

SETTING THE STAGE FOR FORMATIVE ASSESSMENT

PART 3: THE SCHOOL'S ROLE



THE CENTER ON
**STANDARDS &
ASSESSMENT
IMPLEMENTATION**

WestEd  CRESST

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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** September 2017

2. **District** May 2018



3. **School** September 5, 2018

4. **Classroom**



September 19, 2018





Implementation at
YOUR school

The diagram features a large, stylized mountain with a winding path leading to the summit. The path is marked by four flags: a red flag at the base, two red flags on intermediate peaks, and an orange flag at the top. The background is a light blue sky with soft, white clouds. The mountain itself is composed of various shades of blue, with the path being a bright cyan color.

Formative assessment practices

Capacity

Definitional clarity
Long-term commitment

LEARNING GOALS



1. Understand what formative assessment is.
2. Learn how school leaders can support formative assessment.



Setting the Stage for Formative Assessment

The School's Role

Webinar user's guide

Julie Park Haubner, PhD, NBCT

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September 2018

Learning Goal #1

Understand what formative assessment is.

- 1. What is formative assessment?**
- 2.**
- 3.**

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**.

- ☐ Accurate
- ☐ Inaccurate
- ☐ Partially accurate



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**.

- ☐ Accurate
- ☐ Inaccurate
- ☐ Partially accurate



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.

- ☐ Accurate
- ☐ Inaccurate
- ☐ Partially accurate



D.

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

- ☐ Accurate
- ☐ Inaccurate
- ☐ Partially accurate



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.**

- ☐ Accurate
- ☐ Inaccurate
- ☐ Partially accurate



B.

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**.

- ☐ Accurate
- ☐ Inaccurate
- ☐ Partially accurate



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.

- ☐ Accurate
- ☐ Inaccurate
- ☐ Partially accurate



D. Classroom Summative Assessments

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

- ☐ Accurate
- ☐ Inaccurate
- ☐ Partially accurate



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

- ☐ Accurate
- ☐ Inaccurate
- ☐ Partially accurate



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.*



Learning Goal #1

Understand what formative assessment is.

- 1. What is formative assessment?**
- 2. What is a comprehensive assessment system?**
- 3.**

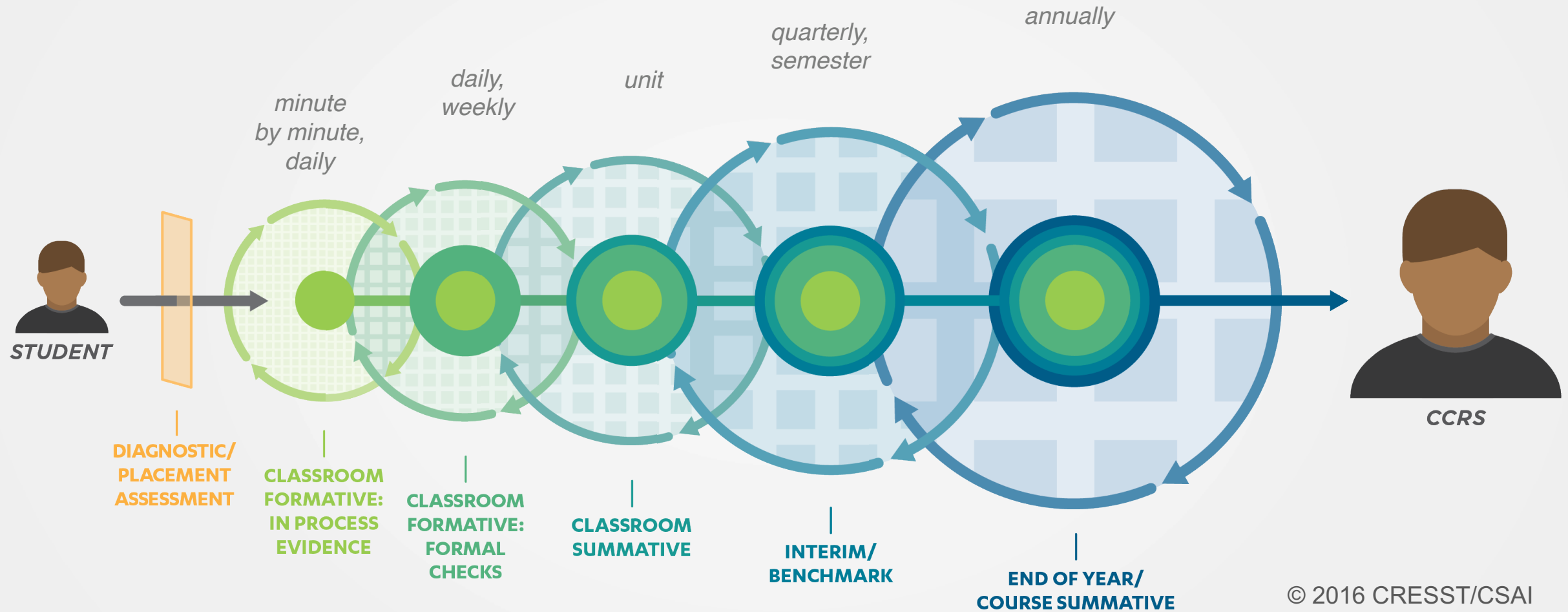
Comprehensive Assessment System



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Comprehensive Assessment System



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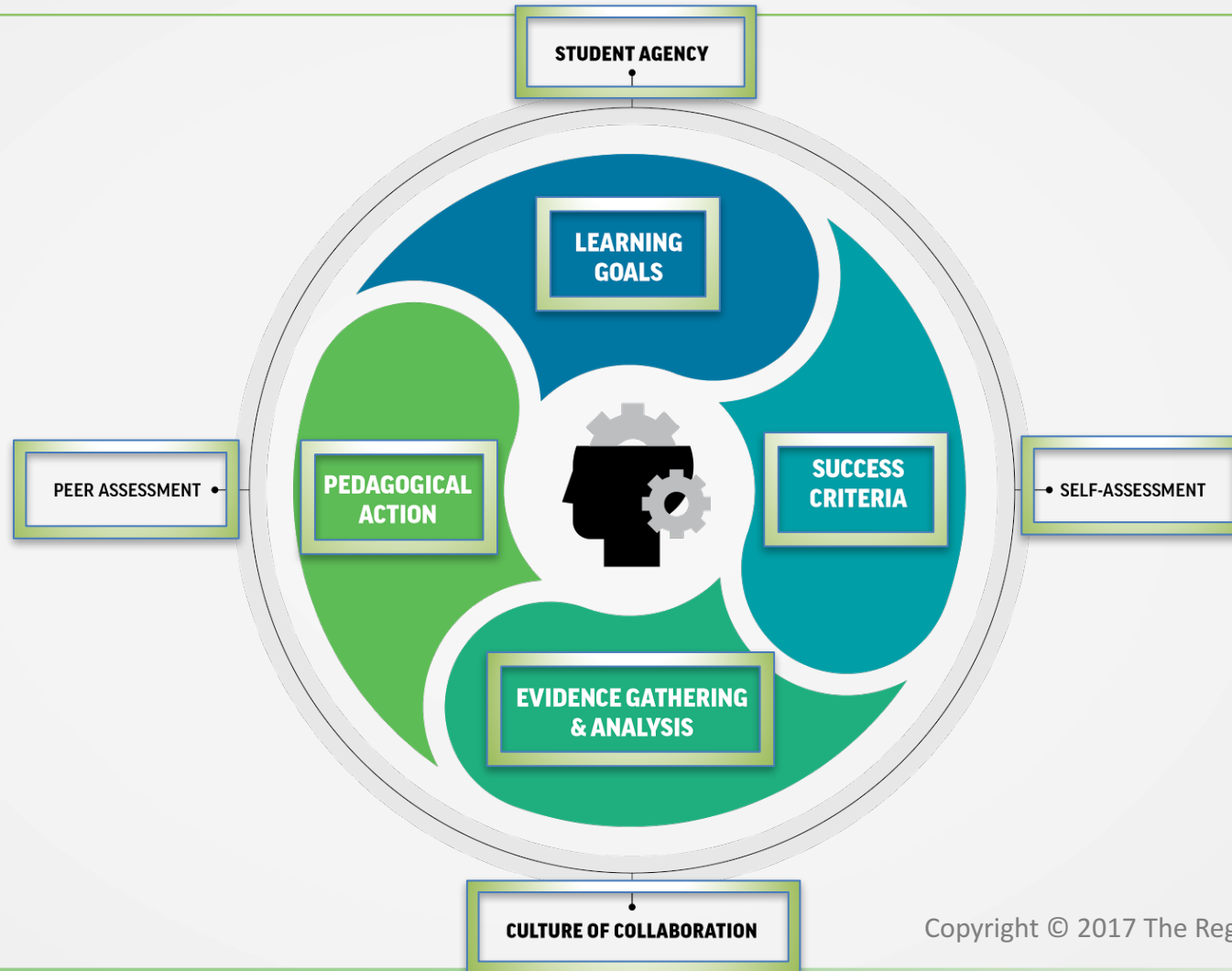


Learning Goal #1

Understand what formative assessment is.

1. What is formative assessment?
2. What is a comprehensive assessment system?
3. What are the elements of formative assessment?

Formative Assessment Process



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Learning Goals

- State what students will learn in a lesson
- Can be achieved by the end of the lesson
- Establish the context and purpose of the lesson
- Are shared with students
- Are based in standards



Example: English Language Arts

Learning Goal

Understand that readers and characters have backgrounds that affect how they react to problems in stories.

Success Criteria

Evidence-Gathering Opportunity

Pedagogical Action



Success Criteria

- Are observable
- Describe what students do, say, make, or write
- Align with Learning Goals
- Are shared with students



Example: English Language Arts

Learning Goal

Understand that readers and characters have backgrounds that affect how they react to problems in stories.

Success Criteria

Identify how characters' reaction to the problem compared to the reader's.

Explain how characters' backgrounds might affect their feelings

Evidence-Gathering Opportunity

Pedagogical Action



Evidence Gathering & Analysis

- Collect information about student progress toward Success Criteria
- Provide feedback to students
- Help teachers adjust instruction
- Vary participant structures
- Include peer and self-assessment



Example: English Language Arts

Learning Goal

Understand that readers and characters have backgrounds that affect how they react to problems in stories.

Success Criteria

Identify how characters' reaction to the problem compared to the reader's.

Explain how characters' backgrounds might affect their feelings

Evidence-Gathering Opportunity

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.

Discuss in small groups how your response to the problem differs from one of the characters, using evidence from the character's background.

Pedagogical Action



Pedagogical Action

- Predict where students may struggle
 - Misconceptions
 - Procedural errors
 - Gaps in student knowledge
 - Language and/or communication challenges
 - Mismatch of content or level
- Plan how the teacher will provide support
 - Provide feedback, model, explain, prompt, question, or tell



Example: English Language Arts

Learning Goal

Understand that readers and characters have backgrounds that affect how they react to problems in stories.

Success Criteria

Identify how characters' reaction to the problem compared to the reader's.

Explain how characters' backgrounds might affect their feelings

Evidence-Gathering Opportunity

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.

Discuss in small groups how your response to the problem differs from one of the characters, using evidence from the character's background.

Pedagogical Action

If students identify feelings using single words, then ask for and model elaboration and description.

Students may go too far afield from text while telling personal stories; model gentle reminders for peers to use if this should happen.



Learning Goal #2

Learn how school leaders can support formative assessment.

- 1. Self-assessment of current status**
- 2.**
- 3.**

Evaluate

Identify elements of formative practice that your school does well and those you would like to improve.

Self-assess your current school environment 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 does our school already do this?* If you can, jot down a specific example or two for each element your school does well. For elements that are not yet observed or can be improved, write a suggestion for how it could be implemented.

Instructional practice

0 = not at all or not applicable 3 = extremely well

1. Teachers plan instruction.	0	1	2	3
2. Professional learning supports classroom instruction that is ongoing (rather than a single or limited number of events).	0	1	2	3
3. Professional learning focuses primarily on classroom instruction and interactions.	0	1	2	3
4. Teachers regularly collect evidence of student learning.	0	1	2	3
5. Teachers regularly analyze evidence of student learning.	0	1	2	3
6. Teachers use evidence of student learning to adjust instruction.	0	1	2	3
7. Teachers 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 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 your school does 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 peers and teachers.	0	1	2	3

Equity and school culture

0 = not at all or not applicable 3 = extremely well

16. School culture benefits all students.	0	1	2	3
17. School culture benefits all teachers.	0	1	2	3
18. School 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?

Evaluation Categories

- A. Instructional practice**
- B. Learning goals**
- C. Student involvement**
- D. Equity and classroom culture**



A. 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



B. Learning Goals

- 8.** College and career ready and/or other standards
- 9.** Learning progressions
- 10.** Reasonable in size and scope



C. Student Involvement

- 11. Student-directed**
- 12. Self-assessment and peer feedback**
- 13. How to achieve learning goals**
- 14. Identify gaps**
- 15. Actionable feedback**



D. 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



Learning Goal #2

Learn how school leaders can support formative assessment.

- 1. Self-assessment of current status**
- 2. School leadership roles**
- 3.**

Act

What are the roles of school leaders?

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

Vision & planning	What do you already have in place?	What could you do next?
1. Long-term commitment <i>What is your timeline?</i>		
2. Definitional clarity <i>Will your school commit to formative assessment as an instructional process that shapes daily classroom learning and teaching?</i>		
3. Alignment to existing initiatives and priorities <i>Can you find meaningful connections between your current programs and formative assessment?</i>		
4. Partnerships <i>How can your district and external partners provide additional resources and assistance?</i>		
Leadership	What do you already have in place?	What could you do next?
5. Lead learner <i>Are you willing to engage in the work alongside students and teachers?</i>		
6. Team builder <i>Have you identified individuals who can spread formative assessment throughout the school?</i>		
7. Communicator <i>How will you regularly inspire and remind your community of progress toward the vision and long-term plan?</i>		

Act continued

What are the roles of school leaders?

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

Action Steps

- ✓ **Vision and Planning**
- ✓ **Leadership**
- ✓ **Resources for professional learning**



Vision & Planning

- ✓ **Long-term commitment**
- ✓ **Definitional clarity**
- ✓ **Alignment to existing initiatives and priorities**
- ✓ **Partnerships**



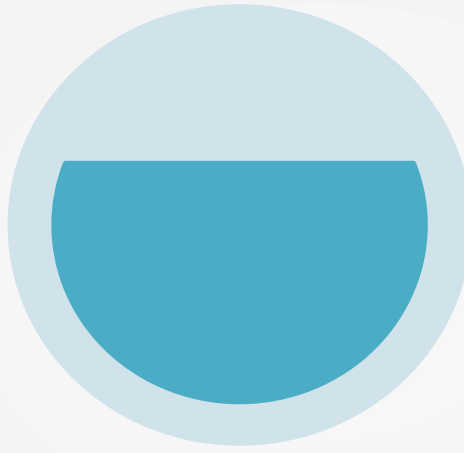
Long-Term Commitment: Stages of Implementation

Beginning



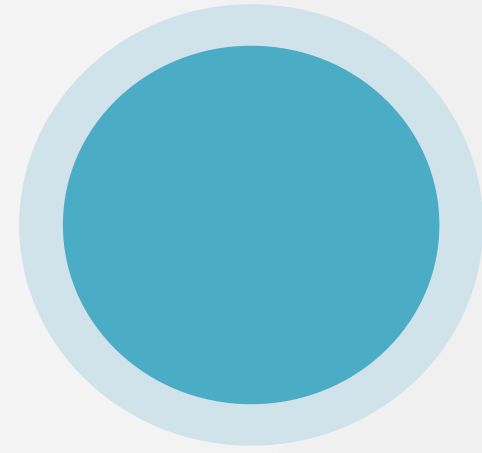
Definitional
clarity &
resources

Intermediate



Building
capacity with
leadership team

Advanced



Dissemination
and scale up



Definitional Clarity

- ✓ **Misconceptions**
- ✓ **Requires expert knowledge**
 - **Formative assessment process**
 - **Subject matter**
- ✓ **Student involvement**



Alignment

- ✓ **Existing programs**
- ✓ **Identify gaps**
- ✓ **Dig deep**
- ✓ **Improved buy-in**



Leadership

✓ Lead learner

- Do the trainings, model the practice

✓ Team builder

- Identify leaders, build capacity

✓ Communicator

- Share your vision with stakeholders, including students



Resources for Professional Learning

- ✓ **Standards, assessment, and curriculum**
- ✓ **Time**
- ✓ **Funding**
- ✓ **Structures**



Standards, assessment, and curriculum

- ✓ **State college and career ready standards**
- ✓ **Scope and sequence**
- ✓ **Learning progressions**
- ✓ **Comprehensive assessment system**
- ✓ **Integration with existing curricula**



Time

- ✓ **Quantity**
- ✓ **Prioritized over competing commitments**
- ✓ **Efficiently organized**
- ✓ **Multiple structures**
- ✓ **Multiple opportunities**



Structures

- ✓ **Professional Learning Community (PLC)**
- ✓ **School, district, state networks**
- ✓ **Professional library**
- ✓ **Online modules**



Professional Learning Community (PLC)

- ✓ Structured and organized time
- ✓ Collegial support in a non-threatening setting
- ✓ Learning that is socially constructed
- ✓ Building and expanding previously learning content

Meeting Agenda			
TIME	ACTIVITY	STRUCTURE	ADVANCED SETUP
5 min	Goals and Norms Review meeting goals. Review Meeting Norms below to identify 1-2 strategies the team would like to use at this meeting to ensure equitable participation and time on task. (Or, if your site has existing meeting norms, quickly revisit and use those.)	Team Discussion	Create sign-in sheet Copy or post sample meeting norms Have colored pens or highlighters available for each participant
15 min	Round Robin Each participant shares one thing they've learned in this module section from the videos/articles, reflections on their own implementation, and any questions that have come up	Team Discussion	
10 min	Identify Personal Areas of Strength and Growth Individually highlight your reflections on areas of growth from prior handouts in this program Highlight the observation protocol noting areas of strength and next steps in learning. Individually, align your thinking from these two documents and write down one area of strength and two areas of focus for next steps.	Individual Review	Prepare copies of the related rubric/ observation protocol for each participant Teachers bring their prior work (completed handouts) in this program.

https://www.csai-online.org/sites/default/files/PLC_Meeting_Agenda_d.pdf

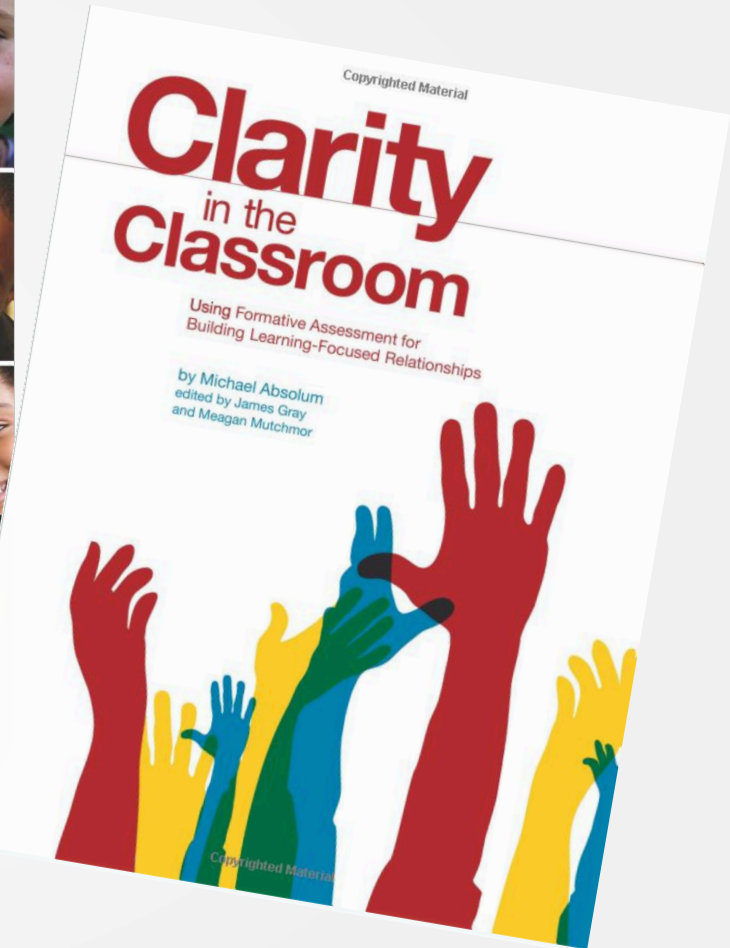
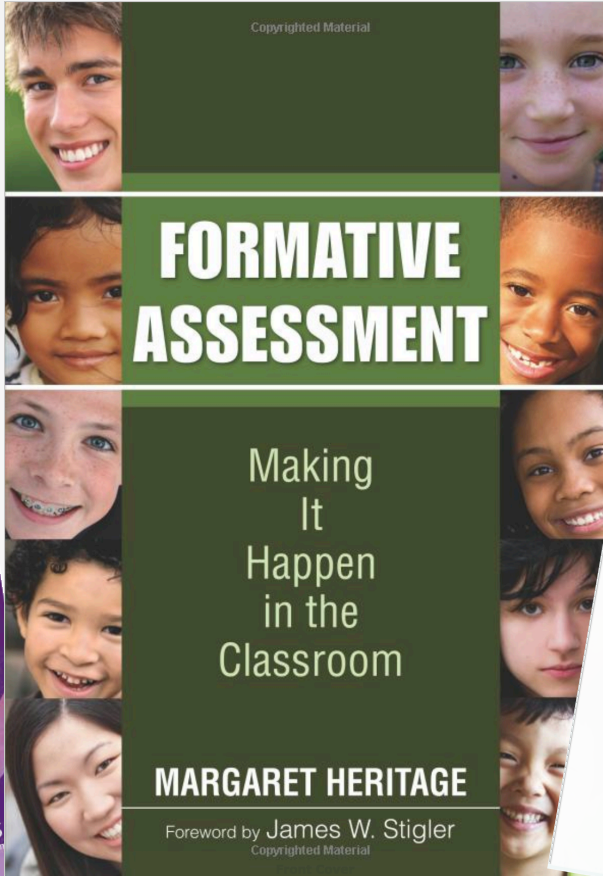
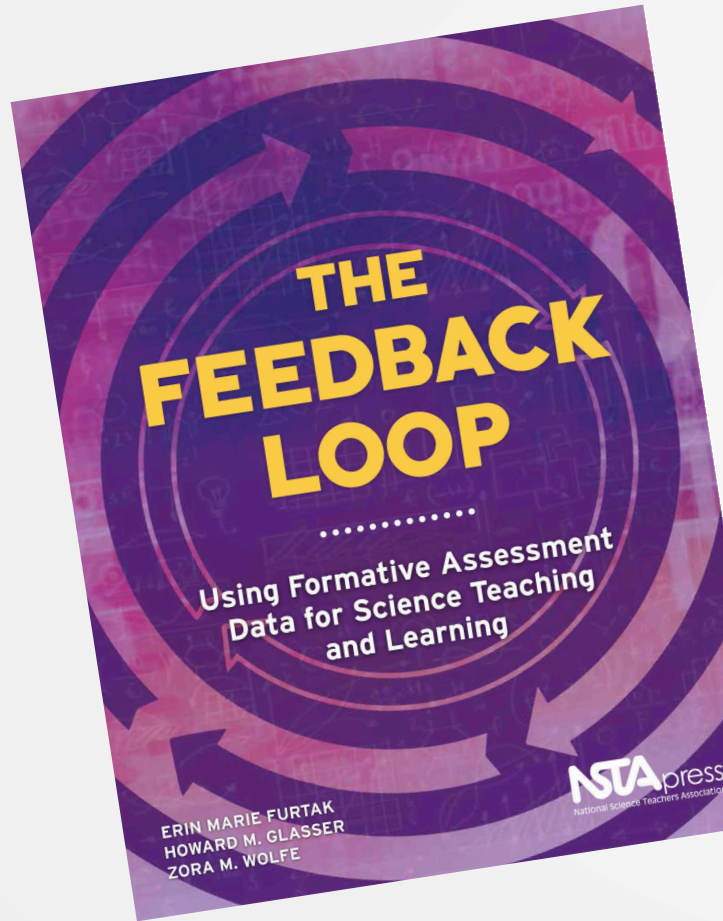


Learning Goal #2

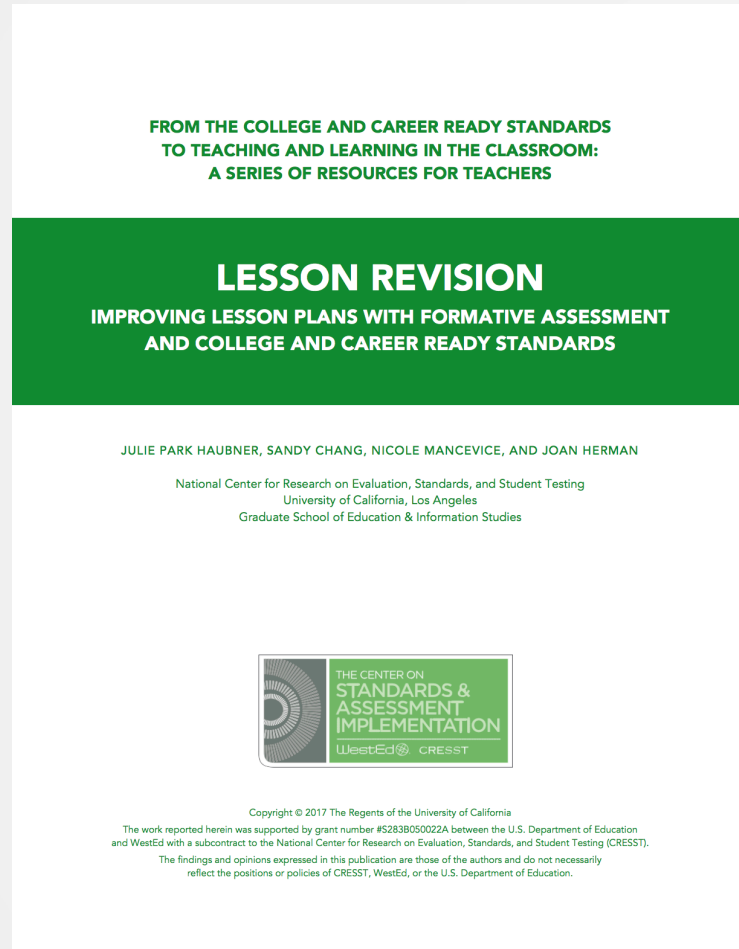
Learn how school leaders can support formative assessment.

- 1. Self-assessment of current status**
- 2. School leadership roles**
- 3. Formative assessment resources**

Book Study




Resources and Collections – CSAI



- Resource series on lesson planning
<https://www.csai-online.org/collection/1505>
- Videos that show formative assessment in action
<https://www.csai-online.org/spotlight/formative-assessment-action>
- Model formative assessment lesson plans
<https://www.csai-online.org/spotlight/model-lesson-plans-build-teacher-capacity-promoting-deeper-learning-through-formative>

Online Learning Modules – CSAI (open resource)

- Basic elements of formative assessment practice
- 15 recorded slide decks
~10 min. each
- Supplementary handouts for each presentation



The screenshot shows the website for 'THE CENTER ON STANDARDS & ASSESSMENT IMPLEMENTATION' (WestEd and CRESST). The navigation bar includes links for ABOUT, EVENTS, NEWS, CONTACT US, and SUBSCRIBE TO CSAI NEWS. A search bar is on the right. The main content area is titled '3. Establishing Learning Goals and Success Criteria'. It features two video thumbnails with 'watch video' links. The first video is titled '1. Learning Goals and Success Criteria: What are They?' and includes a list of steps to complete the section and a list of links (transcript, Science Example, Writing Example, classroom video, video protocol). The second video is titled '2. Learning Goal and Success Criteria Writing Tips' and includes a list of steps to complete the section and a list of links (transcript, Math Example, Overview, Try It Out! (pdf), Try It Out! (digital)).

3. Establishing Learning Goals and Success Criteria

1. Learning Goals and Success Criteria: What are They?

This section further explains the relationship between Learning Goals and Success Criteria and describes how they differ from standards and lesson activities.

Steps to complete section.

1. Watch the course video.
2. Complete the handouts with the Science and Writing examples.
3. Check out the classroom video linked below that shows how one teacher uses Learning Goals and Success Criteria to conduct formative assessment with persuasive essays.
4. Fill out the video viewing protocol to gain a better understanding of teacher practice with formative assessment.

[transcript](#) | [Science Example](#) | [Writing Example](#) | [classroom video](#) | [video protocol](#)

2. Learning Goal and Success Criteria Writing Tips

This section provides seven practical tips for writing Learning Goals and Success Criteria.

Steps to complete section.

1. Watch the course video.
2. Complete the math example handout.
3. Decide which Learning Goals and Success Criteria are better than others in the Overview handout.
4. Use the seven writing tips to write your own Learning Goals and Success Criteria with the Try It Out handout. Then see how they work in your classroom!

[transcript](#) | [Math Example](#) | [Overview](#) | [Try It Out! \(pdf\)](#) | [Try It Out! \(digital\)](#)

Online Learning Modules – WestEd (fee-based)

- Work in a team
- 5 modules
 - 2 hrs/week for 5 months
 - Readings and videos
 - Guided practice work
 - Independent implementation
 - PLC agendas and facilitator's guides



Formative Assessment Insights

A Digital Professional Learning Experience for Teachers

Module 1: Clarifying Intended Learning

Module 1 Overview

Lesson 1: An Introduction to the Process of Formative Assessment

1.1 - Narrated Presentation: Formative Assessment as One Element of a Comprehensive Assessment System

1.2 - Discussion: Envisioning Formative Assessment in Your Classroom

1.3 - Zaption Tour: Formative Assessment Practices in a Middle School Math Classroom

1.4 - Narrated Presentation: Overview of the Feedback Loop

1.5 - Insights Journal: And Now I Think...



State Contacts for State-Specific Resources

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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 school's context: contact people who know about prior instructional initiatives at your school and district, talk to teachers and other stakeholders about how formative assessment can lead to improved instructional practice.
- Explore your state and district resources for formative assessment.
- Look for external partners and organizations that can provide assistance.
- Be able to explain the role of formative assessment in your comprehensive assessment system to district leaders, coaches, other administrators, teachers, parents, and students.
- Evaluate your current programs for their formative assessment qualities. Analyze how gaps can be addressed, and how formative assessment practices can be integrated with your existing initiatives.

Learning goals

What knowledge or skill will you seek next?

Success criteria

What observable actions will lead to accomplishing this goal?

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** lesson planning with formative assessment



Handouts & Contact Information

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

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