

# Formative Assessment Overview

Margaret Heritage, FAST SCASS Adviser

CCSSO National Conference on Student Assessment  
June 29, 2012  
Minneapolis, MN



FORMATIVE ASSESSMENT  
FOR STUDENTS AND TEACHERS

# The Formative Assessment Label

Assessment for Learning (formative assessment):

“...a label for a group of practices that have been shown to help pupils improve their learning”  
(Black et al., 2006, p. 120)



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# The Formative Assessment Mis-Label

- Frequent fine-grained testing



## FAST SCASS Definition (2006)

Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students achievement of intended instructional outcomes.



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# An Elaboration

Formative assessment is not an adjunct to teaching but, rather, is integrated into instruction and learning with teachers and students receiving frequent feedback.

(FAST SCASS, 2006)



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Formative assessment is not an adjunct to teaching but, rather, is integrated into instruction and learning with teachers and students receiving frequent **feedback**.

(FAST SCASS, 2006)



# Critical Features

- i) Learning progressions
- ii) Learning goals and success criteria
- iii) Descriptive feedback
- iv) Self- and peer-assessment
- i) Collaboration



## Assessment Reform Group (2002)

“...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.”



# FAST SCASS Activities

- Use of external experts and members to enhance expertise
- Professional development within states
- Support tools for PD (e.g.):
  - Videos of practice
  - Self-assessment/peer observation protocol
  - Math progressions and training videos
- Series of papers (see FAST website)
- Brief for policy makers
- Facebook page coming soon!
- **ADVOCACY**





# **National Center for Research on Evaluation, Standards, & Student Testing**

UCLA | Graduate School of Education & Information Studies

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**[mheritag@ucla.edu](mailto:mheritag@ucla.edu)**

# *Descriptive Study of North Carolina's Formative Assessment Learning Community's Online Network*



Sarah McManus, Director  
Learning Systems



# Teaching and Learning Common Core/Essential Standards



Summative Assessment  
(Classroom, Statewide)

Benchmark Assessment  
(Classroom, School, District)

Formative Assessment  
(Classroom)

The North Carolina Professional Teaching Standards  
and School Executive Standards



# Formative Assessment Model



**a. Teachers lead in their classrooms.** Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21<sup>st</sup> century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understands how they contribute to students graduating from high school.</li> <li><input type="checkbox"/> Uses data to understand the skills and abilities of students.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Takes responsibility for the progress of students to ensure that they graduate from high school.</li> <li><input type="checkbox"/> Provides evidence of data driven instruction throughout all classroom activities.</li> <li><input type="checkbox"/> Establishes a safe and orderly classroom.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicates to students the vision of being prepared for life in the 21st century.</li> <li><input type="checkbox"/> Evaluates student progress using a variety of assessment data.</li> <li><input type="checkbox"/> Creates a classroom culture that empowers students to collaborate.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Encourages students to take responsibility for their own learning.</li> <li><input type="checkbox"/> Uses classroom assessment data to inform program planning.</li> <li><input type="checkbox"/> Empowers and encourages students to create and maintain a safe and supportive school and community environment.</li> </ul>	



# Formative Assessment Plan

Grade/Subject: Dual Language/Immersion Program/Math Geometry—Grade 4

Objective: Identify, predict, and describe lines of symmetry and symmetrical plane figures.

Learning Target	Criteria for Success	Collecting Evidence	Documenting Evidence
<p>我能认识对称线和对称的图形 I can recognize a line of symmetry for a two-dimensional figures and recognize and classify line-symmetrical figures</p>	<p>1. 我会把图对称.I will make a symmetrical picture by matching/adding/drawing objects, coloring, etc.</p> <p>2. 我会分别对称/不对称.I will sort the pictures into symmetrical/non-symmetrical</p> <p>3. 我会找出对称的图. I will find the pictures that are symmetrical.</p> <p>4. 我会和朋友或者在电脑上玩对称游戏. I will play the symmetry game with a partner or on the computer.</p>	<p>Using Smartboard, have students draw symmetrical pictures by matching/adding/drawing objects, coloring, etc.</p> <p>Using Smartboard, have students sort the pictures into two groups symmetrical and non-symmetrical.</p> <p>Using Smartboard, have students find the pictures that are symmetrical by putting the check marks.</p> <p>Using computer, have the students work with a partner to play the online symmetry game.</p>	<p>Class observations. Students' formative assessment checklists.</p>

1. What misconceptions do you think students might have?

2. What will you do to address the misconceptions to move learning forward (e.g., how will you adjust instruction, what descriptive feedback will you provide)?



# *Descriptive Study of NC FALCON*

*SERVE Center at UNC Greensboro  
Evaluation Team Leads:*

Dr. Nina Arshavsky

Dr. Wendy McColskey



- **Key Questions for Year 1 Evaluation:**

1. **Who participated in the NC FALCON professional development in 2010-2011?**
2. **Was NC FALCON a useful resource on formative assessment for participants?**
3. **How was the NC FALCON professional development supported by districts and schools?**
4. **What were participants' perceptions of the impact of the NC FALCON professional development on teacher knowledge, beliefs, and practice, and on students?**

- **Conclusions and Recommendations**



# *Data Analyzed in 2010-2011 Year*

- **Quantitative data:**
  - a. Pre- and post- NC FALCON surveys
  - b. End of the module surveys
  
- **Qualitative data:**
  - a. Site visits to six schools (two elementary, two middle, and two high) in two districts including four focus groups (22 teachers and three principals)



# 1. Who participated in the NC FALCON professional development in 2010-2011?

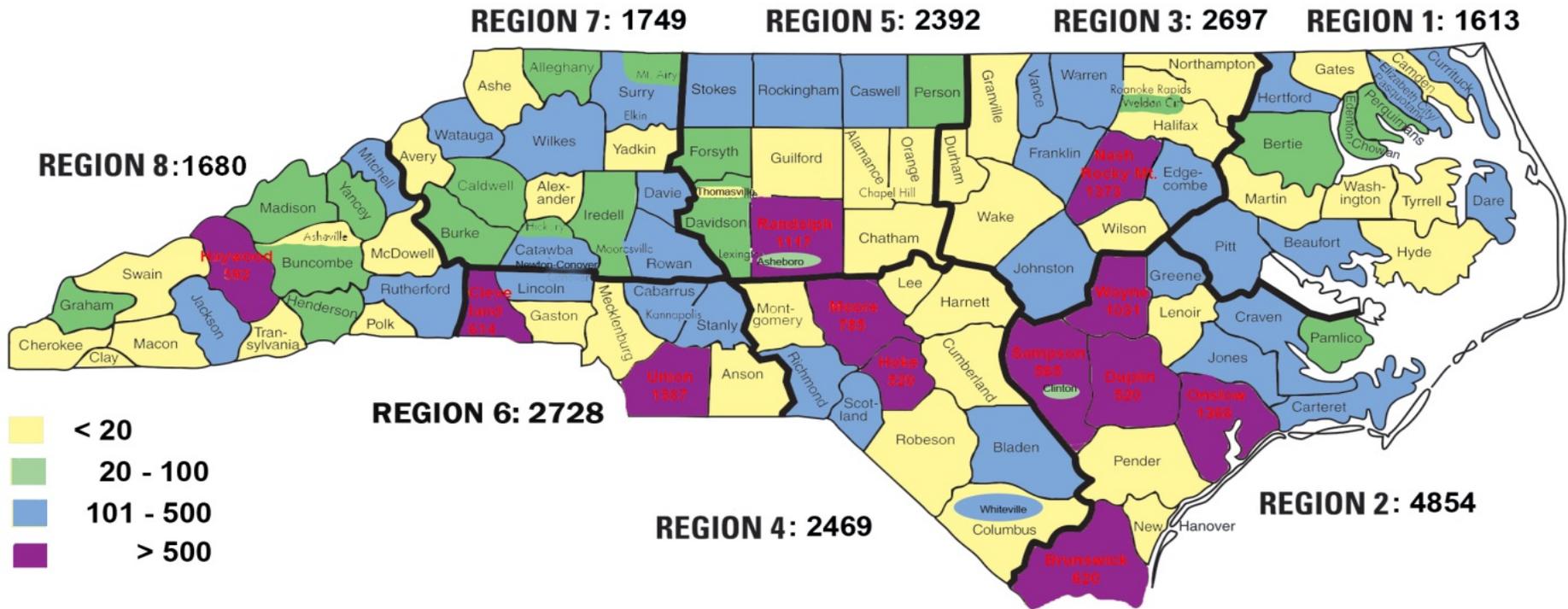
Type of Survey	Number of Respondents
Pre-survey	26,268
Post-survey	20,306
End of Module 1	30,114
End of Module 2	28,755
End of Module 3	27,635
End of Module 4	26,911
End of Module 5	11,908



# Participants (respondents to the Post-Survey) by Region

(Does Not Include Charter Schools, IHE)

Districts With More Than 500 Respondents are Highlighted



## *2. Was NC FALCON a Useful Resource on Formative Assessment for Participants?*

- **Although 72% of respondents on a pre-survey indicated some prior training on formative assessment (with 6% indicating a high level of prior involvement with the topic), participants still rated the value of the modules for their teaching practice, on average, around a 4 on a 5-point scale.**



# Post-Module Means on Experiences with 5 Modules

Question	Scale	1	2	3	4	5
How beneficial was each module for you?	1=Not Beneficial, 4=Very Beneficial	3.16	3.21	3.21	3.28	3.47
The content was well organized.	1=Strongly Disagree, 5=Strongly Agree	4.11	4.09	4.10	4.14	4.07
How appropriate was the time spent?	1=Not Appropriate, 4=Very Appropriate	2.75	2.73	2.79	2.85	2.69
How long did it take you to complete it?	1=15 minutes, 5=More than 60 minutes	3.66	4.0	3.84	4.12	3.94
What percentage of the information was new to you?	N/A	35%	40%	38%	39%	44%



# *Utility: Focus Groups*

## **Most reported that**

- information clarified or reinforced concepts that might enhance current practice or
- information was new and was anticipated to enhance current practice.

## **Factors that facilitated use:**

- The clarity of the structure and content of the NC FALCON modules, which made it easy to use.
- Flexibility in when and how to complete the modules afforded by the online mode of delivery.



### *3. How Was the NC FALCON Professional Development Supported by Districts and Schools?*

Districts and schools were advised to complete the following steps in order to ensure effective implementation:

- a. Establish a formative assessment implementation plan and formative assessment teams.
- b. Establish PLCs within schools, provide technology support, and determine timelines for completion.
- c. Establish procedures for providing CEU credit for the completion of the NC FALCON modules.



# *Districts' Approaches in Introducing NC FALCON to Staff*

- a. whole district approach
- b. staggered approach
- c. pilot school approach
- d. volunteer teacher approach



## *Types of Support that Some Districts and Schools Provided:*

- Structured time to meet in PLCs to work on formative assessment strategies
- PLCs or additional professional development on formative assessment for principals
- Alignment with a number of other programs undertaken by the district
- Use of instructional coaches to support implementation of formative assessment



## Example: Iredell –Statesville Classroom Teachers

### Provided:

- Focus of 5 Early Release professional development days
- Showcase of “best practice” implementation



- Ongoing, intentional support during PLCs
- Classroom modeling



## 4. What were participants' perceptions of the impact of the NC FALCON?

**Beliefs.** Four statements with responses changing in the desired direction from pre to post-survey administrations were:

- *Statements such as "a good job," excellent," or "way to go" are useful in providing feedback to students regarding their mastery of class concepts. (from 36% to 65% saying "false")*
- *I know about what students learn in my class from quizzes and tests. (from 21% to 37% saying "false")*
- *To be useful, a classroom assessment must be graded. (from 71% to 84% saying "false")*
- *Frequent testing (e.g., daily graded quizzes) helps motivate students to learn. (from 78% to 88% saying "false")*



# *Frequency of Formative Assessment Strategies (pre and post)*

**Teacher Practice.** Two sample items with responses changing in desired direction, in terms of frequency of use (1=rarely/never, 2=quarterly, 3=monthly, 4=weekly, 5=daily)

- *I give students opportunities to formatively assess their peers. (from 2.5 to 3.1)*
- *I provide students specific information (without using grades or rubrics) about where they are in meeting the learning targets. (3.5 to 3.9)*



# *Focus Groups: Perceptions of Impact of NC FALCON Use on Teachers*

- **Awareness, confidence, and self-reflection:**
  - a. Increased clarity about the purpose and importance of using various formative assessment strategies
  - b. More confident in ability to use different formative assessment strategies
  - c. More self-reflective regarding teaching style and current instructional practices.
- **Enhanced focus on learning targets**
- **Increased use of descriptive feedback**
- **Increased focus on student learning**



# *Focus Groups: Perceptions of Impact of NC FALCON Use on Students*

- Better understanding of teachers' expectations
- Self-assessment can lead to enhanced sense of autonomy and engagement



# *Focus Group Recommendations for Change*

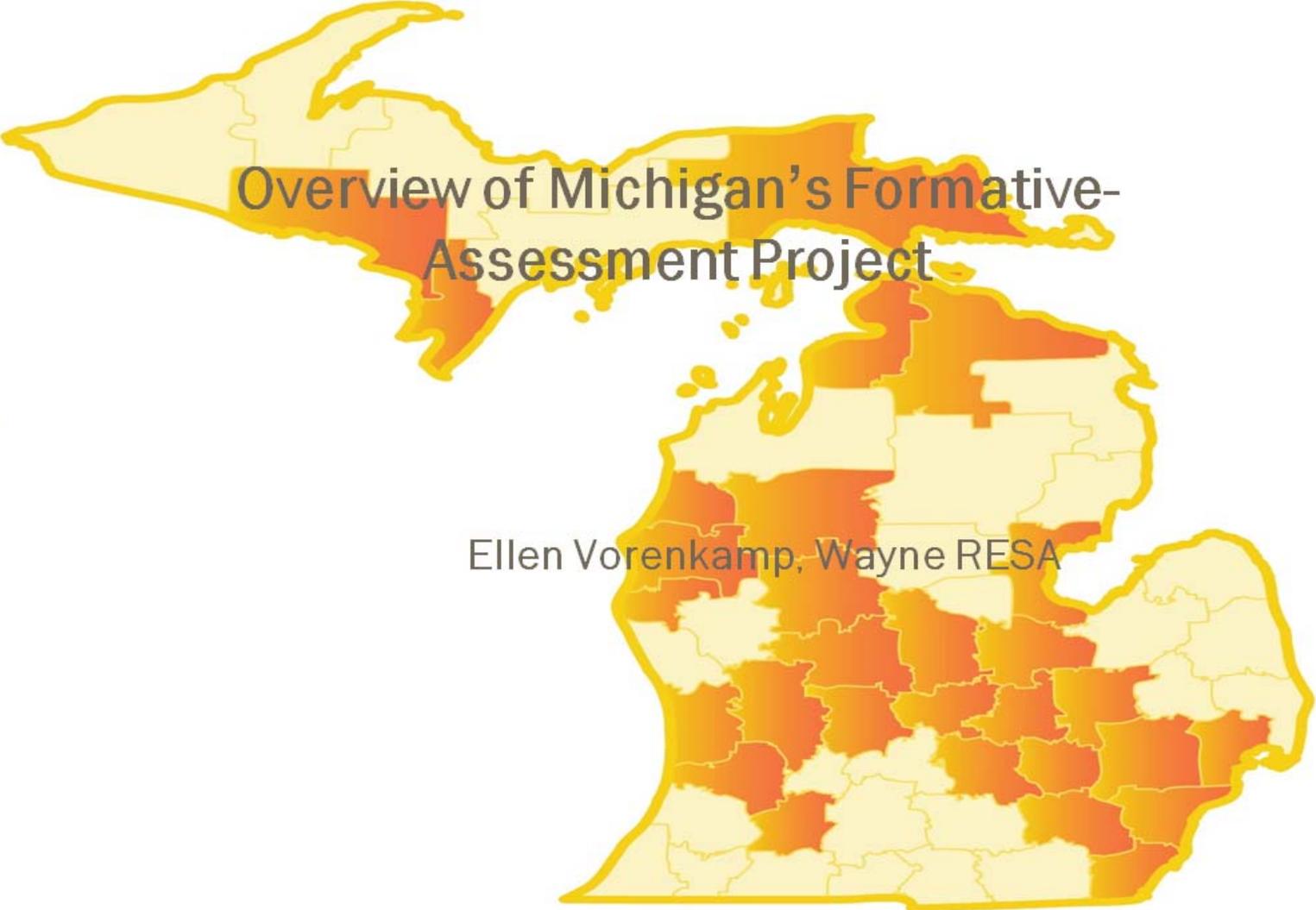
- Provide more specific grade level and content examples of formative assessment
- Address technical problems with navigation, delivery of videos
- Provide staff time to complete the modules in the context of multiple school or district initiatives.
- Increase the school-level attention and support for NC FALCON; not just for classroom implementation



# *SERVE Recommendations:* Add information to the *Implementation Guide* about:

- a. How to align formative assessment with other initiatives to facilitate implementation
- b. How to effectively use instructional coaches to help implement this program
- c. How to sustain this initiative beyond the first year and completing the modules



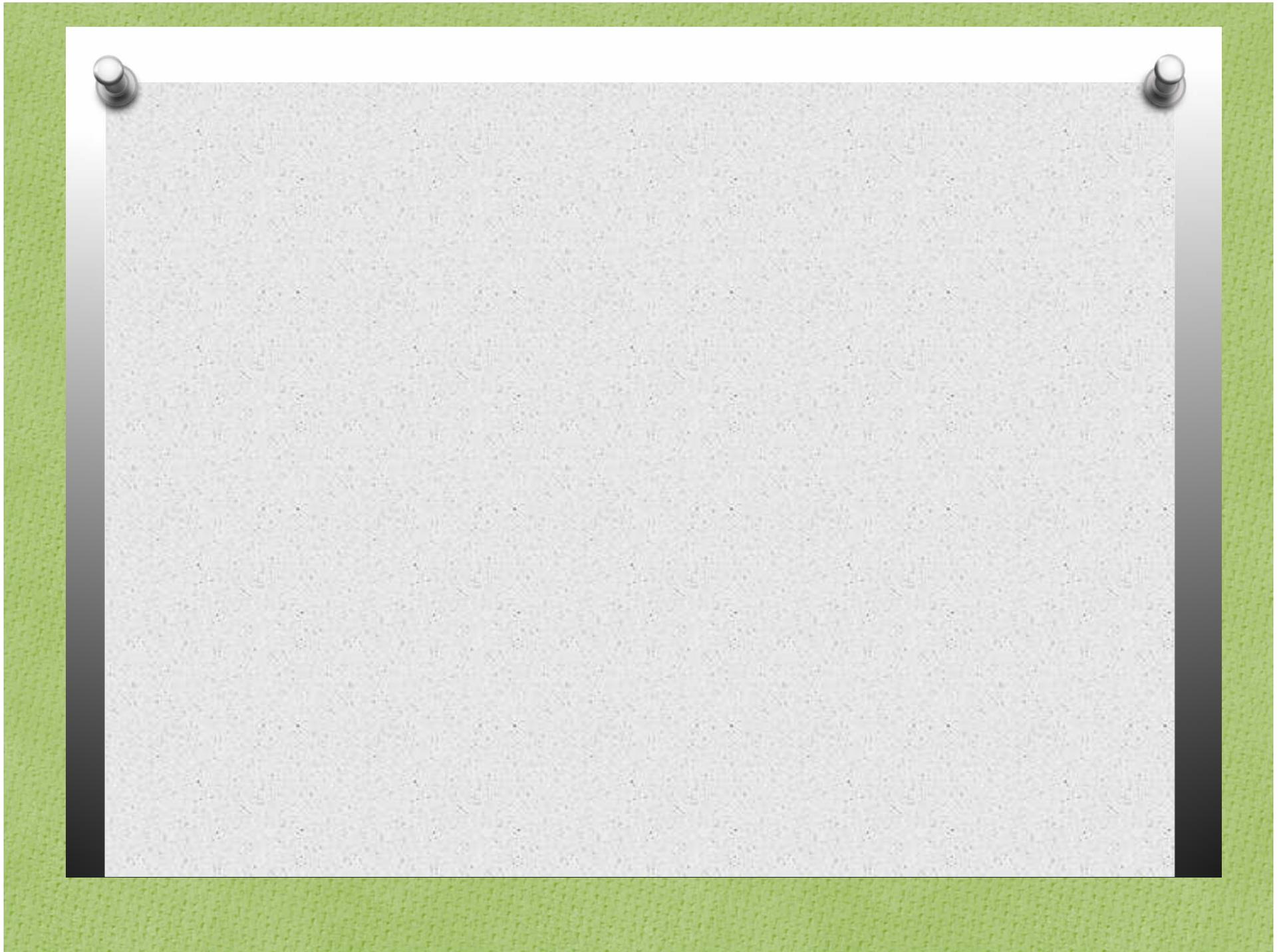
A map of Michigan is shown with a color gradient overlay. The colors range from light yellow to dark red, with the darkest red concentrated in the western and northern parts of the state. The map is divided into counties, and the color gradient is applied across these counties. The map is pinned to a grey background with two silver pushpins at the top corners.

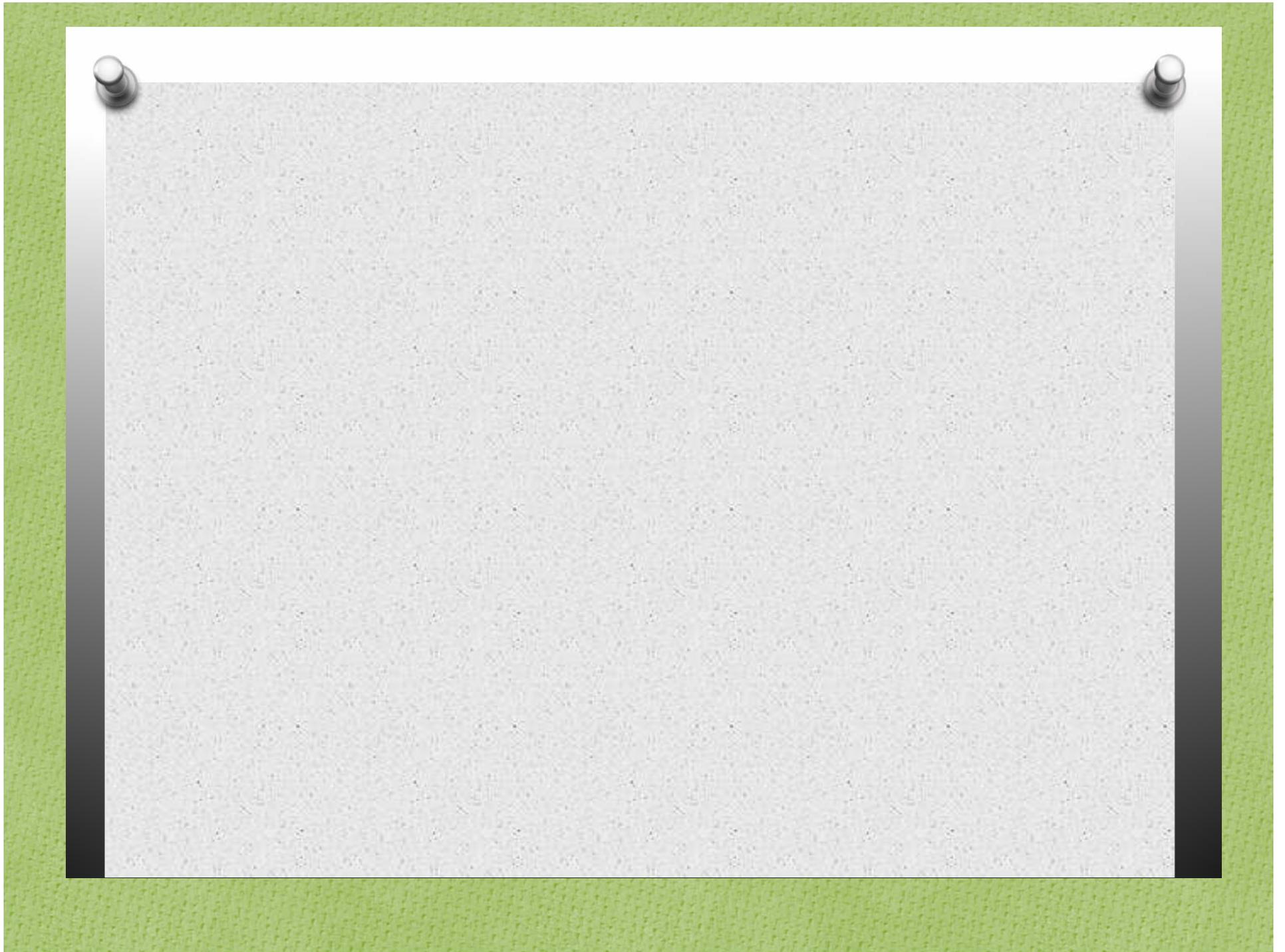
## Overview of Michigan's Formative-Assessment Project

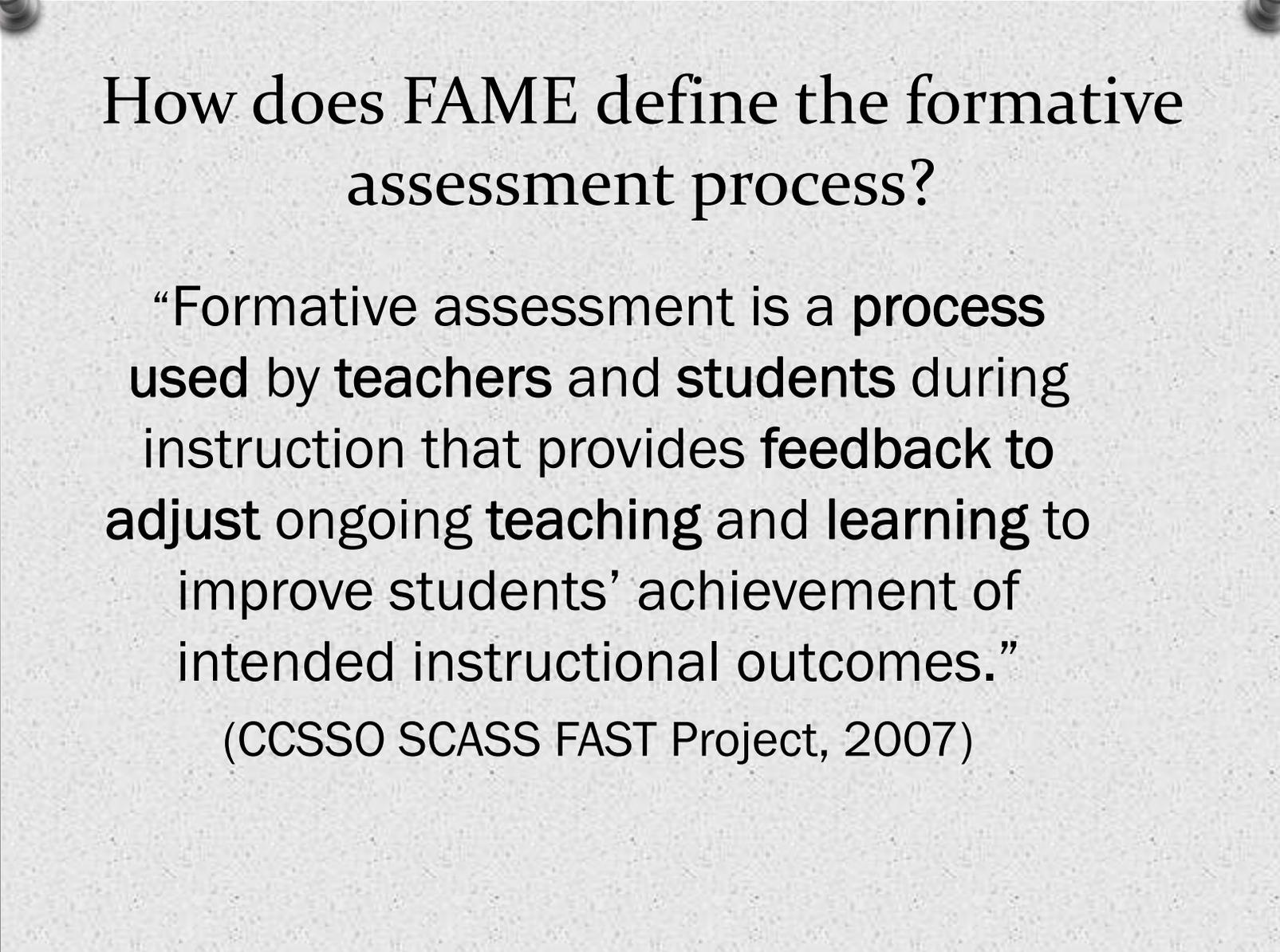
Ellen Vorenkamp, Wayne RESA

# Formative Assessment in Michigan

- o 2006 new high school curriculum requirements
- o Education reform initiatives
- o Need for balanced assessment system to support instruction
- o Summative since 1969-70
- o Formative Assessment
- o Interim/Benchmark Assessments







## How does FAME define the formative assessment process?

“Formative assessment is a **process used by teachers and students** during instruction that provides **feedback to adjust ongoing teaching and learning** to improve students’ achievement of intended instructional outcomes.”

(CCSSO SCASS FAST Project, 2007)

## **FAME Project Goal**

“Working collaboratively, educators will learn, implement, and reflect on the formative assessment process in order to guide student learning and teachers’ instructional practices.”

# FAME Project Model

- o 1st cohort of Learning Teams/Coaches 2008-09
- o Learning Team (LT) of 6-8 members
- o Led by a “coach” – facilitating sessions
- o Meet throughout the year/Multiple year journey
- o Materials and supports provided by MDE and Measured Progress
- o Topics of LT choice
- o Not a “trainer of trainer” model

# The Formative Assessment Process

Planning

Learning Target Use

**ANALYSIS**

Student Evidence

Instructional  
Decisions

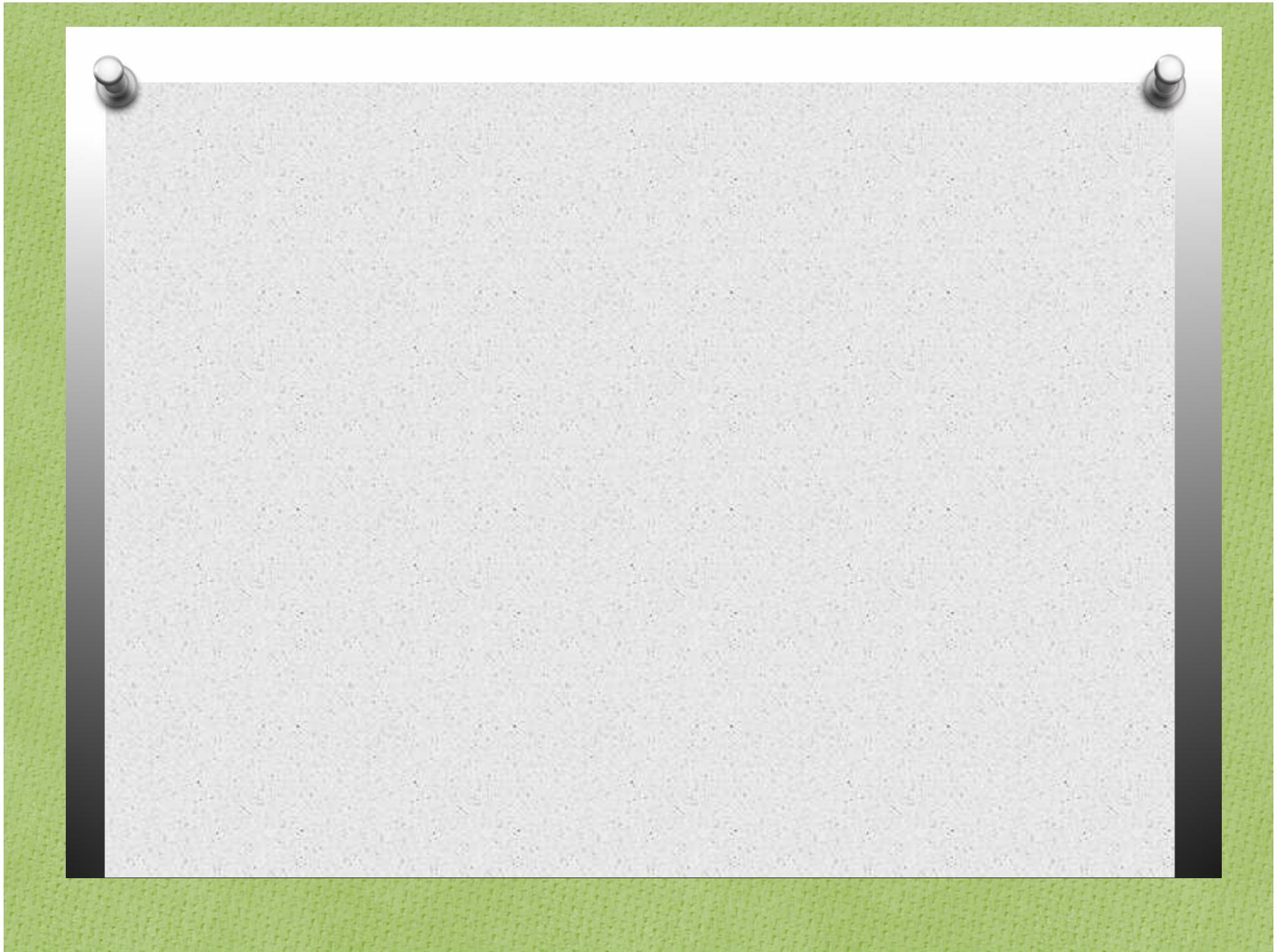
Modes  
of  
Assessment

Formative  
Feedback

Formative Strategies

Formative Tools

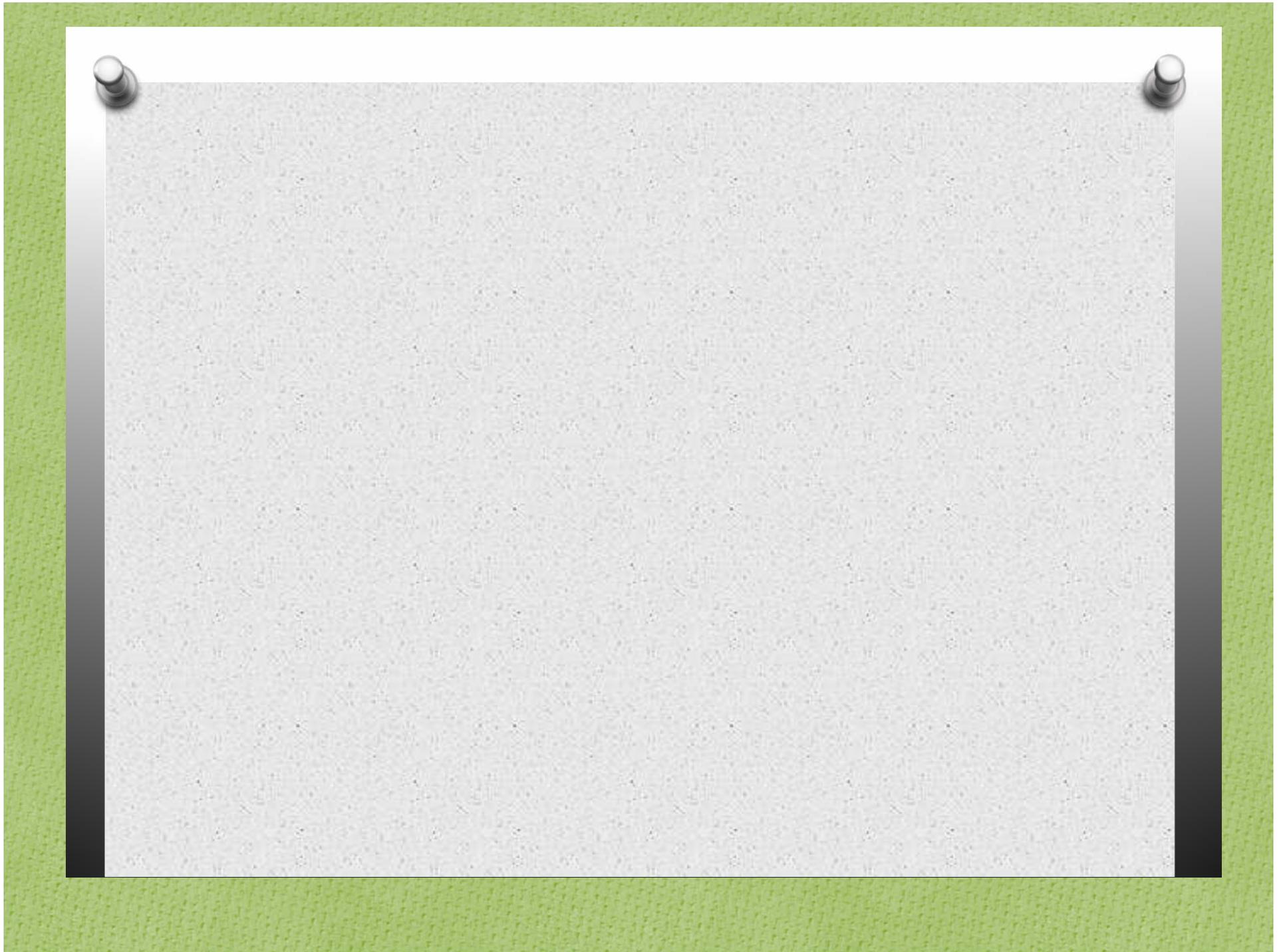
Student Motivation & Learning

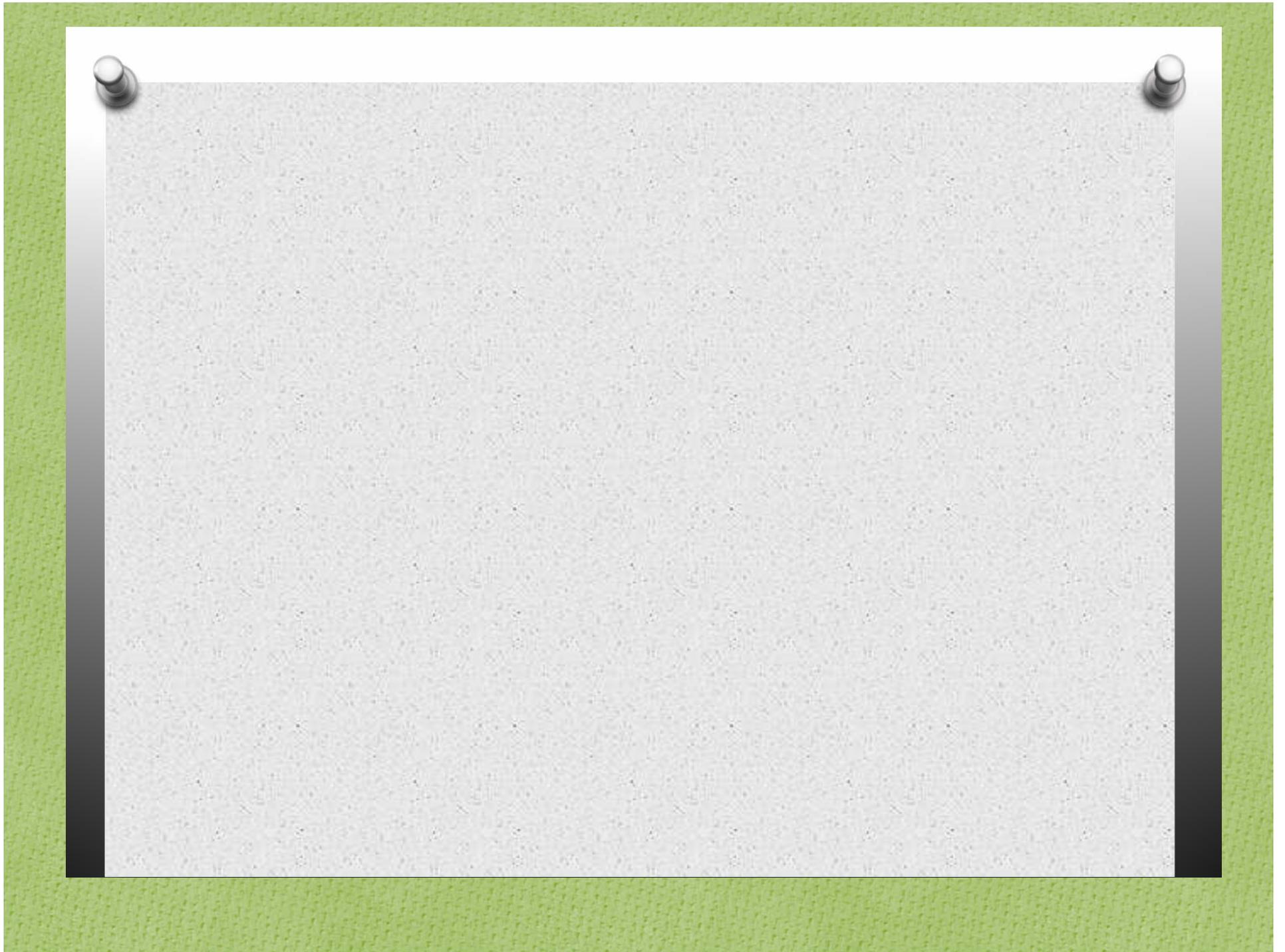


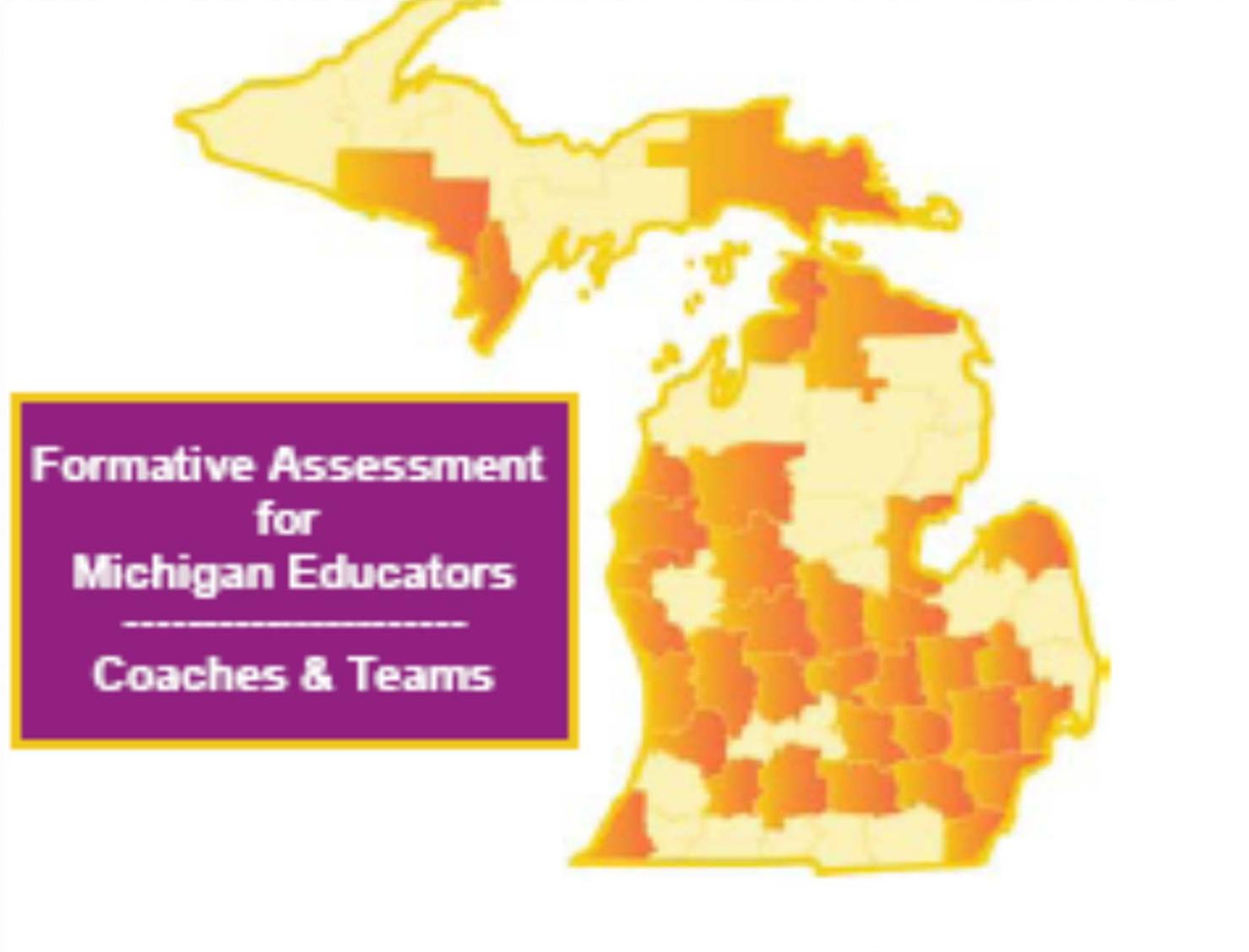
FREE!

## Training Resources

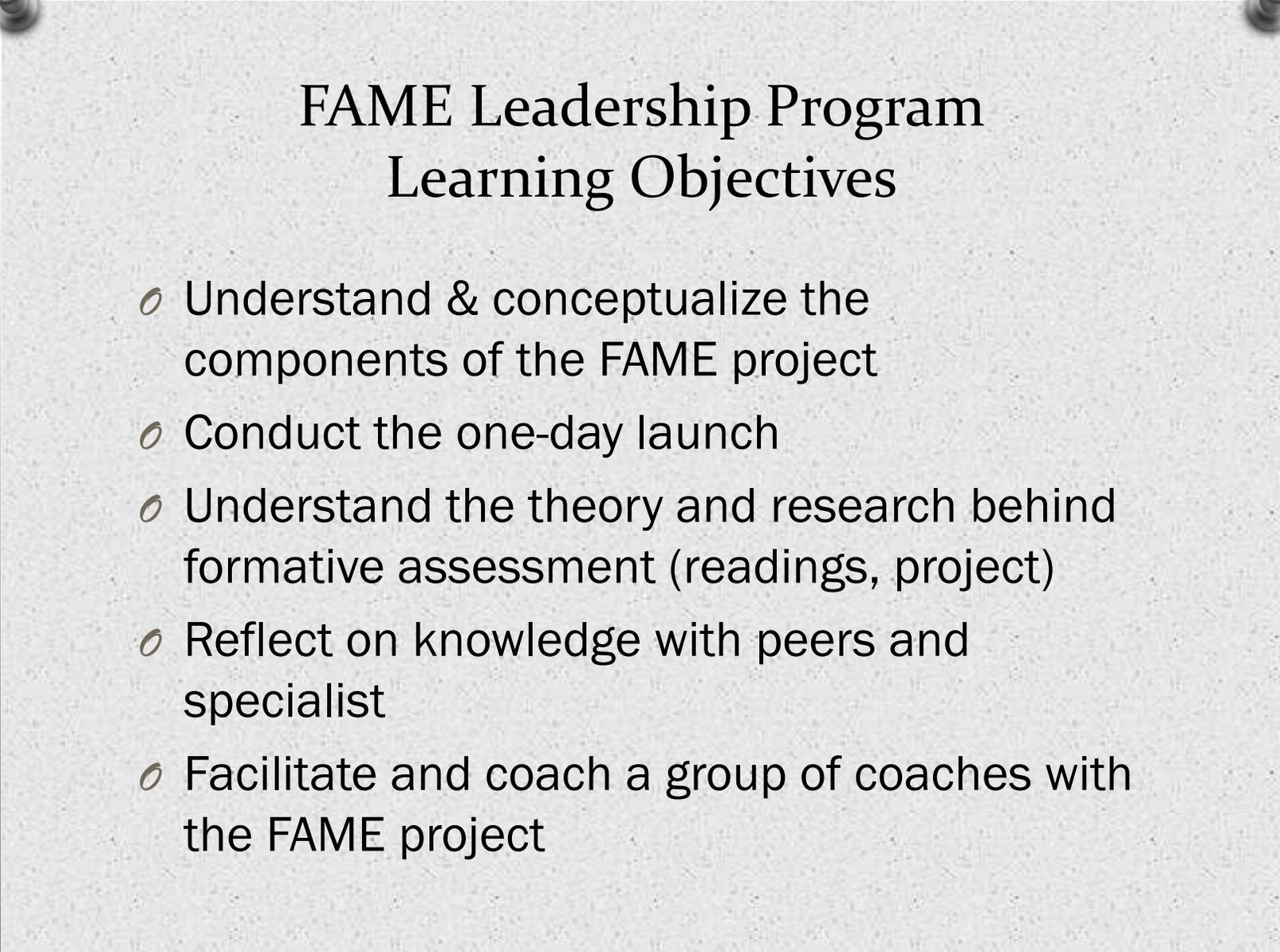
- o F2F Session-“Launching into Learning”
- o Formative Assessment Learning Guide
- o Resource and networking website
- o Cognitive Coaching Seminars®
- o Adaptive Schools Foundation Seminar
- o MDE and Measured Progress Support





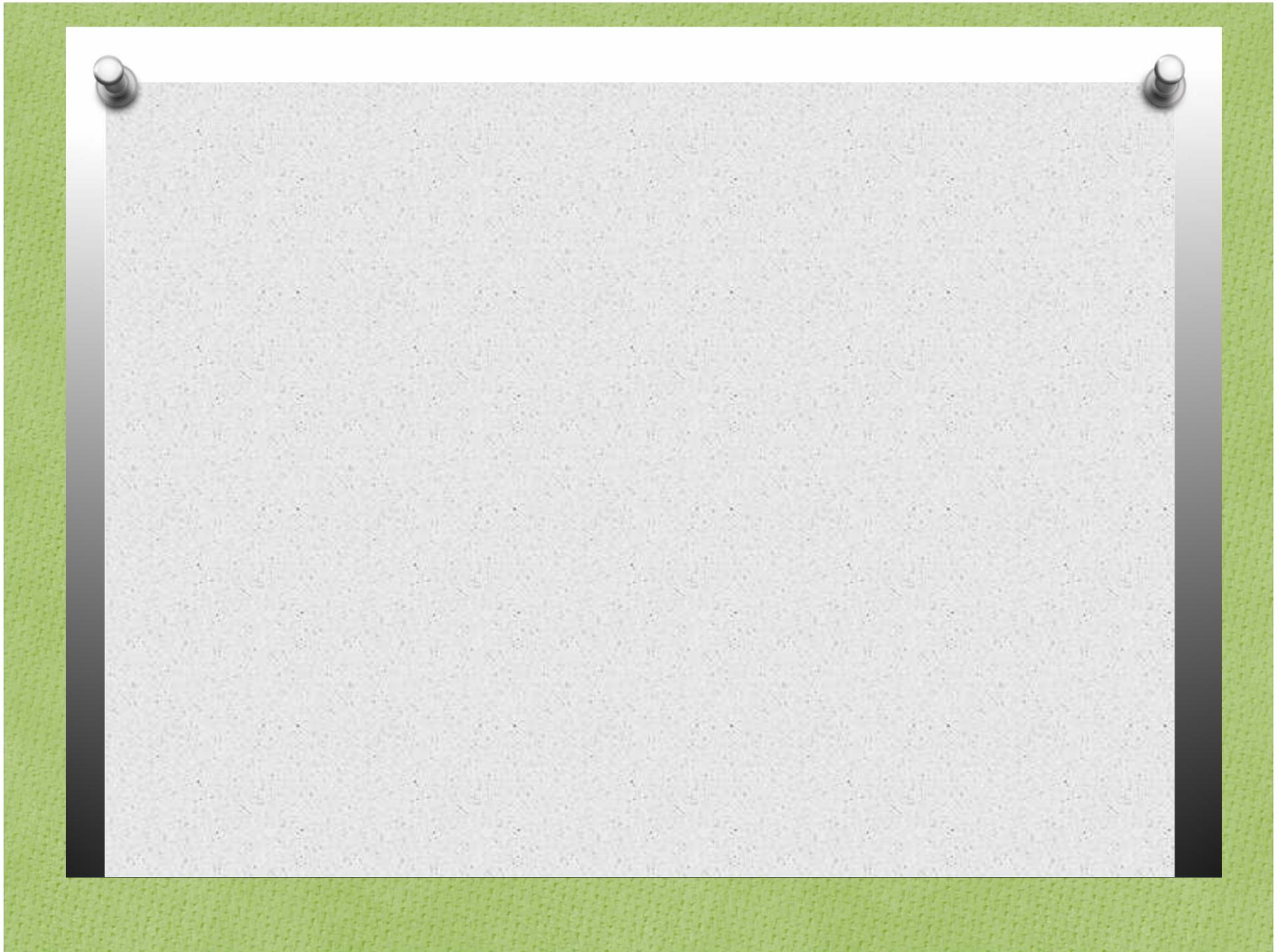
A map of Michigan is shown, divided into counties. The map is color-coded with a gradient from light yellow to dark red. A purple rectangular box with a yellow border is overlaid on the left side of the map. The text inside the box is white and reads: "Formative Assessment for Michigan Educators" followed by a dashed line and "Coaches & Teams". The entire map and text box are set against a white background, which is itself on a grey border, all within a green textured frame.

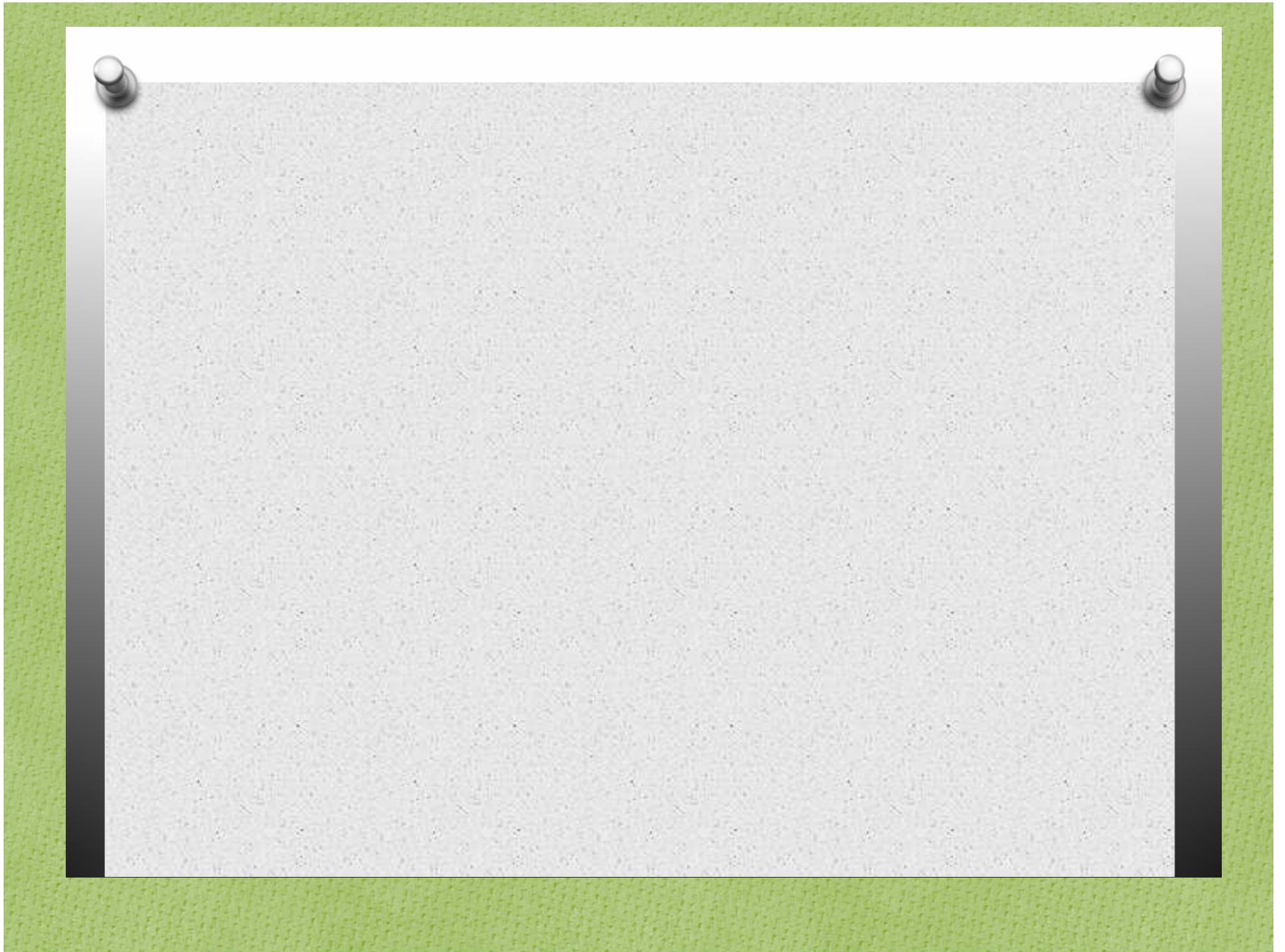
**Formative Assessment  
for  
Michigan Educators**  
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**Coaches & Teams**

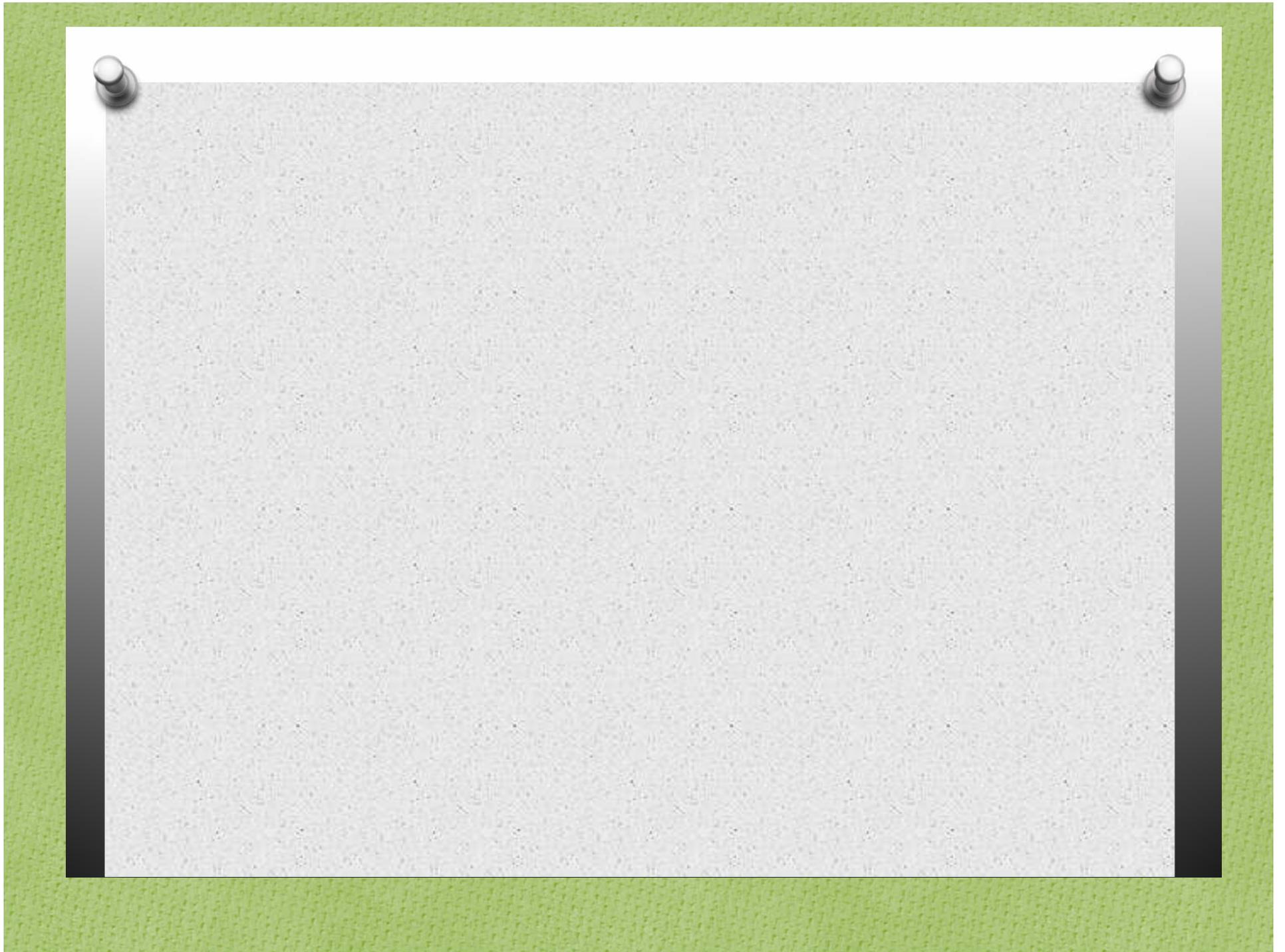


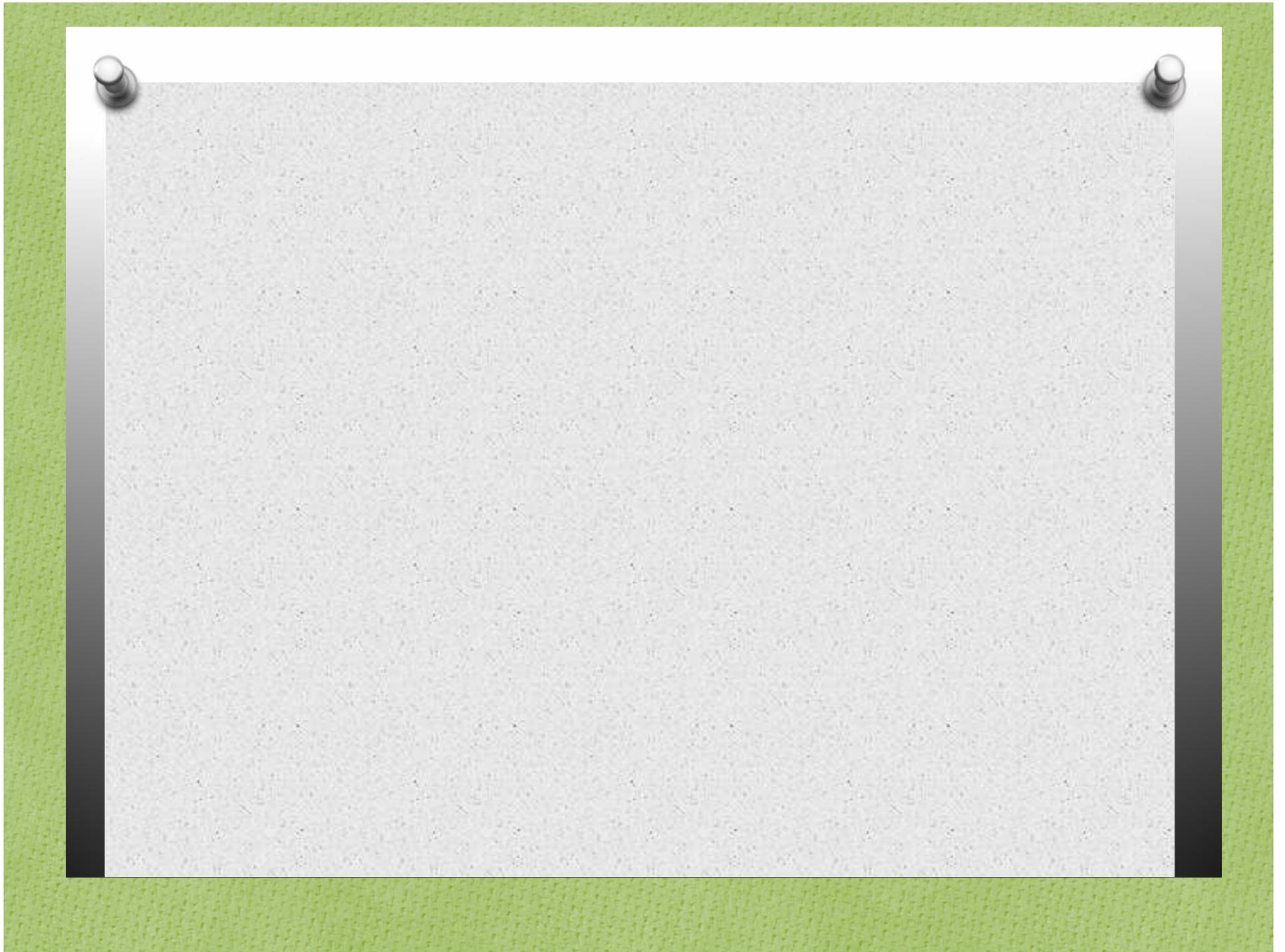
## FAME Leadership Program Learning Objectives

- o Understand & conceptualize the components of the FAME project
- o Conduct the one-day launch
- o Understand the theory and research behind formative assessment (readings, project)
- o Reflect on knowledge with peers and specialist
- o Facilitate and coach a group of coaches with the FAME project



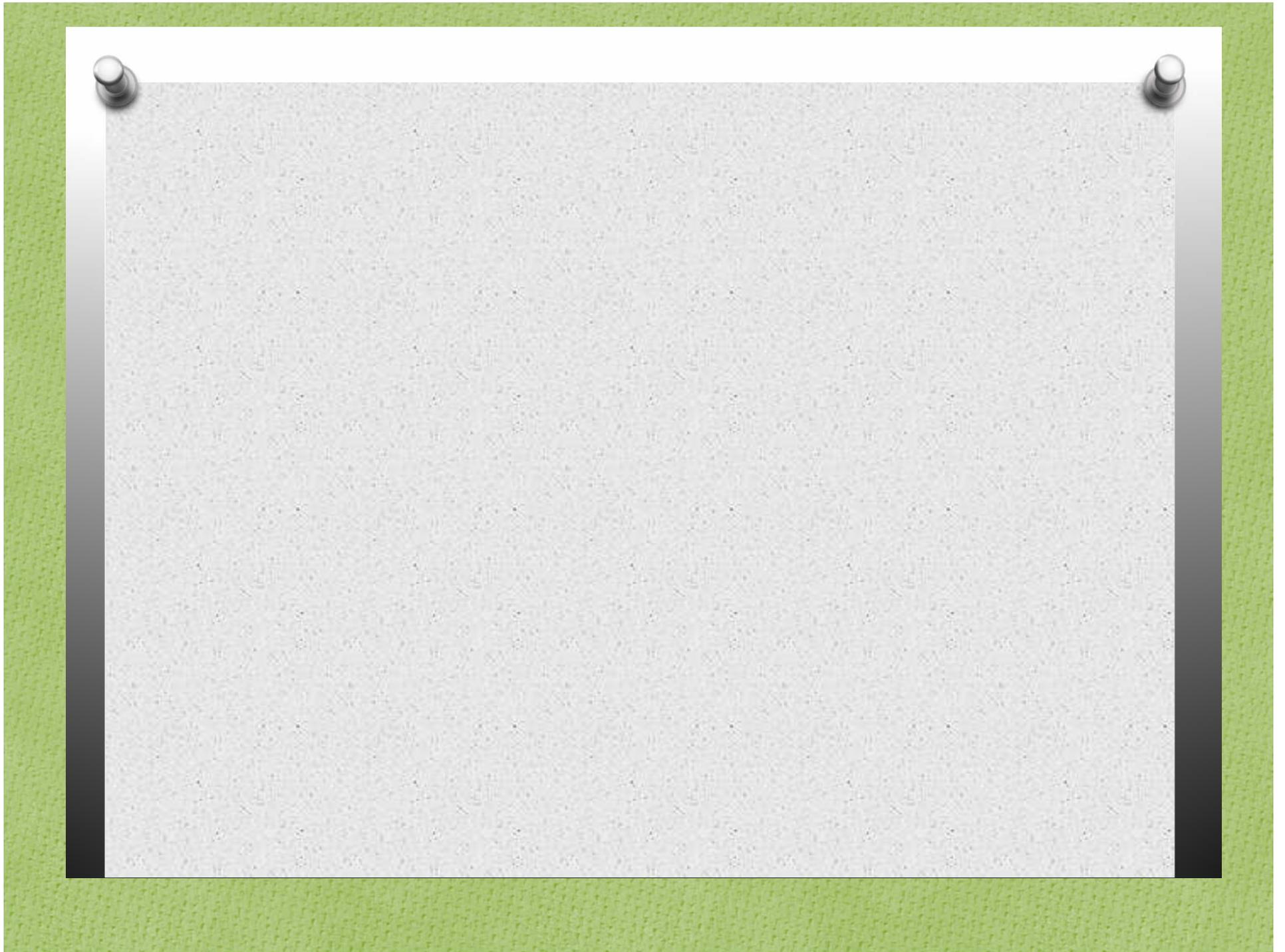






# Wayne County Formative Assessment Process

- o Three Day Training for Coaches
- o One Day Team Launch
- o Monthly half-day meetings for coaches throughout the school year
- o Training for Administrators
- o 24 facilitators enrolled for 2012-13 school year...so far!



# Michigan is part of broader conversation on the Formative Assessment Process

Smarter Balanced Assessment Consortium  
Formative Assessment Work Group



Formative Assessment for Student & Teachers  
FAST SCASS Member



# RESEARCH FINDINGS ON THE IMPACT OF A STATE-WIDE PROFESSIONAL DEVELOPMENT MODEL FOR FORMATIVE ASSESSMENT

CCSSO 2012 Conference

Minneapolis, MN

June 29, 2012

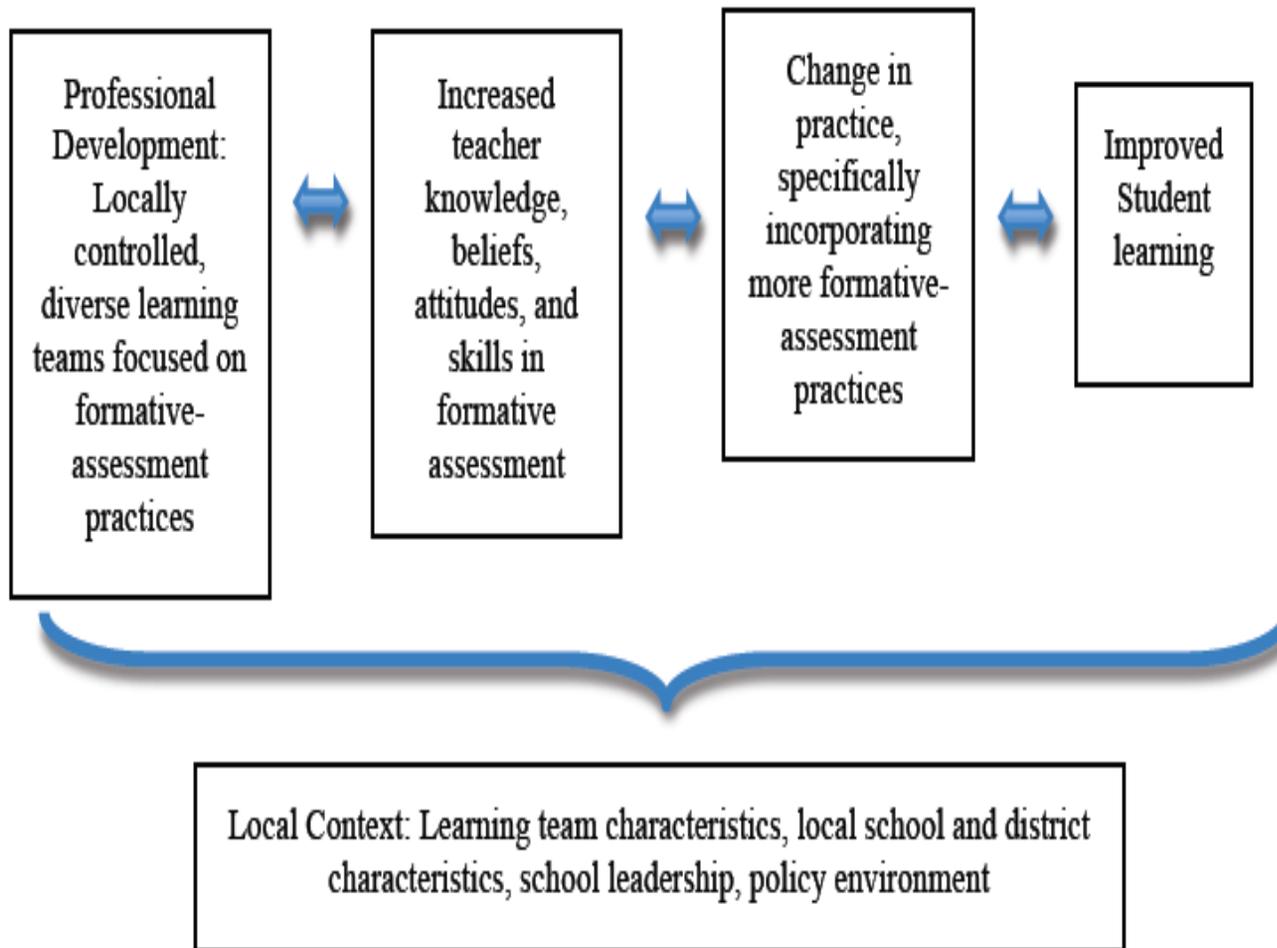
# Overview

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- Model and theoretical framework
- The Influence of the Coach on Learning Team Discussions
- The Impact of FAME on Teachers' Formative Assessment Knowledge and Practices
- Implications



# Model for Studying FAME PD



# Data Sources: Surveys (2010-11)

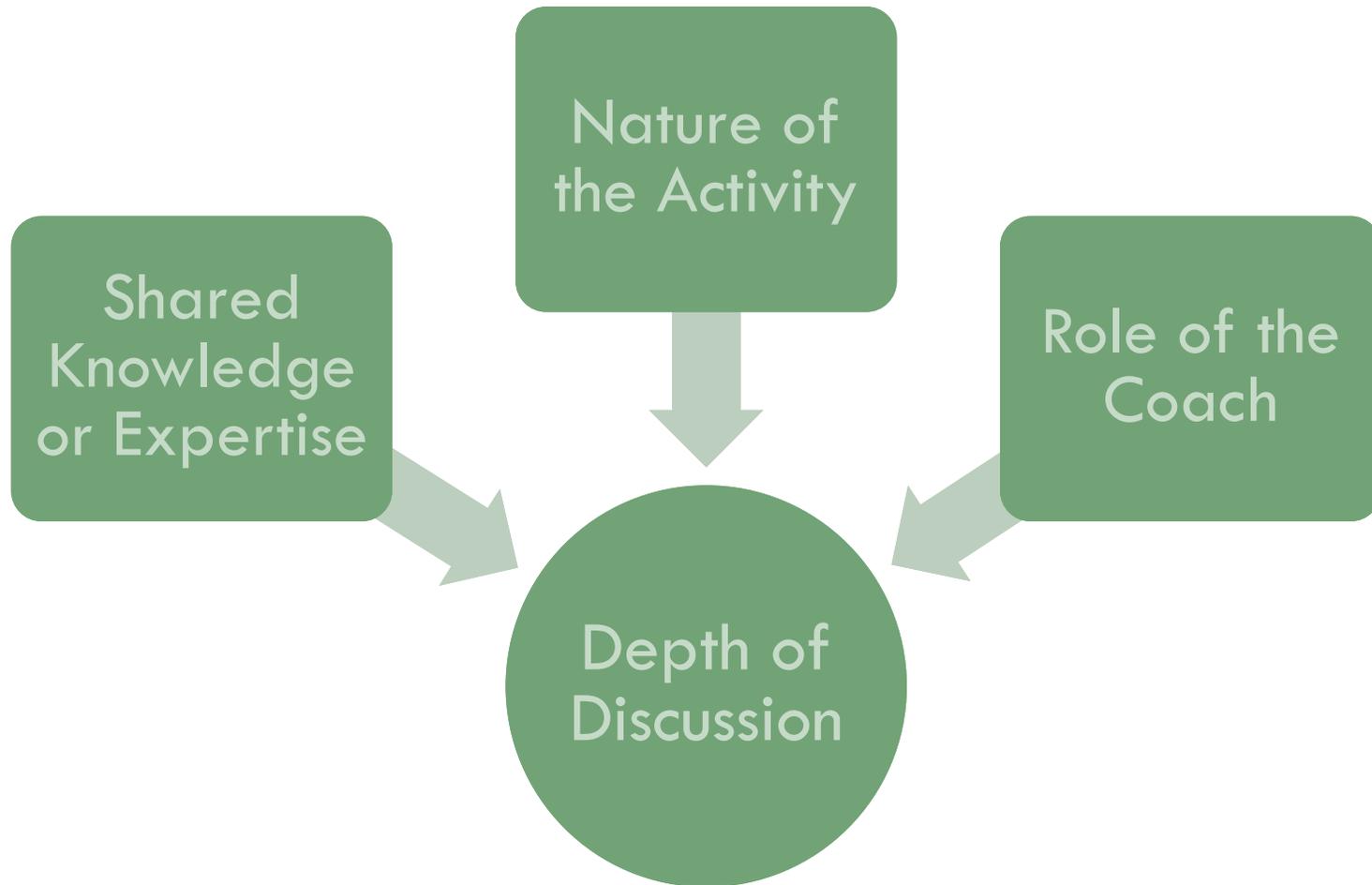
	Fall Survey	Winter Survey	Spring Survey
Purpose(s)	Diagnosis, setting baseline for pre-post analysis, guiding project design.	Evaluating process of implementation	Evaluation of the annual period and making suggestions for next year
Respondents	348 LTMs 68 coaches	150 LTMs 37 coaches	122 LTMs 34 coaches
Number of questions	13 (LTMs) 18 (Coaches)	18 (LTMs) 21 (Coaches)	23 (LTMs) 17 (Coaches)

# Video Data: 6 Focal Learning Teams

Learning Team	Coach Role	LT Make Up	Video Data
B	Elementary principal	All ES teachers from same building	2 meetings (~1 hr each)
Fo	HS teacher & Curriculum Coordinator	HS cross-disciplinary	3 meetings (~1 hr each) **5 classroom teachers
Fr	HS teacher	Vertical team – upper ES, MS & HS	1 meeting (~1 hr)
G (3 teams)	Curriculum & instructional coaches	ES, MS & HS teams	2 meetings (1.5 hr whole group; ~30minutes ind)
M	HS teacher	HS cross-disciplinary	2 meetings (1.5 hr + ~4 hrs)
WW	MS principal	2 ES teachers, 4 MS teachers	4 meetings (~1 hr each)

# Conceptual Framework

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# Influence of a Coach on Learning Team Discussions

- How does the role of the coach effect professional learning teams?
- Who are our coaches?
- How does the role of the coach influence:
  - ▣ Depth of Discussion
  - ▣ Questions
  - ▣ Feedback
- Coaching Examples
- Implications regarding the role of the coach



# Theoretical Framework

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- There is disagreement about the role of a coach and what constitutes a teacher learning community (Grossman, Wineburg, & Woolworth, 2001; Stein et al, 1999; Richmond & Manokore, 2011).
  - Expert vs. peer
  - Presenter vs. facilitator
- The model for FAME draws on the Cognitive Coaching™ model to train coaches to facilitate the work of learning teams.
  - Questioning and feedback

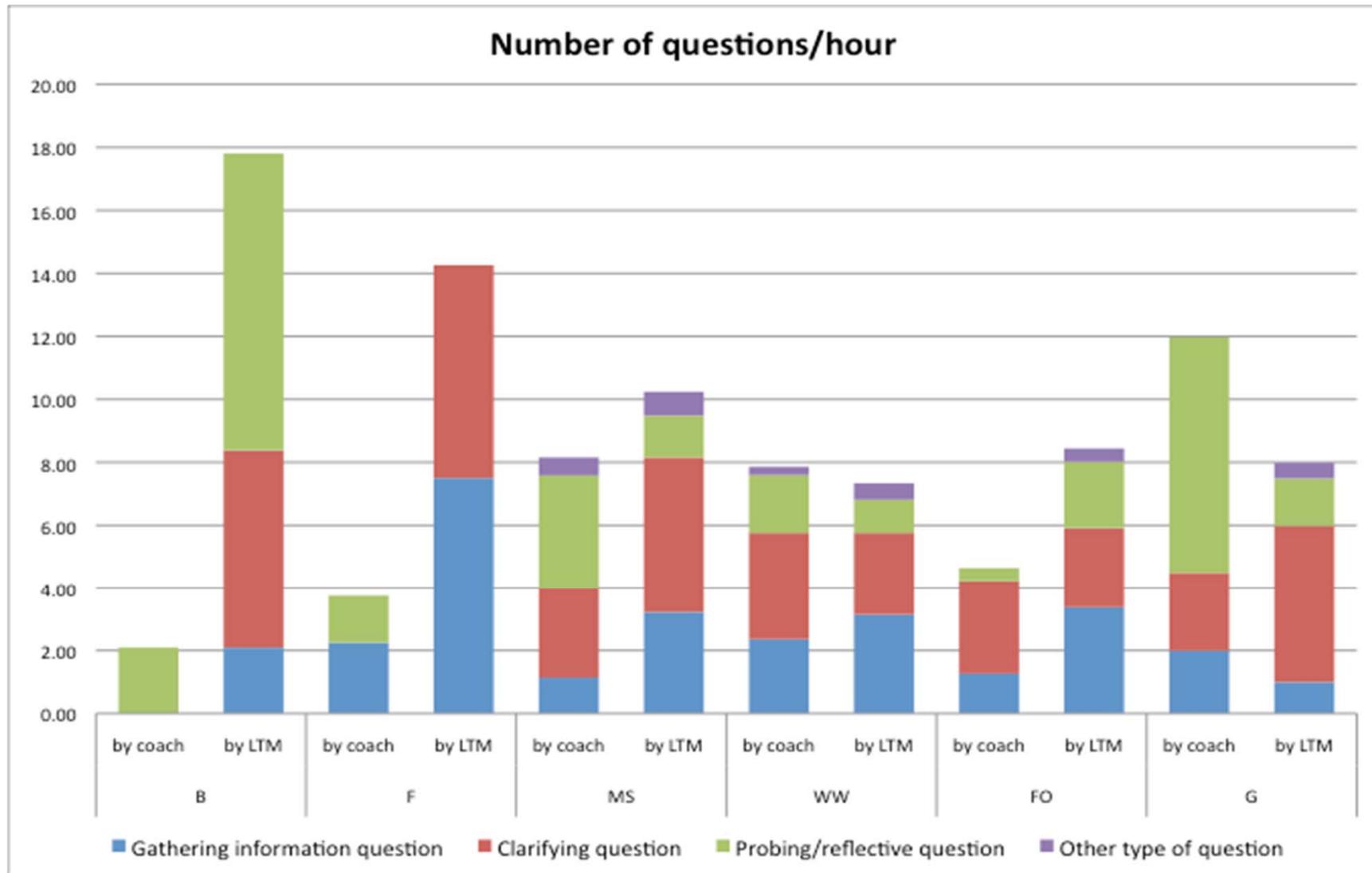


# Coach Information

Position	% (Fall Survey; N=66)
Classroom Teacher	29%
Principal/Assistant Principal	21%
District Leader	28%
ISD Leader	20%
Retiree	2%

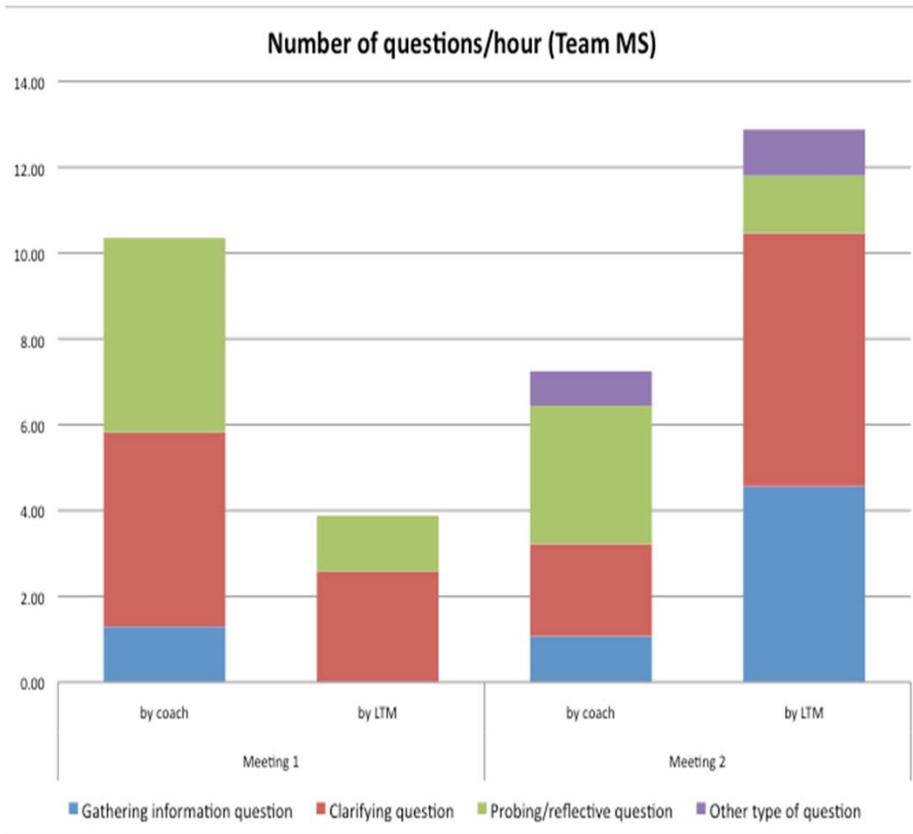


# Overall Questions for Teams

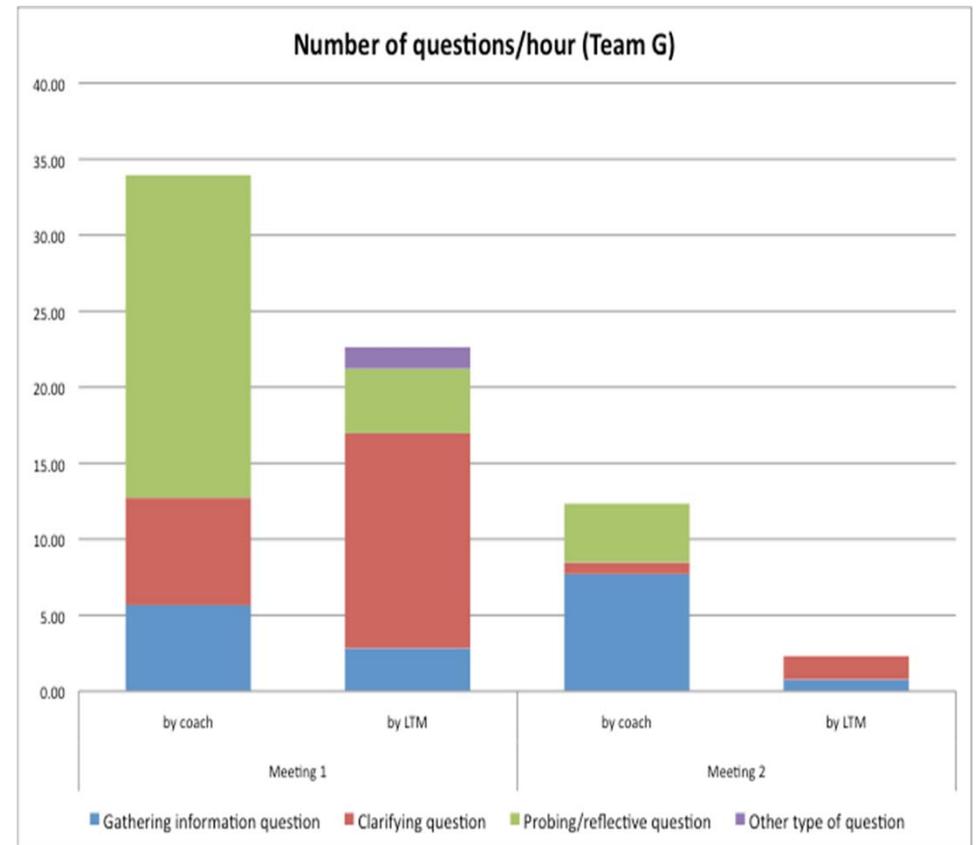


# Comparison of Questions

## Team M Increase in Questions



## Team G Decrease in Questions



# Learning Team M Example



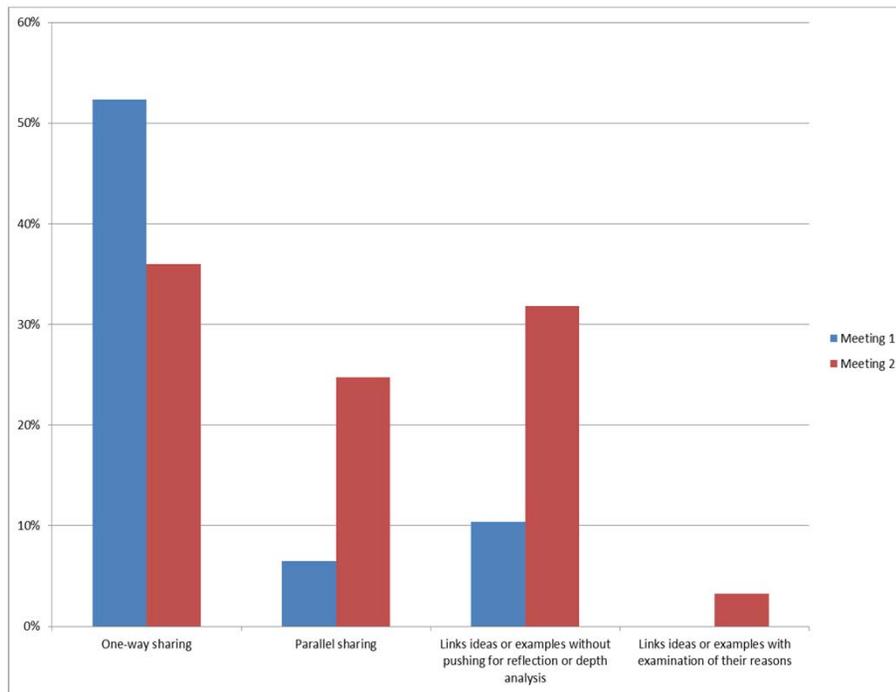
# Learning Team G Example

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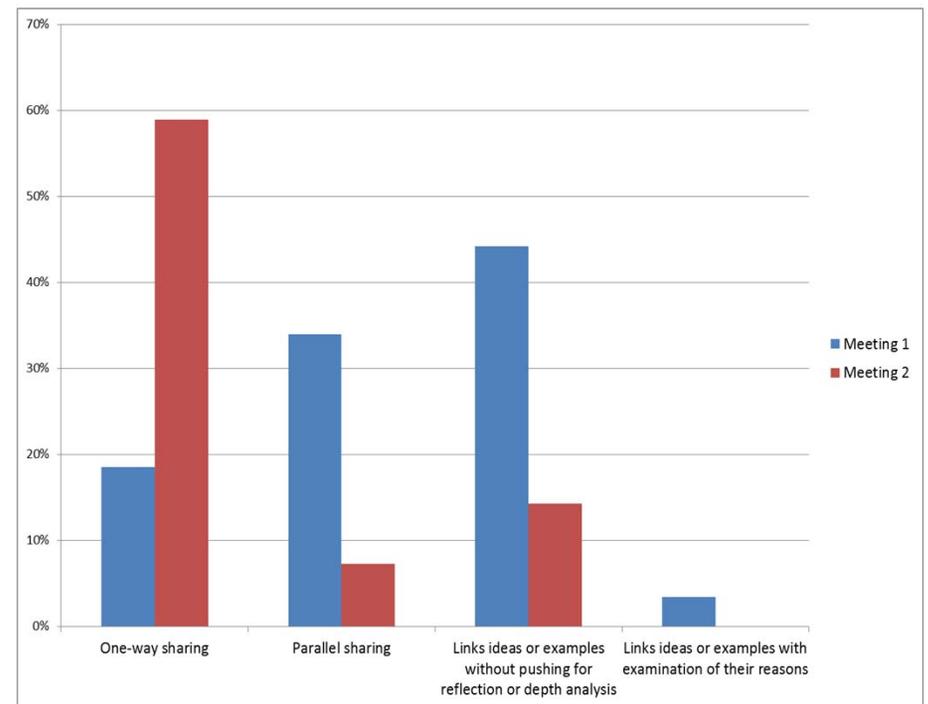


# Depth of Discussion Comparison

Team M Increase in Depth of Discussion

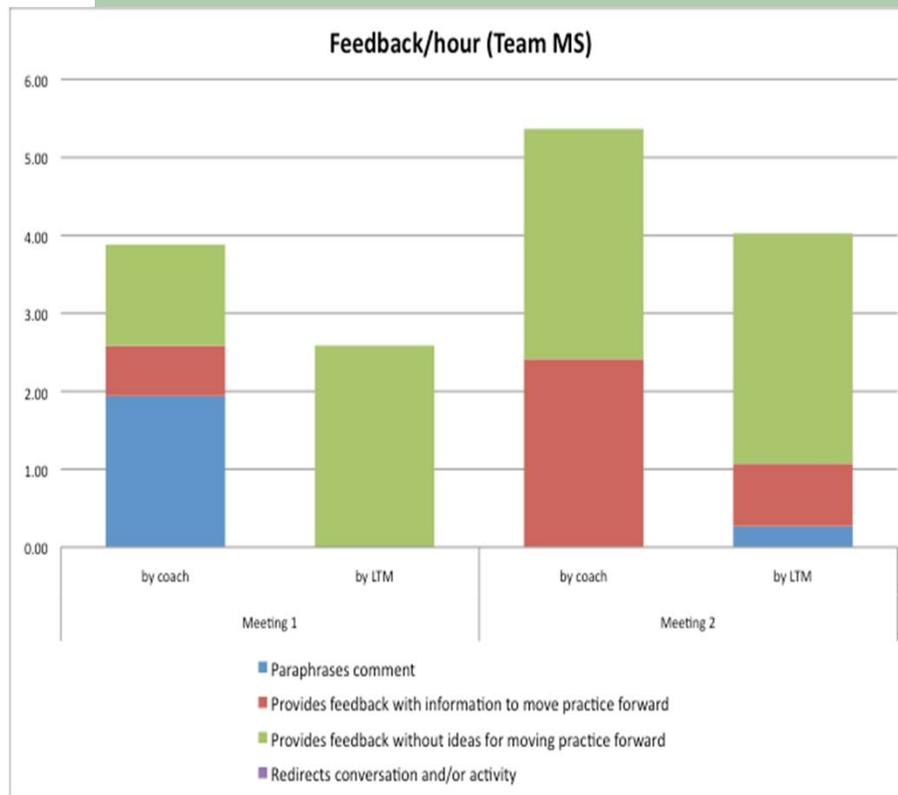


Team G Decrease in Depth of Discussion

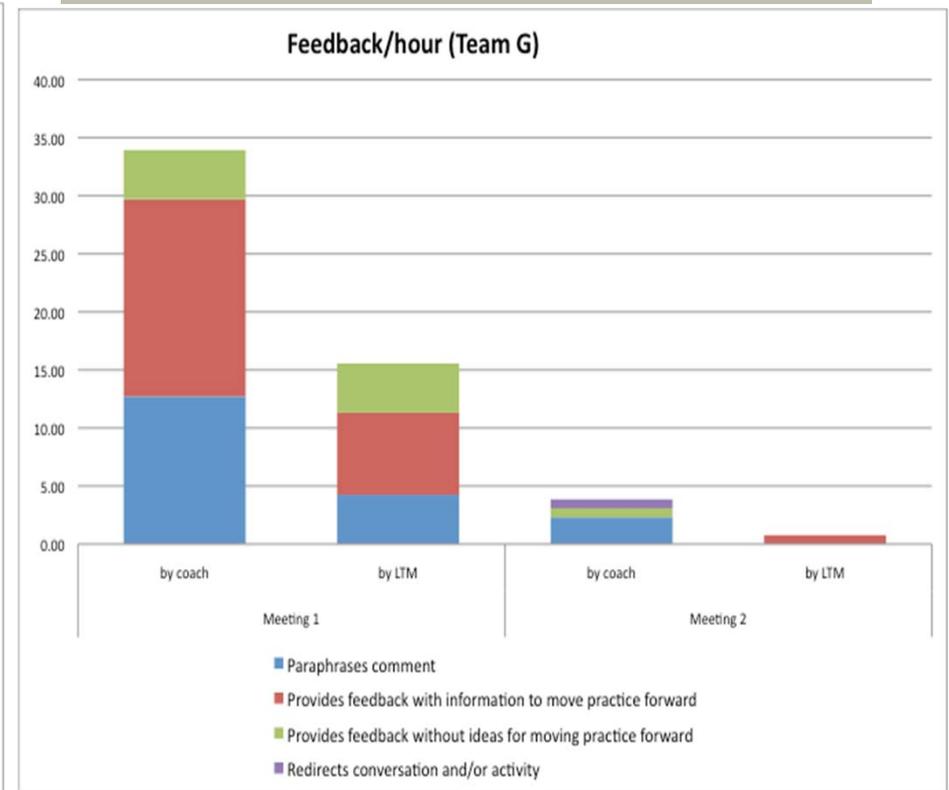


# Comparison of Feedback

## Team M Increase in Feedback



## Team G Decrease in Feedback



# Implications

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- The stance of the coach as a facilitator, as represented in Team M, was associated with:
  - ▣ Increased depth of discussion, increased questions, and increased feedback over the course of the meetings.
  
- The stance of the coach as an expert role, as represented in Team G, was associated with:
  - ▣ less depth of discussion and decreased feedback over the course of meetings



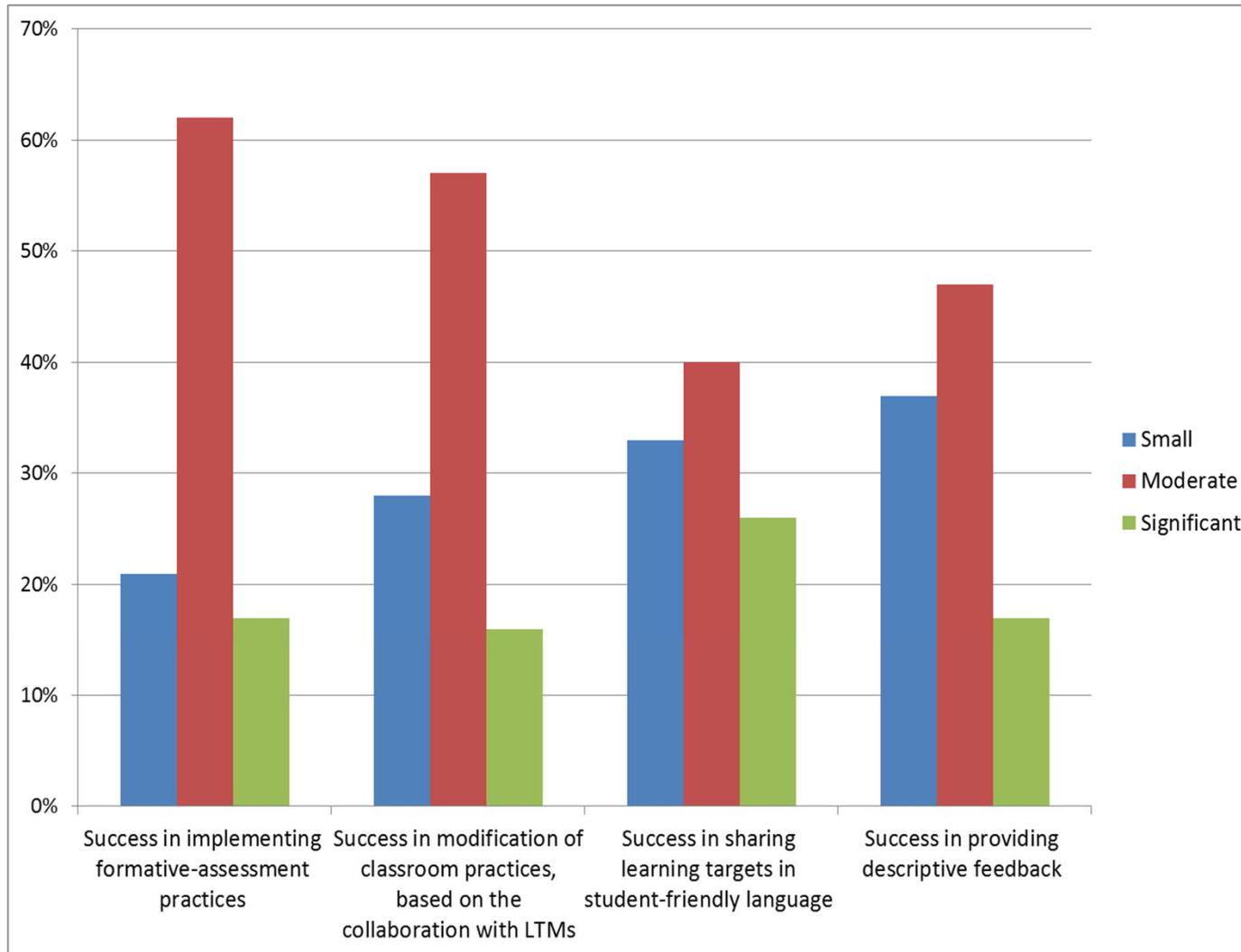
# Perceptions of FAME model

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- 79% LTM reported that the FAME model was “effective” or “very effective”
  - 85% LTM reported the meetings impacted their use of formative-assessment practices
  - 82% LTM reported using new strategies or tools with their students (esp. learning targets, assessing prior knowledge, descriptive feedback, exit slips, learning logs)
- 
- Winter Survey, N=150



# Degree of Success in Enacting FA



# Implications

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- Learning a new practice and then becoming effective in this practice takes time
- Need for models of what these practices look like
  - ▣ Practices intertwined with the content
- Future work on video of teachers' classrooms



# **Preparing Pre-Service Educators in Assessment**

Edward Roeber  
MSU

# Overview of this Session

- What Educators Need to Know About Assessment
- How Educators Can Learn About Assessment
- Challenges in Learning About Assessment in College



# What Do Educators Need to Know About Assessment?

# CCSSO INTASC

## **Standard #6 - Assessment**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to guide the teacher's ongoing planning and instruction.

- Performances
- Essential Knowledge
- Dispositions

"Model Core Teaching Standards – A Resource for State Dialogue." INTASC CCSSO. July 2010.

# Performances

- (a) The teacher designs formative assessments that match learning objectives with assessment formats to engage learners in demonstrating knowledge and skills.
- (b) The teacher works independently and collaboratively to examine test and other performance data to understand students' progress and to guide planning.
- (c) The teacher engages students in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
- (d) The teacher models and structures processes that guide students in examining their own thinking and learning as well as the performance of others.

# Performances

- (e) The teacher effectively uses multiple and appropriate types of assessment data to identify student learning needs and to develop differentiated learning experiences.
- (f) The teacher prepares all students for the demands of particular assessment formats and appropriately modifies assessments or testing conditions for English language learners, students with disabilities, and students who are above grade level.
- (g) The teacher continually seeks innovative ways to employ technology to support assessment practice both to engage students more fully and to assess and address student needs.

# Essential Knowledge

- (h) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt or select appropriate assessments to address specific learning goals and individual differences.
- (i) The teacher knows how to analyze and interpret various kinds of student data to guide planning and instruction and to provide meaningful feedback to each learner.
- (j) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

# Essential Knowledge

- (k) The teacher understands how examining one's own thinking deepens learning, and knows how to engage students in this metacognitive process.
- (l) The teacher understands how to prepare students for assessments and how to modify assessments and testing conditions for students with exceptionalities and English language learner needs.

# Critical Dispositions

- (m) The teacher is committed to engaging students actively in assessment processes and in reviewing their own progress and learning.
- (n) The teacher takes professional responsibility for aligning learning goals with instruction and assessment.
- (o) The teacher is committed to providing timely and effective descriptive feedback to students on their progress.
- (p) The teacher is committed to using multiple types of assessment processes to support and document learning.

# Critical Dispositions

- (q) The teacher is committed to modifying assessments and testing conditions for English language learners and students with exceptional learning needs.
- (r) The teacher is committed to the ethical use of various assessments and assessment data to identify student strengths and needs to promote student growth.

# Brookhart/NCME

- I. Teachers should understand learning in the content area they teach.
- II. Teachers should be able to articulate clear learning intentions that are congruent with both the content and depth of thinking implied by standards and curriculum goals, in such a way that they are attainable and assessable.
- III. Teachers should have a repertoire of strategies for communicating to students what achievement of a learning intention looks like.
- IV. Teachers should understand the purposes and uses of the range of available assessment options and be skilled in using them.

# Brookhart/NCME

- V. Teachers should have the skills to analyze classroom questions, test items and performance assessment tasks to ascertain the specific knowledge and thinking skills required for students to do them.
- VI. Teachers should have the skills to provide effective, useful feedback on student work.
- VII. Teachers should be able to construct scoring schemes that quantify student performance on classroom assessments
- VIII. Teachers should be able to administer external assessments and interpret their results for decisions about students, classrooms, schools, and districts.

# Brookhart/NCME

- IX. Teachers should be able to articulate their interpretations of assessment results and their reasoning about the educational decisions based on assessment results to the educational populations they serve (student and his/her family, class, school, community) .
- X. Teachers should be able to help students use assessment information to make sound educational decisions.
- XI. Teachers should understand and carry out their legal and ethical responsibilities in assessment as they conduct their work.

Brookhart, S. (2011) "Educational assessment knowledge and skills for educators." *NCME EM:IP*. Vol. 30, No. 1, Spring 2011, pp. 3–12

# Stiggins/Assessment Training Institute

- Five Keys to effective assessment practice:
  - Clear assessment purpose
  - Clear and appropriate learning targets
  - Quality assessment
  - Effective communication of results
  - Student involvement in assessment
- Developed rubrics for each that range from
  - *Needs Significant Work*, to
  - *On Its Way*, to
  - *Ready to Use*

Personal communication, Stiggins - Dewsbury-White, March, 2012

# Stiggins – Assessment Training Institute

“Teachers must be able to

1. Select a proper assessment method given the target in question and the intended purpose
2. Design an efficient sampling frame that will lead to a confident conclusion about student achievement
3. Build their assessments out of high quality ingredients (exercises or tasks and scoring schemes)
4. Anticipate the sources of bias that can distort results in the context at hand and do all you can to minimize their effects.

“It is not that validity and reliability are unimportant. But we must help teachers and school leaders address them from a simple, common sense perspective—not from a technical perspective. It is time for us to stop making this mistake in our communications with assessment-naïve audiences....”

# Learning About Assessment

- Work with the university faculty in a three-part implementation plan so that students
  1. Experience formative and other forms of classroom assessment in their college classes
  2. Learn about formative assessment strategies and other forms of classroom assessment in classes that specifically address assessment
  3. Practice formative assessment and other forms of classroom assessment when working with students and while student teaching
    - Develop learning teams among student teachers and supervisors in the same content area?

# 1. Experience a Variety of Assessments

- The goal is to have students observe college instructors using a variety of assessment methods in their classroom
  - Summative strategies used to assess the students, e.g., mid-terms and and finals using various types of items
  - Interim, instructional-unit based assessment formats
  - Formative strategies used by the instructor to monitor instruction and to modify it as needed to assure all students learn – and letting students know that this occurred so that they can readily see the “modeling” going on

## 2. Learn About a Variety of Assessments

- A course on classroom assessment, especially on learning to formatively assess students as teaching occurs, is needed
- Learning to use formative-assessment strategies embedded in instruction plans discussed in methods courses
  - Reading
  - Science
  - Mathematics
  - Social science
  - Others

### 3. Practice Using a Variety of Assessments

- Student teachers are supervised by someone from the university (faculty member, adjunct, or graduate student)
- Student teaching would be a good time to practice formative assessment embedded within instruction
- Has the supervisor been taught about assessment and can use it effectively?

### 3. Practice Using a Variety of Assessments

- While teachers may learn something about classroom assessment, are prospective teachers taught anything about the state's summative assessments? Such assessments are used to:
  - Serve to publicize “good” and “not so good” schools
  - Hold schools accountable
  - Evaluate educators
  - Direct what gets taught and learned
- If for no other reason than “self-defense,” teachers need to know about these assessments

### 3. Practice Using a Variety of Assessments

- Practice in assessment could be/should be mentored by the supervisor of the placement, perhaps in conjunction with other students being supervised
- The student teachers and supervisors could continue their learning about and practice good assessment embedded in instruction, and through this, learn how to use formative-assessment strategies well.

# Challenges in Learning About FA in College

- College teachers may not be inclined to use interim or formative-assessment strategies in their classes
- Will college instructors change their instruction based on evidence of previous student learning?
- College instructors, as former K-12 teachers, may have had little or no training and formal experience with assessment
- Coursework on assessment is not required in most universities in many states (there may be some graduate courses available)

# Challenges in Learning About FA in College

- State licensing requirements may indicate a need for assessment skill, but is actual evidence of skill required?
- Colleges do not provide sufficient PD opportunities for their own faculty; if PD opportunities were provided, would faculty avail themselves of the opportunities?
  - College faculty are rewarded for being “experts” and admitting shortcomings may hurt tenure chances
  - Do teacher education faculties feel the need to learn more about assessment?

# Challenges in Learning About FA in College

- Some courses may not lend themselves to experiencing or practicing such strategies
- Online classes may be too structured or unstructured for modifying instruction to occur
- Even if student teacher supervisors know how to use formative assessment strategies, they may not know how to mentor others in their use
- Teachers in whose classrooms student teachers are placed may not support formative or more effective assessment work

# For more information

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