

SETTING THE STAGE FOR FORMATIVE ASSESSMENT

PART 4: THE TEACHER'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

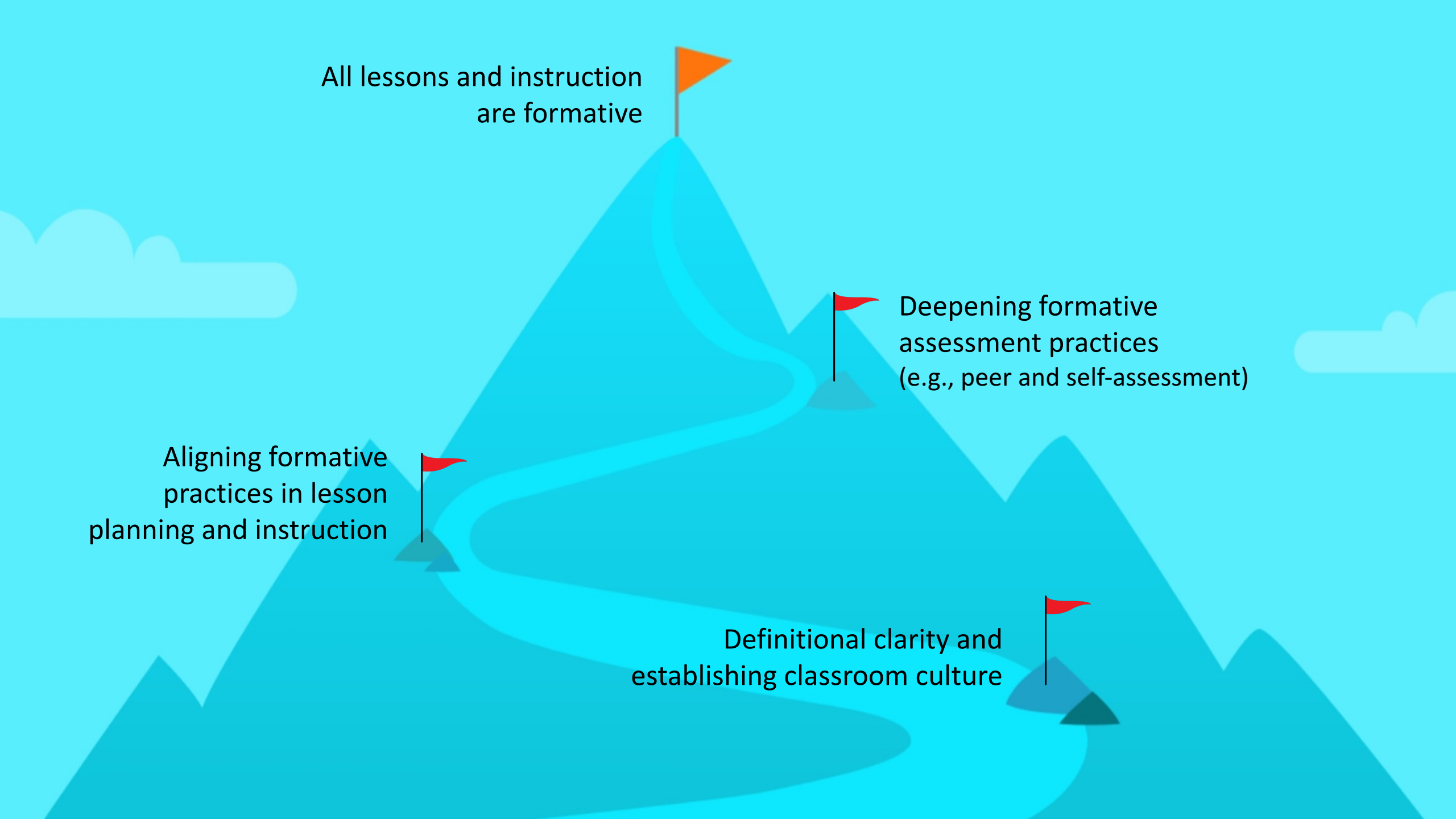
- Arkansas
- Louisiana
- New Mexico
- Oklahoma



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





All lessons and instruction
are formative

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, a red flag on a lower slope, a red flag on a higher slope, and an orange flag at the peak. 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.

Aligning formative
practices in lesson
planning and instruction

Deepening formative
assessment practices
(e.g., peer and self-assessment)

Definitional clarity and
establishing classroom culture

LEARNING GOALS



1. Understand what formative assessment is.
2. Learn how teachers can begin to implement formative assessment practices.



Setting the Stage for Formative Assessment

The Teacher's Role

Webinar user's guide

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September 2018

bit.ly/csai_teacher

Learning Goal #1

Understand what formative assessment is.

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

Googling Formative Assessment

20 Simple Assessment
Strategies You Can
Use Every Day

10 Innovative Formative Assessment Examples for
Teachers to Know

5 Great Formative Assessment Strategies That Never Miss

ASSESSMENT

56 Examples of Formative Assessment

20 Formative Assessment Examples to Try [+
Downloadable List]

25 Quick **FORMATIVE
ASSESSMENTS**
for a Differentiated Classroom

22 Easy Formative Assessment Techniques for Measuring Student Learning



“Formative Assessment(s)”

- Analyze student work
- Round robin charts
- Strategic questioning
- 3-way summaries
- Think-pair-share
- 3-2-1 countdown
- Classroom polls
- Exit/admit tickets
- One-minute papers
- Creative extension projects



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.



Culture of Collaboration

- Students and teachers share responsibility for learning
- Students learn together
- Student contributions inspire deeper engagement
- All learners (including teachers) demonstrate a willingness to take risks, learn from mistakes, and support each other

Student Agency

- Students become active agents in the learning process
- Learning tasks that allow students to evaluate their own progress
- Students make decisions about their own learning





Making Meaning

Thinking critically, creatively, and metacognitively

Connecting prior knowledge to new learning

Using language, symbols, and texts

Participating and Contributing

Engaging with others in learning

Communicating ideas, feelings, perspectives, and understanding

Relating to other people's ideas, feelings, and experiences

Managing Learning

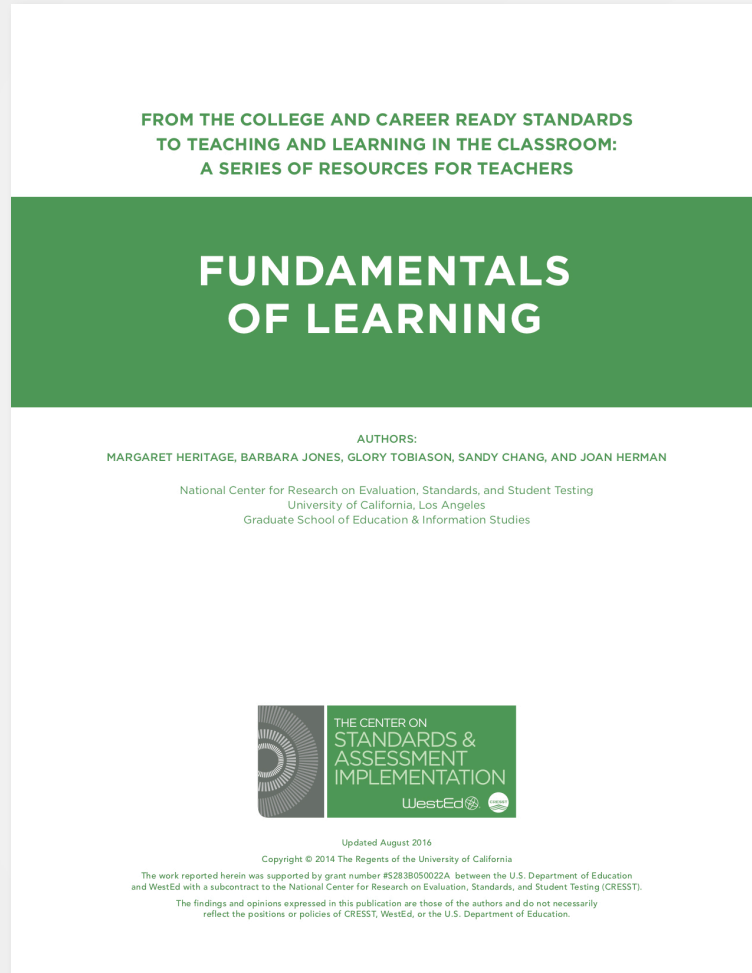
Taking personal responsibility for learning

Adapting learning tactics

Persevering with challenges



Fundamentals of Learning (FoLs)



- Examples of FoLs in the classroom
- FoLs and standards
- Active role of students

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.*

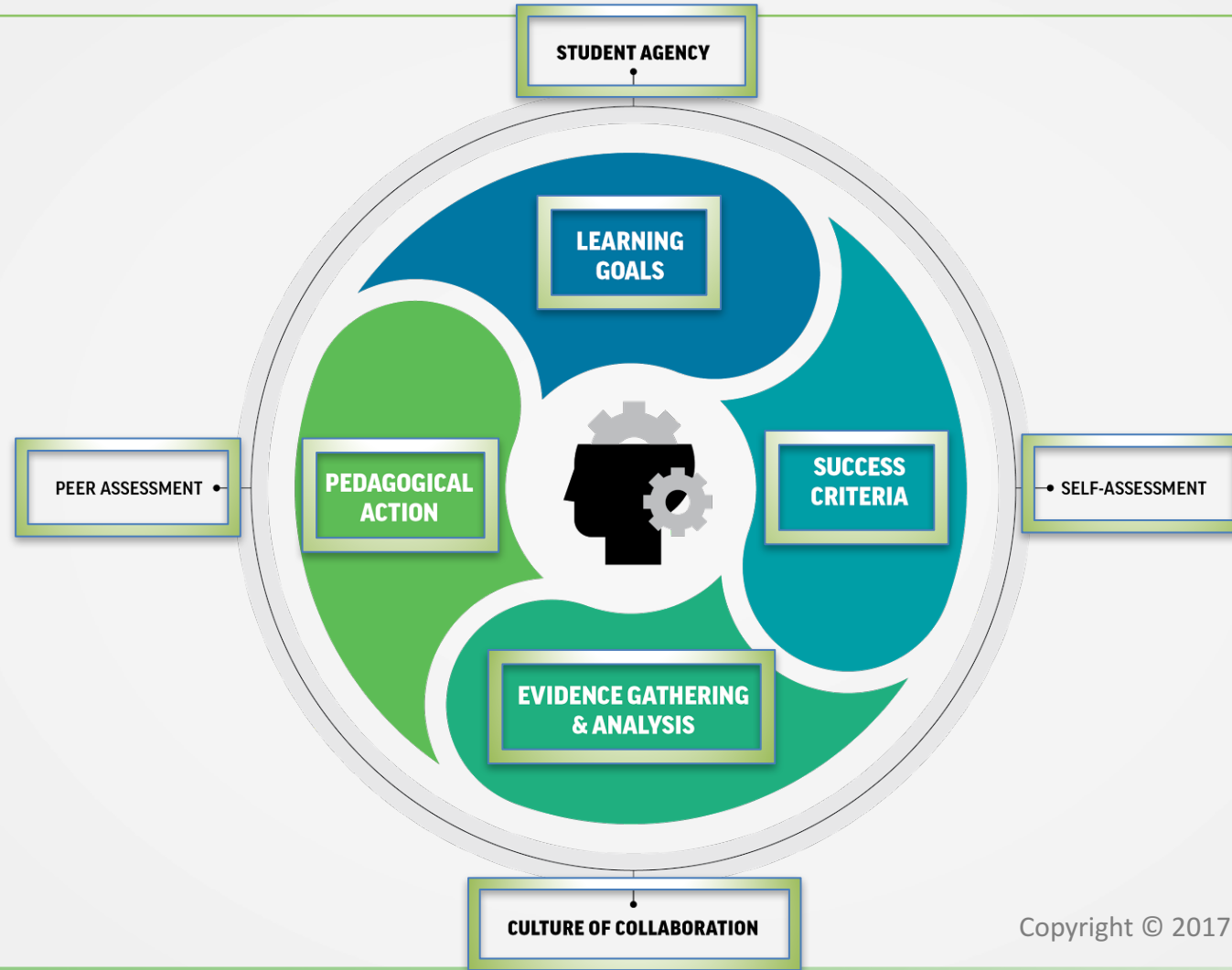


Learning Goal #1

Understand what formative assessment is.

- 1. What is formative assessment?**
- 2. What are the elements of formative assessment?**
- 3.**

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



Success Criteria

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



Evidence Gathering & Analysis

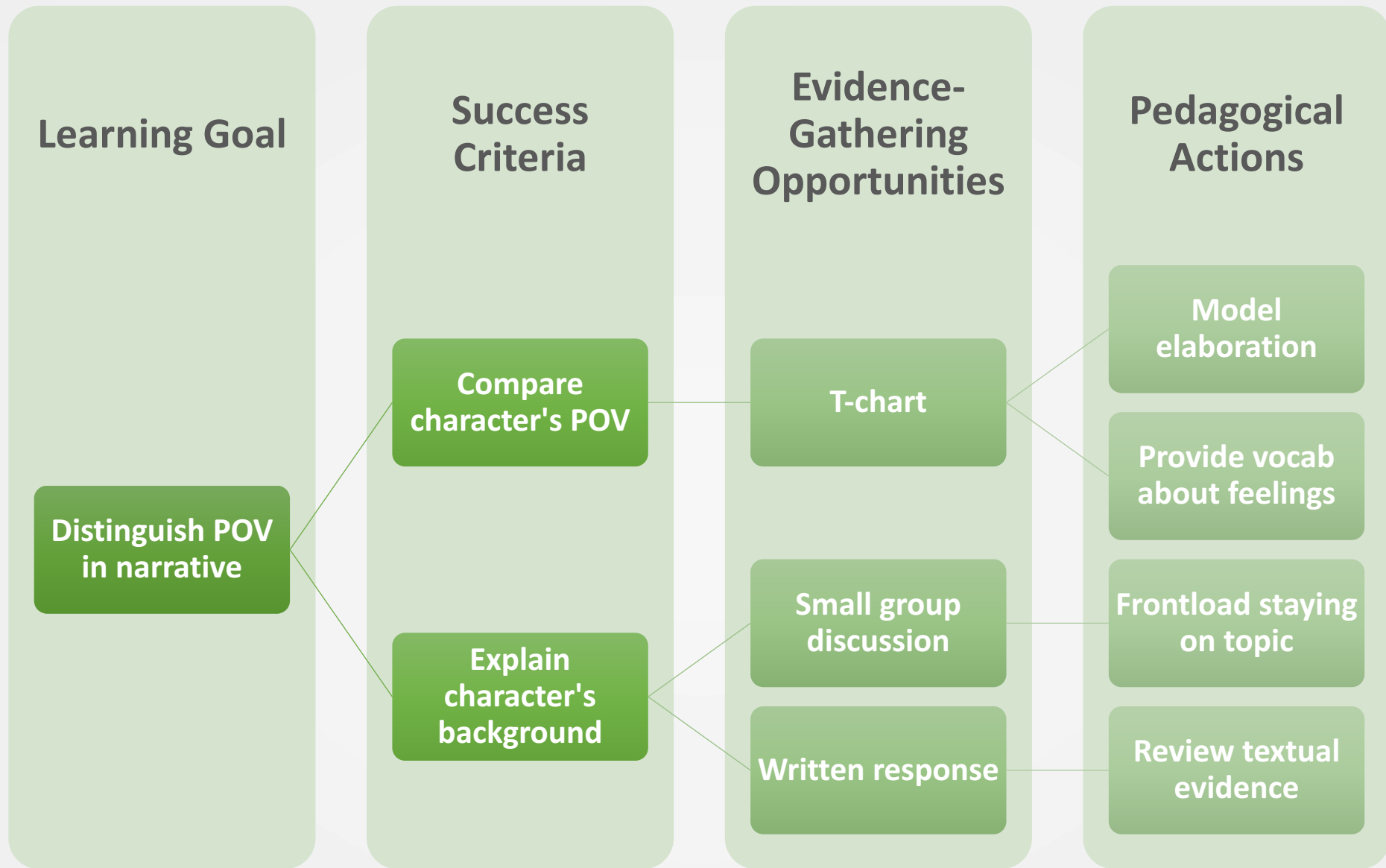
- Collect information about student progress toward Success Criteria
- Provide feedback to students
- Help teachers adjust instruction
- Vary participant structures
- Include peer and self-assessment

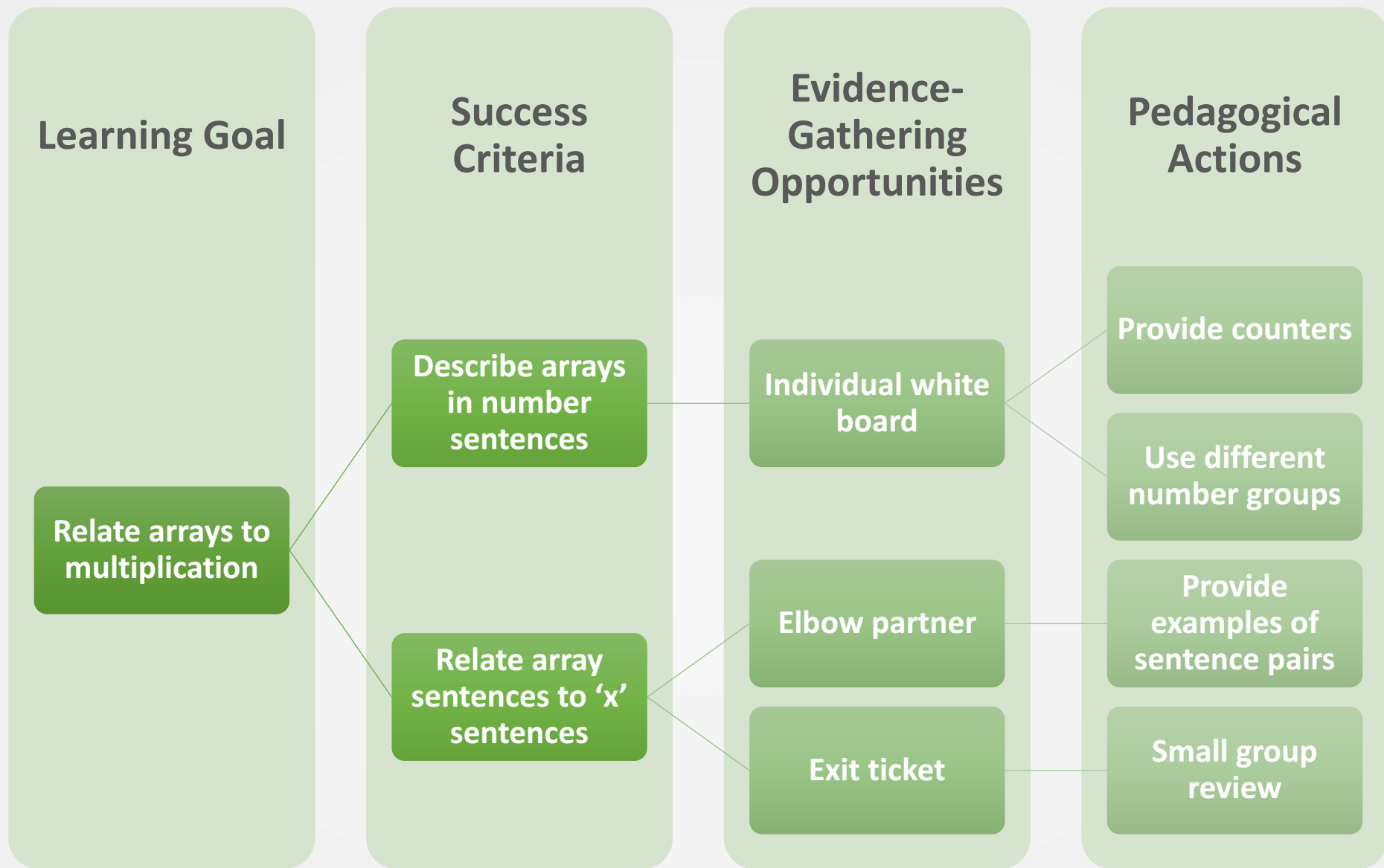


Pedagogical Action

- 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







Lesson Revision with Formative Assessment

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 (adapted from Eureka Math, EngageNY)	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.

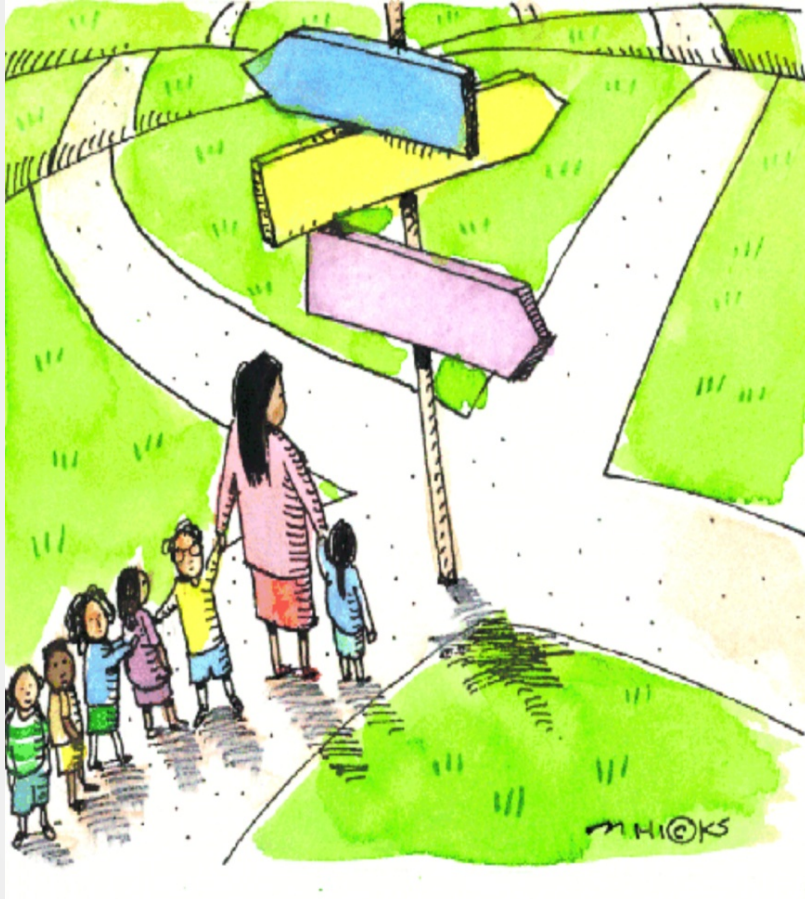


Learning Goal #1

Understand what formative assessment is.

1. What is formative assessment?
2. What are the elements of formative assessment?
3. What are frameworks for formative assessment?

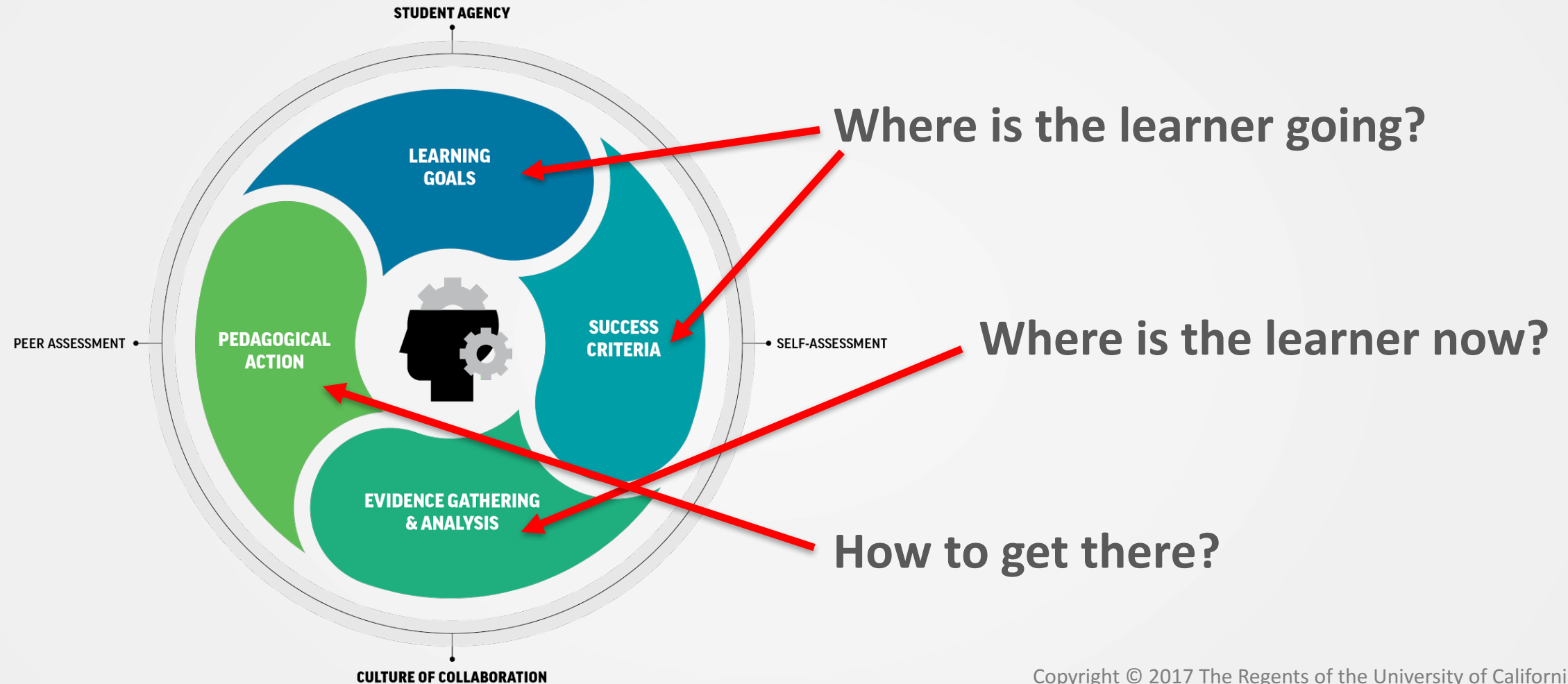
Guiding Questions



- Where is the learner going?
- Where is the learner now?
- How to get there?



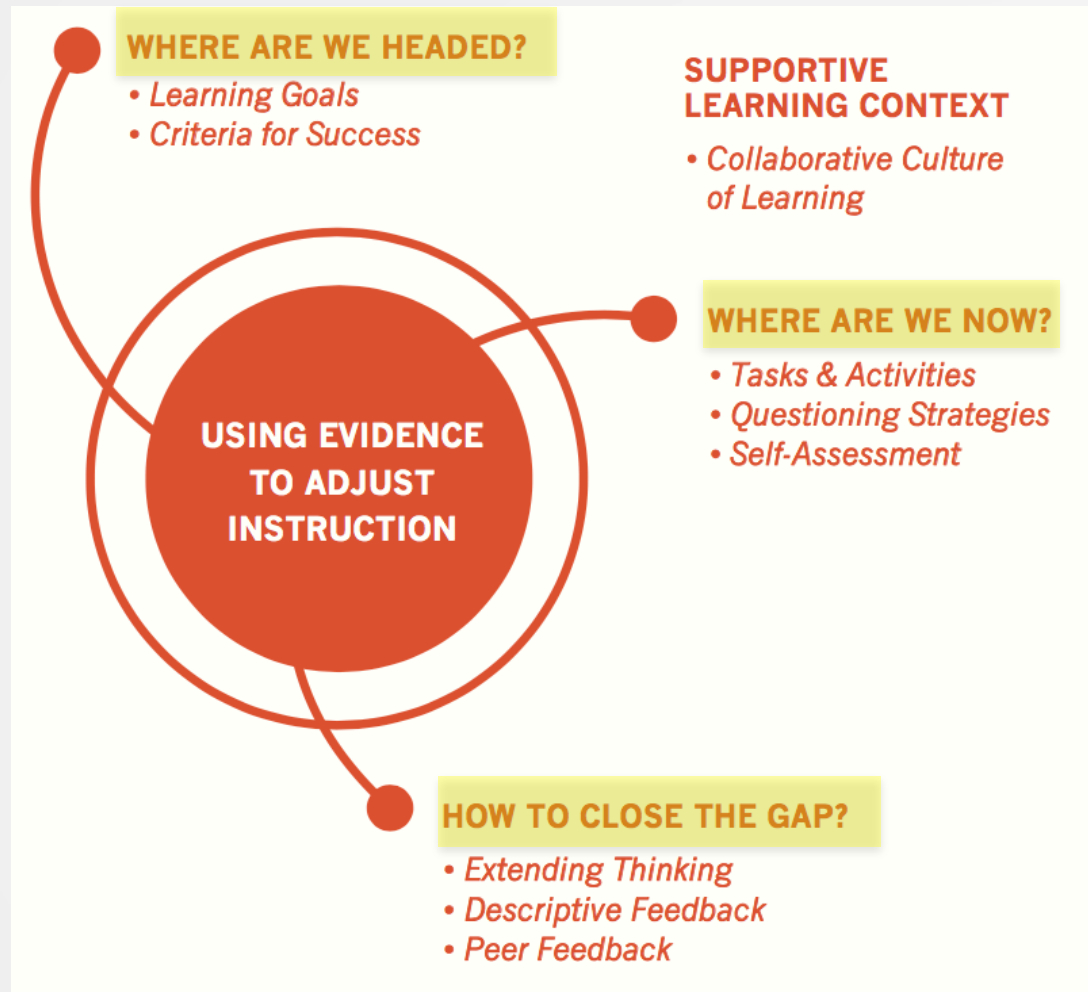
CSAI – Lesson Planning with Formative Assessment



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FARROP – Peer Observation and Feedback



**Formative
Assessment
Rubric,
Resources, and
Observation
Protocol**



10 Dimensions of FARROP

Learning Goals

Criteria for Success

Tasks & Activities that Elicit Evidence of Learning

Questioning Strategies to Elicit Evidence of Learning

Extended Thinking During Discourse

Descriptive Feedback

Peer Feedback

Self-Assessment

Collaborative Culture of Learning

Use of Evidence to Inform Instruction



Learning Goal #2

Learn how teachers can begin to implement formative assessment practices.

- 1. Self-assessment of your formative assessment practice**
- 2.**
- 3.**

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.

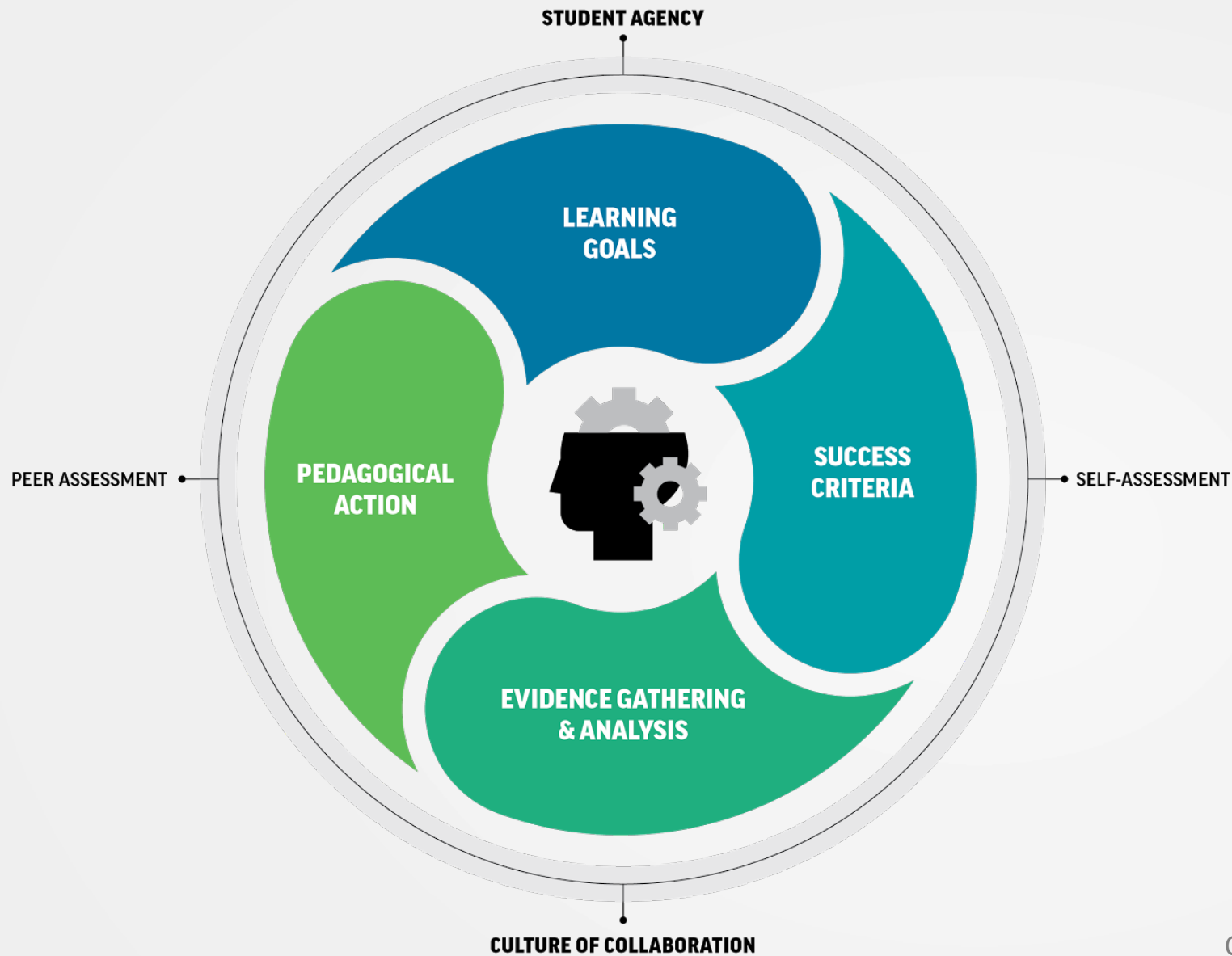
Instructional practice		0 = not at all or not applicable 3 = extremely well			
1.	You systematically plan instruction.	0	1	2	3
2.	Your professional learning supports classroom instruction that is ongoing (rather than a single or limited number of events).	0	1	2	3
3.	Your professional learning focuses 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?



Instructional Practice

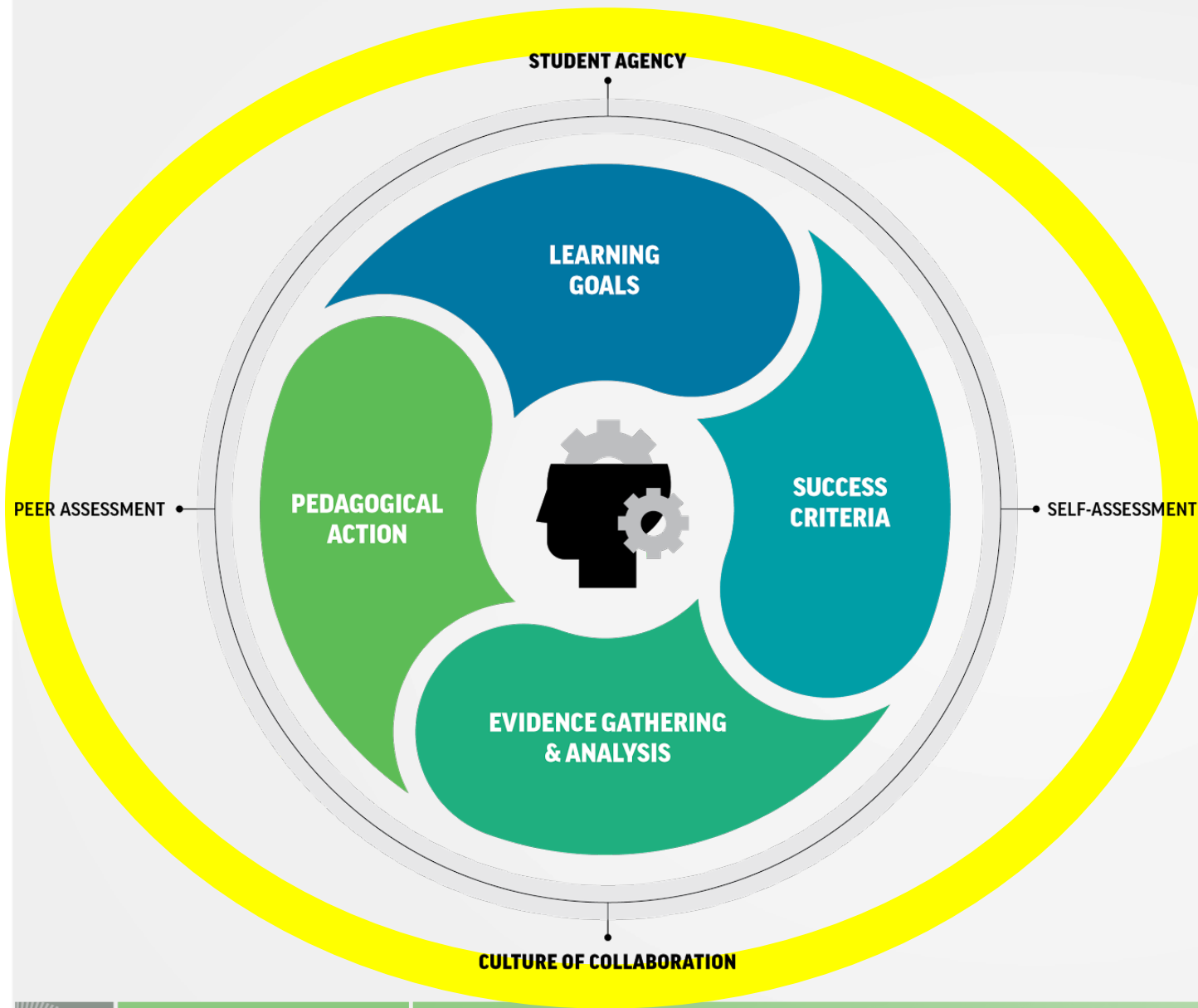
Learning Goals

Student Involvement

Equity and Culture

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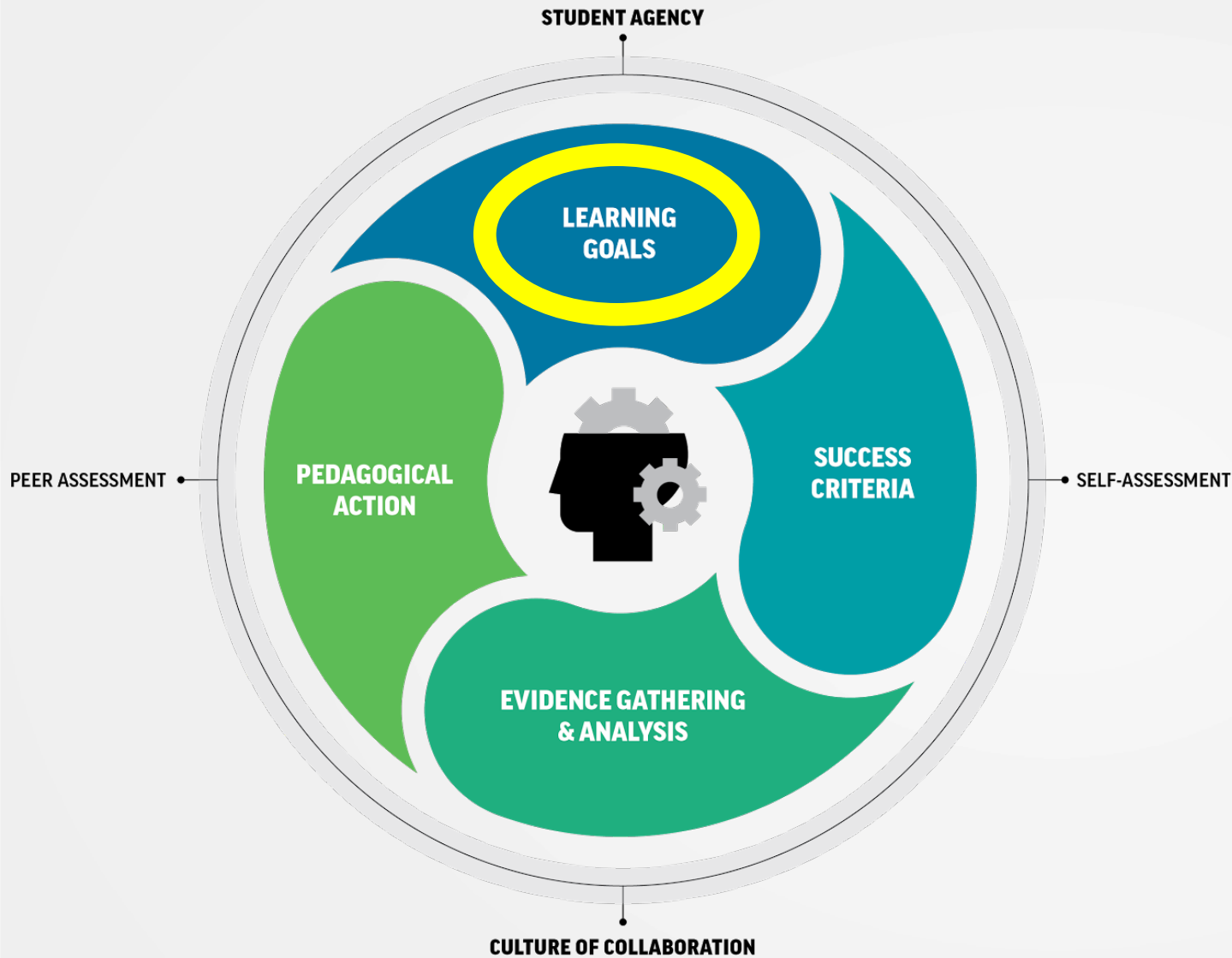
Instructional Practice

- Plan instruction
- Ongoing
- Classroom-based
- Collect evidence
- Analyze evidence
- Use evidence
- Respond to students



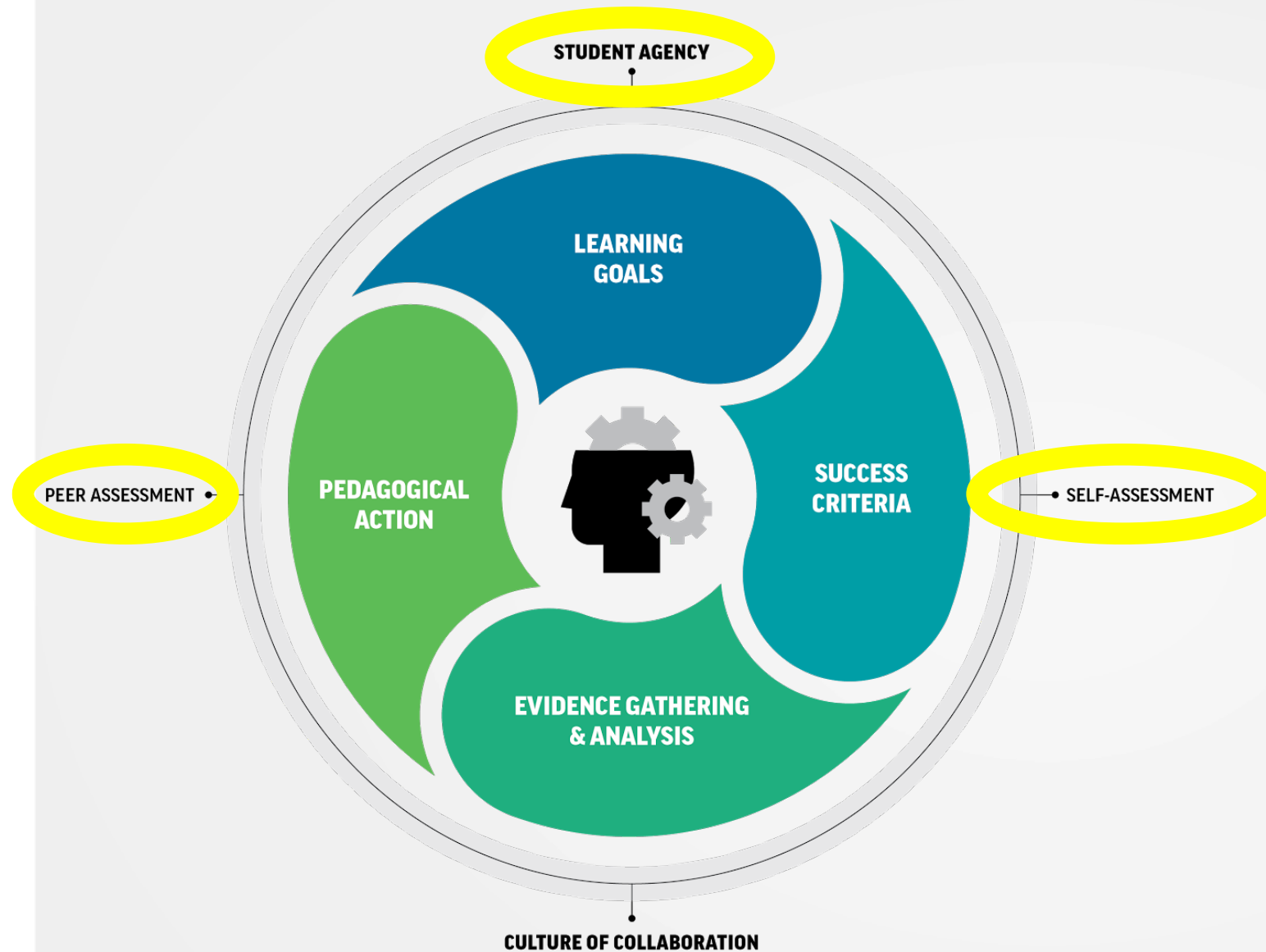
Learning Goals

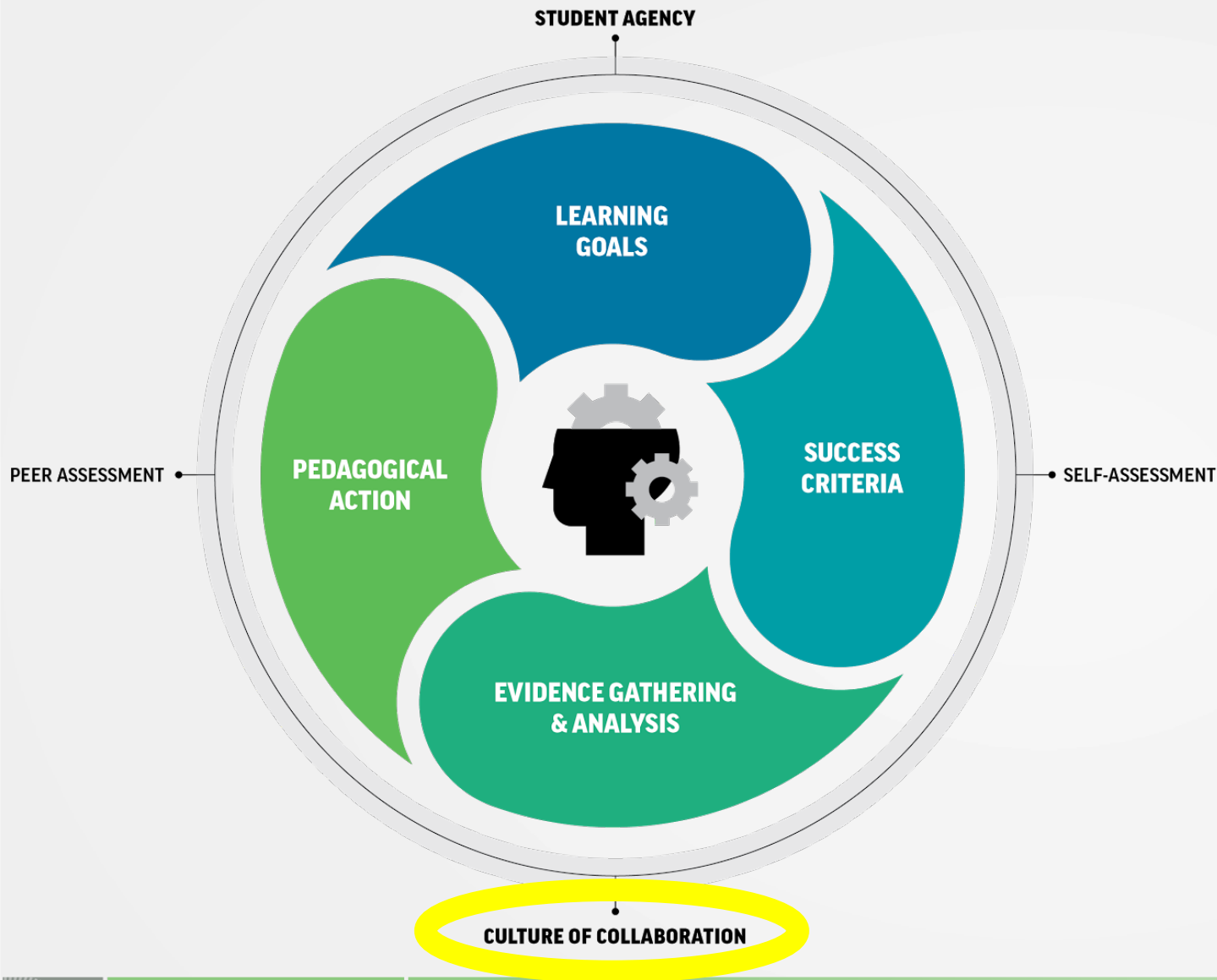
- Standards
- Learning progressions
- Lesson-sized



Student Involvement

- Student-directed
- Self-assessment
- Peer feedback
- How to achieve
- Identify gaps
- Actionable feedback





Equity and culture

- All students benefit
- All teachers benefit
- Respectful
- Collaborative
- Risk-taking
- Multiple modes
- Multiple opportunities

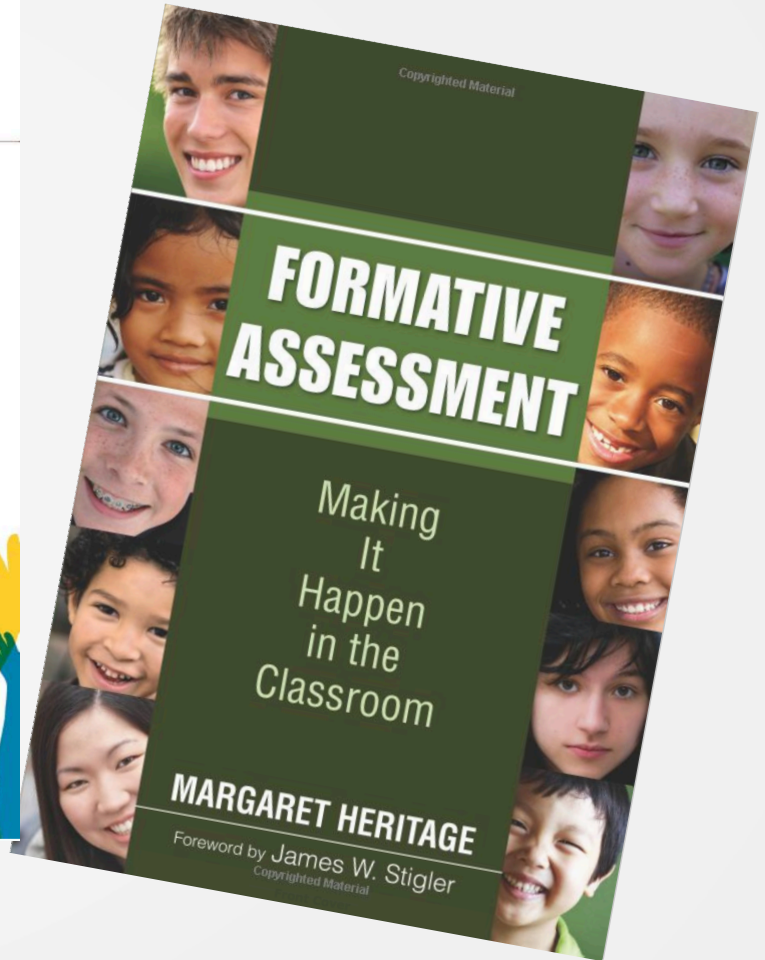
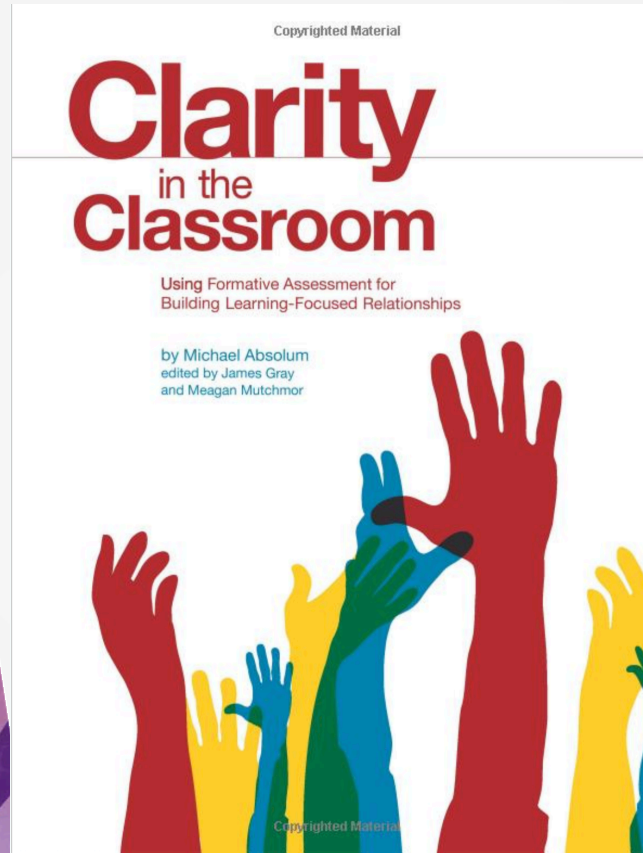
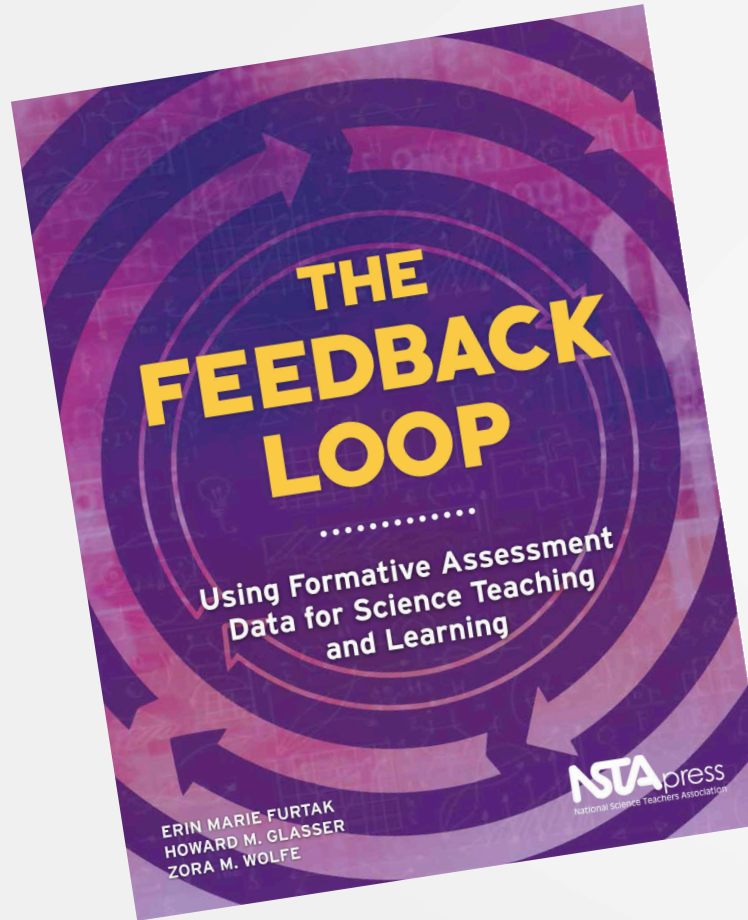


Learning Goal #2

Learn how teachers can begin to implement formative assessment practices.

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

Book Study



CSAI Paper Resource Series



**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 MANCEVICE, AND JOAN HERMAN

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Graduate School of Education & Information Studies



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More Resources

- **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. Below the navigation bar, there are links for 'State of the States', 'Nation by the Numbers', 'Resource Library', 'Collections', 'Spotlights', and 'Assessment System Visuals'. The main content area is titled '3. Establishing Learning Goals and Success Criteria'. It features two video thumbnails, each with a 'watch video' link. 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! \(digital\)](#)

Learning Goal #2

Learn how teachers can begin to implement formative assessment practices.

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

Act

What are the roles of teachers?

Teachers decide whether and how formative assessment is implemented in their classrooms. Below are some of the steps that teachers can consider when enacting 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 you 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 peers and school and district leaders 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 be an active learner alongside your students?</i>		
6. Team builder <i>Have you identified individuals who can provide support and collaborate with you?</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 teachers?

Resources for professional learning	What do you already have in place?	What could you do next?
8. Standards, assessment, and curriculum <i>Do you have a yearlong scope and sequence of instruction, a clear understanding of your content area's learning progressions, and the necessary instructional resources to implement formative assessment?</i>		
9. Time <i>When will you develop your formative assessment capacity? How can you work with your colleagues and school leadership team to make formative assessment professional learning a priority?</i>		
10. Allocation of funding and other resources <i>What content and services are necessary to do this work well, and how will you communicate that to school and district administrators?</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

- ✓ **Establish a vision and plan**
- ✓ **Take leadership**
- ✓ **Use resources for professional learning**



Vision & Planning

- ✓ **Long-term commitment**
- ✓ **Definitional clarity**
- ✓ **Alignment to existing practice**
- ✓ **Partnerships**



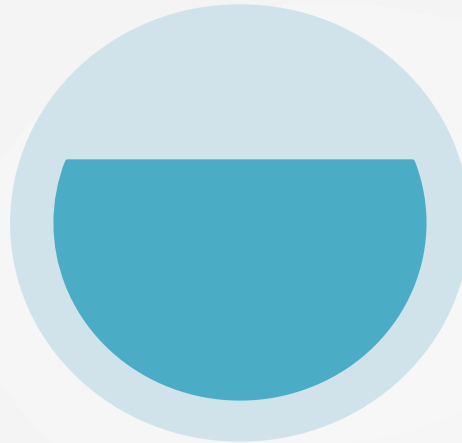
Long-Term Commitment: Stages of Implementation

Beginning



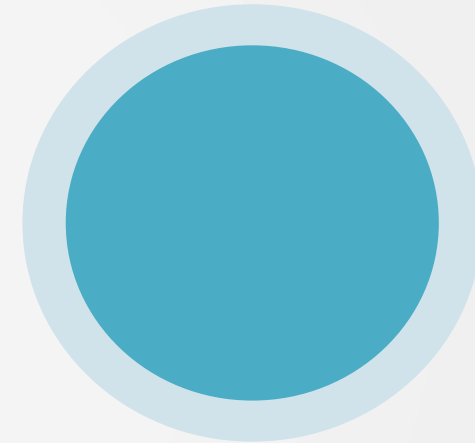
Definitional
clarity &
resources

Intermediate



Lesson
planning –
novice
framework

Advanced



Observe and
reflect –
advanced
framework



Definitional Clarity

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



Alignment

- ✓ **Existing programs**
- ✓ **Identify gaps**
- ✓ **Dig deep**
- ✓ **Efficient and cost-effective**



Leadership

✓ Lead learner

- Model formative assessment process for your students

✓ Team builder

- Recruit colleagues and school leaders for collaboration and support

✓ Communicator

- Share your vision with stakeholders, including students and parents



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**



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 internal and external partners who can provide assistance.
- Be able to explain the role of formative assessment in your instructional practice to district leaders, school leaders, colleagues, 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** definition, resources, novice and advanced frameworks



Handouts & Contact Information

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

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