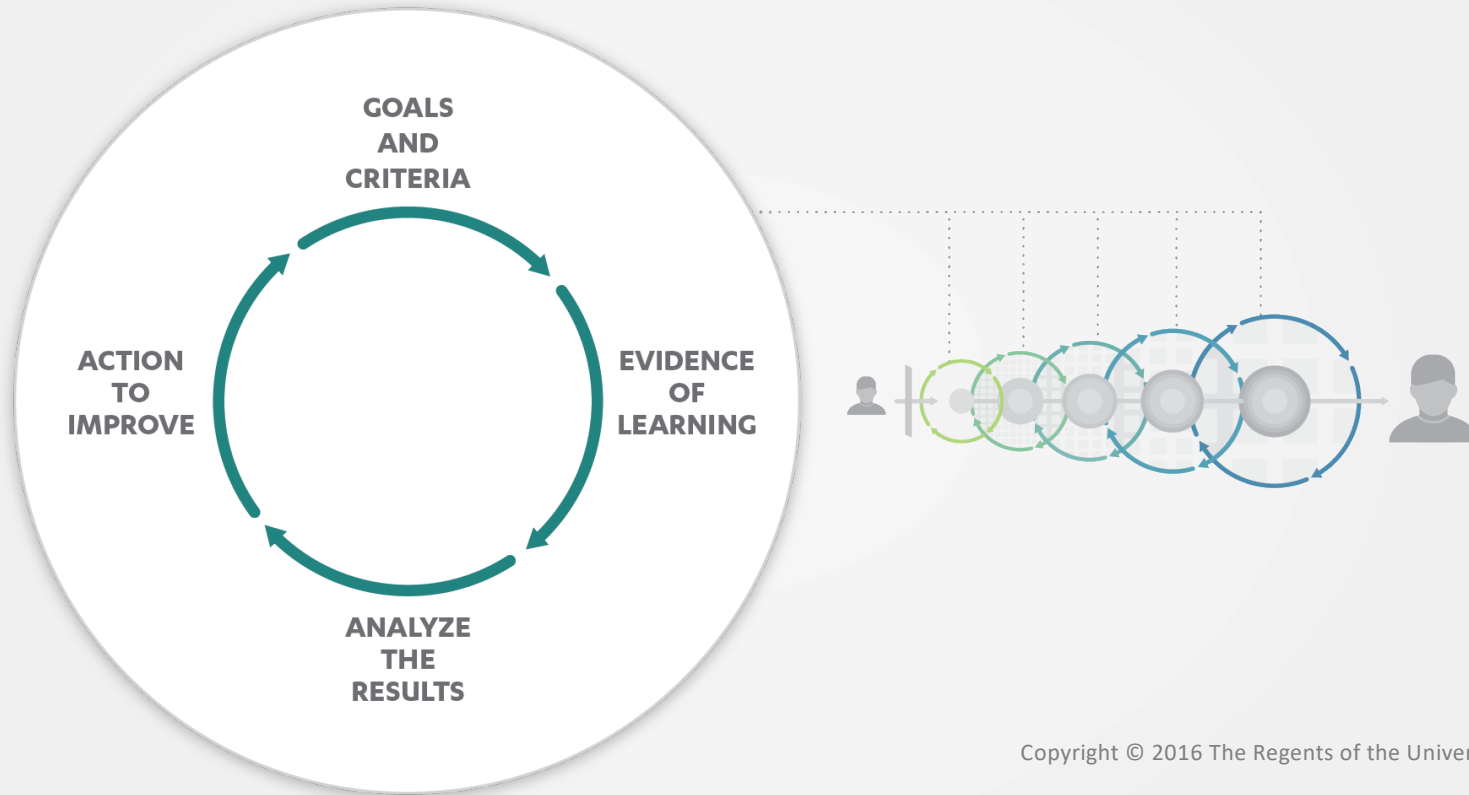
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Cycle of Continuous Improvement



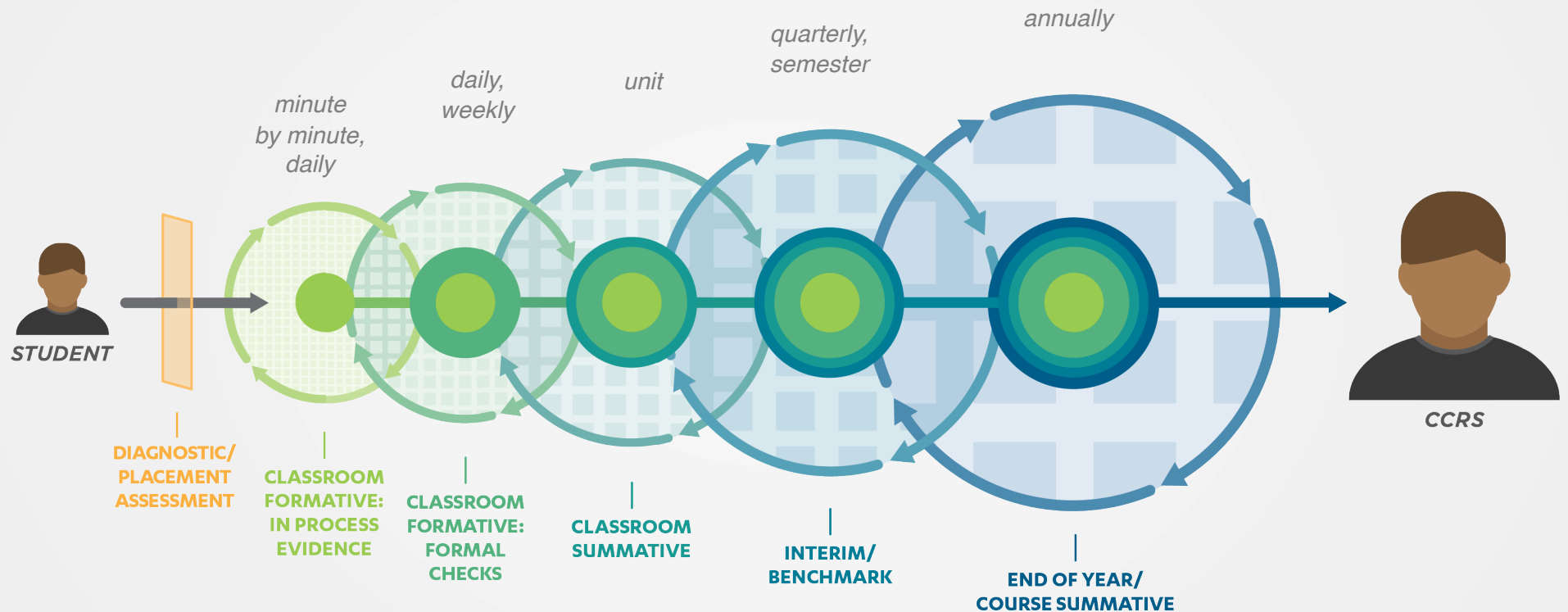
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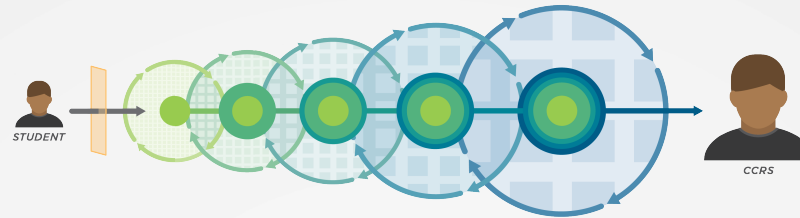
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Comprehensive Assessment System

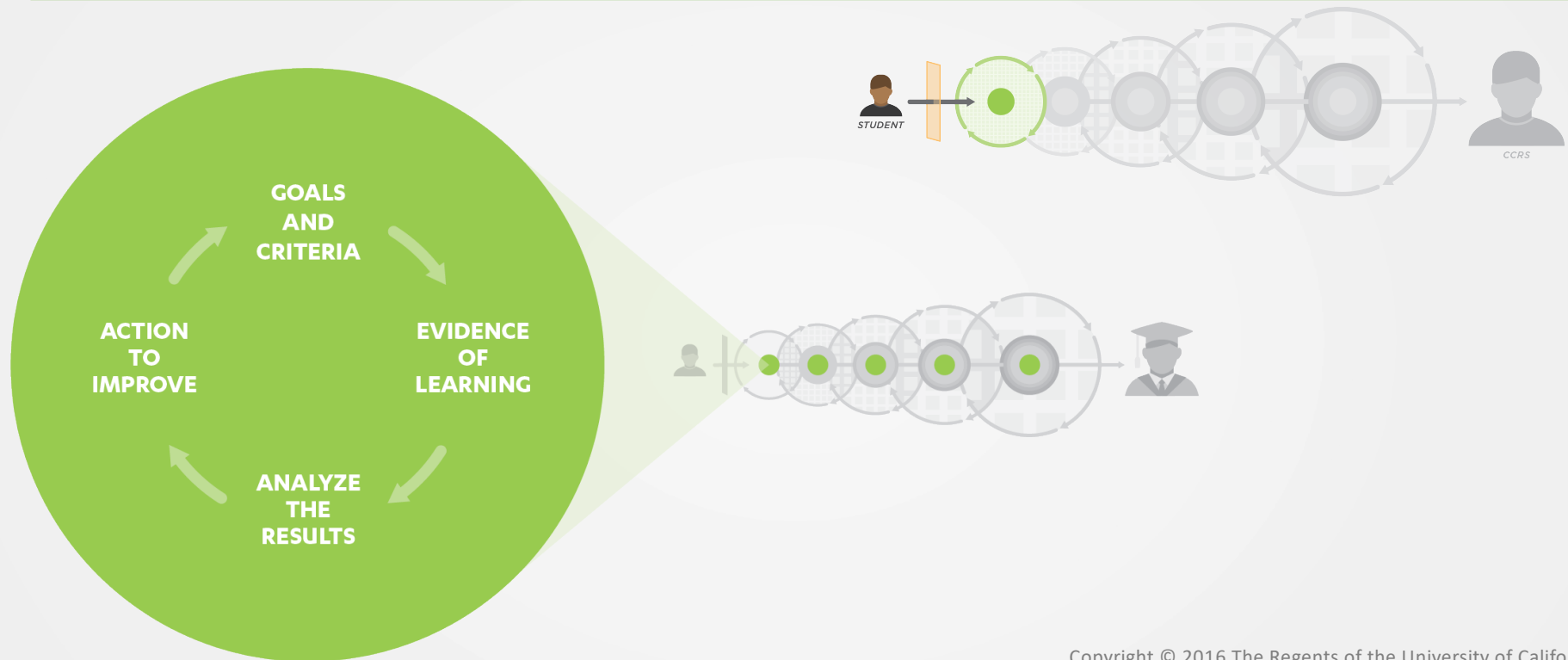


States' Comprehensive Assessment System



Type and User	Purpose	Frequency and Relationship to Instruction	Methods	Information	Uses/Actions
Category of assessment and who uses the assessment type and results	Function assessment serves within a comprehensive system of standards-based curriculum, instruction, and assessment	How often and when to assess students in relation to instructional goals	Strategies for obtaining evidence of learning	Types of evidence or information gained from assessment to inform uses and actions	Actions that educators and students might take in relation to assessment information

Focus on Formative Assessment



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The background of the slide features a large, faint graphic of interlocking gears. Each gear is filled with a pattern of parallel, slightly curved lines, creating a textured, mechanical appearance. The gears are arranged in a way that they seem to mesh together, with the central text 'Definitional Clarity' positioned over the middle gear.

Definitional Clarity

Clarify

What is formative assessment?

Which of these **best** describes your understanding of formative assessment?

- A. Formative assessments are strategies that teachers use to obtain information about students' learning. Some examples are learning logs, exit tickets, questioning and discussion, conferencing, and rubrics.
- B. Formative assessment provides teachers with early warning signals about students who are falling behind and who may benefit from additional help prior to end-of-year testing. Formative assessment informs decisions about curricular adjustments and professional learning needs.
- C. Formative assessment is a process used by students and teachers during instruction to elicit and use evidence to improve understanding of intended learning outcomes and support students to become more self-directed learners.
- D. Formative assessments are assignments, projects, or tests that provide feedback to students about their achievement on a unit of study.

Which of these best describes your understanding of formative assessment?

a. Formative assessments are *strategies* that teachers use to obtain information about students' learning. Some examples are *learning logs, exit tickets, questioning and discussion, conferencing, and rubrics.*

Clarify

What is formative assessment?

Which of these **best** describes your understanding of formative assessment?

- A. Formative assessments are strategies that teachers use to obtain information about students' learning. Some examples are learning logs, exit tickets, questioning and discussion, conferencing, and rubrics.
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Which of these best describes your understanding of formative assessment?

b. Formative assessment provides teachers with early warning signals about students who are falling behind and who may benefit from additional help prior to end-of-year testing. Formative assessment informs decisions about curricular adjustments and professional learning needs.

Clarify

What is formative assessment?

Which of these **best** describes your understanding of formative assessment?

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- C. Formative assessment is a process used by students and teachers during instruction to elicit and use evidence to improve understanding of intended learning outcomes and support students to become more self-directed learners.
- D. Formative assessments are assignments, projects, or tests that provide feedback to students about their achievement on a unit of study.

Which of these best describes your understanding of formative assessment?

c. Formative assessment is a **process used by students and teachers during instruction to **elicit and use evidence to improve understanding of intended learning outcomes** and support students to become more self-directed learners.**

Clarify

What is formative assessment?

Which of these **best** describes your understanding of formative assessment?

- A. Formative assessments are strategies that teachers use to obtain information about students' learning. Some examples are learning logs, exit tickets, questioning and discussion, conferencing, and rubrics.
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- C. Formative assessment is a process used by students and teachers during instruction to elicit and use evidence to improve understanding of intended learning outcomes and support students to become more self-directed learners.
- D. Formative assessments are assignments, projects, or tests that provide feedback to students about their achievement on a unit of study.

Which of these best describes your understanding of formative assessment?

d. Formative assessments are **assignments**, projects, or tests that provide **feedback to students about their achievement** on a unit of study.

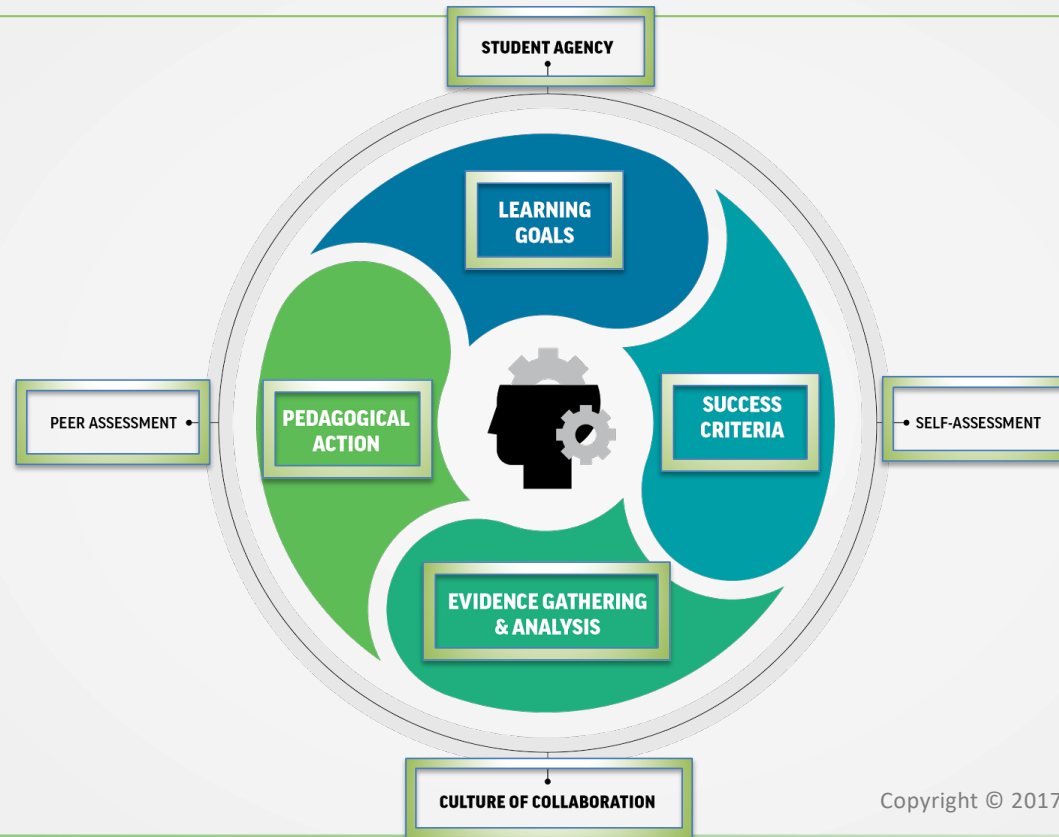
Definition

Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become more self-directed learners.*

**Council of Chief State School Officers (CCSSO)
Formative Assessment for Students and Teachers (FAST)
State Collaborative on Assessment and Student Standards (SCASS)**

*Updated definition adopted by FAST SCASS in 2017.

Formative Assessment Process



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Learning Goal

Distinguish POV
in narrative

Success Criteria

Compare
character's POV

Explain
character's
background

Evidence- Gathering Opportunities

T-chart

Small group
discussion

Written response

Pedagogical Actions

Model
elaboration

Provide vocab
about feelings

Frontload staying
on topic

Review textual
evidence



Learning Goal

Relate arrays to multiplication

Success Criteria

Describe arrays in number sentences

Relate array sentences to 'x' sentences

Evidence-Gathering Opportunities

Individual white board

Elbow partner

Exit ticket

Pedagogical Actions


Provide counters

Use different number groups

Provide examples of sentence pairs

Small group review



The background of the slide features a light gray field with several large, faint, concentric circles. Overlaid on these circles are numerous thin, parallel lines that radiate from the centers of the circles, creating a pattern reminiscent of a stylized sunburst or a series of overlapping gears. The lines are a slightly darker shade of gray than the background.

Resources to Support Implementation

FROM THE COLLEGE AND CAREER READY STANDARDS
TO TEACHING AND LEARNING IN THE CLASSROOM:
A SERIES OF RESOURCES FOR TEACHERS

LESSON REVISION

IMPROVING LESSON PLANS WITH FORMATIVE ASSESSMENT AND COLLEGE AND CAREER READY STANDARDS

JULIE PARK HAUBNER, SANDY CHANG, NICOLE MANCEVCE, AND JOAN HERMAN

National Center for Research on Evaluation, Standards, and Student Testing
University of California, Los Angeles
Graduate School of Education & Information Studies



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The findings and opinions expressed in this publication are those of the authors and do not necessarily reflect the positions or policies of CRESST, WestEd, or the U.S. Department of Education.

TABLE 2 › Formative Assessment Elements

	Standards	Learning Goals	Success Criteria	Evidence-Gathering Opportunities	Planned Pedagogical Actions
Definition	End-of-year expectations for what students should know and be able to do	Lesson-size expectations derived from standards	Observable behaviors that demonstrate progress toward Learning Goals	Planned and unplanned checks during instruction to collect information about progress toward Learning Goals	Actions and materials prepared in anticipation of the range of student responses
ELA example	RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	Understand that readers and characters have backgrounds that affect how they react to problems in stories.	Identify how characters' reaction to the problem compared to the reader's.	In your reader's notebook, make T chart—one side with characters' thoughts about the problem and the other side with how you would feel in the same situation.	If students identify feelings using single words, then ask for and model elaboration and description.
			Explain how characters' backgrounds might affect their feelings.	Discuss in small groups how your response to the problem differs from one of the characters, using evidence from the character's background.	Students may go too far afield from text while telling personal stories; model gentle reminders for peers to use if this should happen.
Math example <small>(adapted from Eureka Math, EngageNY)</small>	3.OA.1 Interpret products of whole numbers.	Understand the relationship between repeated addition, counting groups and multiplication.	Given a number of counters, make equal groups.	Use counters to make equal groups.	If necessary, make sure students understand that multiplication only works with equal groups.
			Write an addition sentence to show groups.	Write addition sentence on white board.	Repeat process with different number groups to get students comfortable.
			Explain how a number sentence using "x" relates to an addition sentence with equal groups.	Explain to partner how multiplication sentence relates to addition sentence.	Explicitly connect "x" symbol with the concept of "times"; have students read sentences aloud.

Formative Assessment Lesson Planning Template

FORMATIVE ASSESSMENT PLANNING GUIDE



LEARNING GOALS <small>What is the learning intended by the end of this lesson?</small>	SUCCESS CRITERIA <small>What will students do to show they are progressing toward the Learning Goal?</small>	EVIDENCE-GATHERING OPPORTUNITIES <small>How will teachers and students collect information about students' progress toward the Learning Goal?</small>	TASKS, RESOURCES, STEPS & STRATEGIES <small>What else do teachers need to plan in order to implement this lesson?</small>

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page ____ of ____

Evidence-Gathering Analysis Tool

		Evidence-Gathering Opportunities		
		Classroom Talk	Student Work	Peer and Self-Assessment
Participant Structures	Independent			
	Pair			
	Small Group			
	Whole Class			



Evidence-Gathering Analysis Tool

		Evidence-Gathering Opportunities		
		Classroom Talk	Student Work	Peer and Self-Assessment
Participant Structures	Independent	Teacher conference	Written response, essay	Thumbs up/down, exit ticket, reflection journal
	Pair	Turn and talk, peer conference, teacher and peer questioning, pair share	Presentation, work plan	Peer conference using rubric, peer editing
	Small Group	Teacher and peer questioning, discussion	Presentation, work plan, jigsaw	Carousel, group presentation feedback
	Whole Class	Teacher and peer questioning, classroom discussion	Class play, 4 corners, class debate	Gallery walk, parking lot



CSAI Paper Resource Series



Setting the Stage for Formative Assessment Webinar Series

1. **State** CAS, definition, illustrations, ESSA
2. **District** definition & CAS, vision & planning, supporting implementation
3. **School** definition & CAS, school leadership, resources and structures
4. **Classroom** definition, resources, novice and advanced frameworks

Evaluate

Identify elements of formative practice that you already do well and those you would like to improve.

Self-assess your current instructional practice for its existing formative assessment qualities. The 20 elements listed below are adapted from the FAST SCASS definition of formative assessment. For each element, ask: *How well do I already do this?* If you can, jot down a specific example or two for each element you do well. For elements that you are not familiar with or can be improved, write a suggestion for where you can go for support.

Instructional practice		0 = not at all or not applicable 3 = extremely well			
1.	You systematically plan instruction.	0	1	2	3
2.	Your professional learning supports classroom instruction that is ongoing (rather than a single or limited number of events).	0	1	2	3
3.	Your professional learning focuses primarily on classroom instruction and interactions.	0	1	2	3
4.	You regularly collect evidence of student learning.	0	1	2	3
5.	You regularly analyze evidence of student learning.	0	1	2	3
6.	You always use evidence of student learning to adjust instruction.	0	1	2	3
7.	You regularly respond effectively to individual students.	0	1	2	3
Learning goals		0 = not at all or not applicable 3 = extremely well			
8.	College and career-ready standards and/or other content standards determine learning goals.	0	1	2	3
9.	Learning goals are situated within a progression of learning.	0	1	2	3
10.	Learning goals can be reasonably accomplished in a lesson.	0	1	2	3

Evaluate continued

Identify elements of formative practice that you already do well and those you would like to improve.

Student involvement		0 = not at all or not applicable 3 = extremely well			
11.	Students direct their own learning.	0	1	2	3
12.	Students engage in self-assessment and peer feedback.	0	1	2	3
13.	Students know how to achieve their learning goals.	0	1	2	3
14.	Students can identify any gaps between their understanding and the learning goals.	0	1	2	3
15.	Students regularly receive actionable feedback from you and peers.	0	1	2	3
Equity and classroom culture		0 = not at all or not applicable 3 = extremely well			
16.	Classroom culture benefits all students.	0	1	2	3
17.	Classroom culture benefits the teacher.	0	1	2	3
18.	Classroom culture is respectful and collaborative.	0	1	2	3
19.	Students are actively encouraged to take risks and learn from mistakes.	0	1	2	3
20.	Students have multiple modes and opportunities to demonstrate their learning.	0	1	2	3

Look at your self-assessment ratings across the four categories. What can you conclude about your current strengths and weaknesses? How will you use this information to develop a vision and implementation plan?

Successes from Challenges

- **Definitional clarity**
- **Alignment**
 - Assessments
 - Lesson elements
- **Content knowledge**
 - Formative assessment
 - Content areas
- **Removing silos**
- **Creating networks**



Handouts & Contact Information

<https://www.csai-online.org/spotlight/setting-stage-formative-assessment-webinars>

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