



Formative Assessment Best Practices Part I

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Overview



- Definitions
- Balanced Assessment Systems
- Formative Assessment Best Practices

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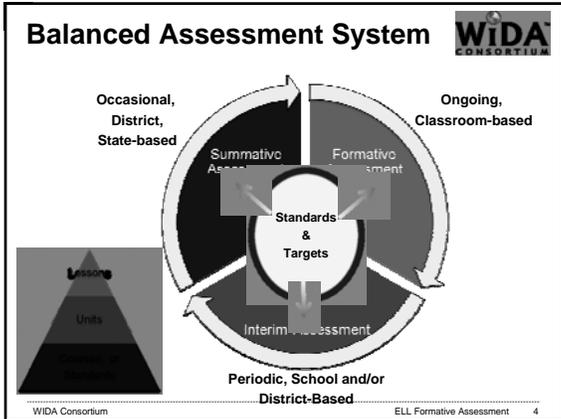
Definitions



- **Assessment:** a sampling of student behavior for the purpose of making an inference
- **Formative Assessment:** an *ongoing* assessment *process* that provides *students and teachers* with *feedback* on progress toward *instructional goals*
- **Interim Assessment:** a *periodic* assessment that provides *students, parents and educators* with *information on unit attainment or progress* across units.
- **Summative Assessment:** an *occasional* (often annual) assessment that provides *parents, educators, and policymakers* with *information on course / standard attainment or progress*

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“To many of today’s teachers, assessment is synonymous with high-stakes standardized tests. But there is an entirely different kind of assessment that can actually transform teaching and learning.”

Margaret Heritage

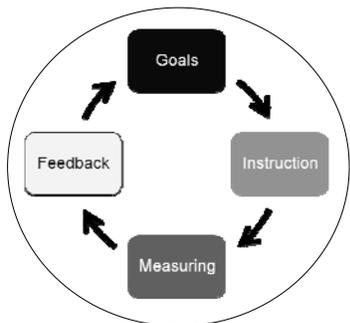
Formative Assessment

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- ### Types of Formative Assessments
-
- **Spontaneous (impromptu)**
 - Immediate. While teaching, a teacher sees a misunderstanding or misconception and immediately addresses it.
 - Not a planned activity. While not planned, a variety of tools are at the teacher’s disposal to formatively assess students, e.g., re-teaching, change in instructional venue, asking another student to provide an example.
 - **Planned**
 - Developed before a lesson. The teacher has a learning target or learning outcome in mind and prepares an assessment to examine it.
 - Planned feedback mechanism. The outcome for this assessment is planned ahead of time.
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Formative Assessment Cycle



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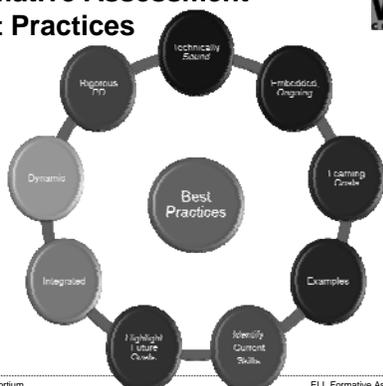
Examples



Spontaneous	Planned
<ul style="list-style-type: none"> • Q & A during lessons • Observing students during an activity • Responding in to students' impromptu conversations 	<ul style="list-style-type: none"> • Short Tests and Quizzes • Homework exercises • Observation protocols • In class assignments or activities • In or out of class projects (e.g., science fair, essay) • Simulation (role play) activities • Checklists • Student Conference • Peer and self assessment
<p>Common sequencing: Measuring, Feedback, Goals, Instruction</p>	<p>Common sequencing: Goals, Instruction, Measuring, Feedback</p>

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Formative Assessment Best Practices



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Technically Sound



- Valid: formative assessments measure important concepts, skills, and ideas
 - Aligned to instructional goals
 - Connected to meaningful learning targets & standards
 - Focused on student learning needs
 - Are appropriate measures
- Reliable: formative assessments provide consistent information
 - Means the same thing when used over again
 - Provides actionable results for both teachers AND students

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Embedded, Ongoing



- Connected with Curriculum
 - Part of the instructional process, not distinct from it
 - Not "add-ons" to instruction
 - Connected with lesson plans, learning goals, and meaningful standards
- Not "one-time-wonders"
 - Designed to be ongoing, iterative, "organic"
 - A **process** not an event

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Learning Goals



- Connected to language learning goals and targets
 - Aligned to standards & curriculum
 - Focused on student learning
 - Clear and explicit in what students are supposed to learn
 - Support instructional goals
- Organized to appropriate learning progressions
 - Appropriately sequenced language functions, vocabulary and grammar
 - Appropriate measures for students' current language proficiency

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Examples



- For teachers
 - Rubrics, checklists, and rating scales have examples of each type of performance.
 - Teachers have a concept of what performance will look like, and if possible.
 - When possible, teachers collect examples of “good” student work.
- For students
 - Students should have access to the rubrics, checklists, or rating scales used to evaluate their work AND training on how to interpret them for themselves.
 - Student should have examples of what “good work” looks like.

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Current Skills



- Identify, with sufficient clarity, students' current language abilities and skills:
 - Vocabulary knowledge
 - Grammatical control
 - Comprehension skills
 - Communication skills
 - Discourse capabilities (e.g., functional language abilities)
- Highlight current skills to students

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Highlight Future Goals



- Point, with sufficient clarity, to students' future language goals
- Identify the “next step” in students' language learning progression
 - Vocabulary knowledge
 - Grammatical control
 - Comprehension skills
 - Communication skills
 - Discourse capabilities (e.g., functional language abilities)
- Highlight next steps to students

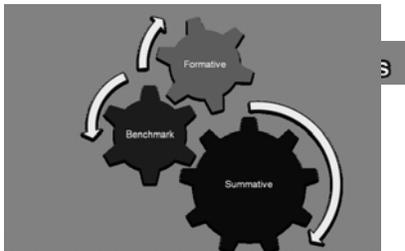
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Integrated



- Formative assessments are associated with other assessments used at the school, district and state level.



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Dynamic



- Formative assessments must fit into classroom realities and be easy to administer and score.



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Rigorous PD



- Good formative assessment programs are associated with rigorous professional development opportunities.
- A variety of PD approaches are also used, e.g., workshops, mentoring.



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Worksheet



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Formative Assessment Best Practices Worksheet

Formative Assessment Definition: an ongoing and consistent process that informs, guides, and tracks with instruction on progress toward instructional goals

FORMATIVE ASSESSMENT CYCLE

There are three steps in the formative assessment cycle: Plan, Assess, and Reflect. These steps are linked in a continuous cycle. Plan involves setting learning goals and standards, and determining what to assess, how to assess, and when to assess. Assess involves gathering evidence of student learning and performance. Reflect involves analyzing the evidence and using it to inform instruction and provide feedback to students.

FORMATIVE ASSESSMENT BEST PRACTICES CHECKLIST

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Formative Assessment Best Practices Checklist

Item	Yes	No	Maybe	Not
1. I have a clear understanding of the purpose of formative assessment.				
2. I have a clear understanding of the standards and learning goals that inform my instruction.				
3. I have a clear understanding of the types of evidence that inform my instruction.				
4. I have a clear understanding of the types of feedback that inform my instruction.				
5. I have a clear understanding of the types of assessment that inform my instruction.				
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FORMATIVE ASSESSMENT BEST PRACTICES CHECKLIST

Good References



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