Formative Assessment Processes to Accelerate Learning

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Center for Assessment

RILS: Portsmouth, NH
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Session Agenda

1:15-1:35  Presentation
1:35-2:35  Panel Discussion
2:35-2:55  Table Discussions
2:55-3:15  Questions for the Panel & Audience Engagement
3:15-3:30  Break
Warm Up

As you listen to this short video, consider:

• What are the key features of formative assessment?
• Why would formative assessment accelerate learning?
Warm Up

What are the key features of formative assessment?

Why would formative assessment accelerate learning?
This is Not a New Problem…

But it is a wicked problem!
## Five Implementation Barriers/Facilitators

1. **Teacher Knowledge (Standards, Pedagogy, Content Expertise, & Assessment Literacy)**
2. **High-Quality Curriculum & Other Instructional Materials**
3. **Local Policies Related to Curriculum Pacing & Grading**
4. **School Structures that Support Educator Collaboration & Extra Instructional Time**
5. **Leadership Support & Integration with Teacher Evaluation & Supervision**


The list starts from the center of classroom interactions among the student, the teacher, and the content, and expands to include those enabling structures, conditions and policy contexts that support implementation.
1. Teacher Knowledge

Where are students headed?
- Understanding of the state content and performance standards

What are typical progressions over the year?
- Understanding of underlying learning progressions

What do students currently know and can do?
- Understanding of what and how to elicit evidence of current knowledge and skills
2. High-Quality Curriculum & Other Instructional Materials

Equity values are better served when all teachers are provided baseline high-quality instructional materials and resources that support the implementation of high-quality formative assessment processes.

Provide ideas to teachers related to

• Activities, tasks, questions, etc. that elicit evidence of student learning strengths and needs
• Look fors in student work products, discussions, or activities
• Next instructional actions based on results
3. Local Policies Related to Curriculum Pacing

Strict pacing guides work at cross purposes with formative assessment processes because teachers need flexibility to adjust their instruction based on the formative feedback gathered.

Without such flexibility, evidence of student learning strengths and needs may be collected and even analyzed, but then teachers are unable to slow down, re-teach, or speed up for all or some students.

The formative feedback never has an opportunity to loop around and inform next instructional steps—let alone be used by students to set new learning goals.
3. Local Policies Related to Grading

Local grading policies that require a certain number of grades to be entered into a teacher’s grade book each week are more common than you might think.
4. School Structures that Support Educator Collaboration

Collaboration helps teachers use the information collected to make better decisions for students. Such interaction among teachers requires school structures that support common planning time, professional learning communities, grade-level meetings, or other structures that facilitate teachers working collaboratively.
4. School Structures that Support Extra Instructional Time

In addition, once a teacher has some ideas about what to do with the formative information collected about student learning, they need time to differentiate instruction, re-teach material, and address specific learning strengths and needs using the formative feedback.

- Learning recovery blocks
- Multi-tiered systems of supports (MTSS) | Response to Intervention (RTI)
Leadership matters. Leaders set the tone for what is important and set in motion school or district goals that can afford or constrain a teacher’s time, efforts, and attention.

Imagine how different the school climate and culture would be if school leadership emphasized formative assessment processes in lieu of other more superficial instructional practices such as writing objectives on the board.
<table>
<thead>
<tr>
<th>State Role</th>
<th>Local Actions</th>
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<tbody>
<tr>
<td><strong>1</strong> Teacher Knowledge (Standards, Pedagogy, Content Expertise, &amp; Assessment Literacy)</td>
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<tr>
<td>• Professional development to increase teacher foundational knowledge and skills related to formative assessment processes (State) (Local)</td>
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<td><strong>2</strong> High-Quality Curriculum &amp; Other Instructional Materials</td>
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<td>• Conducting curriculum reviews and providing detailed findings along with tiered approval (State)</td>
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<td>• Selecting high-quality core curriculum materials based on state reviews (Local)</td>
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<td><strong>3</strong> Local Policies Related to Curriculum Pacing &amp; Grading</td>
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<tr>
<td>• Review of local policies around curriculum pacing and grading (Local)</td>
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<td>• Professional learning around equitable grading practices (State) (Local)</td>
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<td><strong>4</strong> School Structures that Support Educator Collaboration &amp; Extra Instructional Time</td>
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<td>• Budgeting for and utilizing instructional coaches that can support discipline-specific formative assessment process implementation and coaching sessions with collaborative teams of educators (Local)</td>
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<td><strong>5</strong> Leadership Support &amp; Integration with Teacher Evaluation &amp; Supervision</td>
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<td>• Use of informal observational protocol related to formative assessment processes and creation of teacher feedback/continuous improvement mechanisms in the evaluation and supervision process (Local)</td>
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Panel Introductions

• Caroline Wylie, ETS, Principal Research Scientist, K-12 Teaching, Learning and Assessment
• Christine Landwehrle, Assistant Superintendent, Amherst/Mount Vernon (NH SAU 39)
• Joe Yahna, Principal (PK-8), Josiah Bartlett Elementary School (NH SAU 9)
• Chantel DeNapoli, Elementary Math Specialist, Concord School District (NH SAU 8)
• Kathy White, Director of Deeper Learning, New Hampshire Learning Initiative
Dr. Caroline Wylie
Principal Research Scientist
K-12 Teaching, Learning and Assessment Research Center
Educational Testing Service
Kathy White

Director of Deeper Learning Projects

Projects related to deeper learning including the BEST (Building Essential Skills Today for Tomorrow) and PLACE (Performance Learning and Assessment Consortium for Educators)

New Hampshire Learning Initiative (NHLI)
Christine Landwehrle
Assistant Superintendent
Design and support the transformation to competency education
SAU 39 - Amherst, NH
Joe Yahna
Elementary Principal
Emphasizes learning process over final products
Josiah Bartlett Elementary School, NH (NH SAU 9)
Chantel DeNapoli
Elementary Math Specialist
Instructional Leader focused on collaborative coaching to meet the needs of all students
Concord School District, NH
Questions to Panel

Part 1: Role of Formative Assessment in your Role

• What is your role in supporting formative assessment processes in classrooms, schools, or districts across the state and/or nationally?
• To what extent do you agree with the barriers and facilitators presented? What would you revise, add, or remove, if anything? How have you worked to overcome the barriers and implement the facilitators given your position?
• To what extent do you agree with the suggested ways to reduce the barriers and support the facilitators? Explain.

Part 2: Accelerate Learning

• What overall needs to be in place to support high-quality implementation of formative assessment processes to accelerate learning? What have you seen that works well and doesn’t work well?
• How do you promote accelerated learning using formative assessment processes given your position? Explain.
Audience Small Groups

Reflect and discuss what you heard from the panelists.

What questions do you have for the panel?
What additional considerations do you think are missing?
Questions for the Panel & Audience Engagement
Additional Resources

Blogs:


State Websites/Resources:

• Oregon Department of Education: Equitable grading practices, formative assessment resources
• Michigan Assessment Consortium: Formative assessment resources
• Maryland Department of Education: Formative assessment prezi, Formative Assessment Youtube channel
• Arkansas Department of Education: Formative assessment resources

Open Access Resources:

• FARROP: Teacher Peer Feedback & Observation Tool
• Center for Assessment | Classroom Assessment Learning Modules: Formative assessment resources