SETTING THE STAGE FOR FORMATIVE ASSESSMENT

PART 2: THE DISTRICT'S ROLE

Formative Assessment Bi-Regional Advisory Board

Central Comprehensive Center

- **Colorado**
- **Kansas**
- **Missouri**

South Central Comprehensive Center

- **Arkansas**
- **Louisiana**
- **New Mexico**
- **Oklahoma**

Setting the Stage for Formative Assessment Webinar Series

1. **State** Sept 2017

2. **District** May 2018

3. **School**

4. **Classroom**

Coming SOON

August 2018

LEARNING GOALS

1. Understand what formative assessment is, its role in a comprehensive assessment system, and its relationship to student outcomes.

2. Learn how to develop a vision and long-term plan for formative assessment implementation in your district.

3. Learn how district leaders can establish the culture, structures, and supports for effective professional learning about formative assessment.

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Setting the Stage for Formative Assessment

The District's Role

Webinar user's guide

May 2018

Preview

The learning goals below are addressed in the webinar. We encourage you to focus only on those concepts that are relevant to you. Indicate below which goals are of most interest. Following the webinar (and, if applicable, discussion with your colleagues), indicate the goals toward which you made some progress or gained more knowledge than you had before.

#1 ▸▸ Understand what formative assessment is, its role in a comprehensive assessment system, and its relationship to student outcomes.

	Of great interest	Of some interest	Progress?
Clarifying what formative assessment is			
Definition of formative assessment			
What research says about formative assessment			
Where it fits in a comprehensive assessment system			
Elements of the formative assessment process			

#2 ▸▸ Learn how to develop a vision and long-term plan for formative assessment implementation in your district.

	Of great interest	Of some interest	Progress?
Importance of definitional clarity			
Coordinating to existing programs and initiatives			
Evaluate quality of formative assessment in curriculum and instruction			
Building partnerships			
Examples of long-term plans			

#3 ▸▸ Learn how district leaders can establish the culture, structures, and supports for effective professional learning about formative assessment.

	Of great interest	Of some interest	Progress?
Culture and community of learning			
Essential resources for professional learning			

What is formative assessment?

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.

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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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.

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A. Evidence-Gathering Opportunities

~~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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Interim Assessment

~~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

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. Classroom Summative Assessments

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

A. # Evidence-Gathering Opportunities

Evidence-gathering opportunities are **strategies** that teachers use to obtain information about students' learning. Some examples are **learning logs**, **exit tickets**, **questioning** and **discussion**, **conferencing**, and **rubrics**.

MOST COMMON MISCONCEPTION

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.
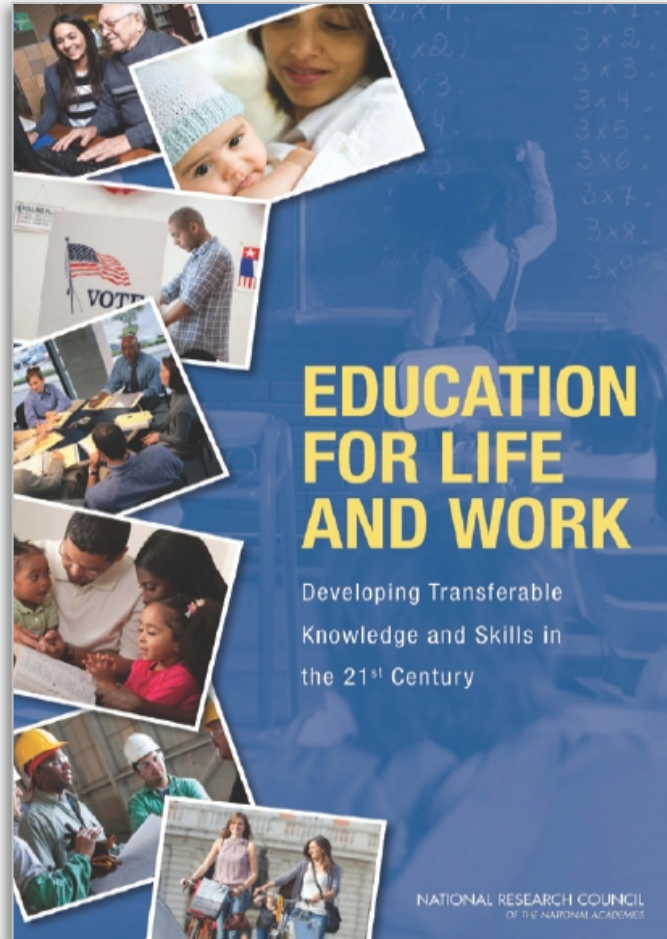
College and Career Ready Standards
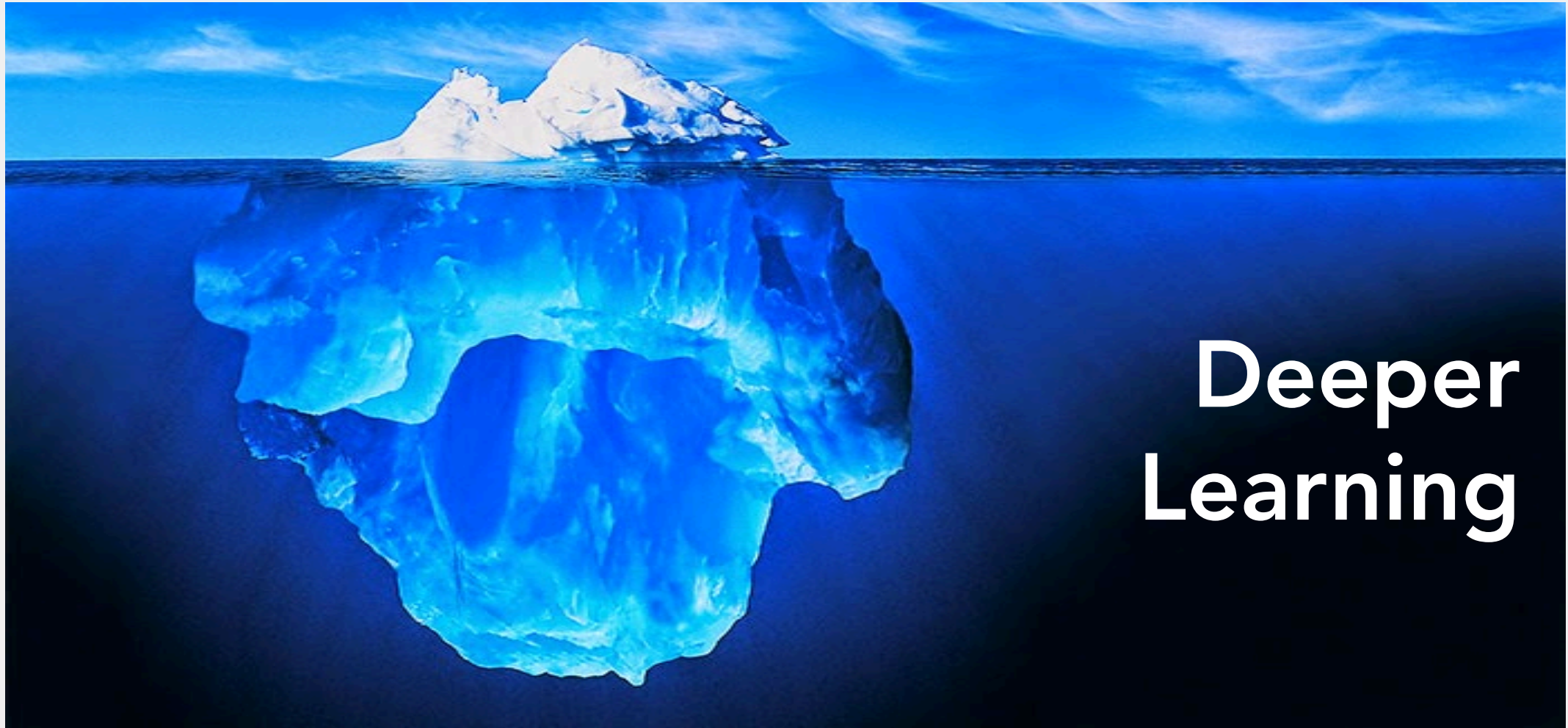
Deeper Learning

National Research Council, 2012

- Defines deeper learning
  - taking what is learned in one situation and apply it to others

- Identifies instructional methods that support students' development of deeper knowledge

Focus on Formative Assessment

Formative assessment occurs hand in hand with the teaching and learning process and is an integral component of teaching and learning for transfer.

- National Research Council, 2012

What Works Best?

Influence	Effect size (d)
Student expectations	1.44
Piagetian programs	1.28
Formative evaluation	0.90
Teacher clarity	0.75
Reciprocal teaching	0.74
Feedback	0.73
Homework	0.29
Class size	0.21
Ability grouping	0.12

(Hattie, 2009)

From Delivery of Instruction…
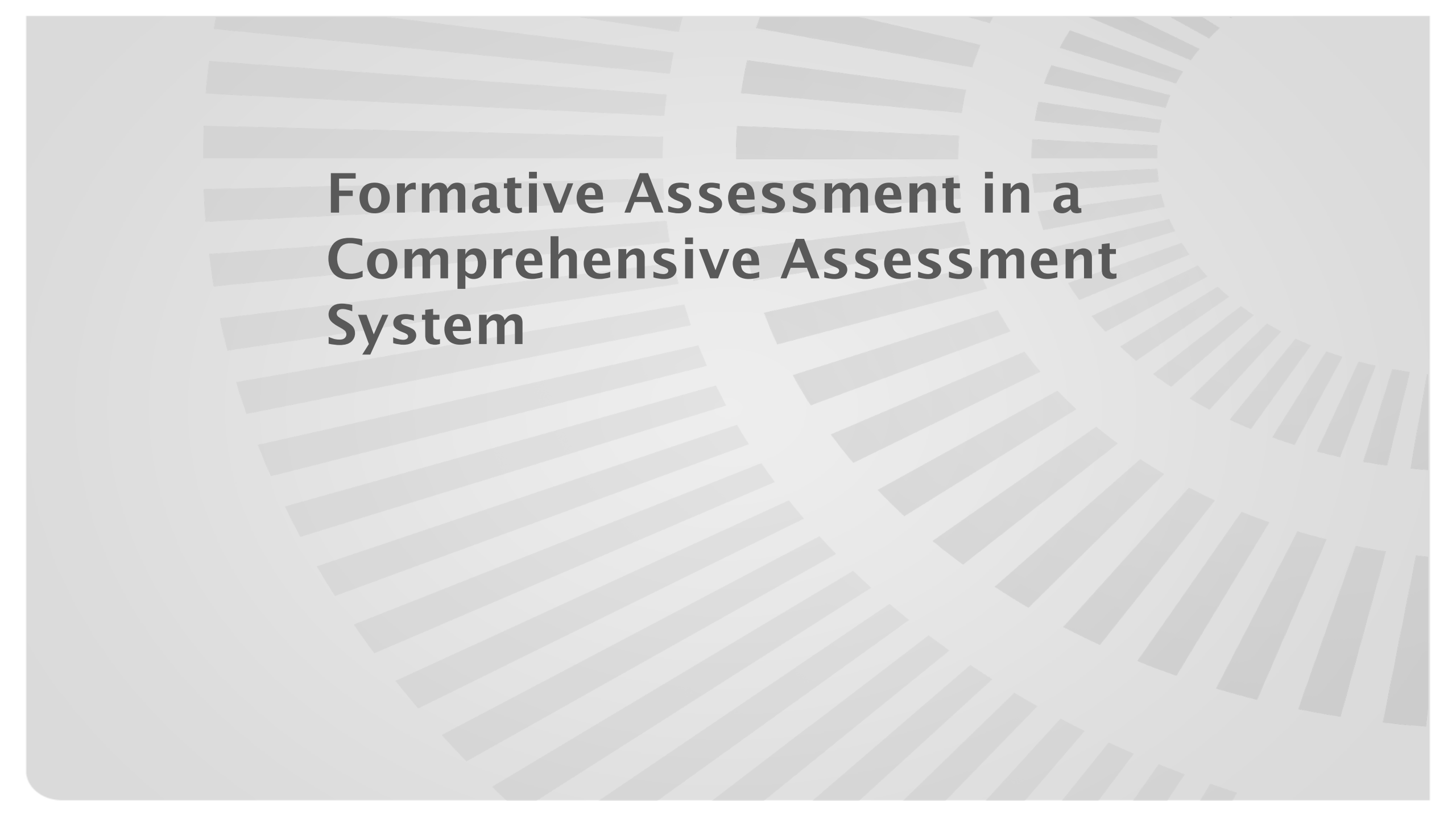
To Supporting Deeper Learning

Formative Assessment in a Comprehensive Assessment System

Comprehensive Assessment System

STUDENT

YEAR-LONG LEARNING PROGRESSION

CCRS

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Herman, J. (2016). *Comprehensive standards-based assessment systems supporting learning.*
Visit csai-online.org for the brief.

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Comprehensive Assessment System

minute by minute, daily

daily, weekly

unit

quarterly, semester

annually

STUDENT

CCRS

DIAGNOSTIC/ PLACEMENT ASSESSMENT

CLASSROOM FORMATIVE: IN PROCESS EVIDENCE

CLASSROOM FORMATIVE: FORMAL CHECKS

CLASSROOM SUMMATIVE

INTERIM/ BENCHMARK

END OF YEAR/ COURSE SUMMATIVE

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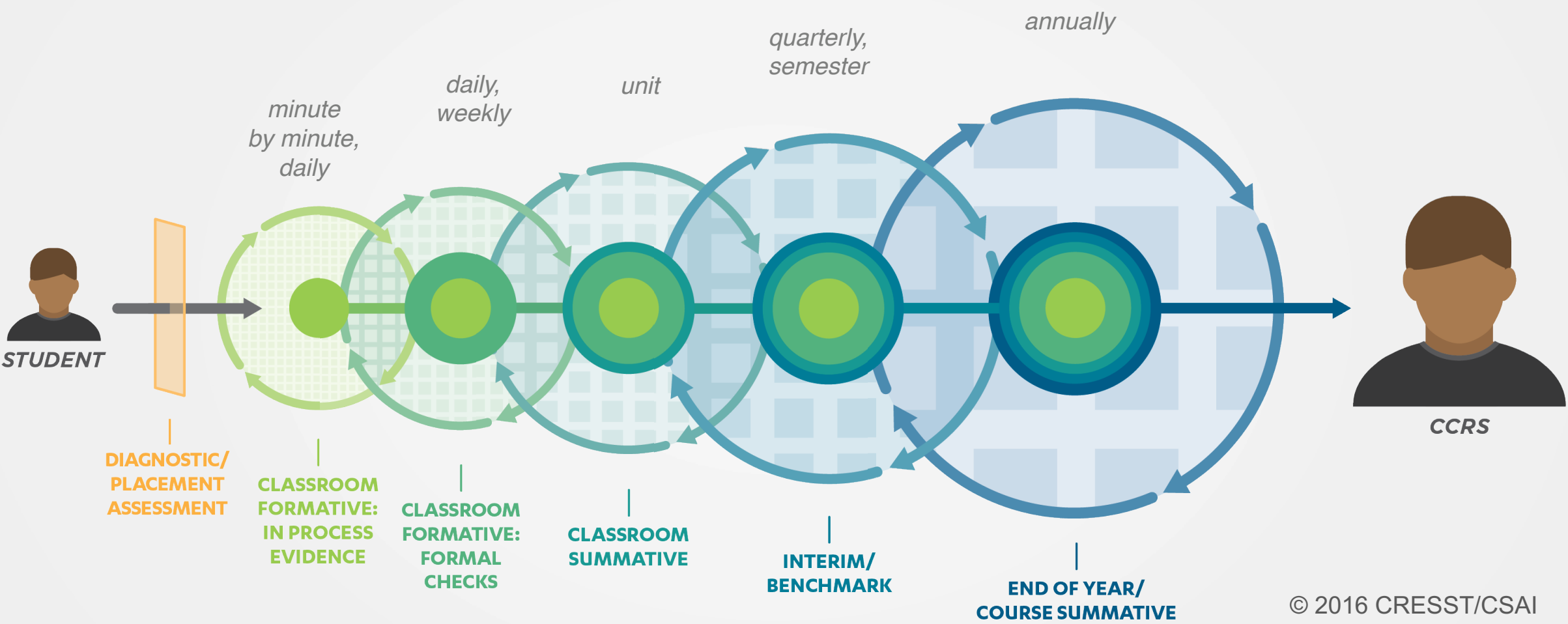
Length of Feedback Loops

LONG

- Long-term goals
- Assessment as a product
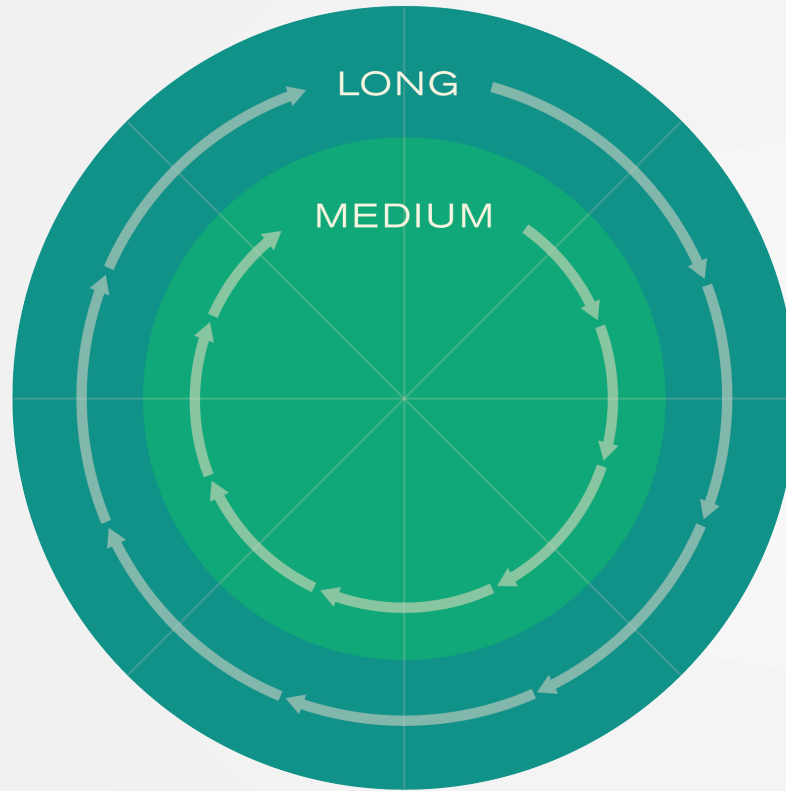- Monitoring and reporting
- Evaluative (e.g., programs, curriculum)

(Ho, 2014; Wiliams, 2006)

Length of Feedback Loops

- Interim or unit goals
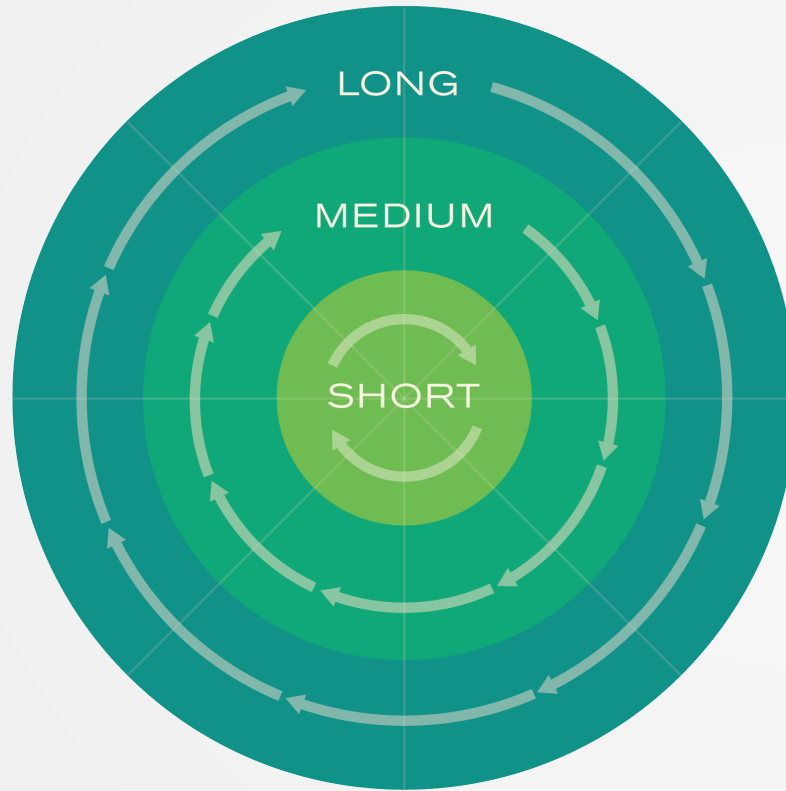- Assessment as a product
- Predicting achievement for end-of-year tests
- Evaluating relative performance

(Ho, 2014; Wiliams, 2006)

Length of Feedback Loops

- Short-term goals
- Assessment as a process
- Informing immediate teaching and learning
- Providing feedback to improve learning

(Ho, 2014; Wiliams, 2006)
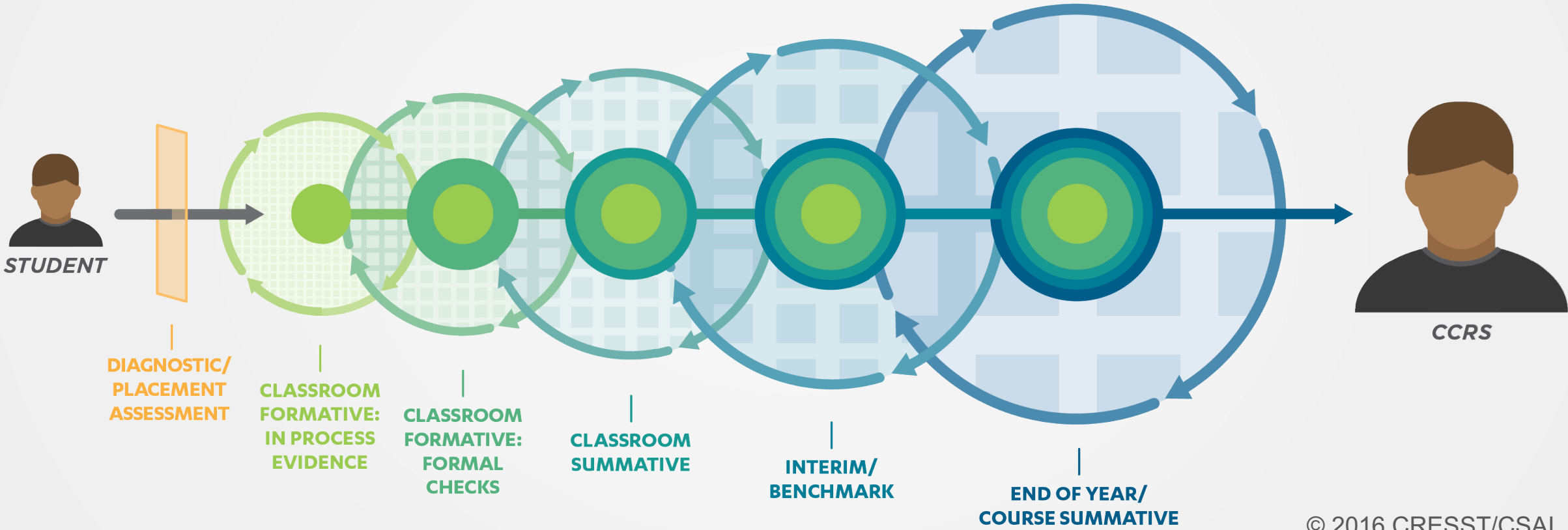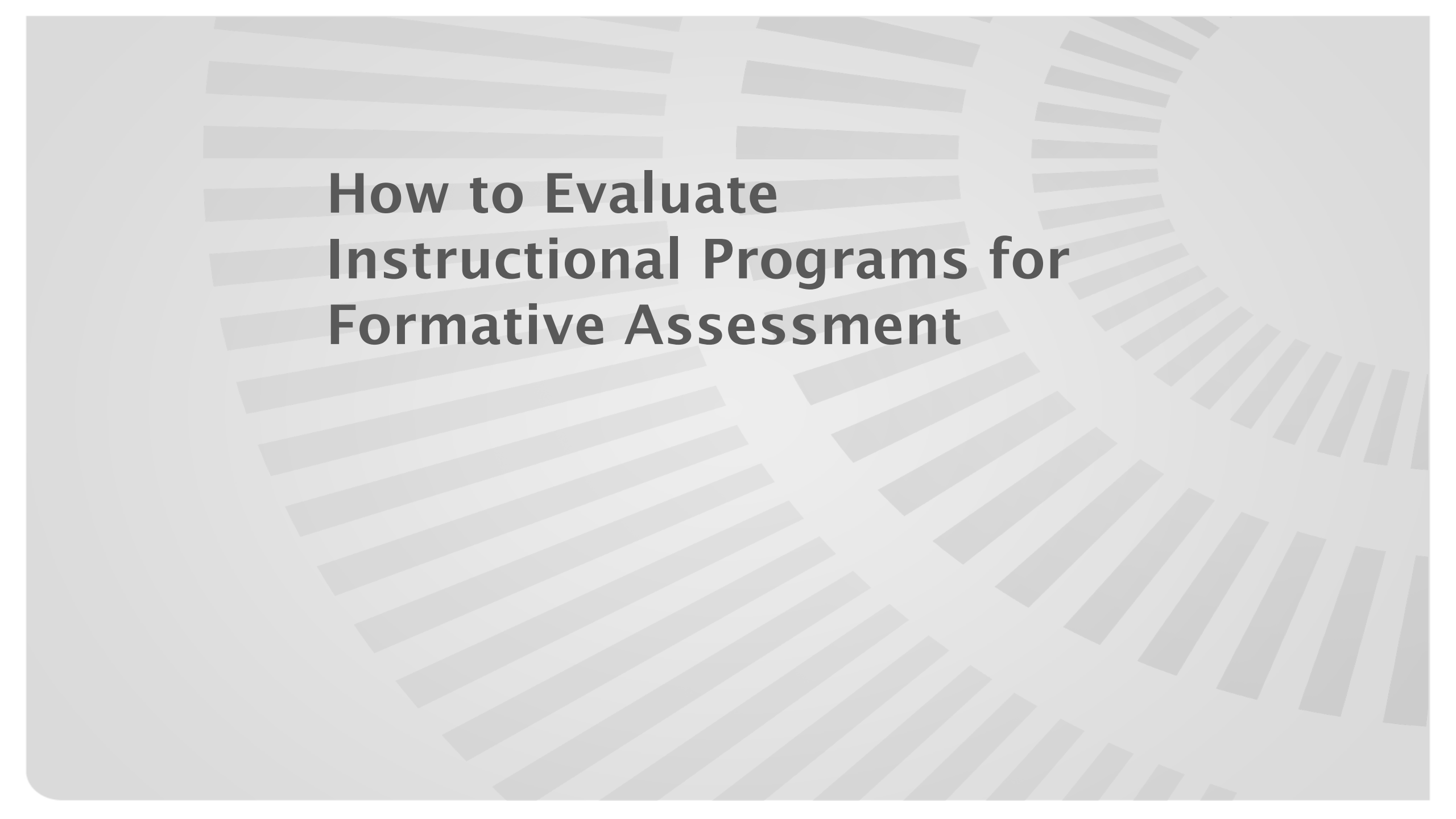
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Comprehensive Assessment System

STUDENT

DIAGNOSTIC/
PLACEMENT
ASSESSMENT

CLASSROOM
FORMATIVE:
IN PROCESS
EVIDENCE

CLASSROOM
FORMATIVE:
FORMAL
CHECKS

CLASSROOM
SUMMATIVE

INTERIM/
BENCHMARK

END OF YEAR/
COURSE SUMMATIVE

CCRS

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Formative Assessment Process

How to Evaluate Instructional Programs for Formative Assessment

Evaluate

How well do your existing programs and initiatives promote formative assessment?

Evaluate one or more of your existing programs for its formative assessment qualities. Programs can include anything that your district uses to promote learning such as textbooks, online programs, assemblies, professional learning initiatives, and so forth. For each of the 20 formative assessment elements listed below, ask: *How well does the program do this?* For example, a textbook series will likely score well on "helps teachers plan instruction" while an assembly about bullying might not, because the assembly's focus would likely not be on helping teachers plan classroom instruction. However, that same assembly might score very well on "teaches students how to direct their own learning" if it helps students to advocate for themselves.

Name of Program:

Instructional practice

0 not at all or not applicable   3 extremely well

1. Helps teachers plan instruction.	0	1	2	3
2. Has an impact on classroom instruction that is ongoing (rather than a single or limited number of events).	0	1	2	3
3. Focuses primarily on classroom instruction and interactions.	0	1	2	3
4. Elicits evidence of student learning.	0	1	2	3
5. Provides support to analyze evidence of student learning.	0	1	2	3
6. Supports teachers in using evidence to adjust instruction.	0	1	2	3
7. Supports teachers in responding effectively to individual students.	0	1	2	3

Learning goals

0 not at all or not applicable   3 extremely well

8. Uses college and career ready standards and/or other standards to determine learning goals.	0	1	2	3
9. Situates learning goals within a progression of learning.	0	1	2	3
10. Provides learning goals that can be reasonably accomplished in a lesson.	0	1	2	3

Evaluate continued

How well do your existing programs and initiatives promote formative assessment?

Student involvement

0 not at all or not applicable   3 extremely well

11. Teaches students how to direct their own learning.	0	1	2	3
12. Teaches students how to engage in self-assessment and peer feedback.	0	1	2	3
13. Teaches students how to achieve learning goals.	0	1	2	3
14. Teaches students how to identify any gaps between their understanding and the learning goals.	0	1	2	3
15. Provides students with actionable feedback from peers and teachers.	0	1	2	3

Equity and classroom culture

0 not at all or not applicable   3 extremely well

16. Benefits all students.	0	1	2	3
17. Benefits all teachers.	0	1	2	3
18. Promotes and supports a collaborative and respectful classroom culture.	0	1	2	3
19. Encourages students to take risks and learn from mistakes.	0	1	2	3
20. Provides students with multiple modes and opportunities to demonstrate their learning.	0	1	2	3

Look at the program's ratings across the four categories. How can the program be augmented or revised in order to strengthen its integration of formative assessment practice?

Evaluation Categories

1. **Instructional practice**

2. **Learning goals**

3. **Student involvement**

4. **Equity and classroom culture**

Instructional Practice

1. **Planned**

2. **Ongoing**

3. **Classroom-based**

4. **Evidence is collected**

5. **Evidence is analyzed**

6. **Teachers adjust instruction**

7. **Teachers respond to students**

Learning Goals

8. **College and career ready and/or other standards**

9. **Learning progressions**

10. **Reasonable in size and scope**

Student Involvement

11. **Student-directed**

12. **Self-assessment and peer feedback**

13. **How to achieve learning goals**

14. **Identify gaps**

15. **Actionable feedback**

Equity and Classroom Culture

16. **All students benefit**

17. **All teachers benefit**

18. **Collaborative and respectful**

19. **Risk-taking and mistakes**

20. **Differentiation – multiple modes and opportunities**

Implementing Formative Assessment

Act

What are the roles of district leaders?

District administrators have great influence on whether and how formative assessment is implemented. Below are some of the steps that district leaders can consider to promote formative assessment.

Vision & planning

	What do you already have in place?	What could you do next?
1. **Long-term commitment** *What is your timeline?*		
2. **Definitional clarity** *Will your district commit to formative assessment as an instructional process that shapes daily classroom learning and teaching?*		
3. **Alignment to existing initiatives and priorities** *Can you find meaningful connections between your current programs and formative assessment?*		
4. **Partnerships** *How can external partners provide additional resources and assistance?*		

Leadership

	What do you already have in place?	What could you do next?
5. **Lead learner** *Are you willing to engage in the work alongside students and teachers?*		
6. **Team builder** *Have you identified individuals who can spread formative assessment throughout schools?*		
7. **Communicator** *How will you regularly inspire and remind your community of progress toward the vision and long-term plan?*		

Act continued

What are the roles of district leaders?

Resources for professional learning

	What do you already have in place?	What could you do next?
8. **Standards, assessment, and curriculum** *Has the district provided a yearlong scope and sequence of instruction, a clear and comprehensible articulation of your district's assessment system, and the necessary instructional resources to implement formative assessment?*		
9. **Time** *When will teachers, coaches, and administrators develop their formative assessment capacity?*		
10. **Allocation of funding and other resources** *What content and services are necessary to do this work well, and how will that be provided?*		
11. **Structures** *What kind of collaboration, communication, feedback, and reflection tools and structures (e.g., regular meetings) will you use to keep the work moving forward?*		

Action Steps for Implementation

✓ **Establish a vision & plan**

✓ **Lead the way**

✓ **Provide resources for professional learning**

Long-Term Commitment

✓ **Fundamental shift in thinking**

✓ **Difficult and slow process**

✓ **Different models**

Long-Term Plan - Colorado

- ✓ 4th year

- ✓ Mid-size suburban district with high mobility

- ✓ Initiated by district leader

- ✓ District leaders 6 months ahead

Long-Term Plan - Arizona

✓ **Initiated by state**

✓ **4th year**

✓ **Multiple partnerships**

✓ **State-led district leader trainings & ongoing support**

✓ **State-wide online module training available**

✓ **District roll-out**

Definitional Clarity

- ✓ **Misconceptions**

- ✓ **Requires expert knowledge**

  - **Formative assessment process**

  - **Subject matter**

- ✓ **Student involvement**

Alignment

- ✓ **Existing programs**

- ✓ **Identify gaps**

- ✓ **Dig deep**

- ✓ **Improved buy-in**

Partnerships

- ✓ **State departments of education**

- ✓ **Universities**

- ✓ **Nonprofit and for-profit education organizations**

- ✓ **Content and comprehensive centers**

Partnerships

- ✓ **Expertise**

- ✓ **Content**

- ✓ **Evaluation**

- ✓ **Network**

Building Culture and Community through Leadership

✓ **Model the learning**

✓ **Build leadership capacity**

✓ **Communicate to stakeholders**

Essential Resources

- ✓ **Standards**

- ✓ **Learning progressions**

- ✓ **Comprehensive assessment system**

Essential Resources

✓ **Time**

✓ **Funding**

✓ **Support structures**

Reflect and self-assess

Did you accomplish your learning goals?

Look back at the Preview on page 3. Have you made some progress on any of your learning goals?

Write your own learning goals to continue this work. Some suggestions:

- Learn about a specific formative assessment topic in more depth. This might include a deeper dive into the nuts and bolts of formative assessment.

- Find out more about your local context: contact people who know about prior instructional initiatives in your district, talk to teachers and other stakeholders about how formative assessment can lead to improved instructional practice.

- Explore your state resources about formative assessment.

- Look for external partners and organizations that can provide assistance.

- Be able to explain the role of formative assessment in your state's comprehensive assessment system to other district leaders, coaches, administrators, teachers, parents, and students.

- Evaluate your current initiatives for their formative assessment qualities. Analyze how gaps can be addressed.

Learning goals	Success criteria
What knowledge or skill will you seek next?	What observable actions will lead to accomplishing this goal?

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Setting the Stage for Formative Assessment Webinar Series

1. **State**   CAS, definition, illustrations, ESSA

2. **District**   definition & CAS, vision & planning, supporting implementation

3. **School**   instructional leadership, professional learning communities

4. **Classroom**   teacher practice, student engagement

Handouts & Contact Information

www.csai-online.org/spotlight/setting-stage-formative-assessment-webinar

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