

# **The Role, Purpose, and Power of Assessment *for* Learning in an Assessment System**

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# Overview

- What is formative assessment (and why should we care about it?)
- Formative assessment in a balanced assessment system
- A feedback loop for teachers and students
- Classroom culture for formative assessment
- Formative assessment around the world

# **What is Formative Assessment (And Why Should We Care About It)?**

- ✓ Formative assessment is the term used to describe a type of assessment where the focus is on *informing* learning, rather than measuring it or summing it up.
- ✓ Assessment that focuses on the learning *as it is taking place*
- ✓ Purpose is to *move learning forward* from its *current status*

# **FAST SCASS, 2006**

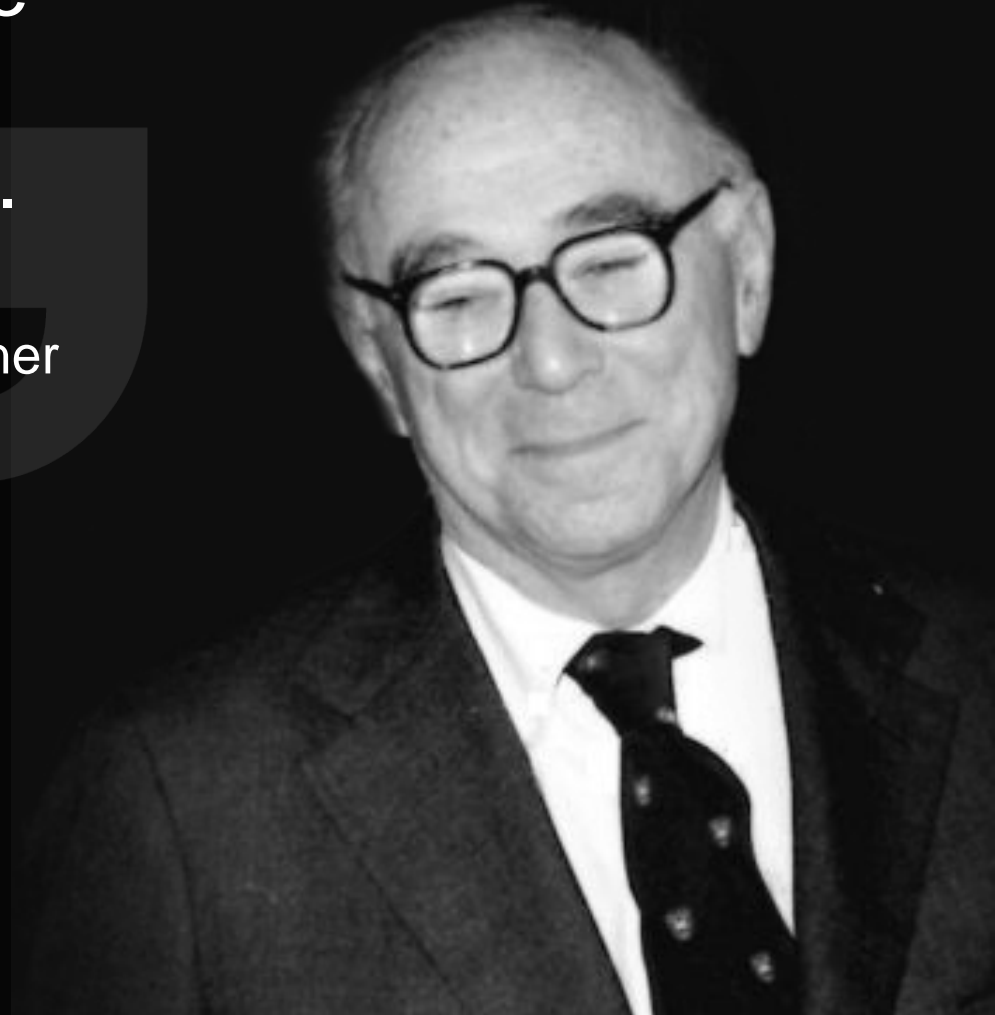
Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.

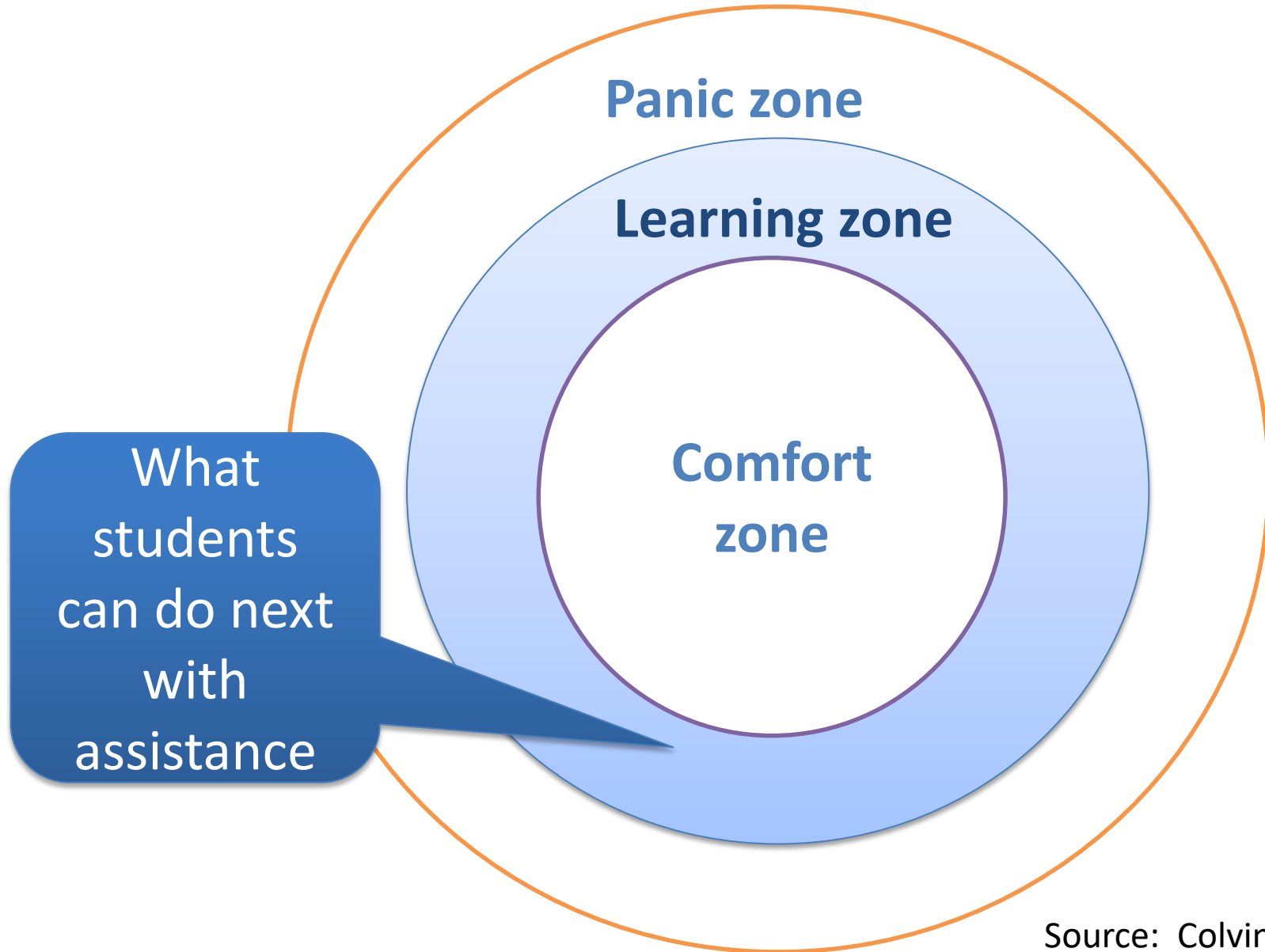
# **Third International Conference on Assessment for Learning**

AFL [assessment for learning] is part of everyday practice by students, teachers, and peers that seeks, reflects upon, and responds to information from dialogue, demonstration, and observation in ways that enhance ongoing learning.

“Good teaching is  
forever being on the  
cutting edge of a  
child’s competence.”

Jerome Bruner





Source: Colvin, 2009



Formative Assessment Is....	Formative Assessment Is Not....
<p>generating evidence <b>intentionally</b> in the course of continuous teaching and learning, engagement with learners through observation, discussion, questioning, and review and analysis of tasks/work</p>	<p>giving a test at the end of an instructional cycle or on a predetermined basis (e.g., quarterly, annually)</p>
<p>gauging how student learning is progressing while students are in the process of learning</p>	<p>evaluating student achievement at the end of a sequence of learning</p>

Formative Assessment Is....	Formative Assessment Is Not....
using evidence to inform immediate or near-immediate teaching and learning	using test data to make decisions about medium- and long-term instructional/curricular plans
providing ongoing descriptive feedback to learners	assigning grades /reporting achievement
involving students in the assessment process through peer and self-assessment	telling students the results of a test

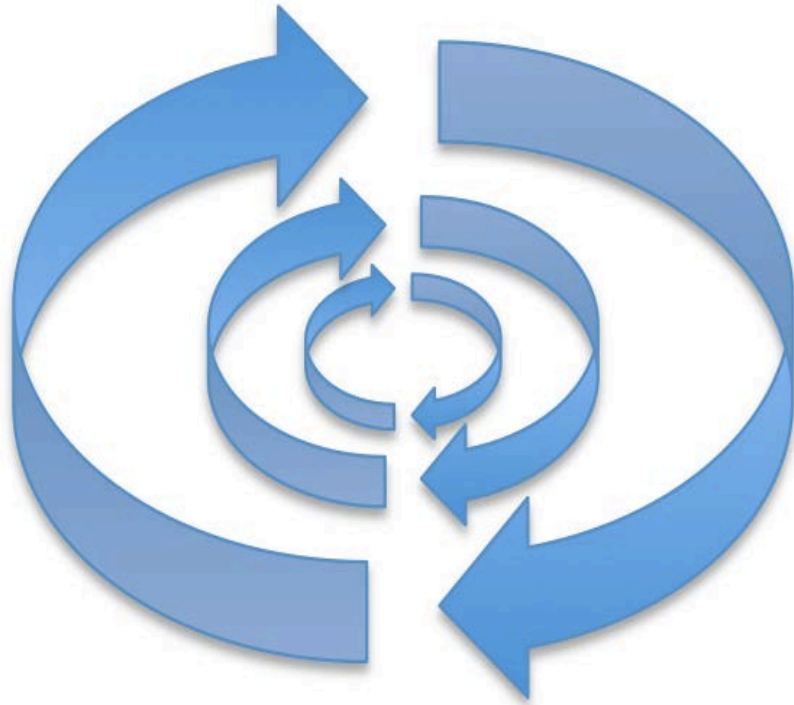
Formative assessment promotes the goals of **lifelong learning**, including higher levels of student achievement, greater equity of student outcomes, and improved learning to learn skills (OECD, 2008).

# **Formative Assessment in a Balanced Assessment System**

# One Size Does Not Fit All



# A Nested Assessment System

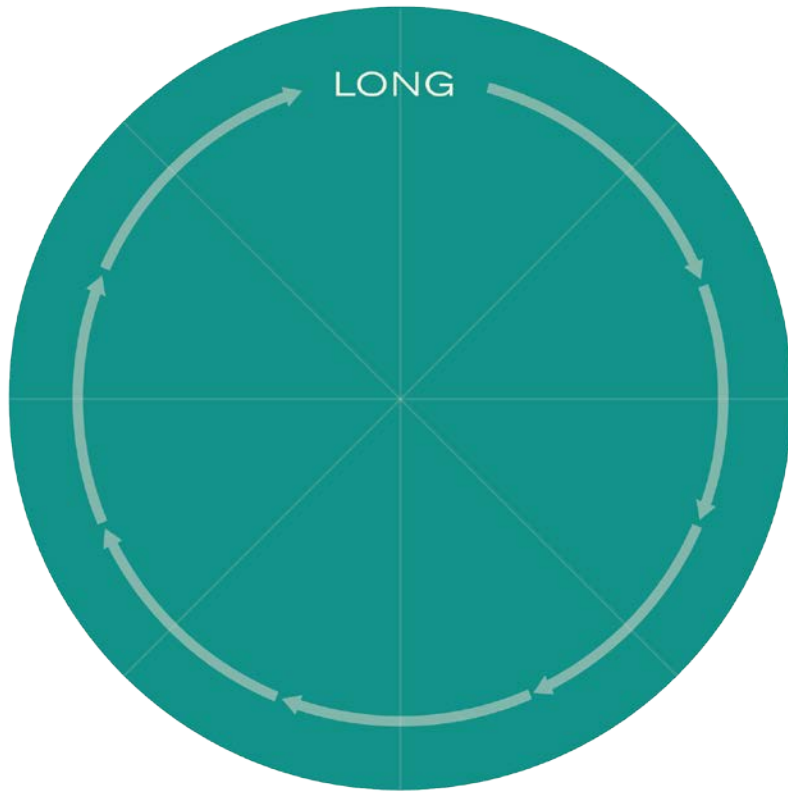


- State
- Local school districts
- Schools
- Classrooms

*(NRC, 2001)*

# Assessment Cycles (*Wiliam, 2006*)

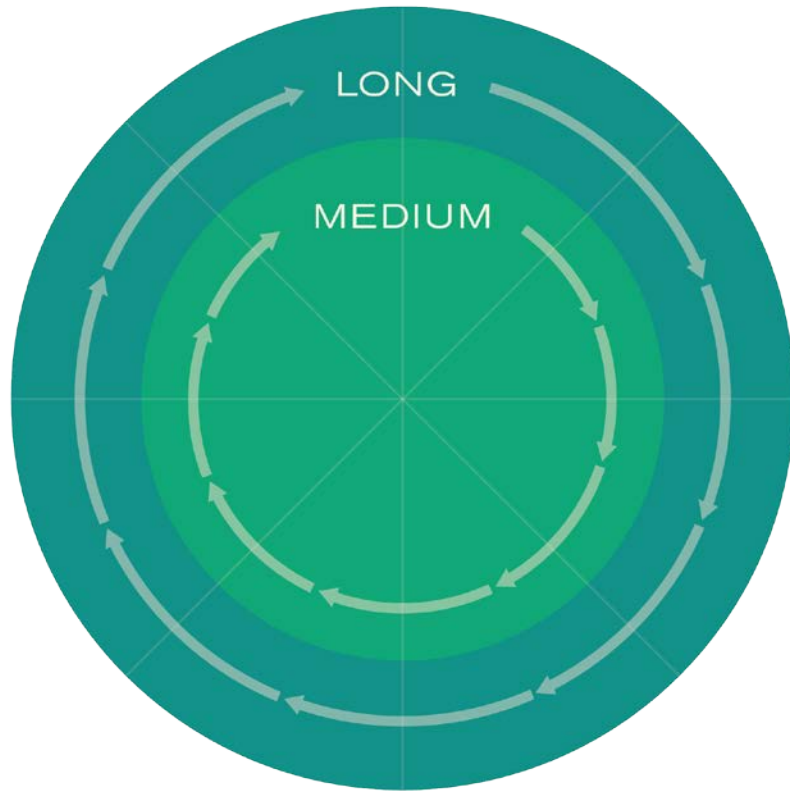
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- Extended periods of instruction
- Long-term goals

# Assessment Cycles *(William, 2006)*

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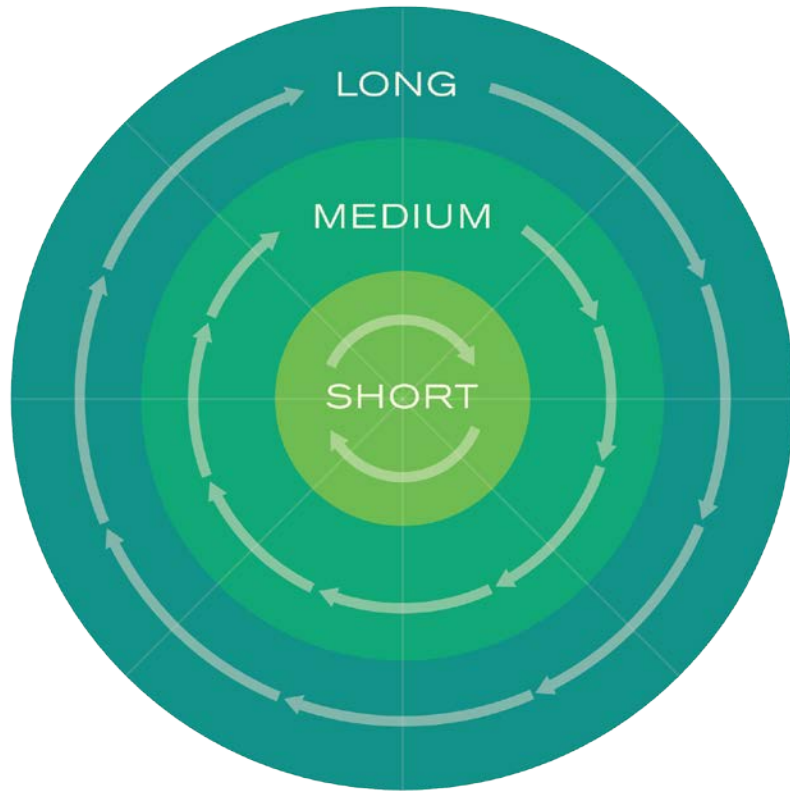


- Interim goals
- Monitoring progress
- What has been learned so far



# Assessment Cycles (*Wiliam, 2006*)

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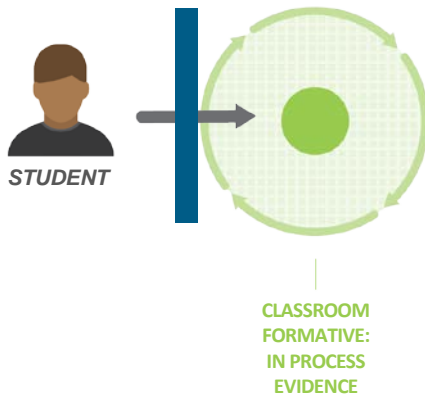


- Short-term goals
- Informing immediate teaching and learning



(Herman, 2016)

■ GRAIN SIZE  
○ INTERACTIVITY

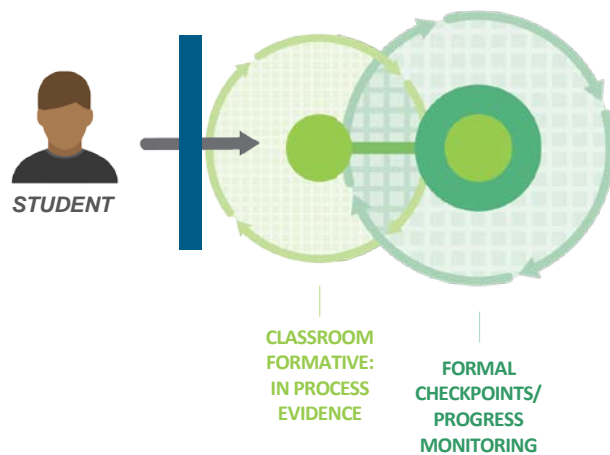


Assessment to *inform* learning (observation, dialogue, analysis of work, student self-assessment)

Assessment that focuses on the learning *as it is taking place*

Assessment to *move learning forward* from its *current status*

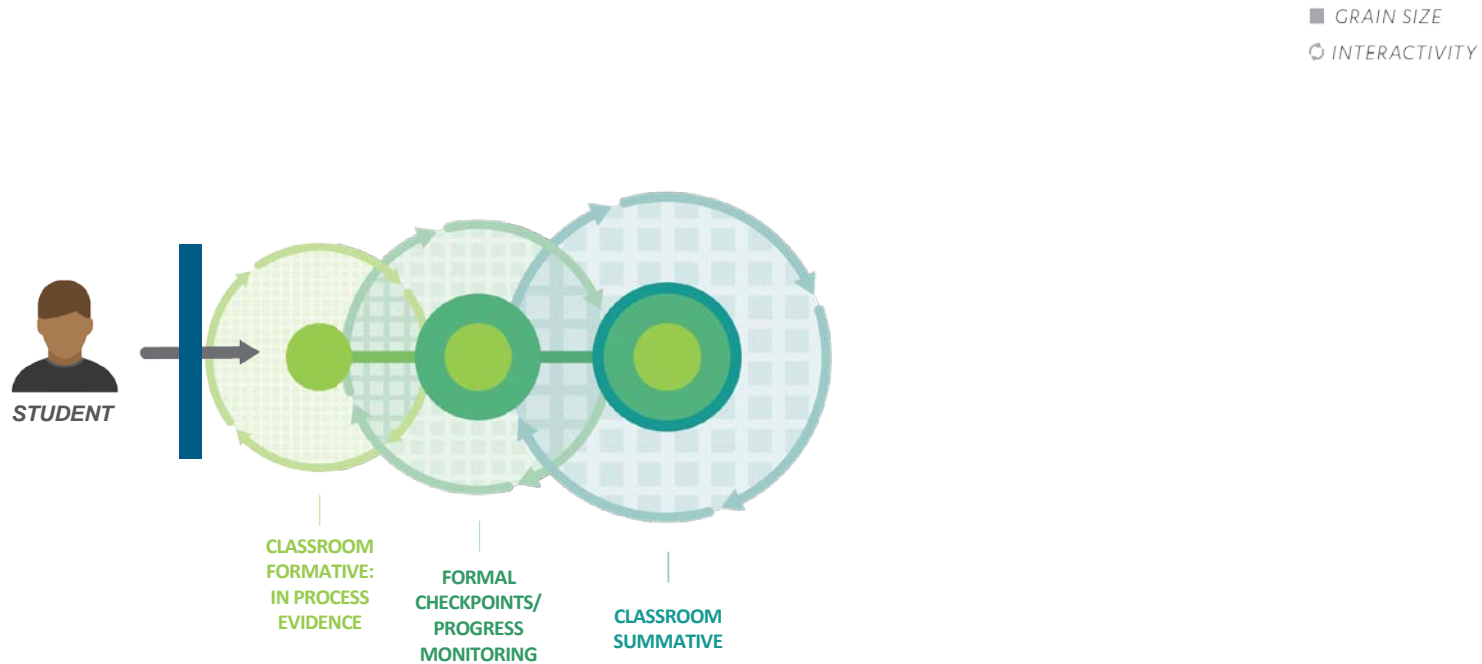
Students are *actively involved* in the process



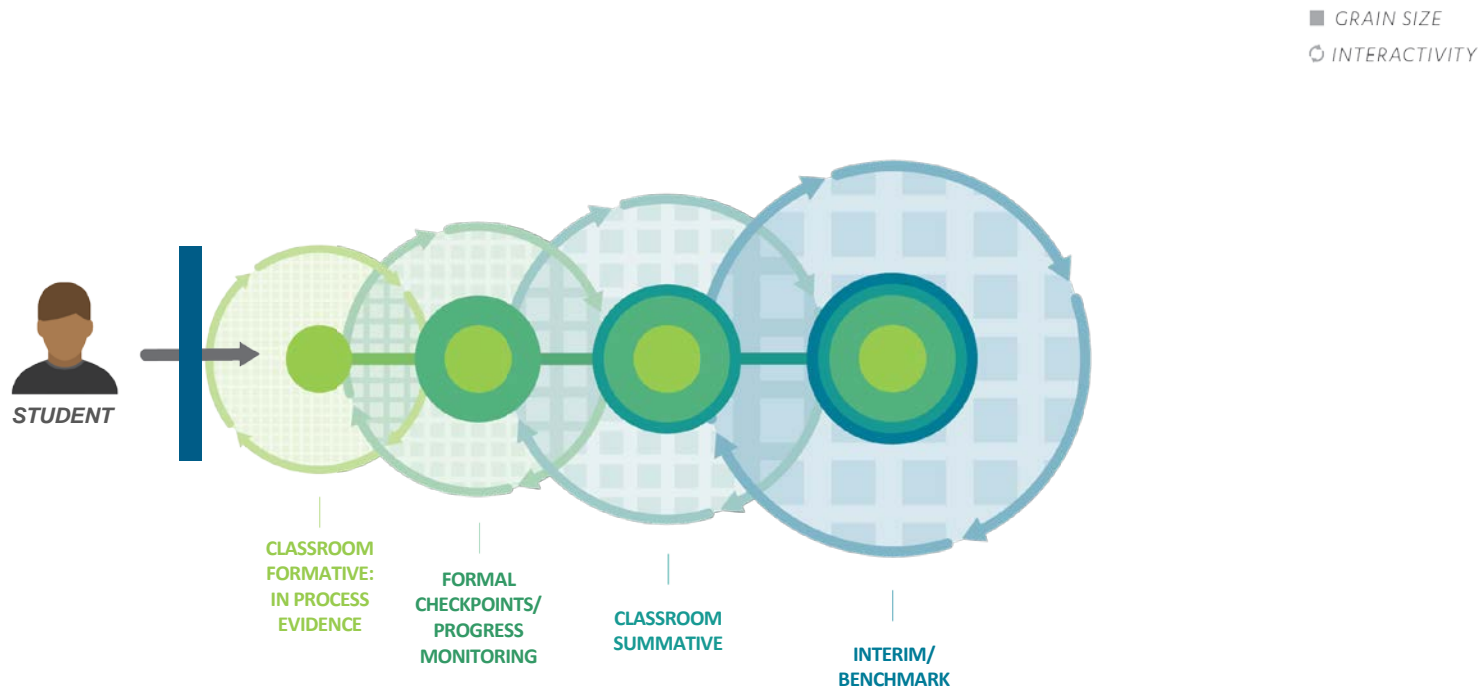
Frequent progress monitoring of **specifically targeted intervention goals**

Measure impact

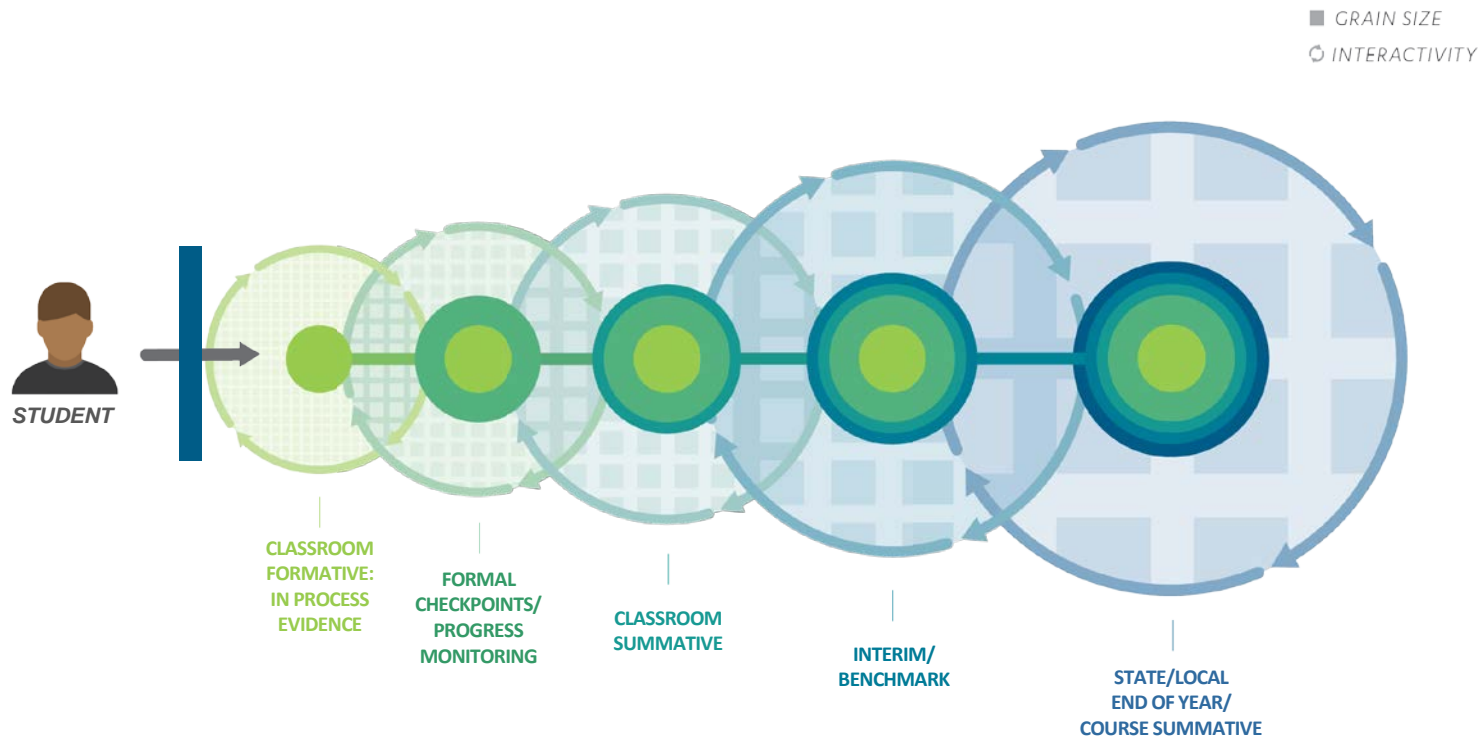
Implement, continue, revise or conclude intervention



Status of student learning **relative to longer-term goals** e.g., unit Reporting, reflect on next steps, effectiveness of teaching



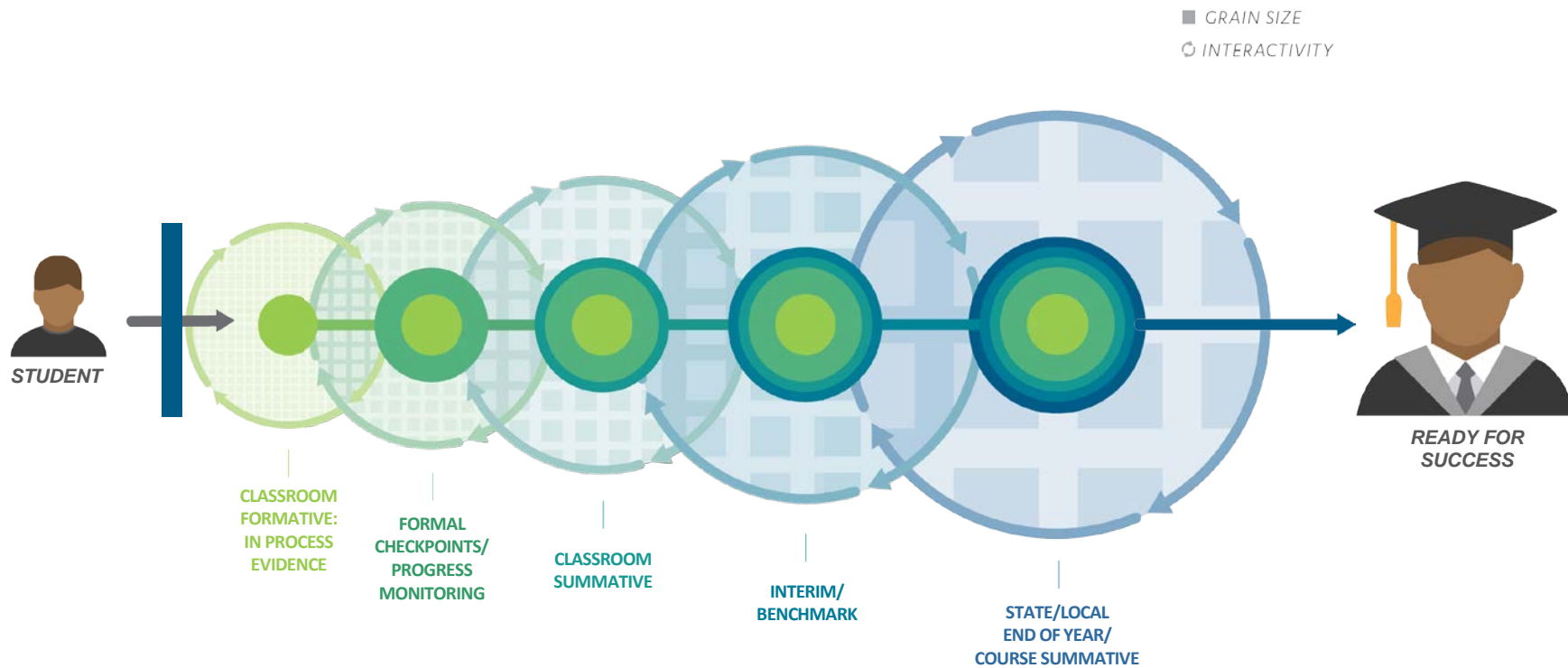
Monitor student achievement of **medium-term goals**  
Identify students for **supplemental intervention**  
Measure **impact**  
**Continue or readjust** improvement strategies  
**Predict** end-of-year proficiency  
**Trends/patterns** in student performance



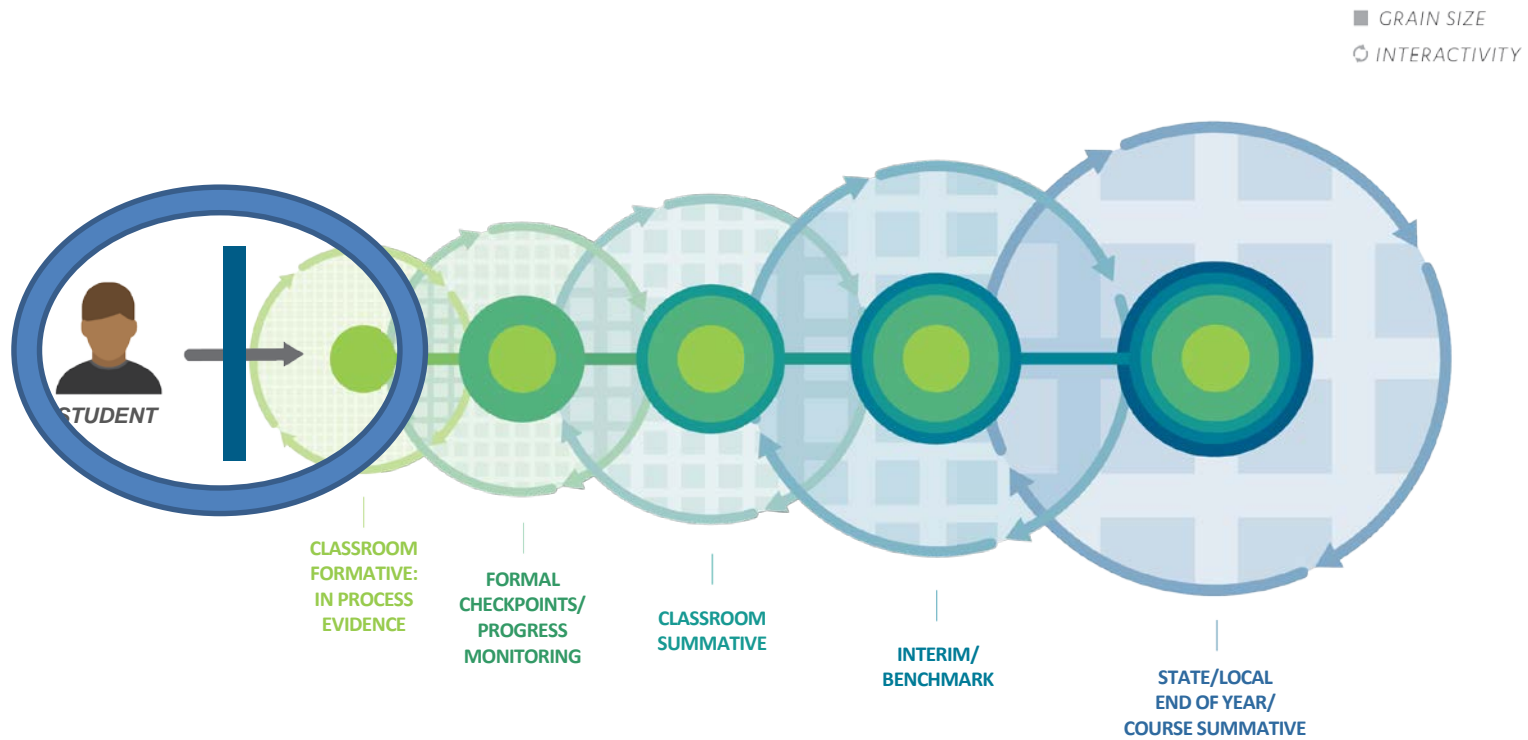
Student **achievement relative to standards**

**Gauge** student, school, district, and state year-to-year **progress**

**Inform** improvement planning



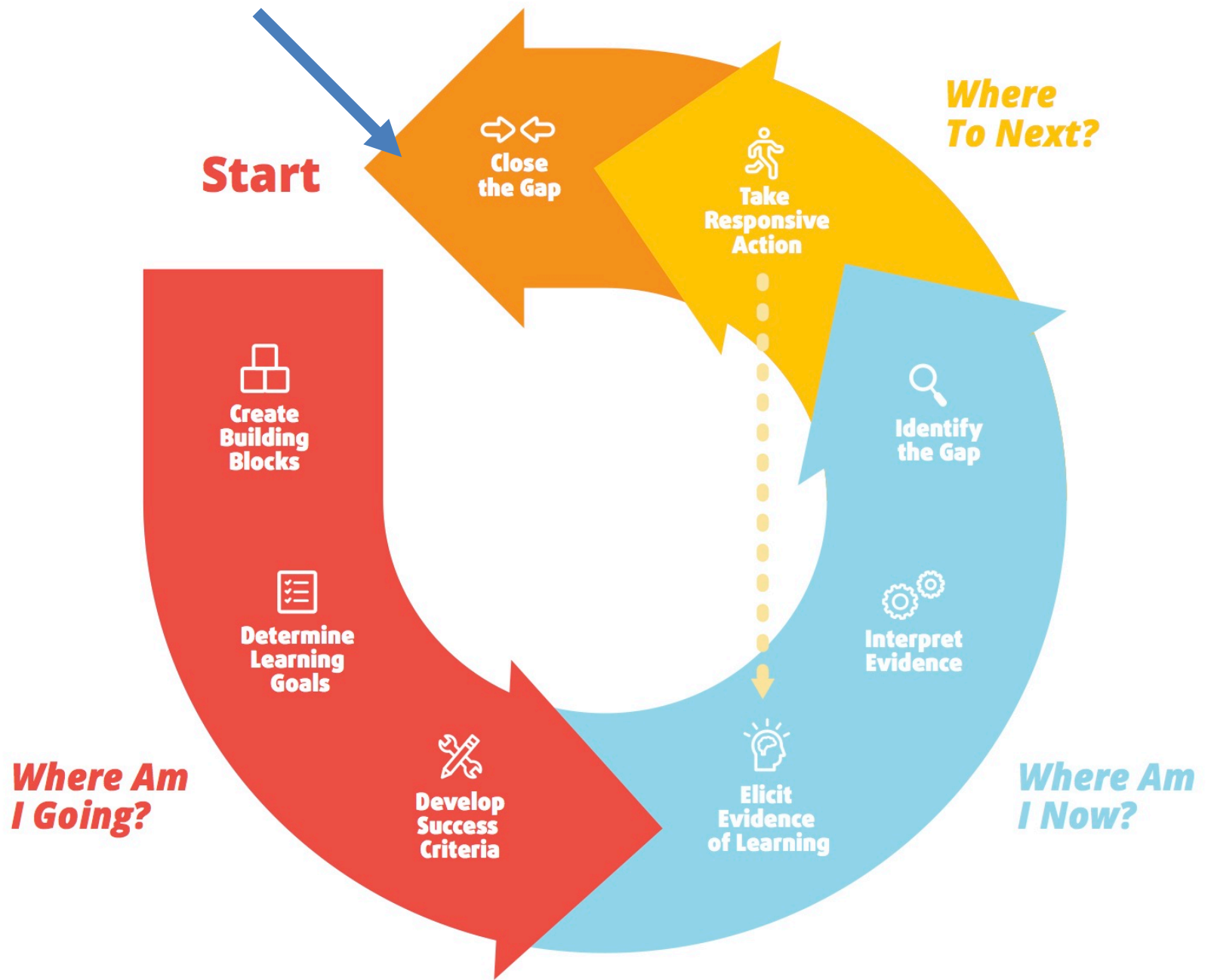




# **A Feedback Loop**

# Guiding Questions

- Where am I going?
- Where am I now?
- Where to next?

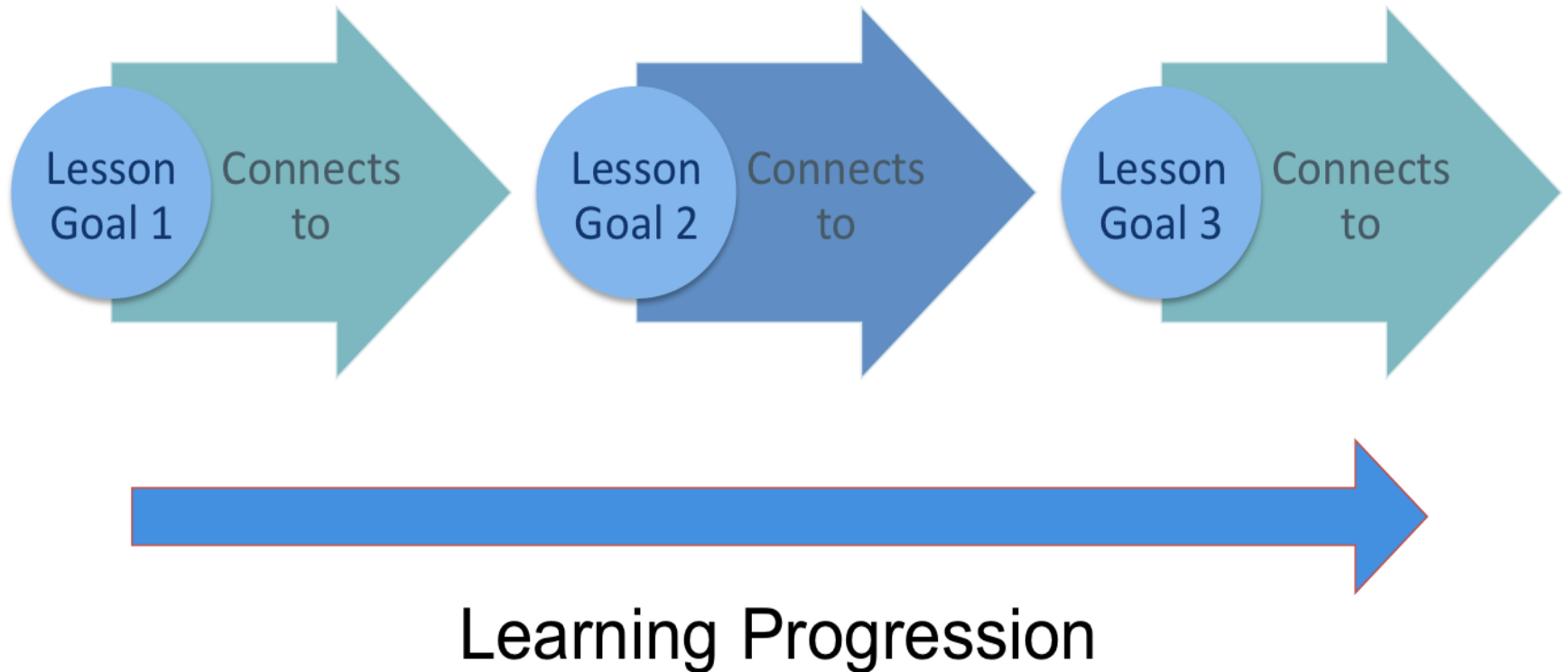


# Learning Goals



- What students will learn (not what they will do) during a lesson – one or more periods of learning
- Developed by teacher or co-constructed with students
- Introduced at some point in the lesson

# Connected Learning



# Success Criteria



- Performances of learning
- Clearly understood by students
- Aligned to learning goal(s)
- What students will say, do, make or write

# Co-Constructing Criteria

Add specific/precise details  
as our evidence.

Choose the best, most persuasive  
evidence.

Use tone to give voice to our  
essays.

Connect how our evidence  
supports our reasons.

University of  
Maryland System





# Sharon's Learning Goals & Success Criteria

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## Learning Goals

Understand the structure of a coordinate grid



## Success Criteria

I can talk & write about plotting points on a coordinate grid using correct vocabulary

Relate the procedure of plotting points in quadrants to the structure of a coordinate grid



I can plot and label points in each quadrant on a coordinate grid

I can create a rule about coordinate for each quadrant

# Eliciting and Interpreting Evidence



- Dialogue, demonstration, observation
- **Intentionally** planned
- Aligned with learning goal and success criteria
- Interpreted in relation to goals and criteria
- Identify “the gap”

# Primary Math

## Conferencing Notes-

- Observations of sentence structure
- Sentence structure modeled
- Student response to modeling



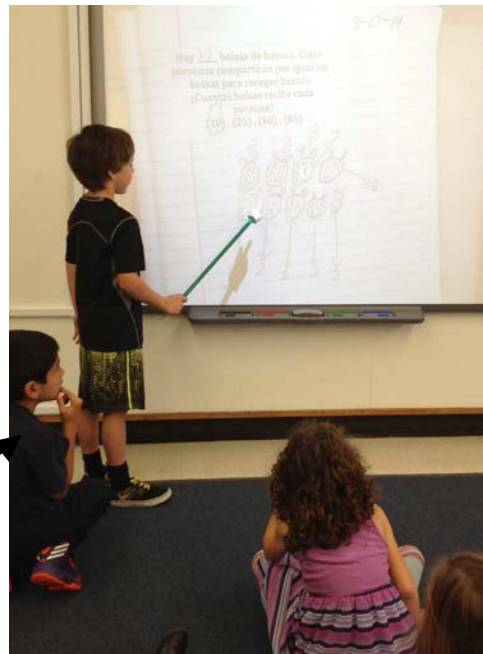
Small group discussion

Conferencing Log  
Language use observations

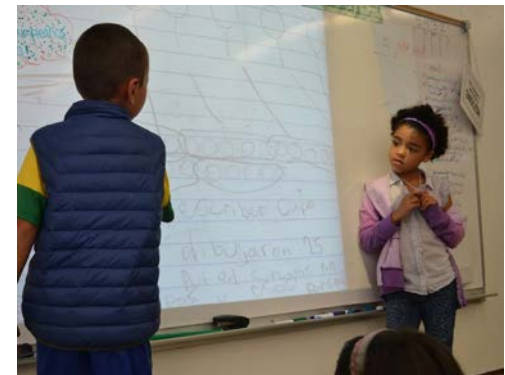
Date	Language Feature	Evaluating Sentence Structure	Sentence Structure Modeled: (T) Teacher (P) Peer	Student response after modeling
11/25	Noticed on explaining his own work	"Alex 63 and 54 is Audrey so I bring them together and I get 11 tens"	Q: What do we know about Alex and Audrey? (P) Since — has — and — has — I decided to decompose both the — and — Q: What will you do next? (T) I joined the — and the —	They go trick or treating and get candy. Alex got 63 candies and Audrey got 54 candies. I break the #3 and I got my answer.
11/26		"Diego (tiger) collect (collected) rocks from the garden. Diego collected 35 rocks. Tiger collected 46 rocks. Since have to join the 35 and 46, I first decomposed the both numbers"		
11/14	Worked on responding to the work of others			Then I joined the tens & the ones together and I got my answer.

Next Steps  
Still using simple sentences to explain how he solved a problem.

**NEXT**  
Provide more opportunities for the use of complex sentences Model for support (Partner with Sean)  
help w/ articulation work on paraphrasing w/ prompts



Math Talk



Peer feedback

**IF**

Learning goals specify the intended learning for the lesson

**AND IF**

Success criteria are clearly aligned to the learning goal and specify learning performances – what students will do or say to show they have met the goal

Evidence gathering, aligned to the goal and success criteria, is planned to occur while students are in the process of learning

**AND IF**

Learning experiences are planned to support achievement of the goal and success criteria

**AND IF**

**AND IF**

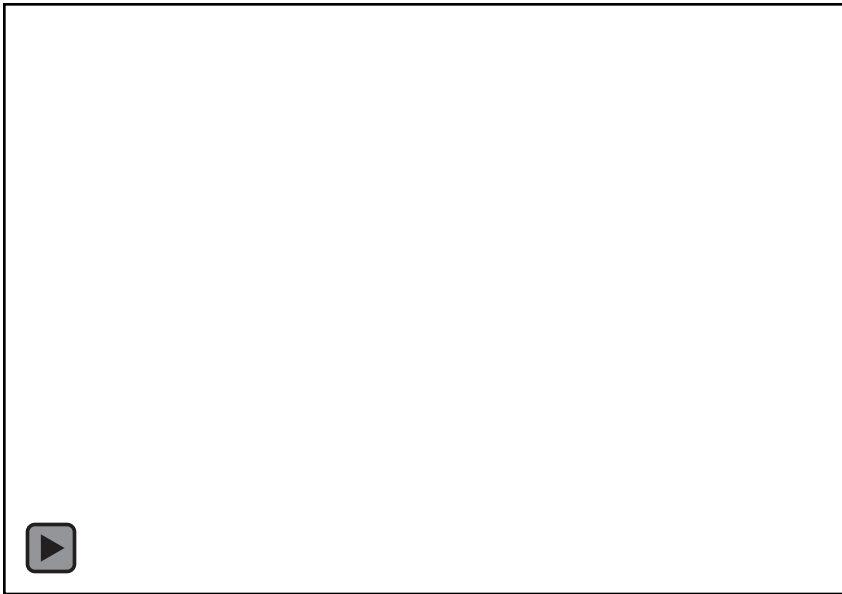
Evidence is interpreted in relation to the success criteria to determine the students' current learning status relative to the intended learning goal

**THEN**

Instructional action, including feedback to students, can be taken to move learning forward toward meeting the intended learning goal

# Taking Responsive Action

- ✓ *Modeling*
- ✓ *Explaining*
- ✓ *Questioning*
- ✓ *Prompting*
- ✓ *Telling*
- ✓ *Feedback*



# Teachers who are

## Expert in Formative Assessment

- Collect evidence of student thinking (quality of thinking)
- Interpret student responses in terms of what students are thinking
- Consider what feedback or immediate next step in instruction will move learning forward

## Not expert in Formative Assessment

- Collect evidence of student performance (quantity of thinking)
- Evaluate the correctness of responses
- Re-teach topics based on percent correct

[Minstrell, Anderson, & Li (2009); Hattie (2009); Hattie & Timperley (2007); Kroog, Ruiz-Primo, & Sands (2014)]

# **Roles of Teachers and Students in a Feedback Loop**

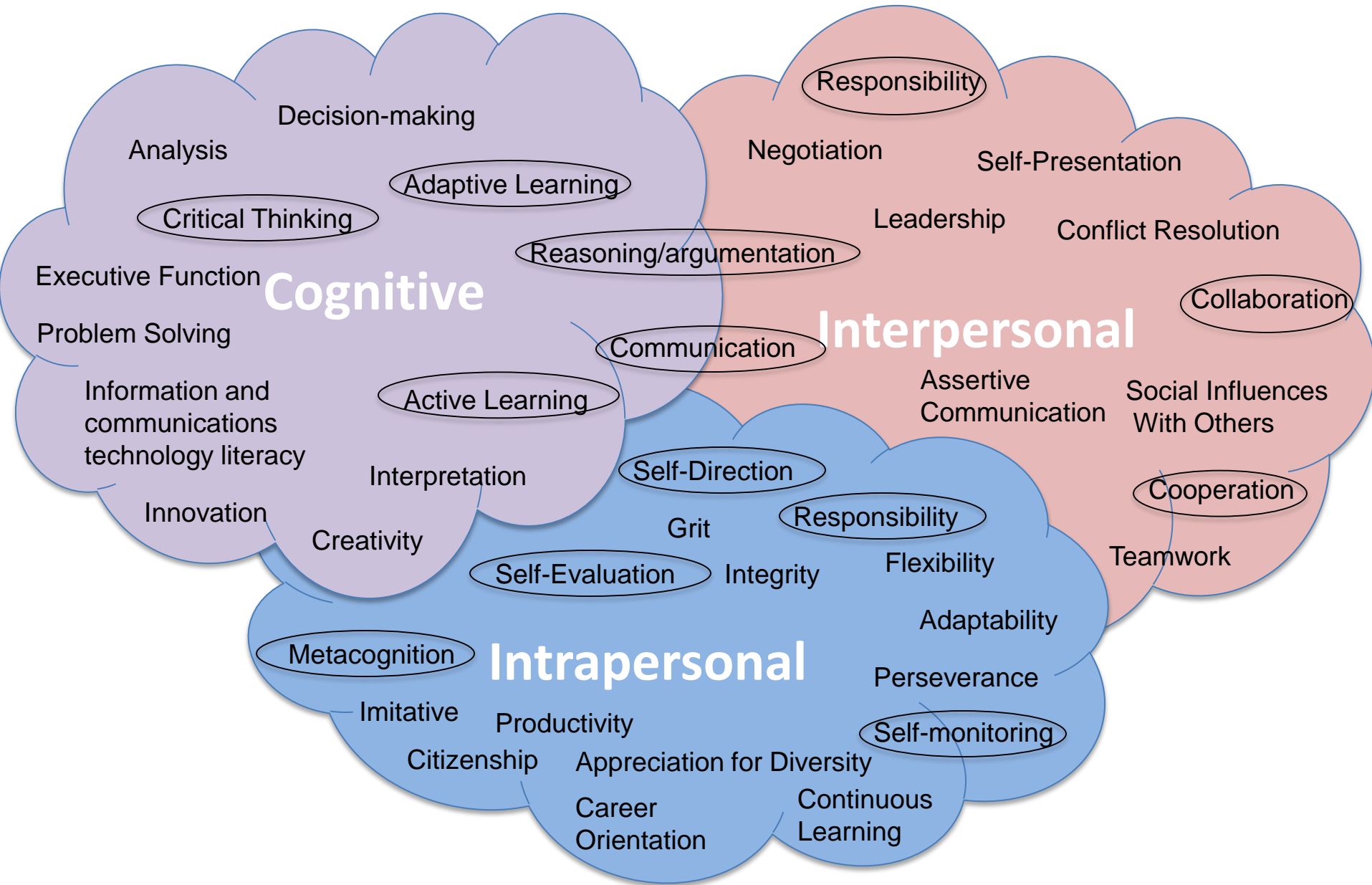
Students actually **DO** the learning

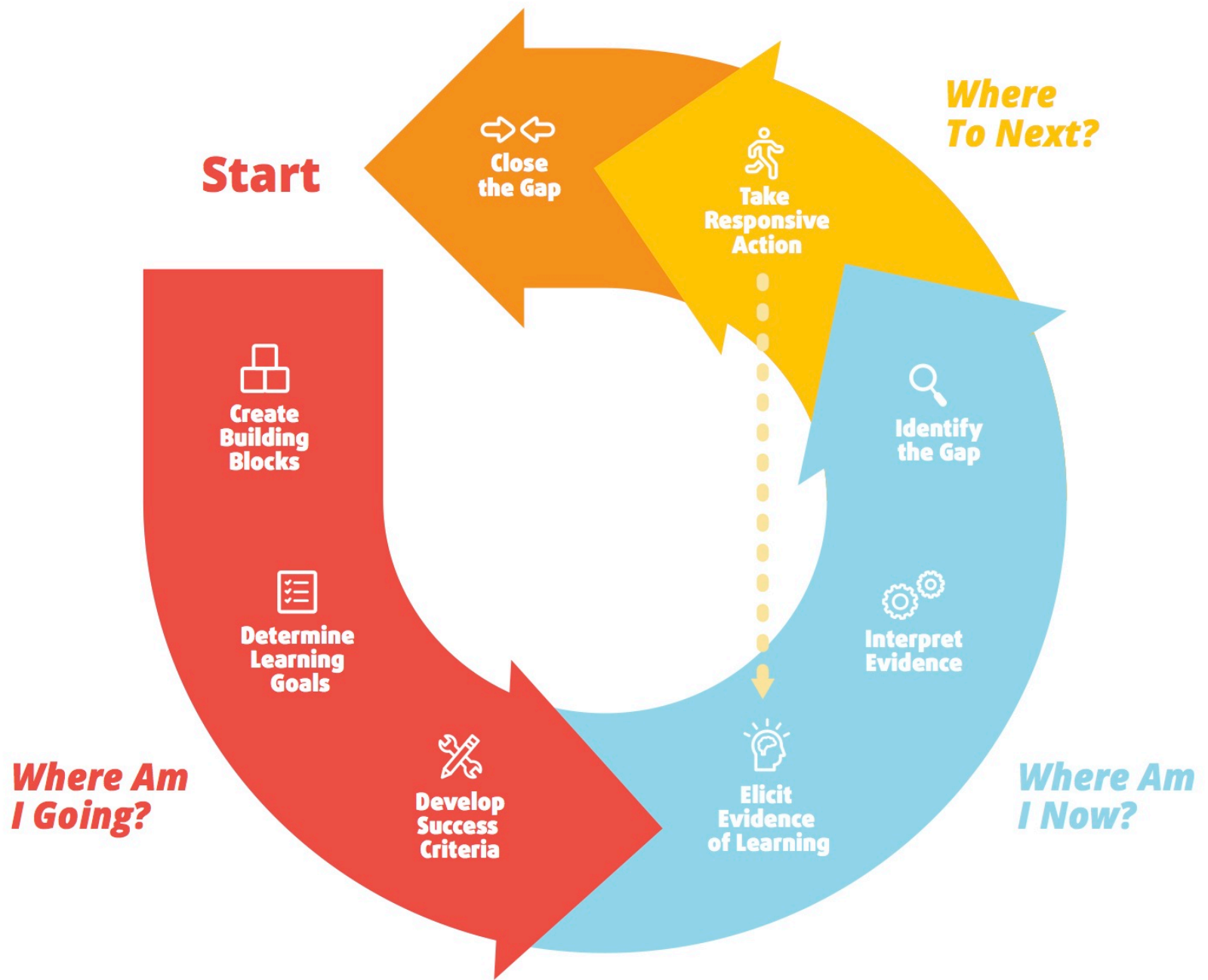




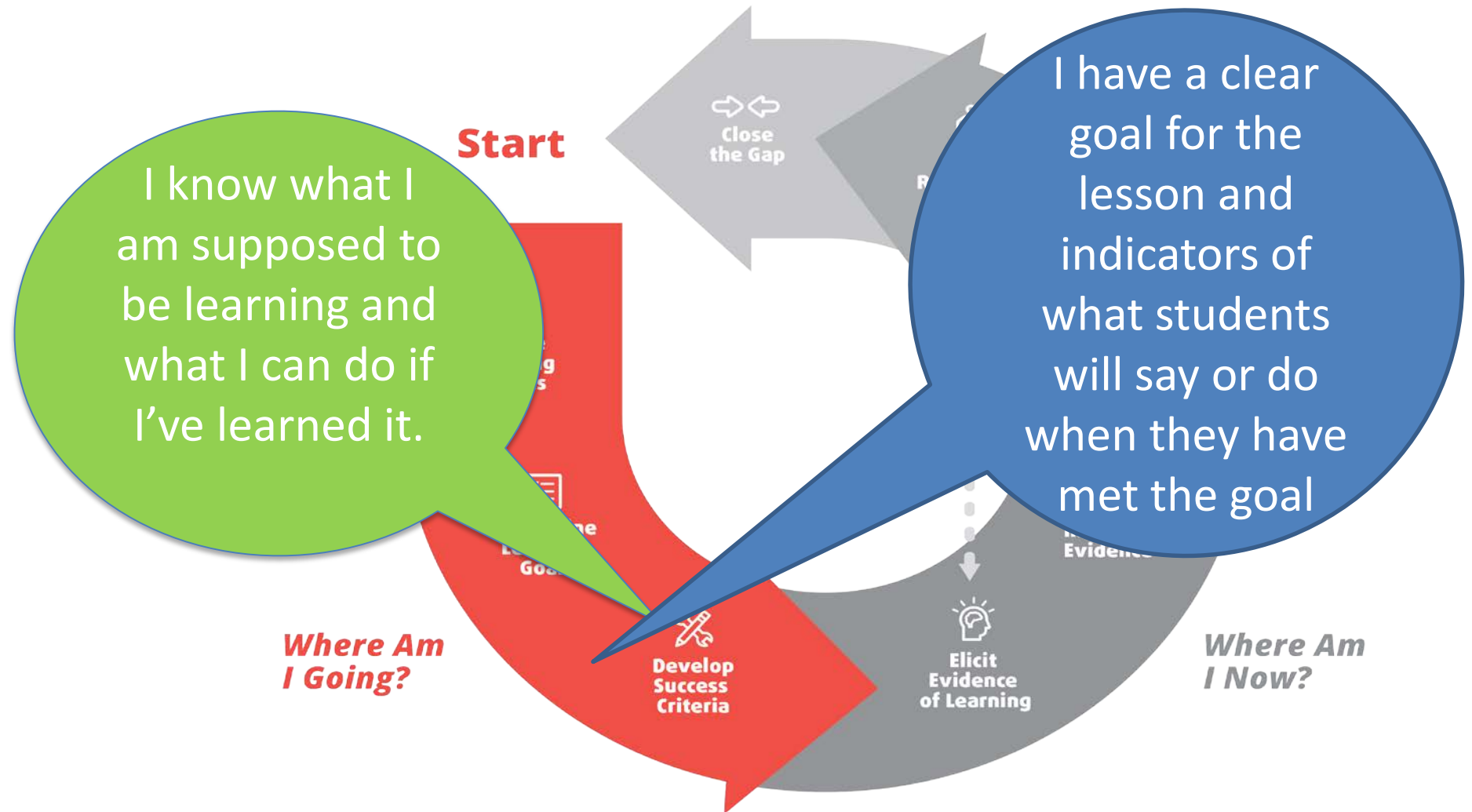
# Three Domains of Competence (NRC, 2012)

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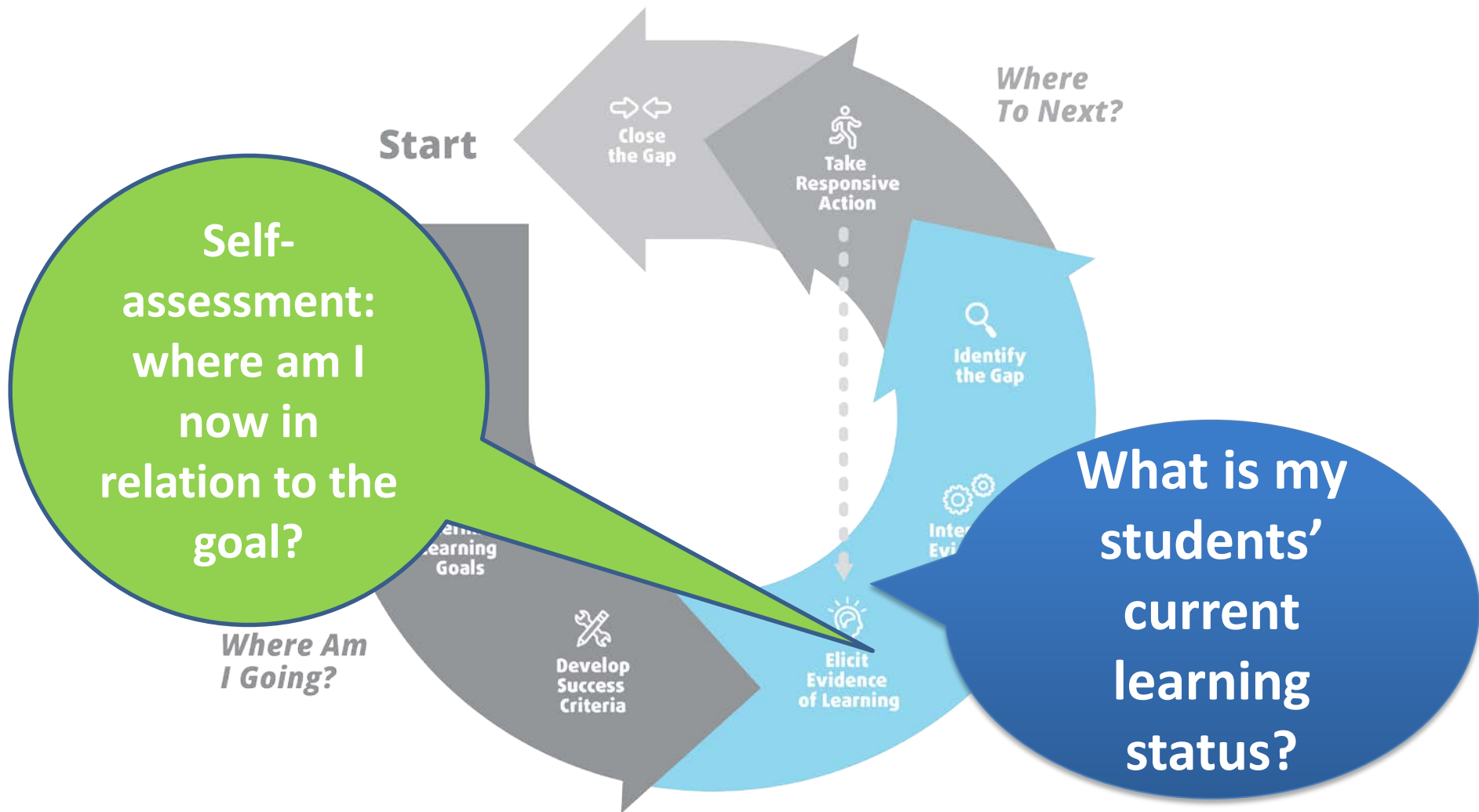




# Where Am I Going?

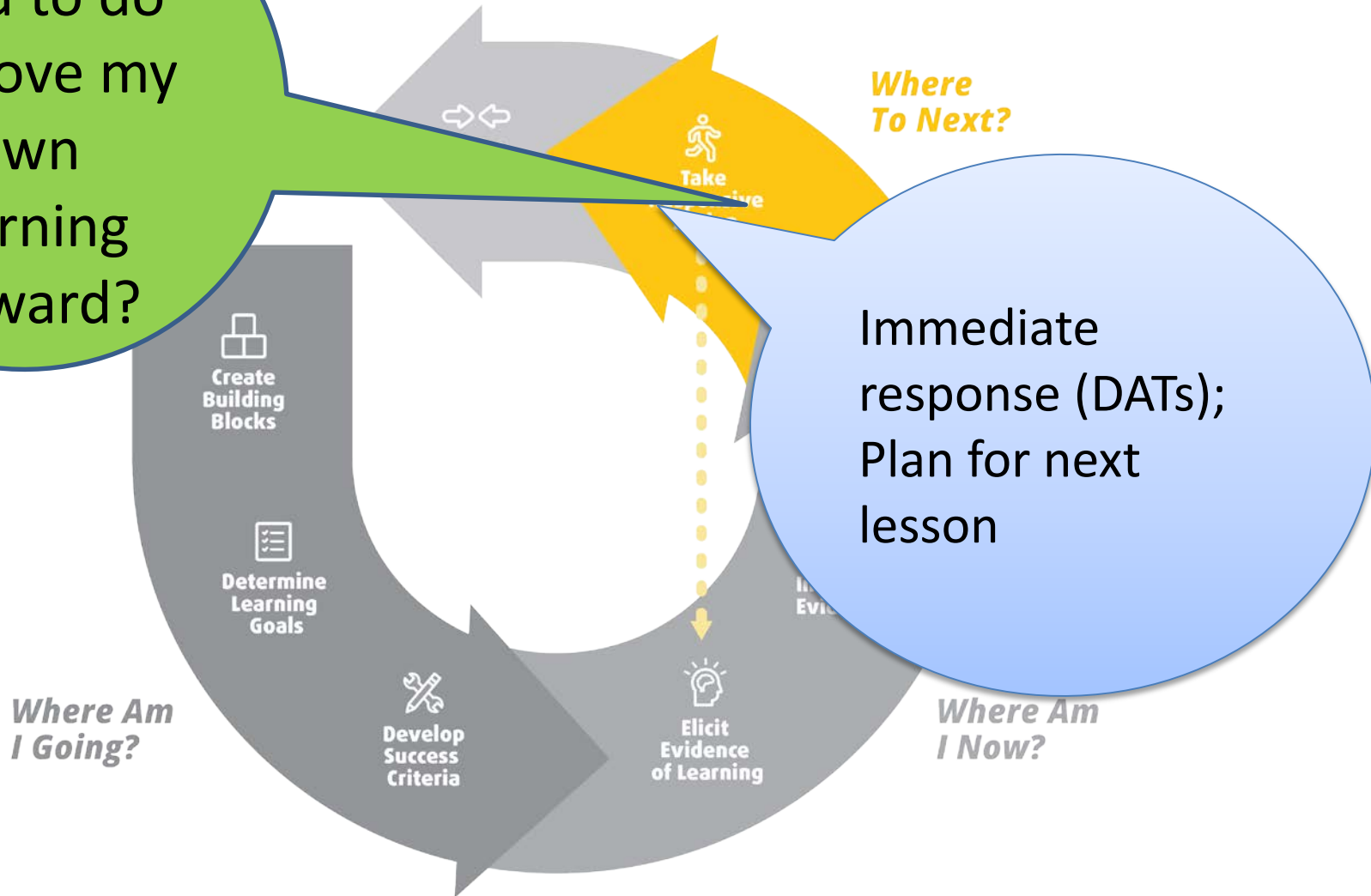


# Where Am I Now?



# Where To Next?

What do I  
need to do  
to move my  
own  
learning  
forward?



# Peer Feedback



- Involves thinking about learning
- Deepens understanding of own learning goals
- Can support self-assessment
- Fosters collaboration

# Peer Feedback

*"Research shows that the people providing the feedback benefit just as much as the recipient, because they are forced to internalize the learning intentions and success criteria in the context of someone else's work, which is less emotionally charged than one's own work"* (William, 2006:6).



# Peer Feedback

- I follow the success criteria to give feedback to my partner.
- Success criteria is a useful tool; it helps me know what to look for.
- Feedback helps me know what my next steps are.
- Sometimes I disagree with the feedback, then I have to decide what my next steps are.



# Peer Feedback

The beauty in being able to collaborate with peers is that they have experienced the same struggles as you in completing the task at hand which enhances their ability to give you honest feedback.

# Seamless Formative Assessment

- <https://www.teachingchannel.org/videos/conjecture-lesson-plan>

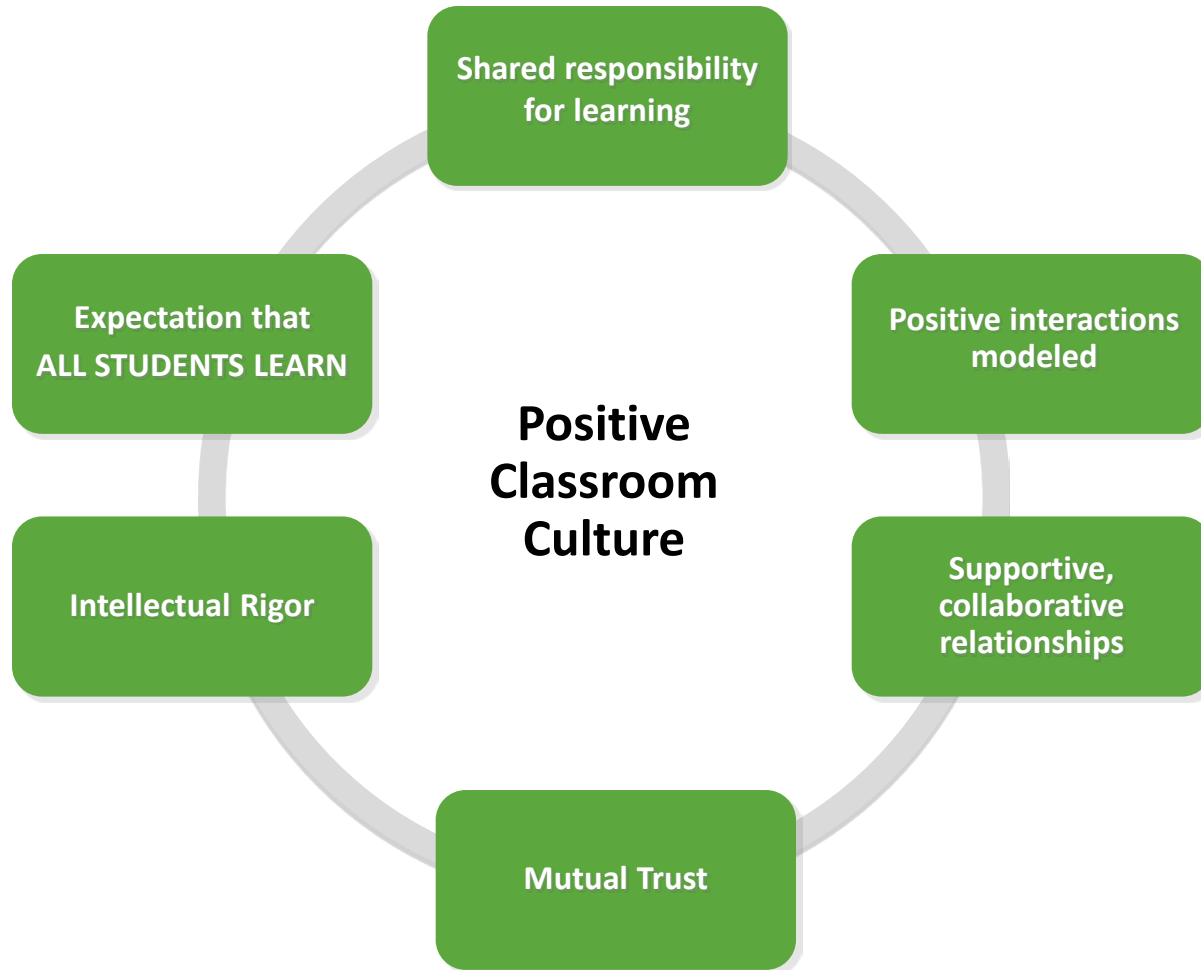
# **Classroom Culture for Formative Assessment**

# Reflects Social and Emotional Well-Being

- Learner and learning centered
- Routines, participant structures, expectations
- Respect and sensitivity
- Appreciation of differences



# Classroom Culture Characteristics



# Summing Up

- Assessment to **inform** learning
- Meeting the needs of each student
- A feedback loop for teachers **and** students
- A classroom culture conducive to formative assessment





**Questions or Thoughts?**

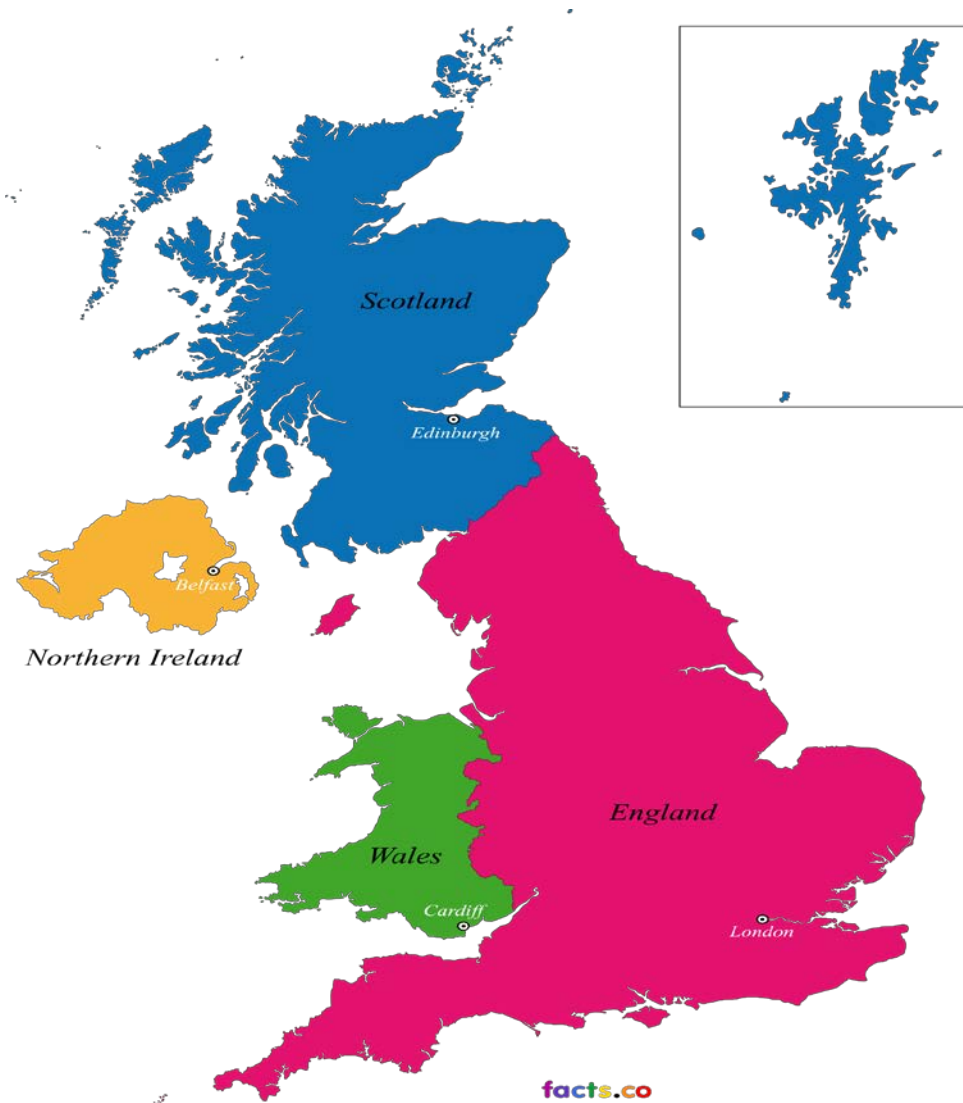


# **Formative Assessment Across the World**













# ESSA

## Literacy Education for All, Results for the Nation

*..uses age-appropriate, valid, and reliable screening assessments, diagnostic assessments, **formative assessment processes**, and summative assessments to identify a child's learning needs, to inform instruction, and to monitor the child's progress and the effects of instruction;*

# ESSA

## Grants for State Assessments and Related Activities:

*Developing or improving balanced assessment systems that include summative, interim, and **formative assessments**, including supporting local educational agencies in developing or improving **such assessments**.*

# ESSA

## SUPPORTING EFFECTIVE INSTRUCTION

*... providing training, technical assistance, and capacity-building in local educational agencies to assist teachers, principals, or other school leaders **with selecting and implementing formative assessments**, designing classroom-based assessments, and **using data from such assessments** to improve instruction and student academic achievement...*



