Formative Assessment Overview

Margaret Heritage, FAST SCASS Adviser

CCSSO National Conference on Student Assessment
June 29, 2012
Minneapolis, MN
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)
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)
The Formative Assessment Mis-Label

- Frequent fine-grained testing
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.
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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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.
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)
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
“...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
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

Where Am I Going?

Clear Learning Targets
Criteria for Success

Formative Assessment Process

How Do I Close the Gap?
Descriptive Feedback
Adjust Instruction

Collect and Document Evidence
Analyze Evidence

Where Am I Now?
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 21st 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.

<table>
<thead>
<tr>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>🟢 Understands how they contribute to students graduating from high school.</td>
<td>🟢 and</td>
<td>🟢 and</td>
<td>🟢 and</td>
<td>🟢 Encourages students to take responsibility for their own learning.</td>
</tr>
<tr>
<td>🟢 Uses data to understand the skills and abilities of students.</td>
<td>🟢 Provides evidence of data driven instruction throughout all classroom activities.</td>
<td>🟢 Evaluates student progress using a variety of assessment data.</td>
<td>🟢 Uses classroom assessment data to inform program planning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>🟢 Establishes a safe and orderly classroom.</td>
<td>🟢 Creates a classroom culture that empowers students to collaborate.</td>
<td>🟢 Empowers and encourages students to create and maintain a safe and supportive school and community environment.</td>
<td></td>
</tr>
</tbody>
</table>
## 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.

<table>
<thead>
<tr>
<th>Learning Target</th>
<th>Criteria for Success</th>
<th>Collecting Evidence</th>
<th>Documenting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>我能认识对称线和对称的图形</td>
<td>1. 我会把图对称. I will make a symmetrical picture by matching/adding/drawing objects, coloring, etc.</td>
<td>Using Smartboard, have students draw symmetrical pictures by matching/adding/drawing objects, coloring, etc.</td>
<td>Class observations. Students’ formative assessment checklists.</td>
</tr>
<tr>
<td></td>
<td>2. 我会分别对称/不对称. I will sort the pictures into symmetrical/non-symmetrical</td>
<td>Using Smartboard, have students sort the pictures into two groups symmetrical and non-symmetrical.</td>
<td>Class observations. Students’ formative assessment checklists.</td>
</tr>
<tr>
<td></td>
<td>3. 我会找出对称的图. I will find the pictures that are symmetrical.</td>
<td>Using Smartboard, have students find the pictures that are symmetrical by putting the check marks.</td>
<td>Class observations. Students’ formative assessment checklists.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td>Using computer, have the students work with a partner to play the online symmetry game.</td>
<td>Class observations. Students’ formative assessment checklists.</td>
</tr>
</tbody>
</table>

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?

<table>
<thead>
<tr>
<th>Type of Survey</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-survey</td>
<td>26,268</td>
</tr>
<tr>
<td>Post-survey</td>
<td>20,306</td>
</tr>
<tr>
<td>End of Module 1</td>
<td>30,114</td>
</tr>
<tr>
<td>End of Module 2</td>
<td>28,755</td>
</tr>
<tr>
<td>End of Module 3</td>
<td>27,635</td>
</tr>
<tr>
<td>End of Module 4</td>
<td>26,911</td>
</tr>
<tr>
<td>End of Module 5</td>
<td>11,908</td>
</tr>
</tbody>
</table>
Participants (respondents to the Post-Survey) by Region
(Does Not Include Charter Schools, IHE)
Districts With More Than 500 Respondents are Highlighted

REGION 7: 1749
REGION 5: 2392
REGION 3: 2697
REGION 1: 1613
REGION 8: 1680
REGION 6: 2728
REGION 4: 2469
REGION 2: 4854

< 20
20 - 100
101 - 500
> 500
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

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

Ellen Vorenkamp, Wayne RESA
Formative Assessment in Michigan

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

Aligned to State Content Standards

Summative – Assessment of Learning
Did the student learn what they should have?

Interim/Benchmark Assessments
Summative
Are students on track for proficiency?

Classroom Assessment Practices
Formative – Assessment for Learning
How can we help students learn more?
Enter...

Formative Assessment for Michigan Educators or FAME
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

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

- Activating prior knowledge
- Goal setting
- Feedback use
- Self-assessment
- Peer assessment
Training Resources

- F2F Session-“Launching into Learning”
- Formative Assessment Learning Guide
- Resource and networking website
- Cognitive Coaching Seminars®
- Adaptive Schools Foundation Seminar
- MDE and Measured Progress Support
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<tbody>
<tr>
<td>Coach</td>
<td>2 Days</td>
<td>2 Days</td>
<td>3 Days + Virtual Meetings</td>
<td>Virtual Meetings</td>
</tr>
<tr>
<td>Learning Team Launch</td>
<td>2 Days</td>
<td>2 Days</td>
<td>1 Day + Resources</td>
<td>1 Day + Resources</td>
</tr>
<tr>
<td>Cognitive Coaching®</td>
<td></td>
<td></td>
<td>4 Days</td>
<td>Up to 8 Days</td>
</tr>
<tr>
<td>Adaptive Schools®</td>
<td></td>
<td></td>
<td>4 Days</td>
<td></td>
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</table>
### FAME Project Numbers

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>Coaches</strong></td>
<td>35</td>
<td>100</td>
<td>Y1 Y2</td>
<td>Y1 Y2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>63 32</strong></td>
<td><strong>61 61</strong></td>
</tr>
<tr>
<td><strong>Learning Teams</strong></td>
<td>23</td>
<td>65</td>
<td>62 32</td>
<td>60 55</td>
</tr>
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<td></td>
<td></td>
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</tbody>
</table>

*5 Fame Leads
Formative Assessment for Michigan Educators
Coaches & Teams

As of 2011-12
FAME Leadership Program
Learning Objectives

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

- Muskegon Area Intermediate School District (MI)
- Wayne RESA (Regional Educational Service Agency)
Wayne County
Wayne County

- 2.1 million people
- Most populous county in the State of Michigan and the 13th most populous county in the nation.
- There are 34 school districts in 43 Wayne County communities serving approximately 260,000 students.
- 97 Public School Academies (PSAs) serving 53,000
- 313,000 students in public schools county-wide.
Wayne County Formative Assessment Process

- Began in 2011-2012
- 22 Facilitators
- 12 Districts
- 19 Teams
- Approx. 150 teachers
Wayne County Formative Assessment Process

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

- MDE/MSU Partnership to study Learning Teams and document student achievement...
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

- 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

- Professional Development: Locally controlled, diverse learning teams focused on formative-assessment practices
- Increased teacher knowledge, beliefs, attitudes, and skills in formative assessment
- Change in practice, specifically incorporating more formative-assessment practices
- Improved Student learning

Local Context: Learning team characteristics, local school and district characteristics, school leadership, policy environment
# Data Sources: Surveys (2010-11)

<table>
<thead>
<tr>
<th></th>
<th>Fall Survey</th>
<th>Winter Survey</th>
<th>Spring Survey</th>
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<tbody>
<tr>
<td><strong>Purpose(s)</strong></td>
<td>Diagnosis, setting baseline for pre-post analysis, guiding project design.</td>
<td>Evaluating process of implementation</td>
<td>Evaluation of the annual period and making suggestions for next year</td>
</tr>
<tr>
<td><strong>Respondents</strong></td>
<td>348 LTM, 68 coaches</td>
<td>150 LTM, 37 coaches</td>
<td>122 LTM, 34 coaches</td>
</tr>
<tr>
<td><strong>Number of questions</strong></td>
<td>13 (LTM), 18 (Coaches)</td>
<td>18 (LTM), 21 (Coaches)</td>
<td>23 (LTM), 17 (Coaches)</td>
</tr>
</tbody>
</table>
# Video Data: 6 Focal Learning Teams

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

- Nature of the Activity
  - Depth of Discussion
    - Shared Knowledge or Expertise
    - Role of the Coach
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

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

<table>
<thead>
<tr>
<th>Position</th>
<th>% (Fall Survey; N=66)</th>
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<tbody>
<tr>
<td>Classroom Teacher</td>
<td>29%</td>
</tr>
<tr>
<td>Principal/Assistant</td>
<td>21%</td>
</tr>
<tr>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>District Leader</td>
<td>28%</td>
</tr>
<tr>
<td>ISD Leader</td>
<td>20%</td>
</tr>
<tr>
<td>Retiree</td>
<td>2%</td>
</tr>
</tbody>
</table>
Overall Questions for Teams

Number of questions/hour

- Gathering information question
- Clarifying question
- Probing/reflective question
- Other type of question

Groups: B, F, MS, WW, FO, G
Comparison of Questions

Team M Increase in Questions

Team G Decrease in Questions
Learning Team M Example
Learning Team G Example
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

- 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

- 79% LTMs reported that the FAME model was “effective” or “very effective”
- 85% LTMs reported the meetings impacted their use of formative-assessment practices
- 82% LTMs 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

- Success in implementing formative-assessment practices
- Success in modification of classroom practices, based on the collaboration with LTM
- Success in sharing learning targets in student-friendly language
- Success in providing descriptive feedback

Graph showing the percentage of success for each category.
Implications

- 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
“I give the same advice to all new teachers. Pretend you know what you are doing.”
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

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.
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.
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.
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.

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
“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 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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