

What makes an assessment REALLY formative?

Assessment Is REALLY Formative When:

- Its purpose is to support—not merely monitor—learning
- It points up the scaffolding
- It provides descriptive feedback
- It builds confidence, self-efficacy
- It's "Assessment FOR Learning"

WE ASSESS TO:

- INFORM INSTRUCTIONAL DECISIONS
- ENCOURAGE STUDENTS TO TRY TO LEARN

REQUIREMENTS:

- Gather accurate information about student achievement
- Use assessment process and results to promote student efficacy and eagerness to learn

ACCURATE

EFFECTIVE USE

PURPOSE

Always begin by asking:

- What decisions?
- Who's making them?
- What information will be helpful to them?

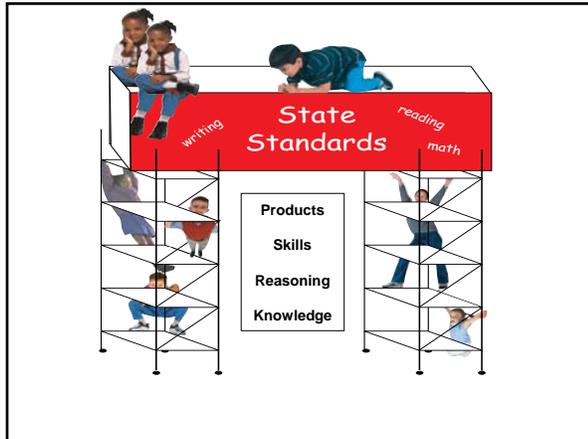
PURPOSE:

Assess to meet whose info needs?

- Classroom Level Users
- Program Level Users
- Institutional/Policy Users

CLASSROOM USER NEEDS:

- DECISION? • WHAT COMES NEXT IN THE LEARNING?
- WHO? • STUDENT, TEACHER, & PARENTS
- HELPFUL INFO? • CONTINUOUS INFO ON EACH STUDENT'S PROGRESS TO EACH STANDARD



PROGRAM INFO NEEDS:

- DECISION? • STANDARDS MASTERED? PROGRAMS WORKING?
- WHO? • TEACHERS (IN TEAMS), PRINCIPAL, CURRIC DIR
- HELPFUL INFO? • PERIODIC BUT FREQUENT EVIDENCE AGGREGATED ACROSS STUDENTS INDICATING STANDARDS MASTERED OR NOT

NOTE THE DIFFERENCES

- | <u>CLASSROOM LEVEL</u> | <u>PROGRAM LEVEL</u> |
|-------------------------------|--|
| • CONTINUOUS | • PERIODIC |
| • INDIVIDUAL DATA | • GROUP DATA |
| • FOCUS ON BUILDING BLOCKS | • FOCUS ON STANDARDS |
| • INFORMS STUDENTS & TEACHERS | • INFORMS TEACHER TEAMS & LEADERS (NOT STUDENTS) |
| • USES ALL ASSESSMENT METHODS | • TYPICALLY SELECTED RESPONSE |

INSTITUTIONAL INFO NEEDS:

- DECISION? • ARE ENOUGH STUDENTS MEETING STANDARDS?
- WHO? • SCHOOL, DISTRICT, & COMMUNITY LEADERS
- HELPFUL INFO? • ANNUAL TEST SCORES AGGREGATED ACROSS STUDENTS SHOWING % MEETING STANDARDS

**KEY TO SUCCESS?
BALANCED ASSESSMENT!**

- ANNUAL ACCOUNTABILITY TESTING
- INTERIM, BENCHMARK, SHORT-CYCLE, COMMON TESTS
- CONTINUOUS CLASSROOM ASSESSMENT

**KEY TO SUCCESS?
ASSESSMENT SYNERGY!**

- ALL ASSESSMENTS ARISE FROM HIGH-QUALITY STANDARDS
- ALL ASSESSMENTS PRODUCE ACCURATE EVIDENCE
- ALL USERS USE ASSESSMENT TO BENEFIT STUDENT LEARNING

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ACCURATE

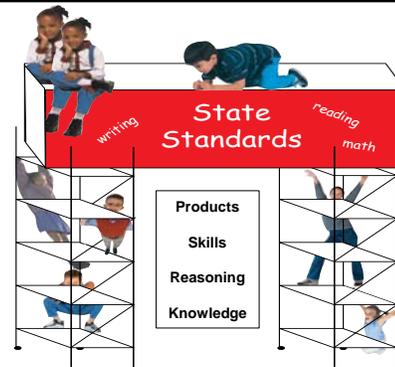
EFFECTIVE USE

PURPOSE

TARGET

CLEAR LEARNING TARGETS

- Start with state standards
- Deconstruct into scaffolding leading to each standard (local curriculum maps)

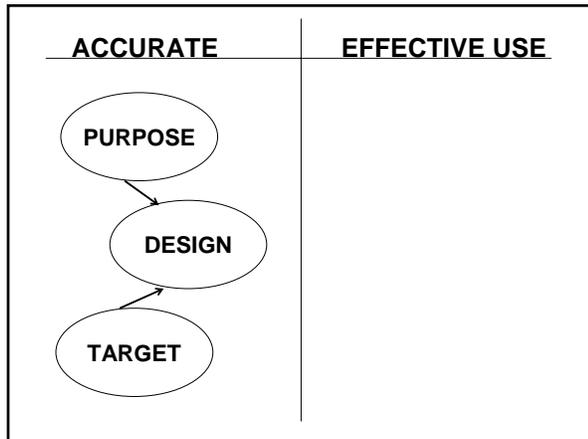


CLEAR LEARNING PROGRESSIONS

- Start with state standards
- Deconstruct into scaffolding leading to each standard (local curriculum maps)
- Transform into student-friendly versions

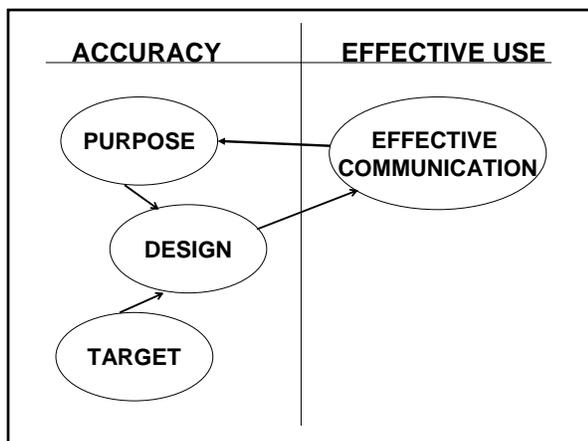
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DESIGN FEATURES

- Select a proper method
- Built of quality ingredients
- Sample appropriately
- Prevent bias

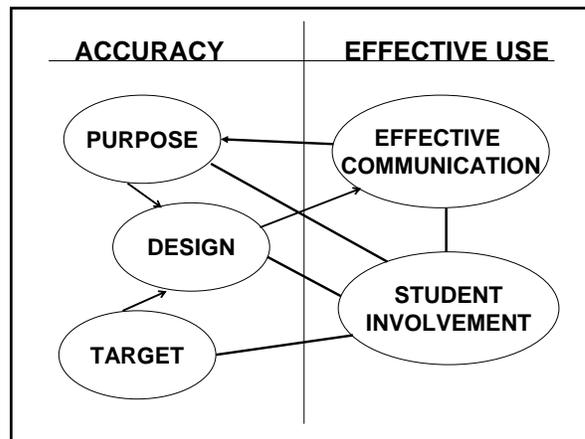


EFFECTIVE COMMUNICATION:

- SHOWS HOW TO DO BETTER THE NEXT TIME—IS DESCRIPTIVE
- FOCUSES ON THE WORK, NOT THE LEARNER
- IS UNDERSTANDABLE TO ALL USERS
- IS SUFFICIENTLY DETAILED TO INFORM BUT NOT OVERWHELM
- ARRIVES IN TIME TO INFORM & HELP

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FORMATIVE USE: PRODUCTIVE ASSESSMENT DYNAMICS

SOCIETY HAS CHANGED THE MISSION OF SCHOOLS:

FROM: LEAVE LOTS BEHIND

TO: LEAVE NO CHILD BEHIND

**ACCOUNTABILITY? ALL
STUDENTS MEET STANDARDS**

A NEW MISSION:

- **ALL STUDENTS MUST HIT
ACADEMIC TARGETS**
- **AND TAKE RESPONSIBILITY
FOR THEIR OWN LEARNING**
- **CLOSE ACHIEVEMENT GAP**

IF ALL STUDENTS ARE TO MEET STANDARDS,

- **ALL STUDENTS MUST BELIEVE
THEY CAN, SO THEY WILL TRY**
- **LOSING STREAKS &
HOPELESSNESS NO LONGER FIT
INTO OUR MISSION**

A KEY FORMATIVE PRINCIPLE!

We must assess accurately, and use results effectively
...make sure students react productively to the assessment results.

THE STUDENT'S EMOTIONAL REACTION TO RESULTS WILL DETERMINE WHAT THAT STUDENT DOES IN RESPONSE

PRODUCTIVE RESPONSE TO ASSESSMENT RESULTS:

- I UNDERSTAND THE RESULTS
- I KNOW WHAT TO DO NEXT
- I'M OK
- I CHOOSE TO KEEP TRYING

THE COUNTERPRODUCTIVE HOPELESS RESPONSE:

- I DON'T UNDERSTAND
- I HAVE NO IDEA WHAT TO DO
- I'M NO GOOD AT THIS, ANYWAY
- I GIVE UP

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**ASSESSMENT FOR LEARNING:
Creating a Culture of Confidence**

REQUIREMENTS:

- Assess accurately &
- Use results effectively in order to elicit a productive emotional reaction to the assessment results from the learner

Crucial Distinction

Assessment OF Learning:

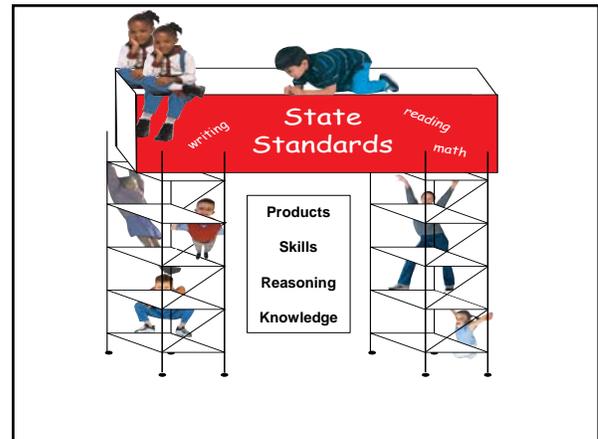
How much have our students learned in the past?

Assessment FOR Learning:

How can we help our students learn more in the future?

Overview

	Assessment OF Learning	Assessment FOR Learning
Reason	Check status	Improve learning
To Inform	Others about students	Students about themselves
Focus	Standards	Enabling targets



Teacher's Role in Assessment FOR Learning

1. Master each standard
2. Deconstruct each into enabling targets
3. Transform into student-friendly version
4. Transform to accurate classroom assessments
5. Use those in collaboration with students to track growth—to promote winning streaks

Assessment FOR Learning Applications:

- Student-Involved Classroom Assessment
- Student-Involved Record Keeping
- Student-Involved Communication

To improve, students must:

- Know what good work looks like
- Compare their work to that standard
- Understand how to close gaps

Royce Sadler, Australia

• Know what good work looks like

- Start instruction with a student-friendly version of the target
- Accompany that with samples of student work

• Compare their work to that standard

- Provide continuous descriptive feedback
- Teach students to generate their own feedback & set goals

• Understand how to close gaps

- Help them improve one key attribute at a time
- Teach them to reflect on improvements over time

EXPECTED IMPACT ON STUDENTS:

- PROFOUND ACHIEVEMENT GAINS FOR ALL STUDENTS
- LARGEST GAINS FOR LOW ACHIEVERS—GAP REDUCTION
- SOLID FOUNDATION FOR LIFELONG LEARNING
- EQUAL OPPORTUNITY TO SUCCEED

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