

Formative Assessment in Action

2009 OEAA Fall Conference



Developing and Implementing the Formative Assessment Process in Michigan

- Where have we gone?
 - How was the trip?
- Where are we now?
 - What's next?



Balanced Assessment Initiative

High Schools OF Purpose: Learning FOR All!

- Six 2-day foundational training sessions
 - Lansing – May 1 & 2, 2007
 - Traverse City – May 3 & 4, 2007
 - Livonia (2) – May 22 & 23 and September 12 & 13, 2007
 - Marysville – September 25 & 26, 2007
 - Marquette – October 22 & 23, 2007
- Training at no cost to schools
- Each participant received Classroom Assessment for Student Learning text

High Schools OF Purpose Learning Targets

- Balance needed between assessments FOR and assessment OF learning
- Keys to sound classroom assessment and the relationship between assessments and student motivation
- Step by step process for unpacking standards into student friendly formative learning targets

High Schools OF Purpose Learning Targets

- Strategies for involving students in the ongoing assessment of their own achievement
- Power of learning teams as a professional development strategy for assessment literacy and idea sharing to improve student assessment skills.



Examining Student Work

Building Common Assessments

Classroom Assessment FOR Learning

Learning Teams

Learning Teams & Embedded Classroom Practice

High Schools OF Purpose Learning FOR All!

- 75 learning teams
- 500 secondary participants
- ISD, Local, public, private, charter
 - Survey of participants

What Did We Learn?

- Many teams continued to function
- Respondents reported using what they learned
- Need for more PD, time, support and to engage more of their
- An emphasis on formative assessment processes
- Professional development into embedded classroom practice?
- How can we scale up effective classroom assessment practices to all Michigan teachers?

Focus for New Cohorts

- Understand Foundational Formative Assessment
- Learning Community in a Formative Culture
- It's Not Formative Unless.....
- Foundational Training: Dec 1 & 2 or Dec 4 & 5
- Training and technical assistance: Measured Progress, Dover, NH
- Studying the process of scaling up of formative assessment literacy via a statewide model – no other state is doing this!

2008-09 Cohorts

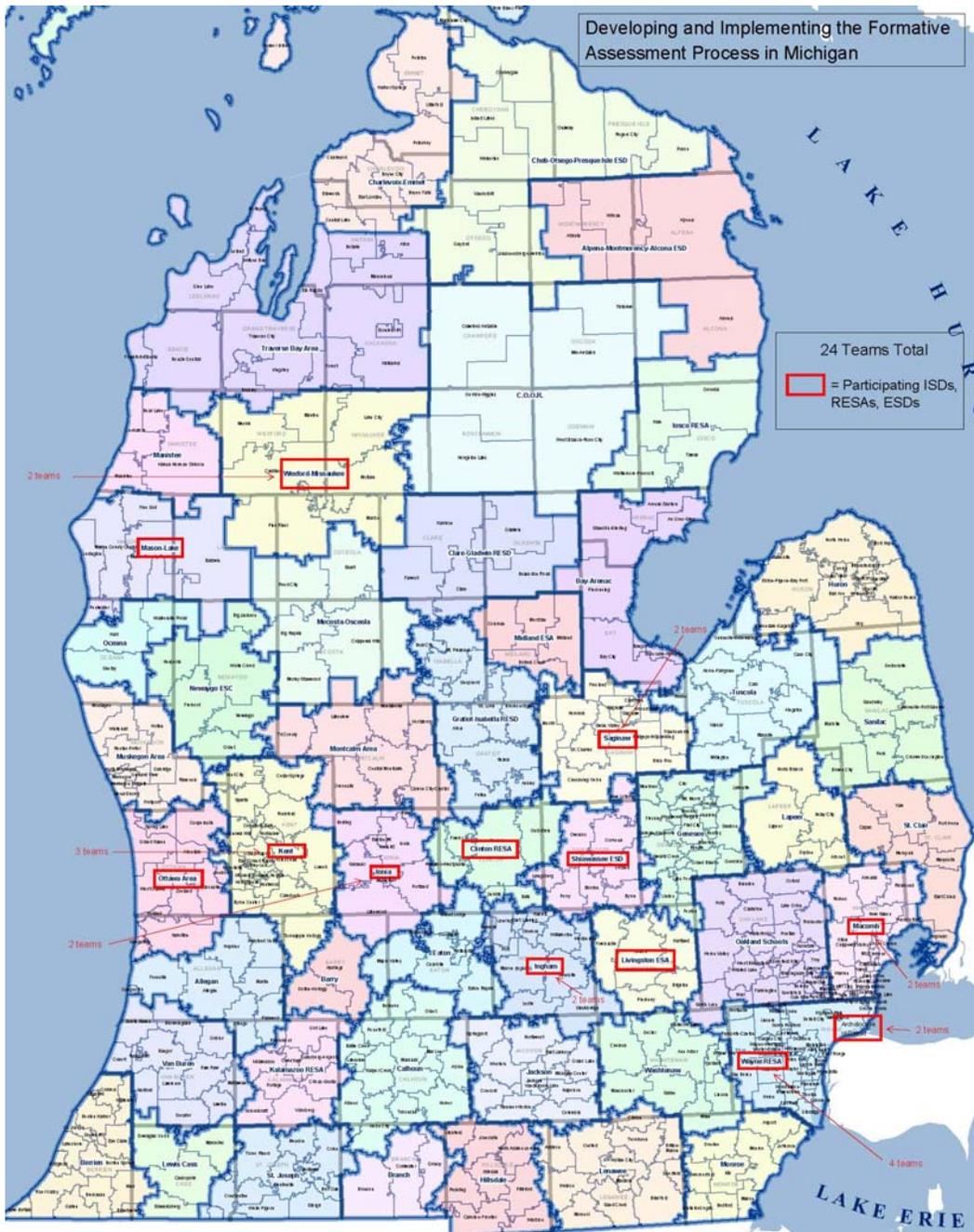
- Kent
- Macomb
- Ingham
- Montcalm
- Ionia
- Wayne
- Ottawa
- Shiawassee
- Wexford-Missaukee
- Mason-Lake
- Saginaw

A State-Wide Professional Development Model

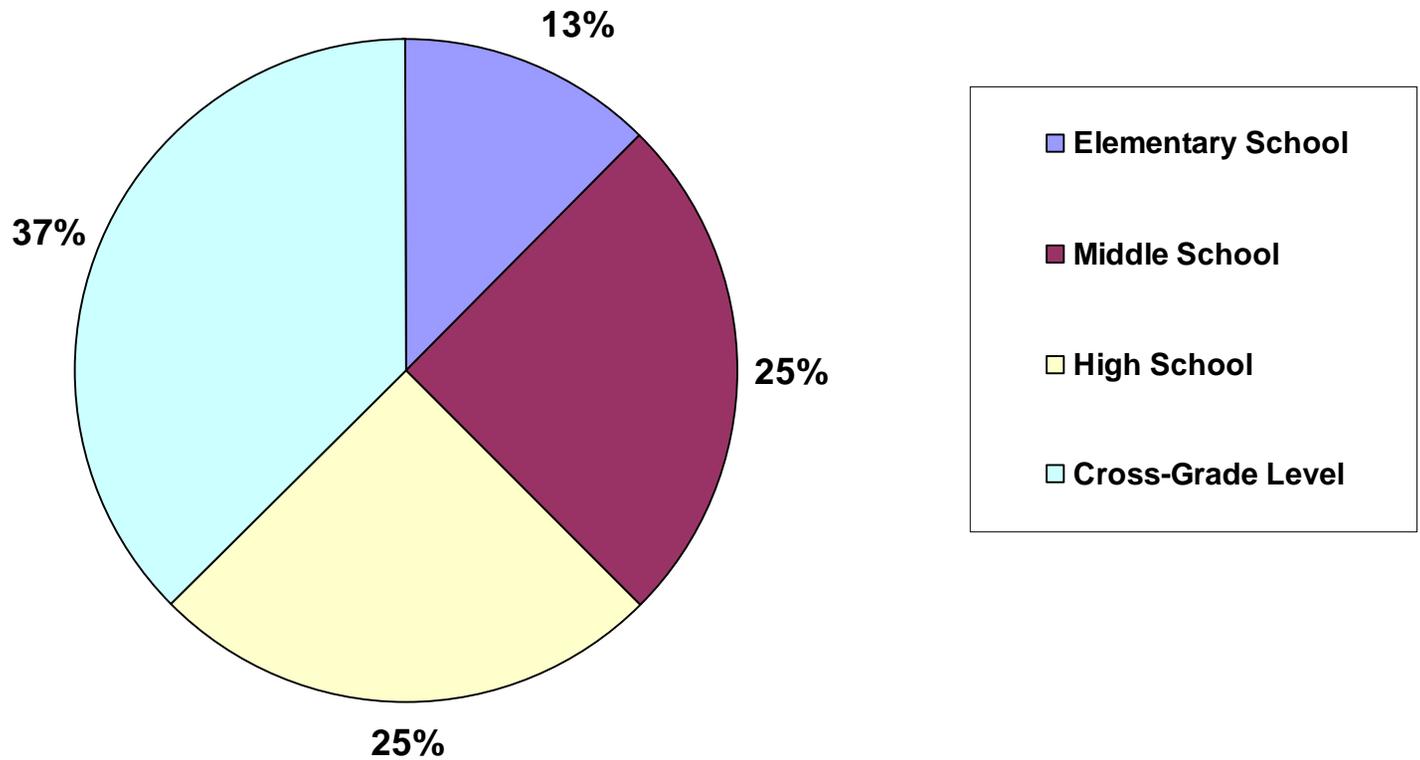
Formative Assessment and Coaching for K-12 Educators

	2008-2009	2009-2010*
Coaches	27	100
Learning Teams	24	100
Educators	188	800

Participating ISDs, RESAs and ESDs



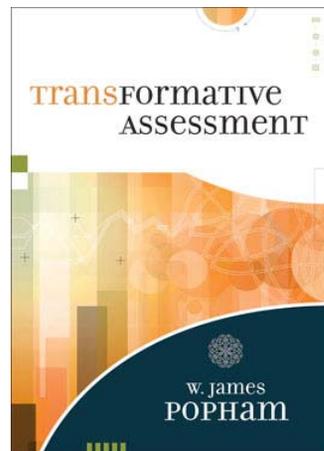
2008-2009 MI Educators



Formative Assessment Professional Development

	<u>October</u>	<u>December</u>	<u>Jan.-April</u>	<u>May</u>
<u>Formative Assessment</u>	Foundations	Foundations	Formative Strategies	No New Content
<u>Learning Teams</u>	Recruitment	2-Day Training	Meeting & Practicing	Reflecting
<u>Coaches</u>	2-Day Training	2-Day Training	Coaching	Reflecting

Formative assessment is a planned process in which assessment-elicited evidence of students' status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics.



- W. James Popham, 2008

It's Not Formative Unless...

- Teachers have a *plan* before they walk into the classroom.
- The Learning Targets are *clear* and *linked* to every part of *The Formative Assessment Process*.
- Feedback *for* Learning is *actionable*.
- Teachers *analyze* student assessment evidence as a way to *revise their instruction*.

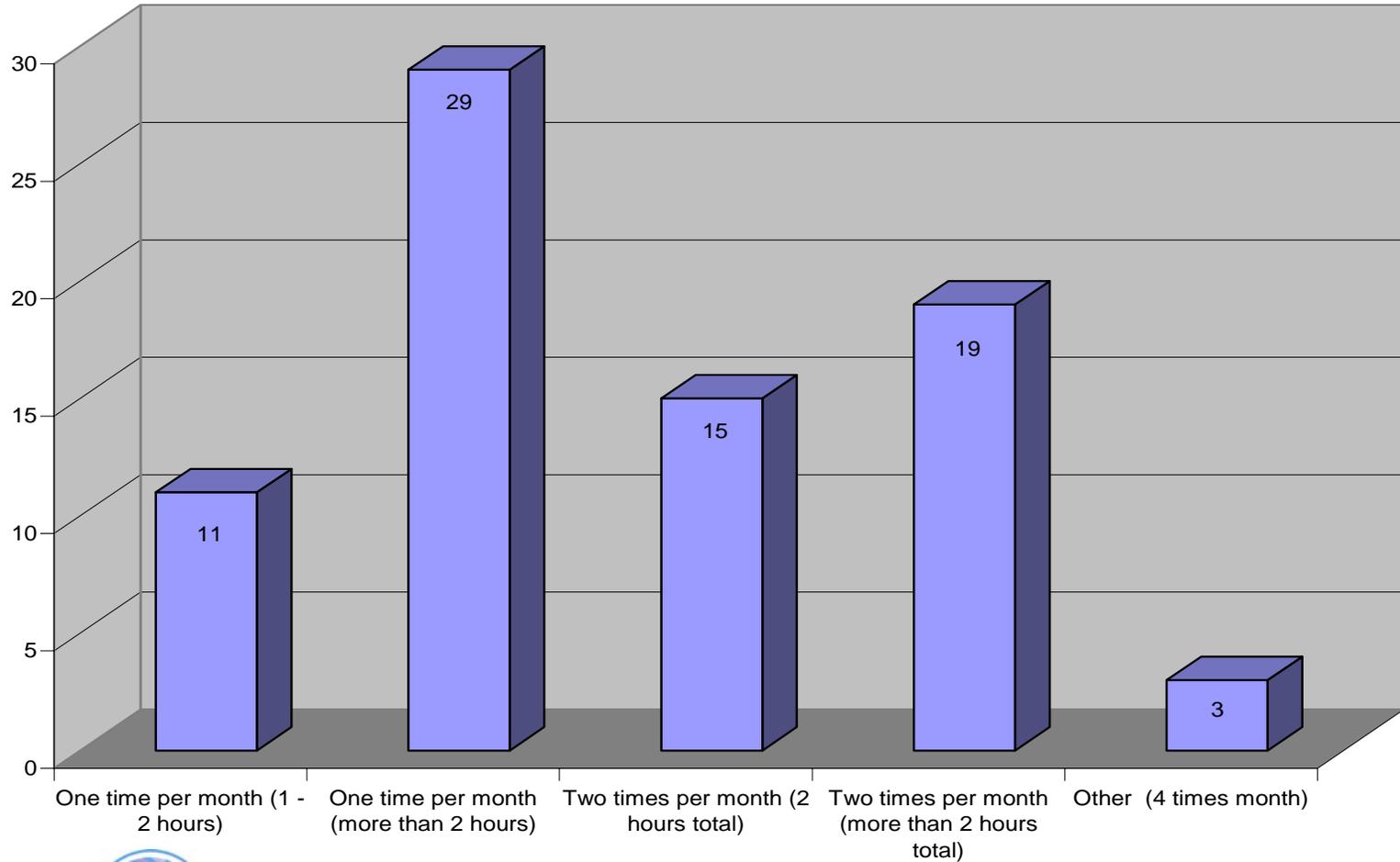
Monthly Themes

Month	Theme
January	Feedback <i>for</i> Learning
February	Self-Assessment
March	Using Assessment to Adjust Instruction
April	Choice
May	End of Year Celebration

Resources

- Website – readings, examples
- Site-Visits
- Coaches
- Monthly Meetings
- MP staff

Monthly Meetings



Teacher Learning

“The principle that has had the greatest impact on my classroom has been the planning and focusing on the learning goals. This has helped me to focus my teaching and the student learning on what they really need to know. I believe this has helped students because they now know what is expected of them.” Jennifer - High School Science Teacher

Teacher Learning

“Self assessment was something I never used before in my classroom and I feel it has impacted my teaching the most. I especially like how the focus shifted to the student being responsible for learning vs. being passive.”
Kristy - High School Mathematics Teacher

Communication

Dear Parents:

As you probably already know, we spend a block of time each day during which our fourth graders are engaged in mathematical learning. Throughout each chapter I am monitoring student understanding by looking at independent work in math journals, eliciting oral discussion and explanation of strategies, reviewing practice worksheets, meeting in small groups, and working one on one with students. These observations help me decide what concepts students appear to grasp, which require reteaching to the whole or to a small group, and which modes of instruction seem to be most effective for my students. After having plenty of opportunities to practice new skills, and receive feedback about their performance, at the end of each math chapter, your child will take a test to demonstrate his or her understanding and retention of the math concepts I taught over the course of the entire unit. Because each chapter covers many concepts, I have found that using a practice test as a study guide is beneficial for all students to focus their review and study, and to help them become more reflective about their own learning.

Teacher Learning

“The formative assessment process to me is a cycle of instruction of curriculum, informal and somewhat formal student assessment (to check for understanding), and adjusting instruction based on feedback (assessments). The adjustments of instruction or regrouping of students based on where they currently are is the pivotal piece in increasing student achievement. Once the adjustment is made and instruction is delivered another assessment to check for understanding should be given. The cycle continues as part of instruction no as add-on.”

-High School Teacher

Teacher “I Can” Statements

- I can give better, more actionable feedback to my students.
- I can help other teachers troubleshoot problems with implementing formative assessment and brainstorm potential solutions.
- I can identify areas for needed improvement in my formative assessment process.
- I feel more confident, passionate, and excited about formative assessment.
- I LOVE having other teachers to talk to about formative assessment!

Student Learning

“Students are always self-assessing in my classroom. We use traffic light signs on a daily basis and students are to monitor their own learning on each homework assignment as well, by drawing a green or red traffic light to assess where they thought they were with a specific idea or concept. This enabled my students to finally take ownership for their own learning and are a lot more motivated to achieve.”

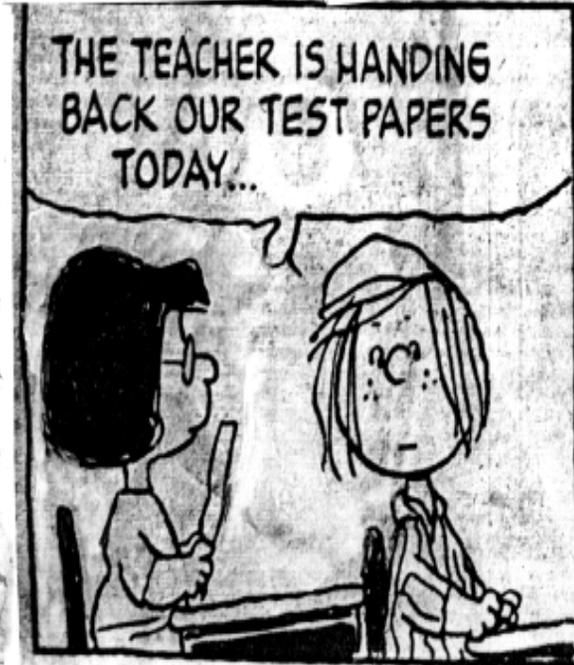
Student Learning

“In the beginning students weren't involved in my formative assessment process - as the year progressed they came to like seeing their target goals. In fact they would remind me when I forgot to list them that day.”

Next Year

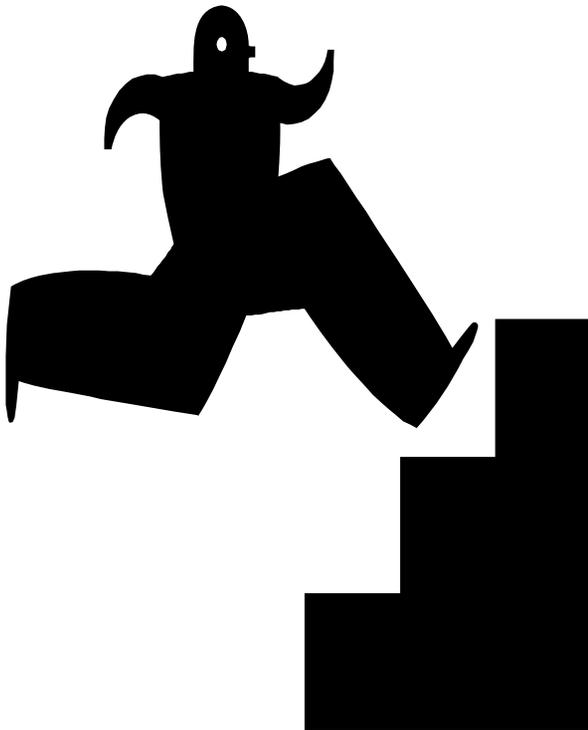
- 100% of Learning Teams participants feel other teachers would benefit from this project
- 98% of Learning Team members from 2008-2009 would like to participate next year
- 100 Coaches are signed up for 2009-2010 and 20+ are waitlisted.

Peanuts



Comprehensive Balanced Assessment System

Aligned to State Content Standards



MEAP /MME/SCAS EOC/Unit/Chapter
(Summative – Assessment **of** Learning)

Interim/Benchmark Assessments
(Summative)

Classroom Assessments
(Formative – Assessment **for** Learning)

Balanced Assessment System

- Summative Assessments
 - Assessment **of** student learning at the conclusion of a phase of learning
 - Key Question: Did the student learn what they should have?
 - Types: MME, MEAP, MI- Access, ELPA, unit, chapter tests, final exams

Balanced Assessment System

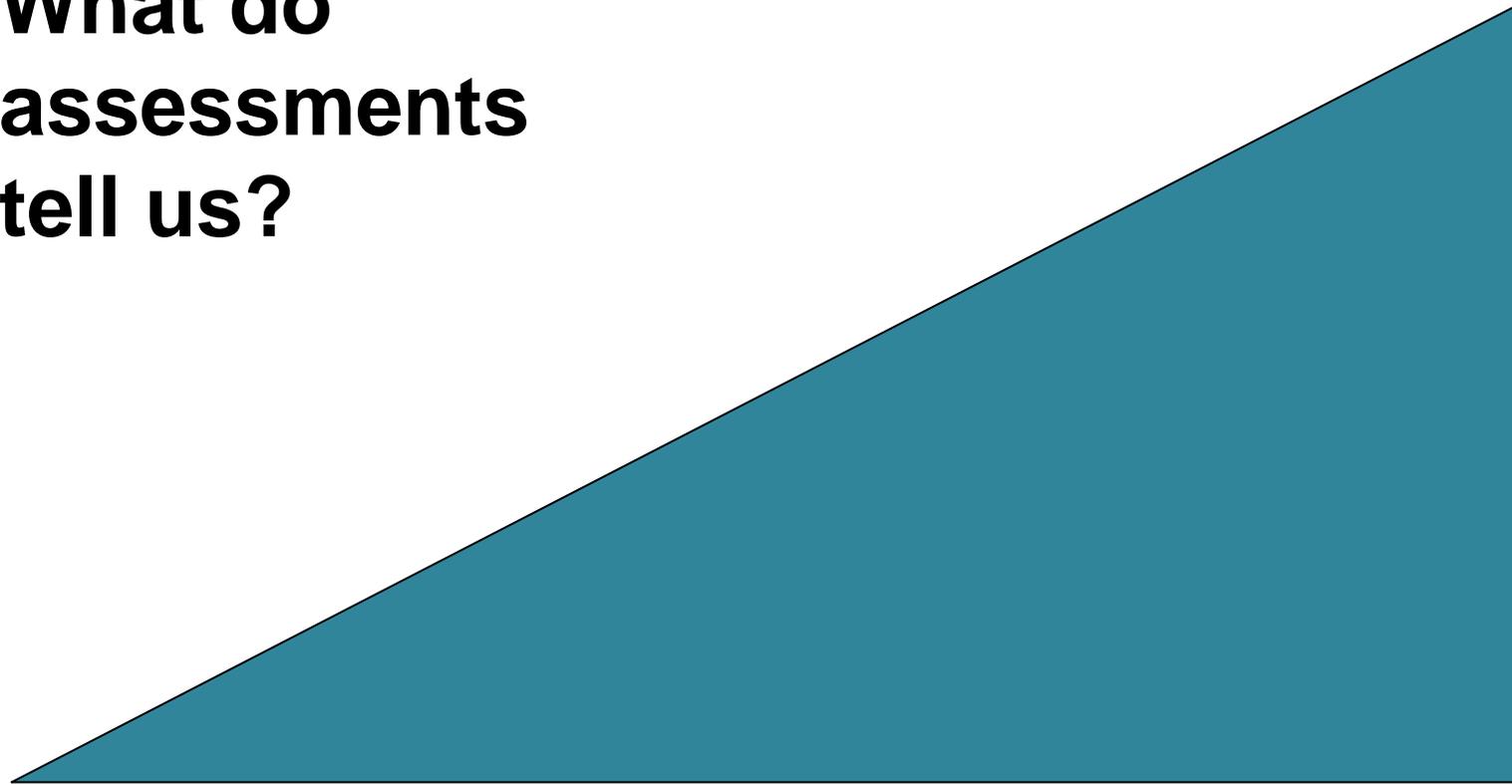
- Summative Interim/Benchmark Assessments
 - Provide periodic snapshots of student achievement at the district level
 - Key Question: Are students in each school on track for proficiency?
 - Types: district-constructed, commercially-available assessments

Balanced Assessment System

- Formative Assessments
 - Assessment **for** Learning
 - Supports on-going student learning in the classroom
 - Key question: How can we help students learn more?

What do assessments tell us?

Information on Individual Student Learning



National Assessments

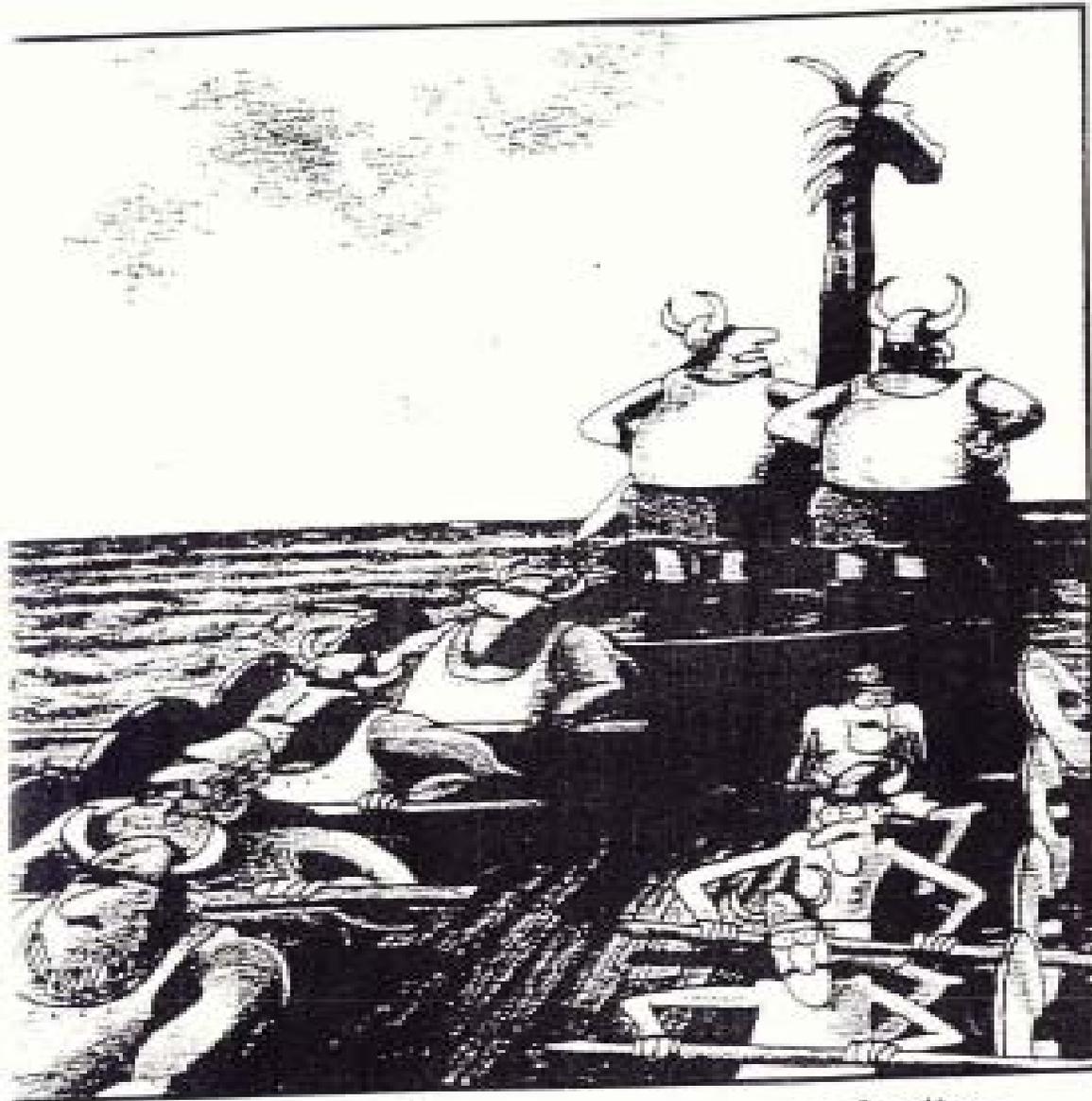
State Assessments

District Assessments

Classroom Assessments

As educators our goal is to create and maintain a balanced assessment system that includes high-quality assessments *of* and *for* student learning





"I've got it, too, Omar ... a strange feeling like we've just been going in circles."

Rick Stiggins, 2002



“If we wish to maximize student achievement in the U.S., we must pay greater attention to the improvement of classroom assessment. Both assessment of learning and assessment for learning are essential. But one is currently in place, and the other is not.”

CCSSO Draft Definition of Formative Assessment

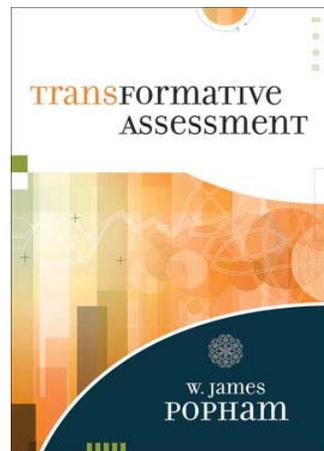
Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.

FAST/SCASS Austin, Texas October 2006

Formative Assessment Attributes

- Learning Progressions
- Learning Goals
- Descriptive Feedback
- Embedded in Instruction
- Collaboration
- Self- and Peer-Assessment

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- W. James Popham, 2008

It's Not Formative Unless....

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Self - Assessment

- What it is?
 - Self-assessment focuses on students and emphasizes the processes and reflection and “thinking about thinking.”
 - Students are aware of how they learn and what they are learning;
 - They assess and monitor changes in their thinking and learning;
 - They use this information to adjust and deepen their learning

Assessment *for* Learning – Sara

Following video clip talk with a colleague:

- What evidence did you see that Sara was involved in her own learning?
- How do you know she was aware of the criteria for success?
- What did she say that indicates she is aware of where she is in her progress?
- What did she say that indicates where she is headed in her learning?

Feedback

- Can *this* student take action on *this* comment?

Jan Chappuis 2009

- Considerations when giving actionable feedback

<p>Acknowledging Student Success</p>	<ul style="list-style-type: none">• Identify what is done correctly• Describe an aspect of quality present in the work• Point out effective use of strategy or process
<p>Guiding Future Thinking</p>	<ul style="list-style-type: none">• Identify a correction• Describe an aspect of quality needing work• Point out a problem with strategy or process• Offer a reminder• Make a specific suggestion• Ask a question

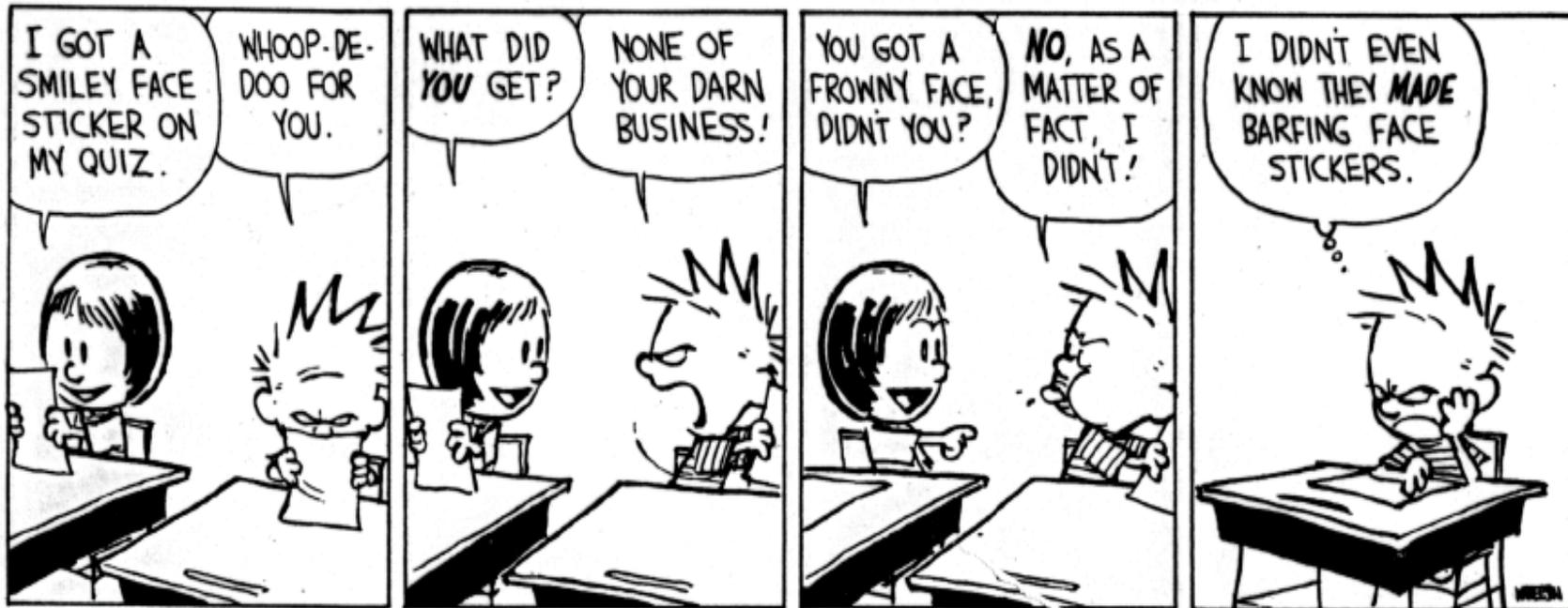
Formative Assessment Feedback

- Think about...
 - What techniques do you use during the instructional process to determine if each of your students is learning the intended target or goals?
 - How do you use and communicate assessment information/data to students?

Discuss at your tables

Formative Assessment Feedback

- After viewing:
 - How are the assessment techniques shared in the segment used formatively to adjust instruction and engage students?
 - Thinking about the 8th grader: how did this student's comment reflect a change in attitude about assessment?
 - How did teachers and students use feedback to communicate about learning?



Exit Slip

- One idea that was “not new to me” was...
- One idea that was a “new nugget of learning” was....
- One thing I want to know more about is....

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