

Recommended for Administrators

Bennett, R. (2007, May). *Assessment of, for and as learning: Can we have all three?*

Paper presented at the National Assessment Agency and the Institute of Educational Assessors' National Assessment Conference, London, UK.

In this speech, Bennett stresses the importance of rebuilding the assessment system from the ground up. He explains that accountability assessment is unlikely to “go away” because it is so closely bound with international competition. Instead, he suggests a balanced system, which includes accountability measures that have a strong conceptual base and are administered periodically to provide frequent feedback, as well as a formative system that is linked to the accountability system. Finally, he explains that these systems will require a great deal of professional support for teachers and administrators.

*administrators, researchers

Perie, M., Marion, S., & Gong, B. (2007, Feb. 13). *A framework for considering interim assessments*. National Center for the Improvement of Educational Assessment

Perie, Marion, and Gong explore the concept of interim assessments, providing a framework through which administrators can evaluate commercially produced assessments or design their own systems. They carefully define what an interim assessment is, as different from formative and summative assessments. Interim assessments may be used to adapt current curriculum and instruction, much like formative assessment. Interim assessments may also be used to evaluate current curricular and instructional practices for the purposes of adapting future practices. Finally, interim assessments can serve to predict students' future performance on some measure.

*administrators

Popham, W. J. (2008). Formative assessment: Seven stepping stones to success. *Principal Leadership*, 9, 16-20.

This article outlines seven understandings that secondary school principals should have in order to lead schools in implementing FA. The author explains that there are four levels of FA implementation – instructional adjustments, students' learning tactic adjustments, classroom climate shift, and school-wide implementation – but that these need not occur simultaneously. Popham suggests that it is important for principals to help teachers use FA in a modest way consistently rather than an elaborate way poorly.

* principals

Starkman, N. (2006). Building a better student. *T.H.E. Journal*, 33, 40-46.

This article lists several tools that teachers could use to carry out formative assessment, including various assessment technologies.

* only helpful for people who equate FA with physical assessments (rather than a process)

Recommended for Coaches

Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80, 139-148.

In this foundational article, Black and Wiliam write that too much attention has been paid to the inputs and outputs of education, and not what actually occurs in classrooms. They argue that FA has been shown to have significant effects on learning, but that there is certainly still room for improvement. They suggest that teachers must increase students' expectations of success, engage students in self-assessment, and use more effective questioning strategies. The authors explain that implementing FA will involve first creating living models for other schools, then disseminating their work, reducing obstacles to success, and more research.

*coaches

Chappuis, S., & Chappuis, J. (2007/8). The best value in formative assessment. *Educational Leadership*, 65, 14-18.

In this article, the authors emphasize that there is confusion about the definition of FA. Many people believe that FA involves short-cycle, interim assessments to predict how students will do on high-stakes summative assessments. The authors argue that these are in fact just small summative assessments, particularly if their results are not used to change classroom practice.

* coaches

Dorn, S. (2010). The political dilemmas of formative assessment. *Exceptional Children*, 76, 325-337.

Dorn explains that FA can help close the achievement gap for low achieving children, but that it is difficult to implement for several reasons. The author outlines perspectives on institutional change, suggesting that change can be stymied by teachers' planning habits as well as school and national testing culture.

* coaches, Researchers

Heritage, M. (2007). Formative assessment: What do teachers need to know and do? *Phi Delta Kappan*, 89, 140-145.

As the title suggests, this article describes what teachers should know and be able to do, related to formative assessment and instruction in the classroom. Heritage clearly defines what FA involves and the types of knowledge that teachers should have. She stresses that, for FA to be successful, teachers need to see FA as worthwhile and a significant investment must be made into their professional development in the area.

*teachers, coaches

Heritage, M. (2008). *Learning progressions: Supporting instruction and formative assessment*. Paper prepared for the Formative Assessment for Teachers and Students (FAST) State Collaborative on Assessment and Student Standards (SCASS) of the Council of Chief State School Officers (CCSSO).

This article emphasizes the importance of understanding and using learning progressions in planning and implementing curricula. According to the author, learning progressions should be at the center of decision making because they keep curricula focused on important ideas and help students move through a logical progression of topics and ideas.

* researchers, coaches

Katzman, J., Lutz, A., & Olson, E. (2004). Would Shakespeare get into Swarthmore? *The Atlantic.com*. Retrieved on August 26, 2008

This article pokes fun at the SAT's new writing section scoring guidelines. The authors demonstrate that, by these standards, many "great" writers would perform poorly.

*coaches

Shepard, L. A. (2005). Linking formative assessment to scaffolding. *Educational Leadership*, 63, 66-70.

Shepard draws parallels between formative assessment and scaffolding, as defined in Vygotsky's sociocultural learning theory. Both scaffolding and FA work to move children forward in the zone of proximal development (ZPD) and involve negotiation of meaning between teacher and learner.

*coaches, teachers

Stiggins, R. J. (1999). 'Teams' and 'Welcome to the club'. *Journal of Staff Development*, 20, ONLINE. Retrieved on December 14, 2007

In this article, Stiggins writes about the importance of learning teams in supporting individual teachers' development as assessment experts. He lists three components of a successful system: workshops, learning teams, and individual study. Meeting with peers (teachers and principals) provides teachers with support, focus, and a sense of community. Perhaps even more important, however, is the time that teachers spend planning, experimenting, and reflecting on their own practices.

*coaches

Stiggins, R. (2006). *Balanced assessment systems: Redefining excellence in assessment*. Educational Testing Service, Portland, OR.

This article puts forth essentially the same arguments as "Assessment through the student's eyes," but it is aimed at a slightly different audience (more academic).

*researchers, coaches?

Stiggins, R. (2007, October 17). Five assessment myths and their consequences. *Education Week*. 28-29.

In this article, Stiggins writes about five common misconceptions about assessment. He argues that too much attention is given to high-stakes standardized tests and too little to day-by-day assessments. Teachers and administrators are not taught to use assessment data effectively. Finally, he argues that students play a very important role in determining learning success – those who experience repeated failures may give up, regardless of teachers' actions.

* teachers, coaches

Stiggins, R. & Chappuis, S. (2005). Putting testing in perspective: It's for learning. *Principal Leadership*, 6, 16-20.

Stiggins and Chappuis explain that there are three main strategies for increasing formative assessment use: increasing frequency of summative assessment (more than

once per year), dealing with assessment results more effectively, and using different methods to provide continual evidence of progress. The authors emphasize that the third strategy is the most desirable because it focuses on day-by-day growth and gets students involved in their own learning.

*coaches, teachers

Stiggins, R., & Chappuis, J. (2006). What a difference a word makes. *Journal of Staff Development, 27*, 10-14.

The authors argue that, although a series of small summative assessments can help teachers catch students who are having trouble, ultimately this method of assessment is less effective than true formative assessment because it does not offer a way of moving forward. They offer five keys to successful formative assessment: clear purposes, clear targets, sound design, effective communication, and student involvement.

*coaches, teachers

Recommended for Researchers

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In this speech, Bennett stresses the importance of rebuilding the assessment system from the ground up. He explains that accountability assessment is unlikely to “go away” because it is so closely bound with international competition. Instead, he suggests a balanced system, which includes accountability measures that have a strong conceptual base and are administered periodically to provide frequent feedback, as well as a formative system that is linked to the accountability system. Finally, he explains that these systems will require a great deal of professional support for teachers and administrators.

*administrators, researchers

Bennett, R. E. (2009). A critical look at the meaning and basis of formative assessment. *Educational Testing Service*

As the title suggests, Bennett takes a critical perspective in examining formative assessment. He writes that many different definitions have been proposed to explain what formative and summative assessment entail. The author argues that, although many other articles have sung FA's praises, its effectiveness has not been conclusively proven. This may be because FA is difficult to implement and to measure.

* Researchers

Brookhart, S. M. (2003). Developing measurement theory for classroom assessment purposes and uses. *Educational Measurement: Issues and Practice, 22*, 5-12.

This is the first article in a special issue of *Educational Measurement: Issues and Practice*, and it sets the tone for the following pieces. In the author's view, testing theory is generally defined in terms of large-scale assessments rather than classroom-based assessment, but that this has created a problem. Classroom-based assessment is context-dependent, closely related to instruction, and serves both summative and formative

purposes. Thus, questions of validity and reliability based on traditional testing theory may not in fact be applicable to classroom situations.

*researchers

Burenbaum, M., Kimron, H., Shilton, H., & Shahaf-Barzilay, R. (2010). Cycles of inquiry: Formative assessment in service of learning in classrooms and in school-based professional communities. *Studies in Educational Evaluation, 35*, 130-149.

This article reports the findings of three qualitative studies of school-based professional learning communities (SBPLCs). The first study focused on teacher implementation of formative assessment in schools, the second focused on curriculum design and implementation, and the third focused on teachers' lounge conversations. Overall, the higher-level PLCs discussed more of the FA phases (planning, evidence collection, interpretation, utilization, and evaluation) and in more depth than the lower-level PLCs. Lower-level PLCs were dominated by concerns about testing, not how to follow through on results to make improvements.

* researchers

Gallimore, R., Ermeling, B. A., Saunders, W. M., & Goldenberg, C. (2009). Moving the learning of teaching closer to practice: Teacher education implications of school-based inquiry teams. *The Elementary School Journal, 109*, 537-553.

The authors present the results of two studies of school-based inquiry teams. The first, a case study, was used to scale up to 15 schools. During the first 2 years of the study, principals were trained to use the framework developed in the case study, but little results were seen. In the next 3 years, researchers added training institutes, protocols, and external support for team leaders. These schools significantly outperformed comparison schools on achievement measures. The authors attribute these changes to teachers establishing a cause-effect connection between their teaching practices and student learning. They list 4 characteristics that made teams successful: job grouping (grade level, subject), trained peer facilitators, inquiry-focused protocols, and stable settings.

*researchers

Dorn, S. (2010). The political dilemmas of formative assessment. *Exceptional Children, 76*, 325-337.

Dorn explains that FA can help close the achievement gap for low achieving children, but that it is difficult to implement for several reasons. The author outlines perspectives on institutional change, suggesting that change can be stymied by teachers' planning habits as well as school and national testing culture.

* coaches, Researchers

Gattulo, F. (2000). Formative assessment in ELT primary (elementary) classrooms: An Italian case study. *Language Testing, 17*, 278-288.

Through a study of four elementary English teachers in Italy, the author observed that teachers are "not able to make productive use of the information they collect for formative purposes" (p. 283).

* researchers

Heritage, M. (2008). *Learning progressions: Supporting instruction and formative assessment*. Paper prepared for the Formative Assessment for Teachers and Students (FAST) State Collaborative on Assessment and Student Standards (SCASS) of the Council of Chief State School Officers (CCSSO).

This article emphasizes the importance of understanding and using learning progressions in planning and implementing curricula. According to the author, learning progressions should be at the center of decision making because they keep curricula focused on important ideas and help students move through a logical progression of topics and ideas.

* researchers, coaches

Heritage, M., Kim, J., Vendlinski, T., & Herman, J. (2009). Form evidence to action: A seamless process in formative assessment? *Educational Measurement: Issues and Practice*, 28, 24-31.

In this article, the authors found that teachers are generally able to identify the key principle that students are learning and evaluate students' understanding of that principle, but are much less able to determine what the next steps should be for instruction. This is an important finding because the definition of FA involves planning next steps based on evidence. The authors suggest that teachers need better understandings of learning progressions and clear models of strong and weak student performance on which to base their evaluations and planning.

*researchers

Marsh, C. J. (2007). A critical analysis of the use of formative assessment in schools. *Education Research Policy Practice*, 6, 25-29.

Marsh lists five reasons why FA is still used infrequently in classrooms, despite evidence of its effectiveness: teachers' experiences as learners, high-stakes testing and pressure from above, educational systems that reward high achievers, curriculum planning that emphasizes summative assessment, and teacher preparation programs that omit FA. The author suggests that, instead of trying to fix all of these problems, educators could focus on improving the use of summative assessment(s).

*researchers

McMillan, J. H. (2003). Understanding and improving teachers' classroom assessment decision making: Implications for theory and practice. *Educational Measurement: Issues and Practice*, ??, 34-43.

McMillan examines teachers' assessment decision making process. He presents interview data that revealed five categories of teacher knowledge, beliefs, expectations, and values that interact with external factors (such as high-stakes testing) and classroom realities. Interestingly, teachers struggled to provide rationales for their assessment decisions. The author argues that assessment must be reconceptualized in such a way that its links with instruction and student motivation are made clearer. The article concludes with 11 implications for teacher education and assessment practices.

*researchers

McMillan, J. H., Cohen, J., Abrams, L., Cauley, K., Pannozzo, G., & Hearn, J. (2010).

Understanding secondary teachers' formative assessment practices and their relationship to student motivation.

<http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED507712>

McMillan et al. examined a link between teacher FA practices and student motivation. They found that teachers reported using FA strategies more than their practices actually showed. There was, however, a correlation between (teacher reported) FA practices and (student reported) motivation.

*researchers

Moss, P. A. (2003). Reconceptualizing validity for classroom assessment. *Educational Measurement: Issues and Practice*, 22, 13-25.

- case studies can play an important role – providing examples, counter examples
In this article, Moss argues for a reconceptualization of validity when considering classroom assessment. Using her own work as an example, she challenges five assumptions of traditional validity theory. In education, she explains, there is often a need for a more qualitative, less standardized view of assessment validity.

*researchers

Nichols, P. D., Meyers, J. L., & Burling, K. S. (2009). A framework for evaluating and planning assessments intended to improve student achievement. *Educational Measurement: Issues and Practice*, 28, 14-23.

In this article, the authors present a framework for determining the validity of formative assessment claims. They emphasize that labeling a testing instrument as “formative” is a misapplication of the term; FA must involve suggestions for how to improve performance relative to the desired performance. Ultimately, they explain, FA is part of a larger system of assessment and instruction, it is contextually based, and should be used proactively rather than reactively.

* researchers

Nichols, P. D., Meyers, J. L., & Burling, K. S. (2009). A response to Shepard. *Educational Measurement: Issues and Practice*, 28, 38.

This article offers a brief response to Shepard's critique of their earlier piece. They stress that their model is valuable because it can be applied to multiple systems for learning, not just classroom-based FA.

*researchers

Popham, W. J. (2004). *Curriculum, instruction, and assessment: Amiable allies or phony friends?*

Popham argues that experts in curriculum, instruction, and assessment have become too specialized, and that their lack of communication is ultimately harming children. He recommends that in the short term, state departments of education should encourage collaboration between people in these fields. In the long term, programs at the graduate level should work to produce people who can work in all three areas, not just one.

* researchers

Sato, M., & Atkin, J. M. (2006/7). Supporting change in classroom assessment.

Educational Leadership, 64, 76-79.

This article reports the results of the Classroom Assessment Project to Improve Teaching and Learning (CAPITAL), a 3-year project in which 25 middle school science teachers met monthly to discuss changes in their classroom assessment practices. The researchers conclude with three guidelines support teachers in transforming their assessment practices: find a focus, start with current teacher practice, and build trust for collaboration.

*researchers

Saunders, W. M., Goldenberg, C. N., & Gallimore, R. (2009). Increasing achievement by focusing grade-level teams on improving classroom learning: A prospective, quasi-experimental study of Title I schools. *American Educational Research Journal*, 46, 1006-1033.

Saunders, Goldenberg, and Gallimore describe a 5-year study of formative assessment PLCs. These PLCs did not achieve significant changes in student achievement until phase 2, in which project supervisors met monthly with principal coaches to set individual goals and plan meetings. Summer and winter institutes for leadership teams and more detailed protocols were also added.

* researchers

Shepard, L. A. (2009). Commentary: Evaluating the validity and interim assessment. *Educational Measurement: Issues and Practice*, 28, 32-37.

Shepard provides summaries and critiques of three other articles in this issue of *Educational Measurement: Issues and Practice*. The author argues that, although studies of assessment validity are important, they cannot be carried out without the context of curriculum, instructional practices, and student learning.

*researchers

Stiggins, R. J. (2001). The unfulfilled promise of classroom assessment. *Educational Measurement: Issues and Practice*, 20, 5-15.

Stiggins writes that assessment has reached a dangerous point in American schools. He reviews four articles that lay out a history of assessment, from an early warning against standardized testing, to a more recent argument in favor of formative assessment. He suggests that productive classroom assessment must be criterion-referenced, use diverse methods, and involve closer monitoring of teacher competence. Finally, he lists five ways in which classroom assessment can be improved: rethinking beliefs, gaining an international perspective, moving toward balanced assessment, more attention to classrooms, and partnerships with teacher education programs.

* researchers

Stiggins, R. (2006). *Balanced assessment systems: Redefining excellence in assessment*. Educational Testing Service, Portland, OR.

This article puts forth essentially the same arguments as “Assessment through the student’s eyes,” but it is aimed at a slightly different audience (more academic).

*researchers, coaches?

Stiggins, R. J. & Conklin, N. F. (1992). *In teachers' hands: Investigating the practices of classroom assessment*. State University of New York Press, Albany, NY.

In the early 1980s, Stiggins and Conklin set out to investigate classroom assessment using ethnographic methods. The researchers began by surveying teachers about their use of and comfort with different kinds of assessment. They found differences between teachers of different grade levels and subjects. The researchers then became participant observers in several secondary classrooms. Through these observations, they developed a framework of variables in terms of assessment practices, including assessment purposes and methods, quality of assessment, teacher characteristics, and assessment policies. Stiggins and Conklin also conducted small studies of higher-order skill assessment methods and grading practices. Ultimately, the authors use their findings to provide suggestions for teacher education, policies, and future research. They stress that classroom assessment needs to be made a priority for all educators. All survey measures and observation frameworks are included in appendices.

*researchers

Thompson, M. & Wiliam, D. (2007). *Tight but loose: A conceptual framework for scaling up school reforms*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Thompson and Wiliam describe a professional development program called Keeping Learning on Track. This program is based on the idea of “students and teachers using evidence of learning to adapt teaching and learning to meet immediate learning needs minute-to-minute and day-by-day.” First, teachers are exposed to the ideas of FA through a workshop, then they take what they have learned to learning team meetings and support each other in their ongoing growth. Teachers make changes in their practices, and student learning improves. The authors argue that, in order for a professional development program to be successful, it must have a clear direction as well as a plan for scaling up across diverse contexts. The idea of “tight but loose” defines this effort: some aspects of the professional development must be followed strictly, while other aspects must be allowed to be flexible.

*researchers

Yue, Y., Shavelson, R. J., Ayala, C. C., Ruiz-Primo, M. A., Brandon, P. R., Furtak, E. M., Tomita, M. K., & Young, D. B. (2008). On the impact of formative assessment on student motivation, achievement, and conceptual change. *Applied Measurement in Education, 21*, 335-359.

In this study, the authors investigated FA's power to enact conceptual change. One group of teachers was asked to use planned formative assessments embedded in a set curriculum, while another group of teachers taught as usual. Interestingly, the researchers found no effect of FA training and structured assessments in units. They explain this was likely due to the fact that some control teachers did it naturally and some experimental teachers did it poorly.

*researchers

Recommended for Teachers

Alberta Assessment Consortium. (2006). *Refocus: Looking at assessment for learning*. Alberta Assessment Consortium, Edmonton, AB, Canada.

This booklet offers suggestions and activities for teachers to think more deeply about their assessment practice. It also provides helpful strategies and techniques as well as personal stories from teachers who have used them. It covers feedback, questioning, sharing expectations, peer coaching, and self-reflection. Finally, the authors give tips for planning assessment for learning.

*teachers

Black, P. & Jones, J. (2006). Formative assessment and the learning and teaching of MFL [modern foreign languages]: sharing the language learning road map with the learners. *Learning Language Journal*, 34, 4-9.

This article applies the five core FA strategies to the foreign language classroom.

*teachers

Cauley, K. M., & McMillan, J. H. (2010). Formative assessment techniques to support student motivation and achievement. *The Clearing House*, 83, 1-6.

Cauley and McMillan suggest ways in which teachers can support student motivation through formative assessment. Specifically, they emphasize that the type of feedback students receive can influence whether they set performance goals (associated with grades, social comparisons) or mastery goals (associated with demonstrating progress and improvement). The authors' suggestions are closely aligned with the 5 strategies of FA.

*teachers

Clarke, S. (2008). *Active learning through formative assessment*. Hodder Education, London, UK.

This book describes the process of implementing formative assessment in the classroom, with a focus on active learning. Clarke explains that, first, teachers must establish a learning culture that is supportive of student learning, that encourages the adoption of an incremental rather than a fixed view of intelligence. Next, she illustrates some ways in which teachers can maximize students' opportunities to engage in deep thinking and discussion, and what types of questions are most effective. Teachers must carefully plan topics and activities to get involved in their learning, discover what they know and what they are still figuring out. Clarke breaks down the process of creating and sharing effective learning objectives and expectations, involving student in the process of defining success. Finally, she gives advice for setting up a learning team of teachers who support each other in their use of formative assessment.

*teachers

Heritage, M. (2007). Formative assessment: What do teachers need to know and do? *Phi Delta Kappan*, 89, 140-145.

As the title suggests, this article describes what teachers should know and be able to do, related to formative assessment and instruction in the classroom. Heritage clearly defines what FA involves and the types of knowledge that teachers should have. She stresses that, for FA to be successful, teachers need to see FA as worthwhile and a significant investment must be made into their professional development in the area.

*teachers, coaches

Leahy, S., Lyon, C., Thompson, M., & Wiliam, D. (2005). Classroom assessment: Minute by minute, day by day. *Educational Leadership*, 63, 18-24.

This article provides a strong foundation in formative assessment, including defining and explaining the value of each of the five core strategies. These strategies are: Clarifying and sharing learning intentions and criteria for success. Engineering effective classroom discussions, questions, and learning tasks, Providing feedback that moves learners forward. Activating students as the owners of their own learning, Activating students as instructional resources for one another.

* teachers

Marzano, R. J. (2010). *Formative assessment & standards-based grading: Classroom strategies that work*. Marzano Research Laboratory, Bloomington, IN.

Marzano begins by presenting evidence of formative assessment's positive effect on student achievement. He carefully defines formative, summative, obtrusive, and unobtrusive assessment, noting that what makes something formative is the way evidence is used after the assessment has been completed. The main argument of this book is that the traditional 100-point scale must be changed to meet students' needs. Specifically, Marzano is in favor of standards-based grading, in which students are assessed individually, relative to set criteria. Throughout, there are examples and activities for teachers to practice techniques such as designing assessments, different systems of tracking student progress, and grading.

*teachers

Popham, W. J. (2008). *Transformative assessment*. Association for Supervision and Curriculum Development, Alexandria, VA.

In this book, aimed at teachers, Popham makes a strong case for formative assessment. He gives a carefully thought-out definition ("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"), and then breaks formative assessment into four levels. First, teachers make adjustments in their instruction based on students' demonstrated knowledge and abilities. Second, students are encouraged to adjust their learning tactics based on feedback from their teachers. Third, the classroom climate must shift to an assessment-informed culture where learning is central and teachers and students collaborate. Finally, schools and even districts or states can take on formative assessment, through teacher learning communities and professional development.

*teachers

Shepard, L. A. (2005). Linking formative assessment to scaffolding. *Educational Leadership*, 63, 66-70.

Shepard draws parallels between formative assessment and scaffolding, as defined in Vygotsky's sociocultural learning theory. Both scaffolding and FA work to move children forward in the zone of proximal development (ZPD) and involve negotiation of meaning between teacher and learner.

*coaches, teachers

Stiggins, R. (2007). Assessment through the student's eyes. *Educational Leadership*, 64, 22-26.

Stiggins writes that, although the vision of schools has changed from sorting students to trying to help all students succeed, assessment still generally yields “winners” and “losers” among students. Assessment for learning, however, involves sharing learning targets with students, then helping them self-assess with frequent feedback so that they see progress and do not become hopeless. The author provides two vignettes of assessment for learning at work. He closes by arguing that educators must reexamine the criteria by which assessments are judged – it is important that assessments have an effect on future learning. Educators must also recognize the important role students play in assessment and interpreting results.

*teachers

Stiggins, R. (2007, October 17). Five assessment myths and their consequences. *Education Week*. 28-29.

In this article, Stiggins writes about five common misconceptions about assessment. He argues that too much attention is given to high-stakes standardized tests and too little to day-by-day assessments. Teachers and administrators are not taught to use assessment data effectively. Finally, he argues that students play a very important role in determining learning success – those who experience repeated failures may give up, regardless of teachers' actions.

* teachers, coaches

Stiggins, R. (2008). *Assessment Manifesto: A call for the development of balanced assessment systems*. ETS.

Stiggins' “assessment manifesto” describes his personal philosophy about assessment and the importance of assessment *for* learning, rather than *just of* learning.

* teachers

Stiggins, R. & Chappuis, S. (2005). Putting testing in perspective: It's for learning. *Principal Leadership*, 6, 16-20.

Stiggins and Chappuis explain that there are three main strategies for increasing formative assessment use: increasing frequency of summative assessment (more than once per year), dealing with assessment results more effectively, and using different methods to provide continual evidence of progress. The authors emphasize that the third strategy is the most desirable because it focuses on day-by-day growth and gets students involved in their own learning.

*coaches, teachers

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forward. They offer five keys to successful formative assessment: clear purposes, clear targets, sound design, effective communication, and student involvement.

*coaches, teachers

Wiliam, D. (2004). Assessment and the regulation of learning.

This article outlines the process of formative assessment: “identify where learners are in their learning, where they are going, and how to get there” (p. 3). Although several conflicting definitions of FA have been proposed, what is most important is that assessments (formal or informal) provide information that can be used to change (improve) the learning process.

* teachers

Recommended for Teacher Educators

Arter, J. (1999). Teaching about performance assessment. *Educational Measurement: Issues and Practice*, 18, 30-44.

In this article, Arter lists seven topics that should be included in teacher preparation programs to help prepare teachers to use performance assessment (“assessment based on observation and judgment,” p. 30). These include: what performance assessment is, when to use it, how to design assessments, what constitutes quality, how to develop tasks and criteria, how to use criteria in instruction, and how to grade and report on these assessments. Additionally, she provides suggestions of how teacher educators can present these topics for adult learners.

*teacher educators

Otero, V. K. (2006). Moving beyond the “get it or don’t” conception of formative assessment. *Journal of Teacher Education*, 57, 247-255.

This article argues that preservice teachers are not taught to connect the theory of FA with their in-class practices. Beginning teachers often adopt a “get it or don’t” conception of students’ knowledge rather than a continuous view that is central to FA. Otero suggests using Vygotsky’s sociocultural theory to help preservice teachers develop the knowledge and practices that will enable them to use FA effectively.

* teacher educators

Stiggins, R. J. (1999). Evaluating classroom assessment training in teacher education programs. *Educational Measurement: Issues and Practice*, 18, 23-27.

Stiggins provides suggestions for teacher education programs to help better prepare teachers to “meet the challenges of day-to-day classroom assessment” (p. 24). He challenges these programs to evaluate their current programs and make important changes. He lists seven competences that teachers should have. These are: connecting assessments to clear purposes, clarifying achievement expectations, applying proper assessment methods, developing quality assessment exercises and scoring criteria and sampling appropriately, avoiding bias, communicating effectively about student achievement, and using assessment as an instructional intervention.

*teacher educators