

Formative Assessment Processes to Accelerate Learning

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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?*



<https://youtu.be/sYdVe5O7KBE>

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!

WICKED PROBLEM.

noun | wi-kəd | prä-bləm

a problem that is difficult or impossible to solve because of incomplete, contradictory, and changing requirements that are often difficult to recognize.

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.

Supporting blog: <https://www.nciea.org/blog/supporting-the-implementation-of-formative-assessment/>

1. Teacher Knowledge

Where are students headed?

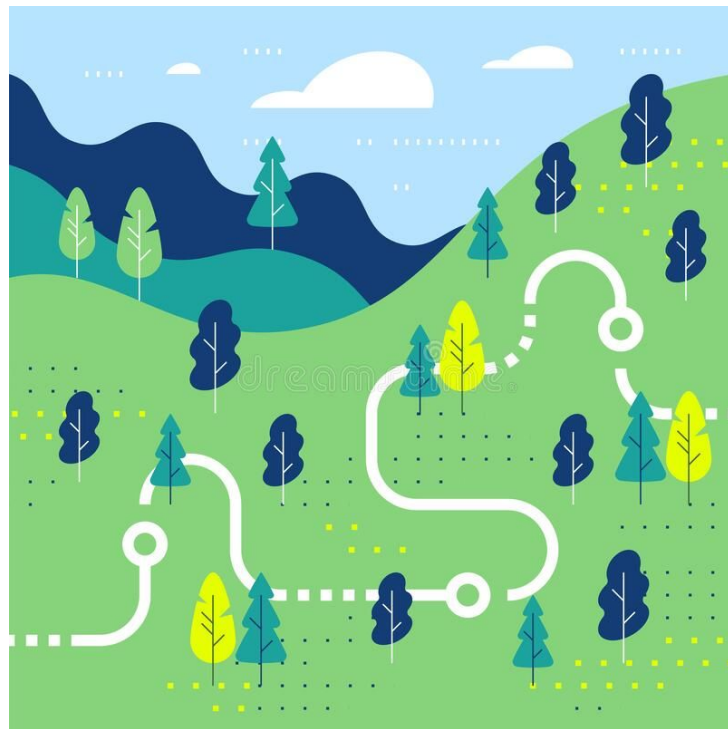
- *Understanding of the state content and performance standards*

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

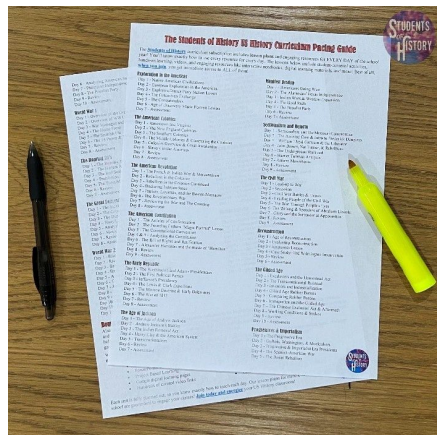
Equity values are better served when all teachers are provided **baseline high-quality instructional materials and resources** that support the implementation of high-quality formative assessment processes.

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



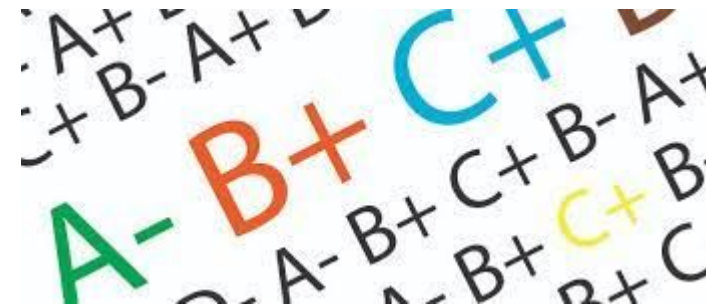
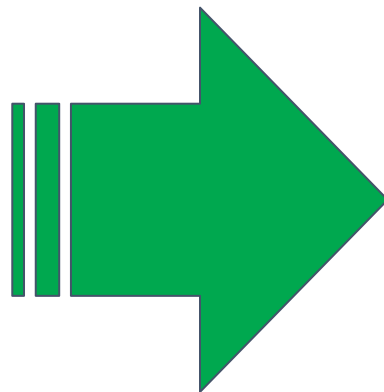
Strict pacing guides work at cross purposes with formative assessment processes because teachers need flexibility to adjust their instruction based on the formative feedback gathered.

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

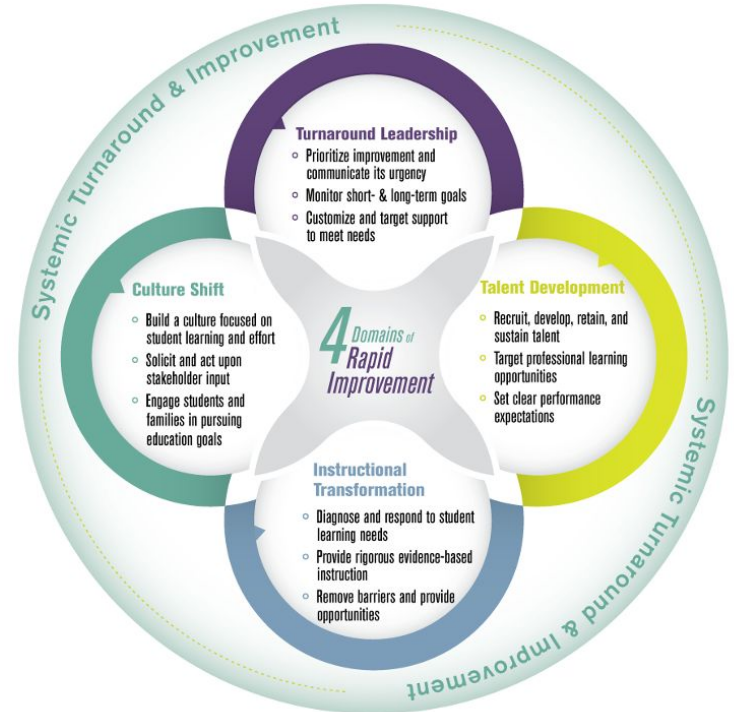
In addition, once a teacher has some ideas about what to do with the formative information collected about student learning, they need time to **differentiate instruction, re-teach material, and address specific learning strengths and needs** using the formative feedback.

- Learning recovery blocks
- Multi-tiered systems of supports (MTSS) | Response to Intervention (RTI)

5. Leadership Support & Integration with Teacher Evaluation & Supervision

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.



State Role | Local Actions

1

Teacher Knowledge (Standards, Pedagogy, Content Expertise, & Assessment Literacy)

- **Professional development** to increase teacher foundational knowledge and skills related to formative assessment processes **(State | Local)**

2

High-Quality Curriculum & Other Instructional Materials

- **Conducting curriculum** reviews and providing detailed findings along with tiered approval **(State)**
- **Selecting high-quality core curriculum materials** based on state reviews **(Local)**

3

Local Policies Related to Curriculum Pacing & Grading

- **Review of local policies** around curriculum pacing and grading **(Local)**
- Professional learning around **equitable grading practices (State | Local)**

4

School Structures that Support Educator Collaboration & Extra Instructional Time

- **Budgeting for and utilizing instructional coaches** that can support discipline-specific formative assessment process implementation and coaching sessions with collaborative teams of educators **(Local)**

5

Leadership Support & Integration with Teacher Evaluation & Supervision

- **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)**

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:

- Wylie, C. (2022). If I Ruled the World: Three Suggestions for State Department Leaders to Increase Formative Assessment Practices in Classrooms [Blog]. Centerline. <https://www.nciea.org/blog/if-i-ruled-the-world/>
- Evans, C. (2022). Supporting the Implementation of Formative Assessment: What Impedes the Use of Formative Assessment Processes to Accelerate Student Learning? [Blog]. Centerline. <https://www.nciea.org/blog/supporting-the-implementation-of-formative-assessment/>

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](#)



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