

Welcome and Introductions

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Outcomes



Participant Learning Targets

- Recognize formative assessment as a process
- Acknowledge the benefits of a balanced assessment system
- Recognize the roles and responsibilities of students, teachers, and administrators in an assessment literate classroom
- Identify the role of the formative assessment process and the assessment literacy standards in a student-centered classroom
- Reflect on your current practices and identify potential next-steps

Balanced Assessment Systems

Summative Assessment

(Assessment **of** Learning)

Formative Assessment

(Assessment **for** Learning)

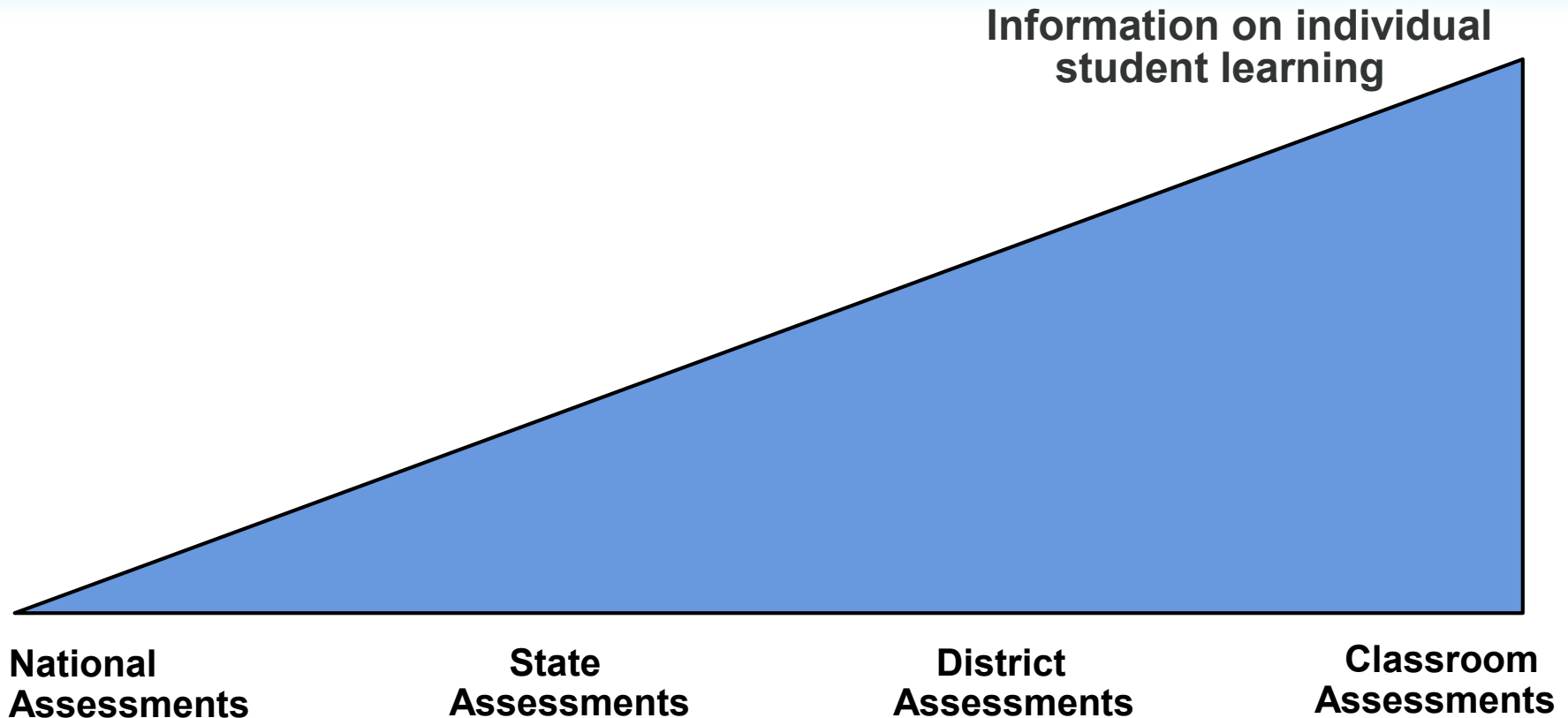
“When the cook tastes the soup, that’s formative assessment; when the customer tastes the soup, that’s summative assessment.”

Paul Black



	<u>Summative</u>		<u>Formative</u>
	<u>Annual</u>	<u>Periodic</u>	<u>Classroom</u>
Key Question	Did the students learn what they should have?	Is the class/student on track for proficiency?	What comes next in the student's learning?
When Asked	End of unit/ term/year	Multiple times per year	Ongoing in the classroom
Use of Results	After instruction ends (curriculum & instructional leaders)	Between instructional cycles (instructional leaders & teachers)	During Instruction (teachers & students)

What Do Assessments Tell Us?



Adapted from R. J. Marzano & J.S. Kendall. (1996). *A comprehensive guide to designing a standards-based district, school, or classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.

A Quick Review of the Research

Little to no research shows any correlation between giving students high-stakes summative assessments and student achievement or growth.

“Five reviews of the research in this area...synthesized a total of more than 4,000 research studies undertaken during the last 40 years. The conclusion was clear:
When implemented well, formative assessment can effectively double the speed of student learning.”

Changing Classroom Practice (William, 2007)



Balanced Assessment Systems

Turn & Talk

- *How would you describe your building, or our district, in terms of a balanced assessment system?*
- *In what ways might it be in balance?*
- *In what ways might it need improvement?*

Newly Revised Definition

Partner discussion: Based on this definition, discuss what you think might be **critical components** of the Formative Assessment Process.

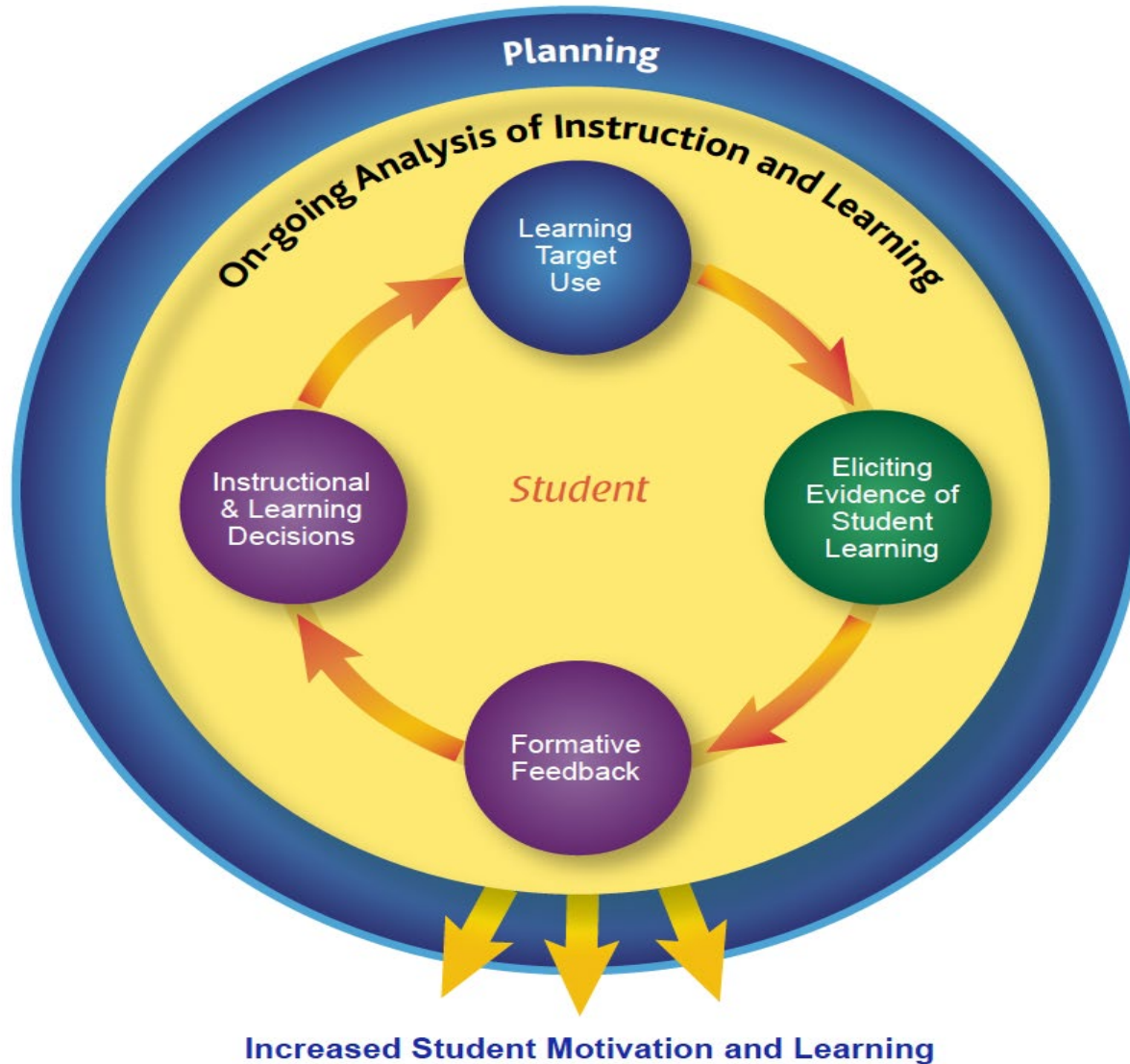
Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become more self-directed learners.

- CCSSO FAST SCASS– Austin, TX: June 2017

The Formative Assessment Process

Formative Assessment Guiding Questions:

- Where are we going?
- What does the student understand now?
- How do we get to the learning target?



**So what do students,
teachers, and administrators
need to know and do to
create student-centered
classrooms?**

Assessment Literacy

- Everyone with a stake in education needs to be assessment literate, including:
 - Students
 - Parents/guardians
 - Teachers
 - Specialists at the district and building levels
 - Building administrators
 - Central office administrators
 - Policymakers at the local, state, and national levels
 - Public

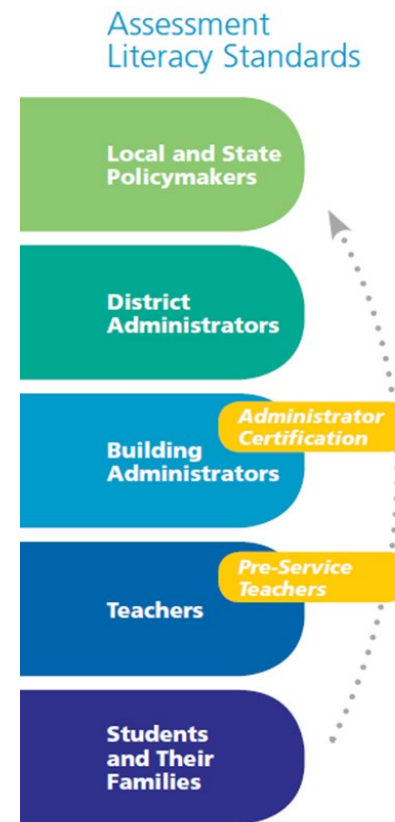
Why Assessment Literacy?

- Assessment literacy is needed for several reasons
 - Lack of understanding about assessment by those who adopt policy and laws, and govern our schools
 - Lack of understanding by those who teach our students or lead our schools, due to continued lack of pre-service preparation for educators
 - Misunderstanding by parents and students about how student assessment can promote high quality student learning
 - Increased volume and changes in types of student assessments
 - Increased stakes for students, educators, and schools

Assessment Literacy Standards Development

Separate standards were developed for:

- Local and state policymakers
- District administrators
- District administrators
- Teachers
- Students and Parents



Assessment Literacy Standards Development

The MAC Assessment Literacy standards include

- Dispositions (i.e., beliefs)
- Knowledge
- Performance (i.e., skills)

Goal—provide a common basis for work in increasing assessment literacy

Let's take a look...

Assessment Literacy Standards A NATIONAL IMPERATIVE



Assessment Literacy and Formative Assessment...The Intersections

If students, teachers, and administrators engage in the Formative Assessment Process with fidelity...oh the places we'll go!

FA Components	Students	Teachers	Building Administrators
Planning			
Learning Target Use			
Eliciting Evidence of Student Understanding			
Formative Feedback			
Instructional & Learning Decisions			



Video: conjectures or kindergarten teacher counting collections

Include similar table from previous slide with focused verbs to help the participants know what to focus on while they are watching the video



Dialogue around what participants are seeing in the video

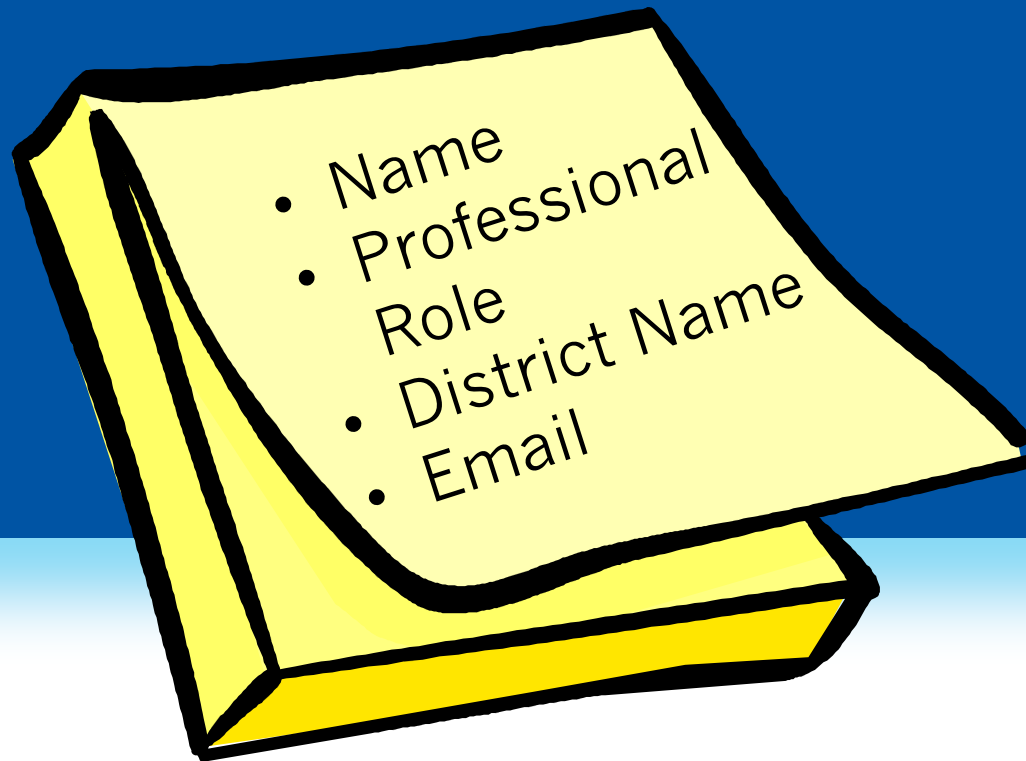
What are you seeing around what the teachers/students/administrators know about assessment literacy and formative assessment

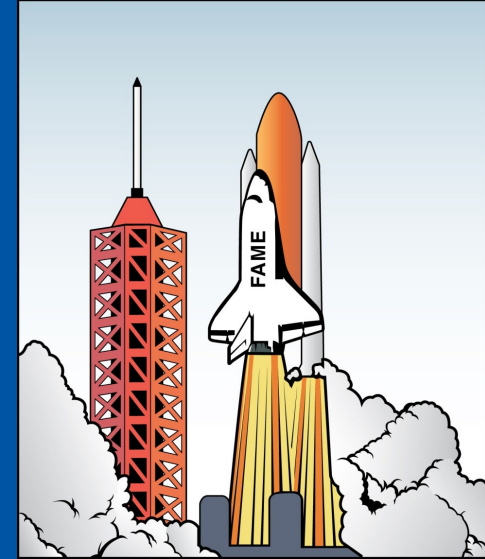
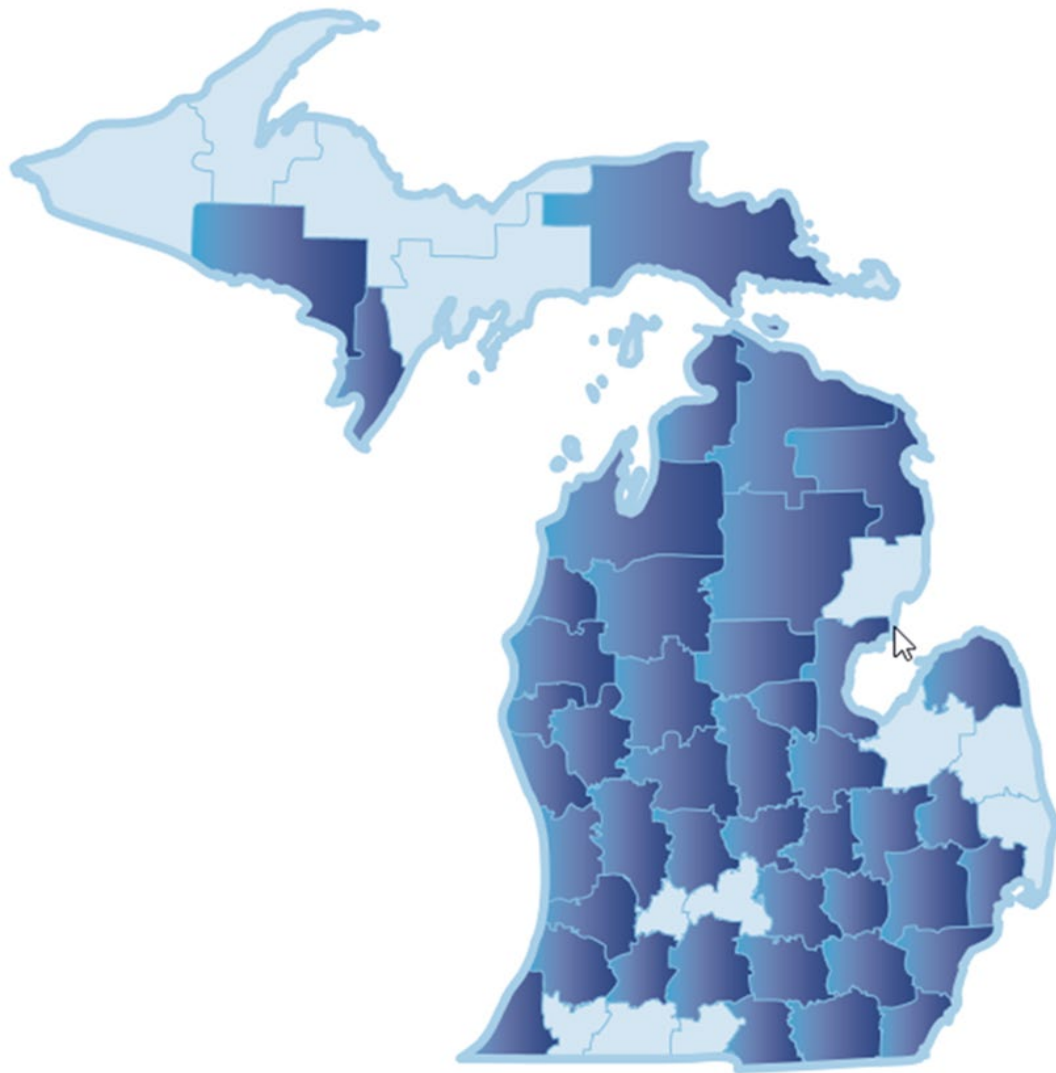


How might your thinking be different now and what might be your next steps toward improving your own practice (FA and assessment literacy knowledge of balanced assessment)



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Thank You!



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