

Supporting Teachers' Successful Implementation of Formative Assessment

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Assessment Learning Network

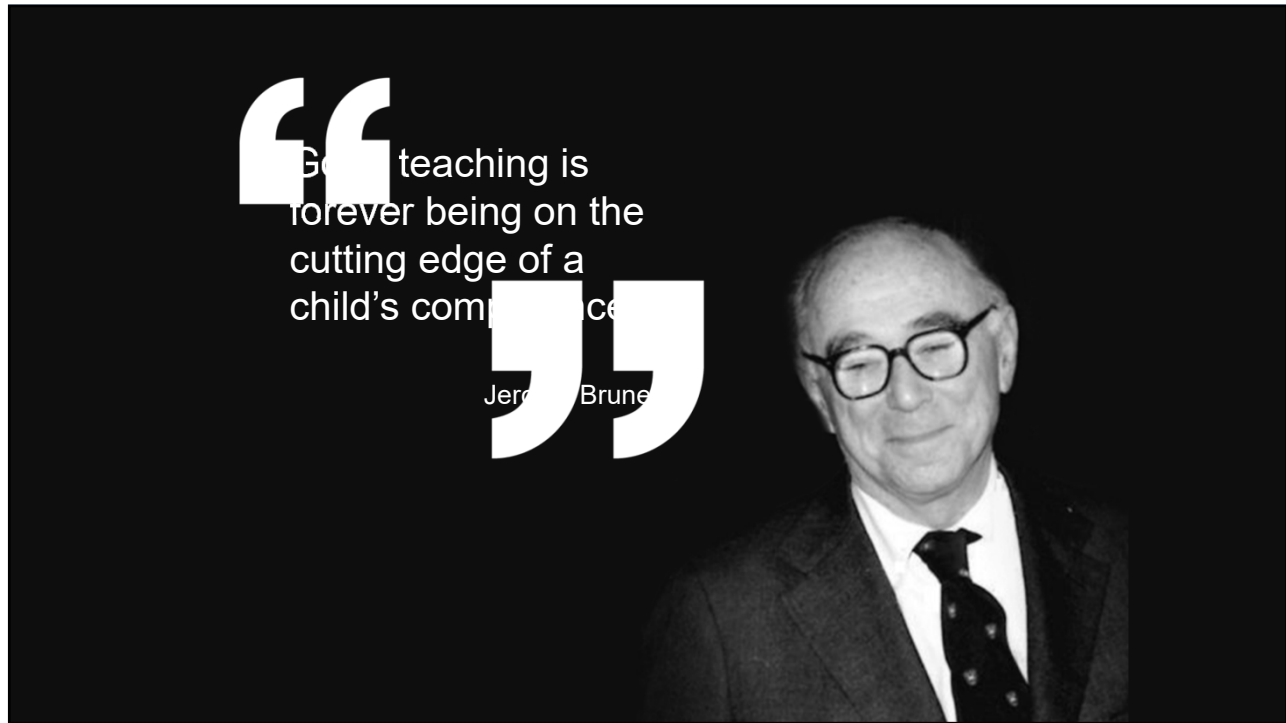
Mason, MI
May 8, 2018

Overview

- What is formative assessment?
- Changing thinking and practice
- Teacher knowledge, skills, and habits of mind
- Preservice and continuing system support

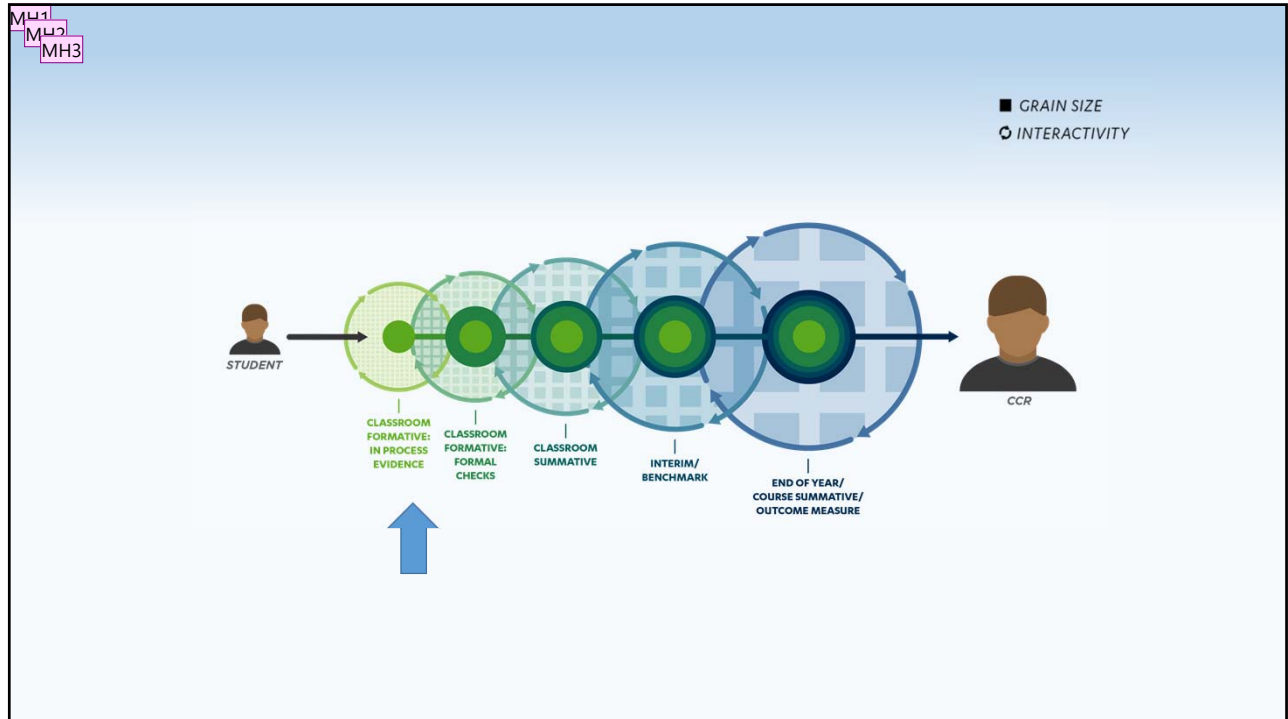
WHAT IS FORMATIVE ASSESSMENT?

- ✓ 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**



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).

One Size Does Not Fit All



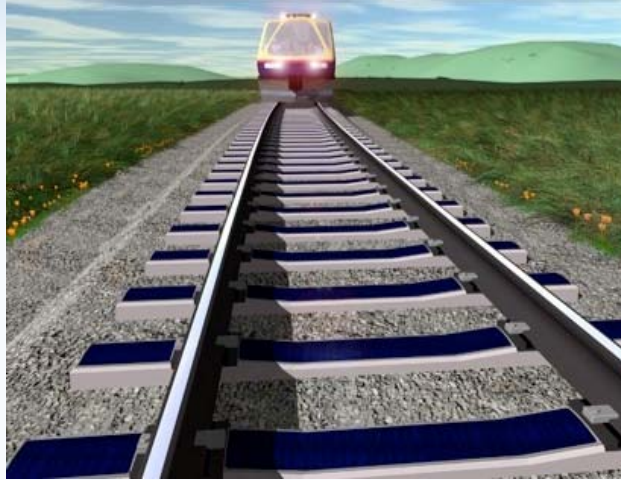
Slide 8

MH1 Margaret Heritage, 4/3/2018

MH2 Margaret Heritage, 4/9/2018

MH3 Margaret Heritage, 4/9/2018

Keeping Learning on Track to Intended Goals



**Evidence:
Qualitative insights
along the way**

Nudging Learning Along

Nudge
nəj/

a light touch or gentle push



Traditional Paradigm

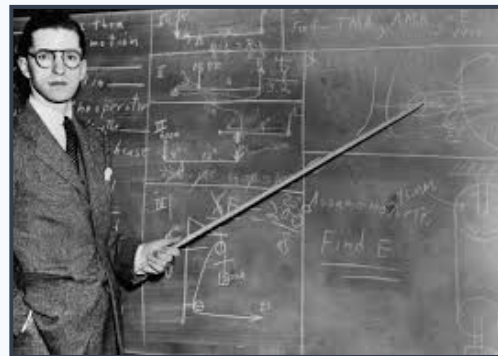
Teacher talks

Students listen...

...do worksheets

... and take tests

Review, demonstration,
practice (NCTM, 2014)



Contemporary Paradigm

Inquiry
Reasoning
Sense-making
Collaboration
Discourse



I used to...Now I...

I used to think formative assessment was giving more quizzes mid unit...now I think formative assessment is good dialogue, expert observation, thoughtful questioning, and flexible guidance throughout a lesson to ensure EVERY student is on track...

FAST SCASS, 2017

Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes, and support students to become self-directed learners.

FAST SCASS, 2017

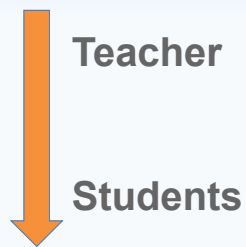
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Formative Assessment is for Both Teachers and Students



17

from Vertical Relationships



to Horizontal Relationships

Teacher ↔ Students

Student ↔ Student

Sharon

“Formative assessment has not only changed me as a teacher but I believe it has changed the students as learners.”

Heritage, 2010, p. 5

FAST SCASS, 2017

*Effective use of the **formative assessment process** requires students and teachers to integrate and embed the following practices in a **collaborative and respectful** classroom environment:*



Classroom Culture
Participant structures
Routines
Expectations

Insights from 4th graders

- Trust matters for learning. The more children trust their peers, the more likely they are to take the risks necessary to learn.
- Children draw on past experiences with their peers and the classroom dynamic to decide whether or not to participate in classroom dialogue. They make important decisions about *how, when, and if* to act in light of their read of the context.

James, Kobe, & Zhao, 2017

Insights from 4th graders

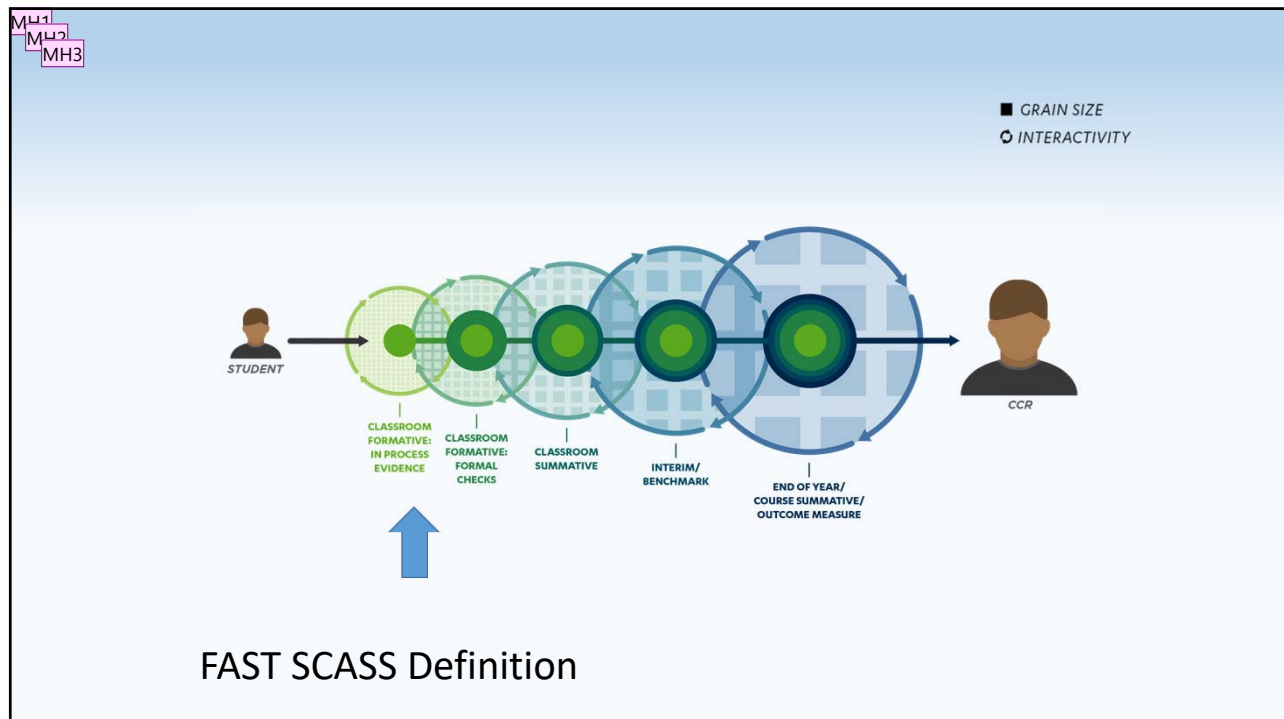
- What we see children *do* may not reflect what they are *capable* of doing...but if they do not trust others to have their best interest at heart, we may never see what they can do....
- The more economically disadvantaged students tended to be the most reticent about participating in the discussion. So long as schools merely reflect the inequities that exist in society at large they have limited capacity to serve as sites of powerful learning for all children.

James, Kobe, & Zhao, 2017

FAST SCASS, 2017

Effective use of the **formative assessment process** requires students and teachers to integrate and embed the following practices in a **collaborative and respectful** classroom environment:

- Clarifying learning goals and success criteria within a broader progression of learning;
- Eliciting and analyzing evidence of student thinking;
- Engaging in self-assessment and peer feedback;
- Providing actionable feedback; and
- Using evidence and feedback to move learning forward by adjusting learning strategies, goals or next instructional steps.



Slide 26

MH1 Margaret Heritage, 4/3/2018

MH2 Margaret Heritage, 4/9/2018

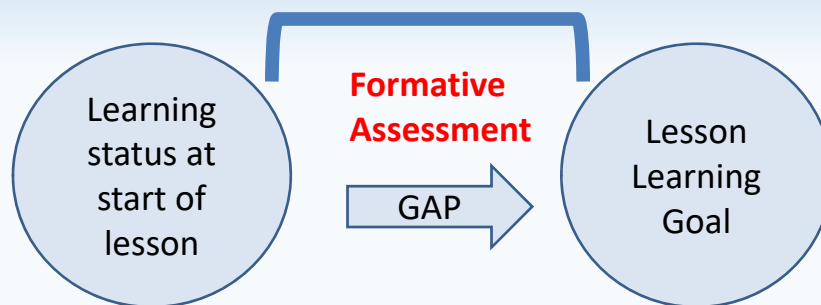
MH3 Margaret Heritage, 4/9/2018

Guiding Questions

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

Close the gap

Sadler, 1989



Formative Assessment is...

- **Intentionally** obtaining evidence in the course of continuous teaching and learning through observation, discussion, questioning, and review and analysis of tasks/work
- gauging how student learning is progressing **while** students are in the process of learning
- using evidence to inform immediate or near-immediate teaching and learning
- providing ongoing descriptive feedback to learners
- involving students in the assessment process through peer and self-assessment

Formative Assessment is not...

- giving a test at the end of an instructional cycle or on a predetermined basis (e.g., quarterly, annually)
- evaluating student achievement at the end of a sequence of learning
- using test data to make decisions about medium- and long-term
- assigning grades/reporting achievement
- telling students the results of a test

I used to...Now I...

I used to think that formative assessment was something that happened at the culmination of a lesson. Now I think formative assessment is a continuous process throughout the lesson.

CHANGING THINKING AND PRACTICE



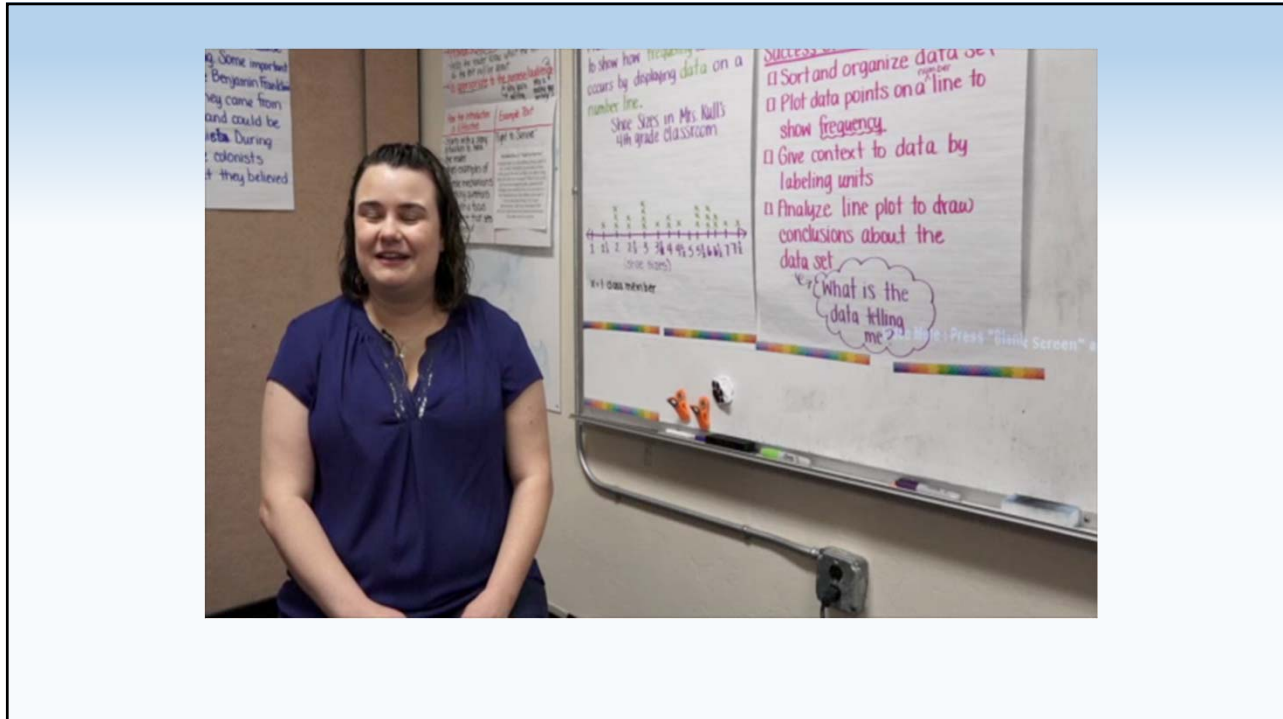
The underpinning theories of assessment for learning [formative assessment] potentially conflict with teachers' previous conceptions of the purpose of assessment and their theories of teaching.

Earl and Timperley, 2014, p. 326



What changes in practice is this teacher trying to make?

What continued support will she need?

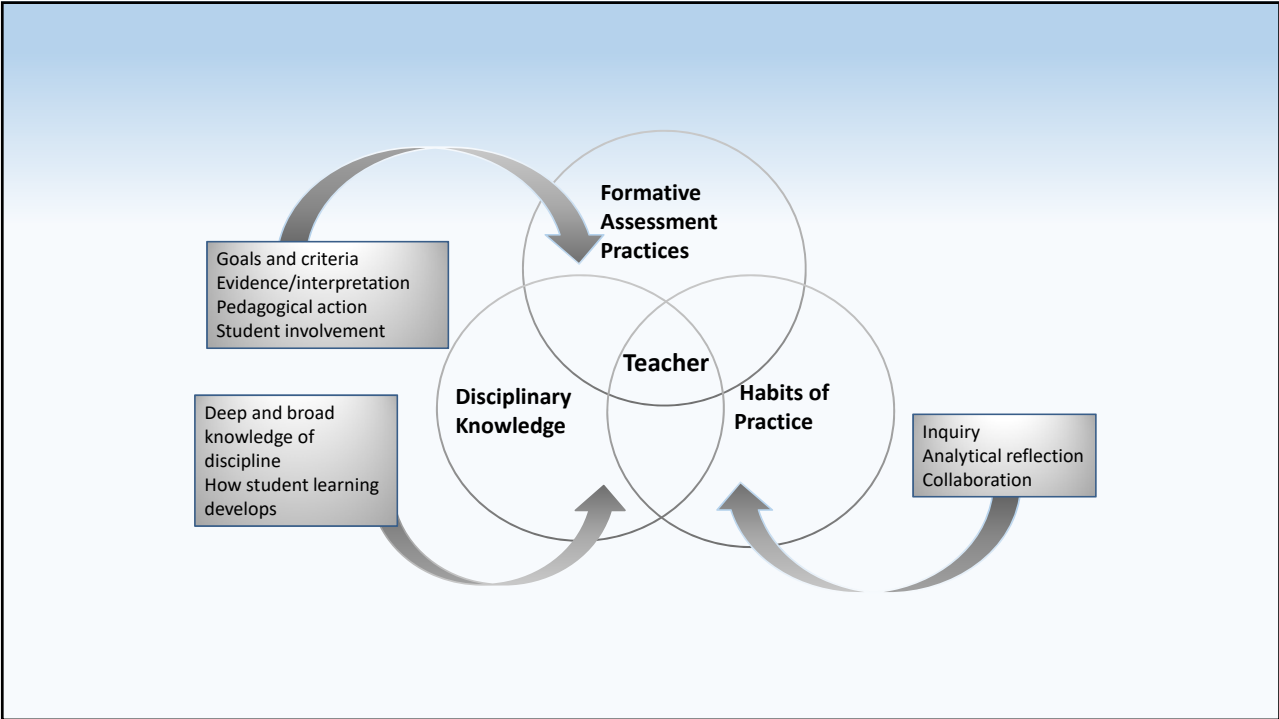


Shawn

- *I used to do a lot of explaining, but now I do a lot of questioning.*
- *I used to do a lot of talking, but now I do a lot of listening.*
- *I use to think about teaching the curriculum, but now I think about teaching the student.*

Heritage, 2010, p. 4

TEACHER KNOWLEDGE, SKILLS, AND HABITS OF MIND

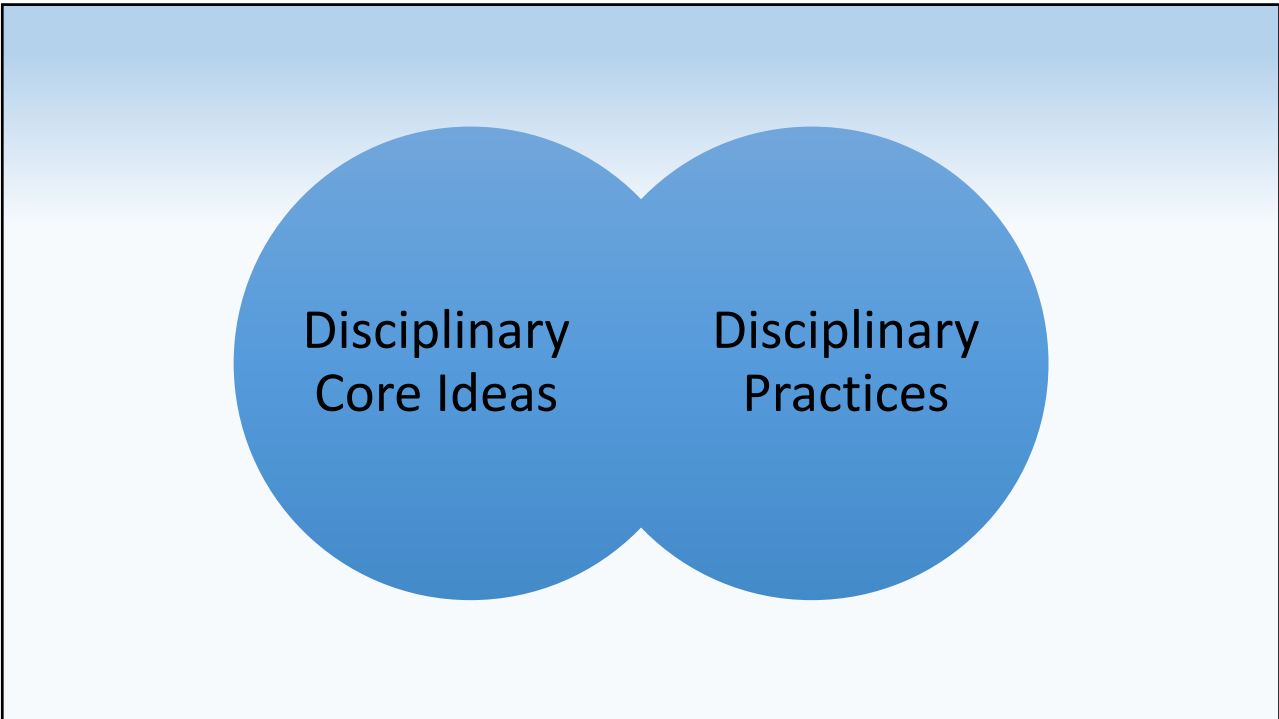
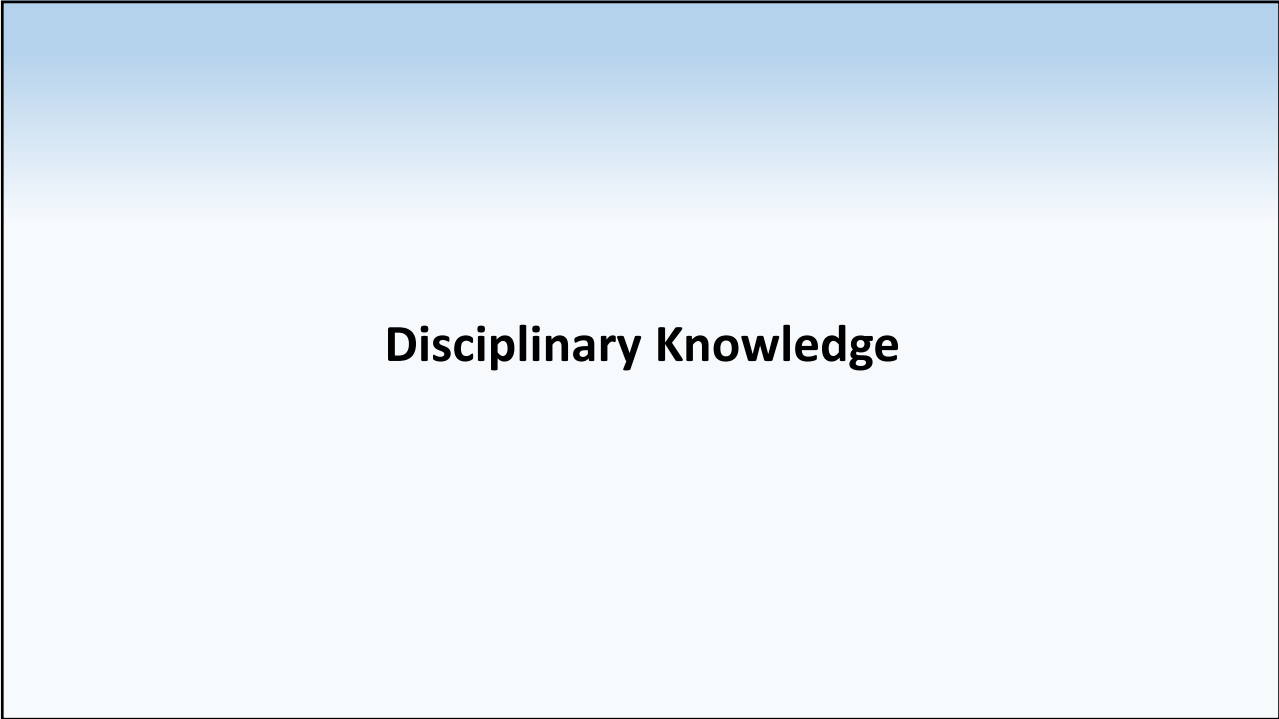


Formative Assessment Practices

Formative Assessment Practices



- 1 Clear learning goals & success criteria
- 2 Eliciting and interpreting evidence of learning while it is developing
- 3 Immediate or near-immediate evidence-based responses
- 4 Feedback to students
- 5 Student involvement – peer feedback and self-assessment



My greatest challenges in implementing formative assessment have been to really develop the content knowledge sufficiently enough to be able to provide that on-the-spot instruction for my students during the one-on-one conference. As a novice teacher it was really hard during the conferencing time with the students because there were so many areas that students needed support with, but I had to make that decision in the moment as to what their next step might be or what that in-the-moment instruction would be.

As a new teacher, it was really hard for me to draw from experience, my content knowledge that wasn't fully developed yet. That happened with time and as I became a more experienced teacher, I became more familiar with the standards, then I was able to draw from that knowledge, in order to provide my students with on-the-spot instruction that would help them to meet the learning goal for that class.

Knowledge of How Learning Progresses



Disciplinary Knowledge



- 1 Clear learning goals & success criteria

Establish LGs and SCs within a broader progression of learning

Better able to integrate analytical practices into learning goals

Understand what meeting LGs and SCs entail and convey to students

Disciplinary Knowledge



- 2 Eliciting and interpreting evidence of learning while it is developing

Plan formative opportunities in the lesson

Understand common challenges and misconceptions

Pose questions to explore full range of thinking

Interpretive listening/observation

Disciplinary Knowledge



- 3 Immediate or near-immediate evidence-based adjustments (nudging learning along)

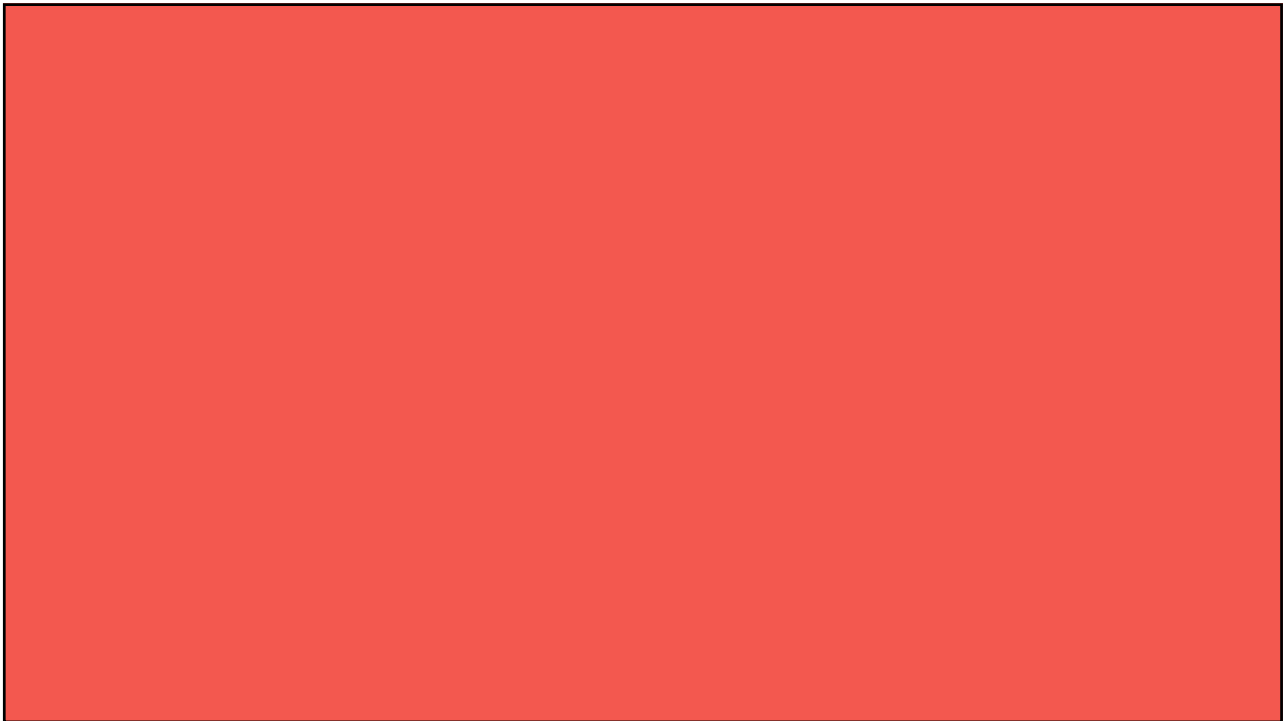
- 4 Feedback to students
 - Recognize what is likely to be an effective pedagogical action
 - Make connections between and among ideas
 - Help students recognize discrepancies between current status and learning goals

Formative Assessment Practices

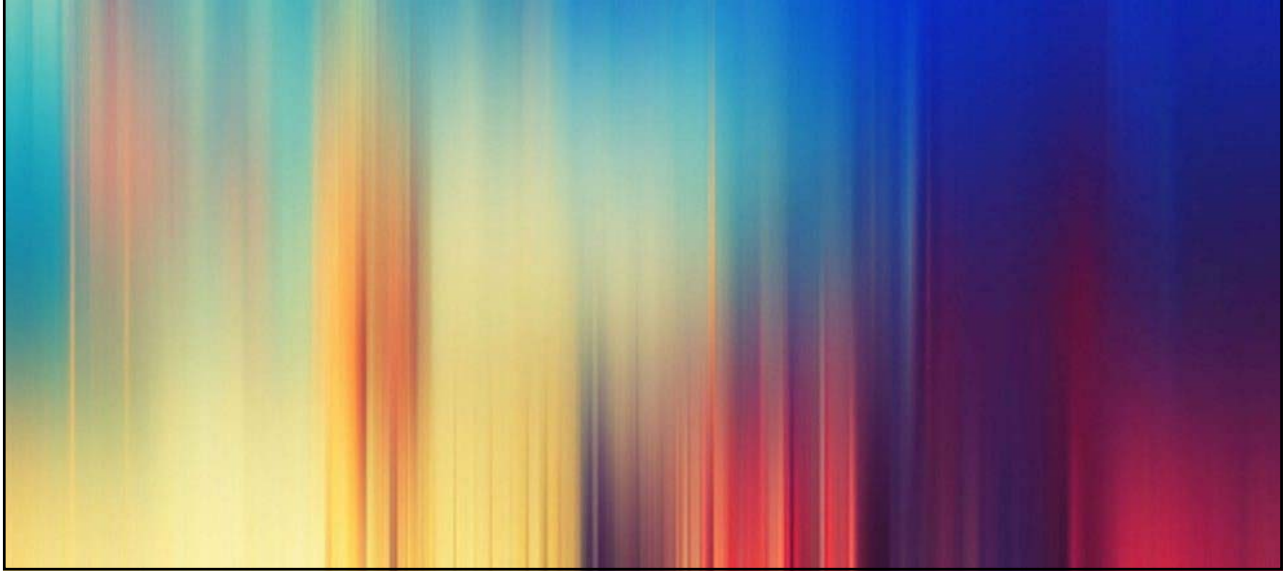


- 5 Student involvement – peer feedback and self-assessment

What stands out to you in this video? Why?

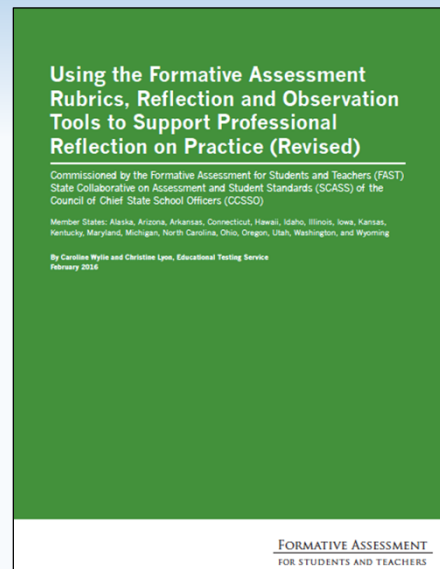
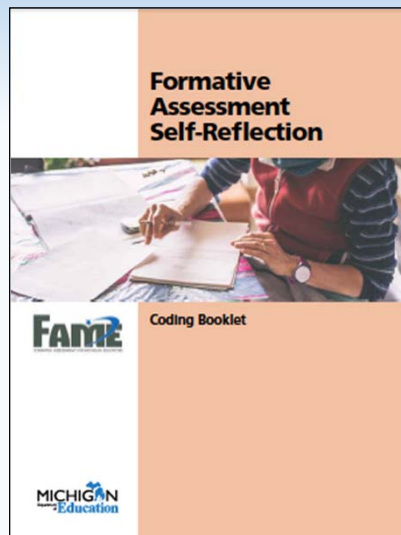


Teaching/Learning/Assessment



Habits of Practice

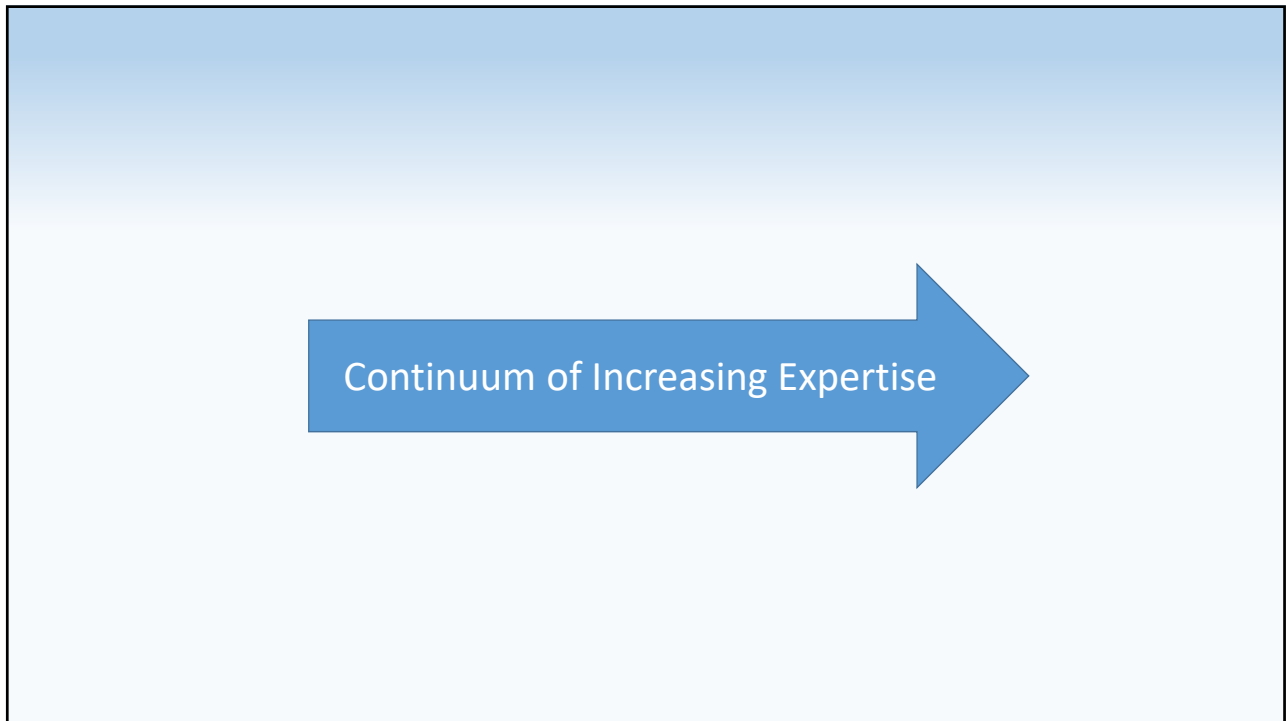
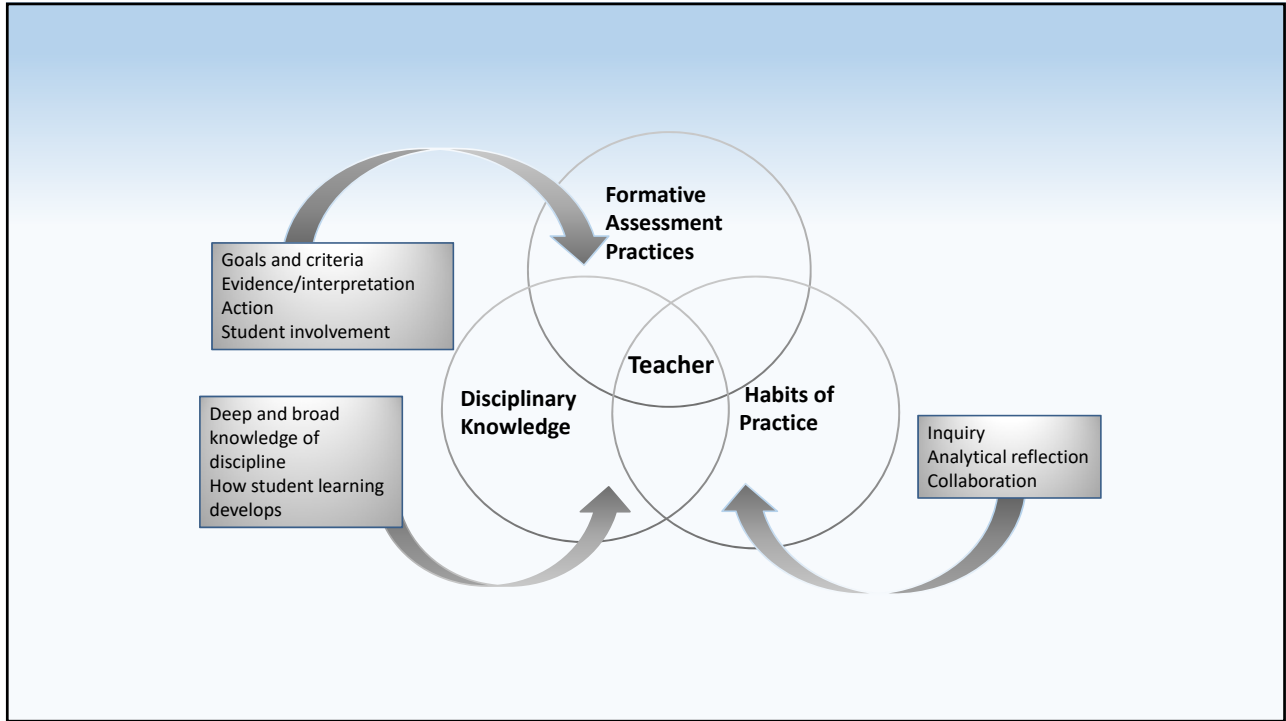
- A commitment to engage in continued inquiry about, and reflection on, formative assessment practice (Heritage, 2010, 2013);
- A willingness to de-privatize practice and engage in collaboration with colleagues (Darling-Hammond, Hyler, & Gardner, 2017; Hayden, Moore-Russo, & Marino, 2013);
- A willingness to engage in deliberate practice (Ericsson, Krampe, & Tesch-Römer, 1993).

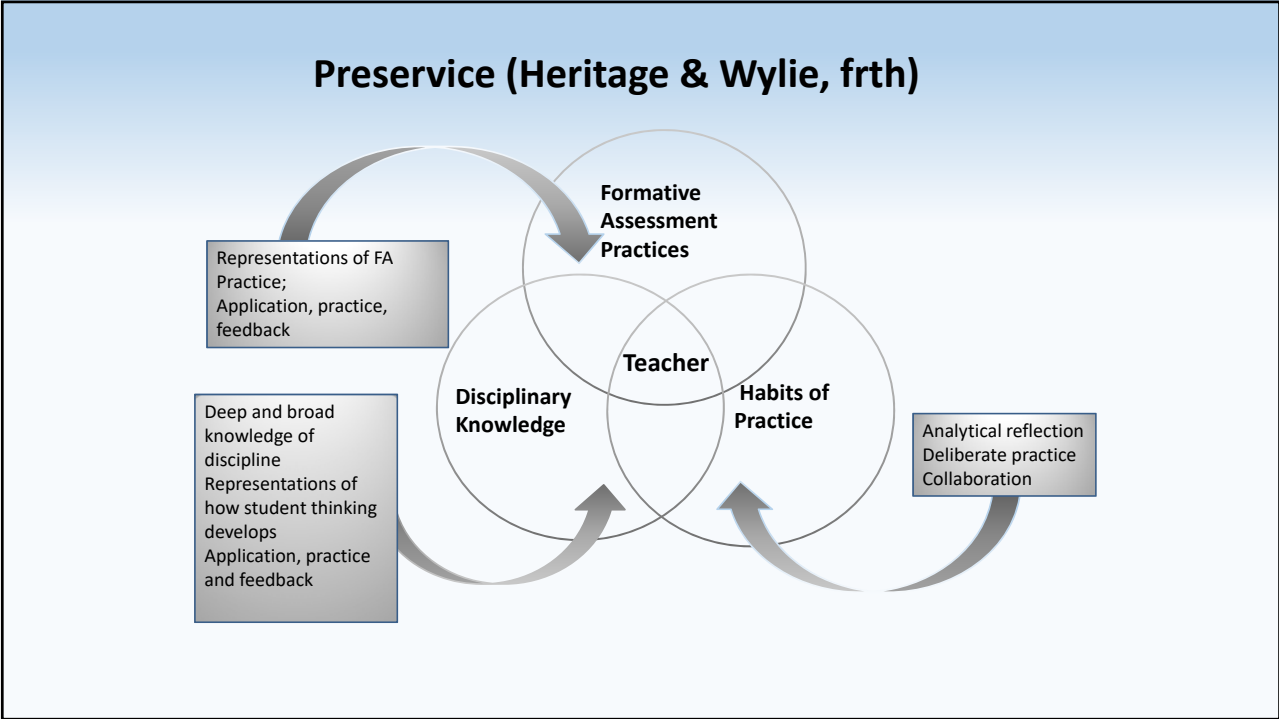


What Advice Would You Give?



PRESERVICE AND CONTINUING SUPPORT





System Support

Components
Shared definition and understanding, learning opportunities, supports, resources, and committed stakeholders in concert with experienced, knowledgeable change agents and organizations

Increasingly consistent policies

Increased buy-in

Intentional and ongoing use of formative assessment of quality teaching practices

Increased student achievement and preservice teacher quality

Life-long Learners
Students, preservice teachers, teachers, and systems

- Where do you see yourself?
- What are you doing to support FA implementation?
- What supports are still needed?

Summing Up

- Orchestrating complex judgments
- Three interconnected domains
- Pre-service beginning trajectory
- System support for continued learning



Thank You!

