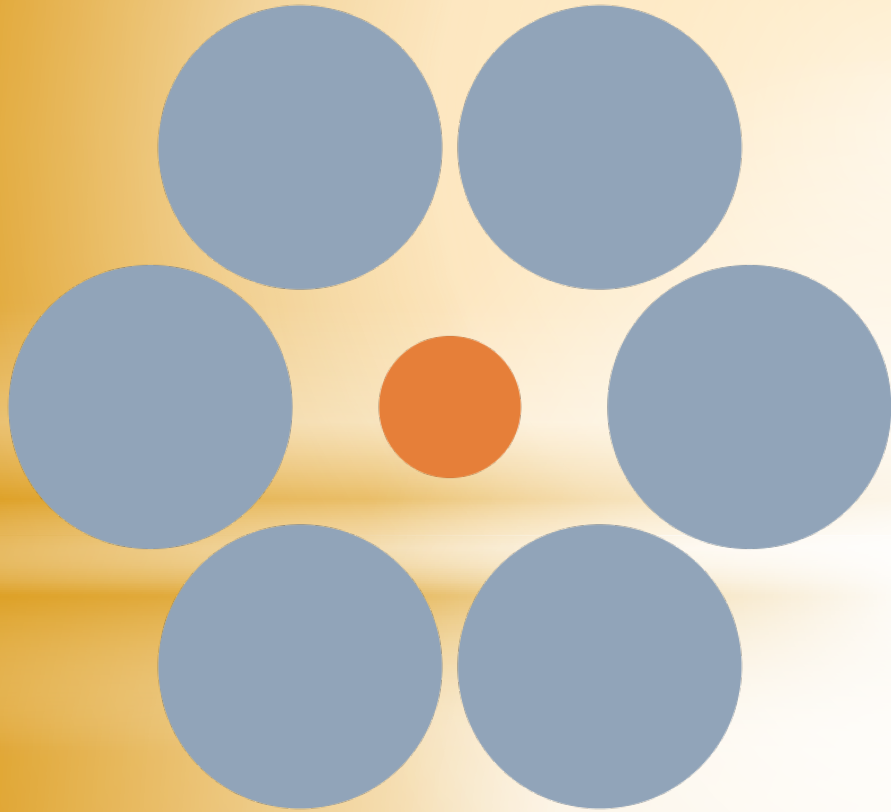


<http://padlet.com/lauragteacher1/oucz87tpg9e6>



Photos from Microsoft unless otherwise noted

# Informative Assessment



Center for Assessment  
Reidy Interactive Lecture  
September, 2014  
Laura Greenstein Ed.D.



# Today's Targets

1. What is the role of formative assessment in a comprehensive assessment system?
2. How does formative support summative?
3. What are the next steps?







# What is Known About Assessment

# Defining Assessment

- ❑ Making judgments (Merriam Webster)
- ❑ Measurement of outcomes of teaching and learning
- ❑ Gathering information from multiple sources to develop a deep understanding of student learning (Huba and Freed, 2000)
- ❑ The process of collecting and using of information about educational programs and student learning. (Erwin, 1991)
- ❑ If you don't know where you are going, you will end up somewhere else (Yogi Berra)
- ❑ Assessment issues such as purpose, indicators, consequences, resolution, reporting, and monitoring are addressed at a policy level. At the local level the policies are turned into strategies, measures, professional development, and reports. Each makes their unique but compatible contributions to assessment Grant Wiggins & Jay McTighe



Assessment is best conceptualized as an integrated, rigorous, and carefully structured process of reasoning from evidence that should be driven by theories and data on student cognition and learning.

James Pellegrino





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

(CCSSO, 2006)

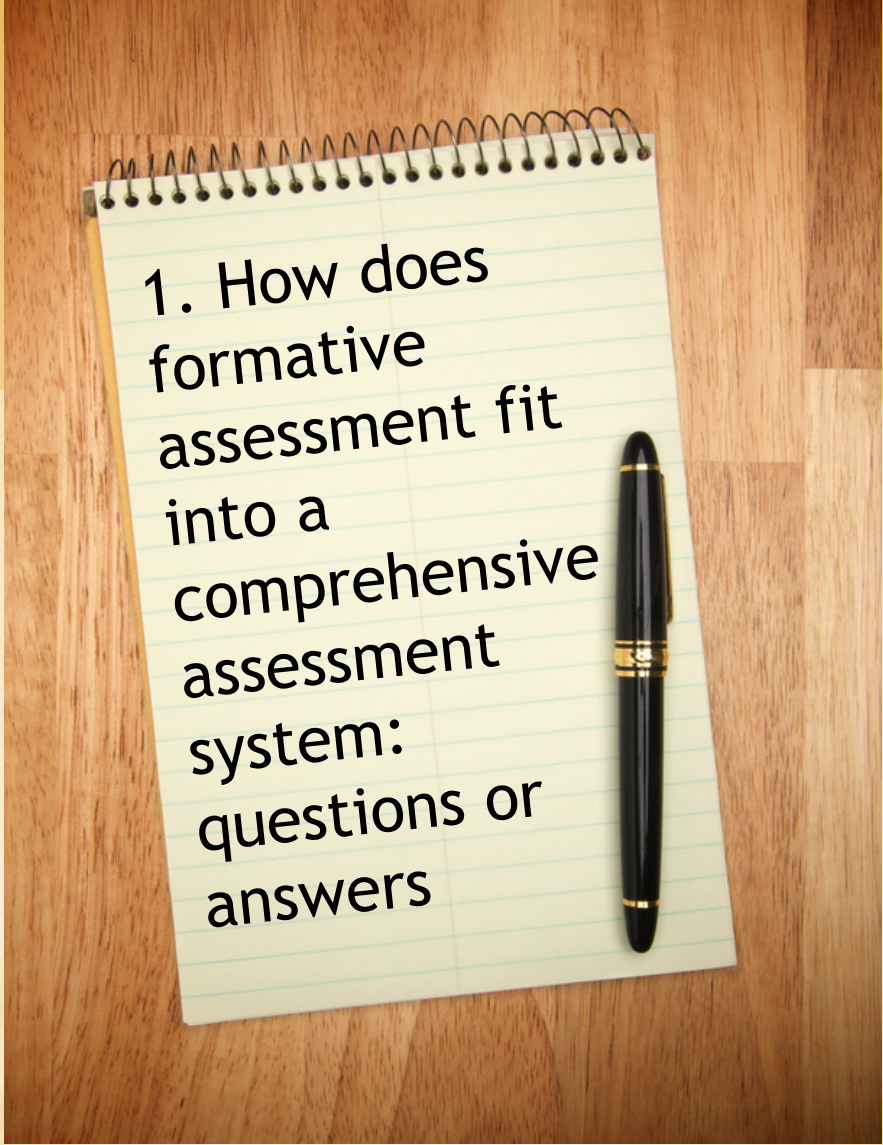




# Formative Builds on it

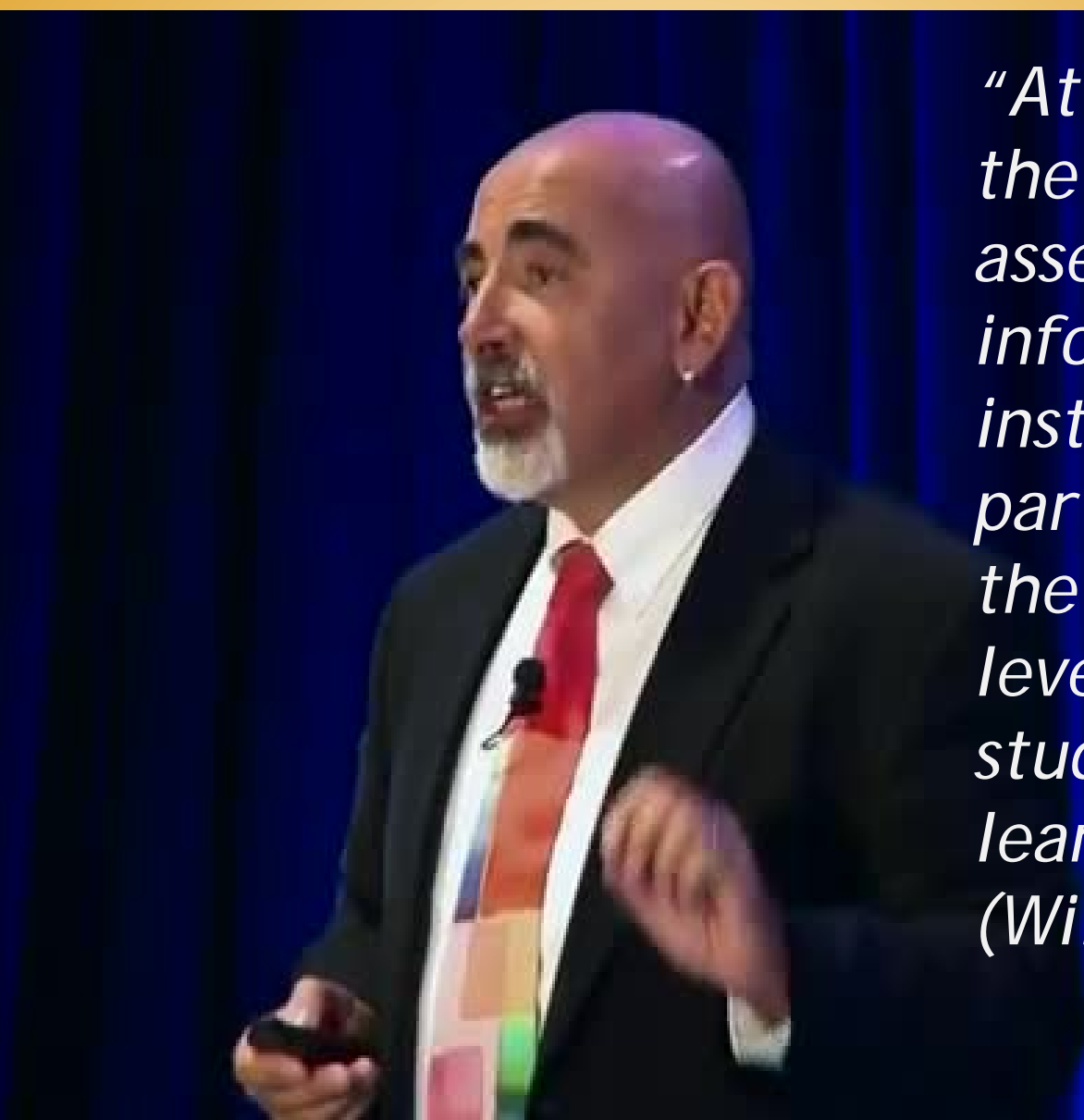


# Standardized Forms the Foundation



1. How does formative assessment fit into a comprehensive assessment system: questions or answers

<http://padlet.com/lauragteacher1/oucz87tpg9e6>

A man with a grey beard and bald head, wearing a dark suit, white shirt, and red tie, is speaking on a stage. He is holding a small black device in his right hand. The background is a dark blue curtain.

*“Attention to the use of assessment to inform instruction, particularly at the classroom level, increased student learning”  
(William, pg. 36).*



## 2. Formative Supports Summative

Planned: Aligned and purposeful

Targets are clear

Gathers evidence through multiple measures

Embedded in teaching and learning

Informs and improves teaching: Content, pacing, sequence, grouping, resources

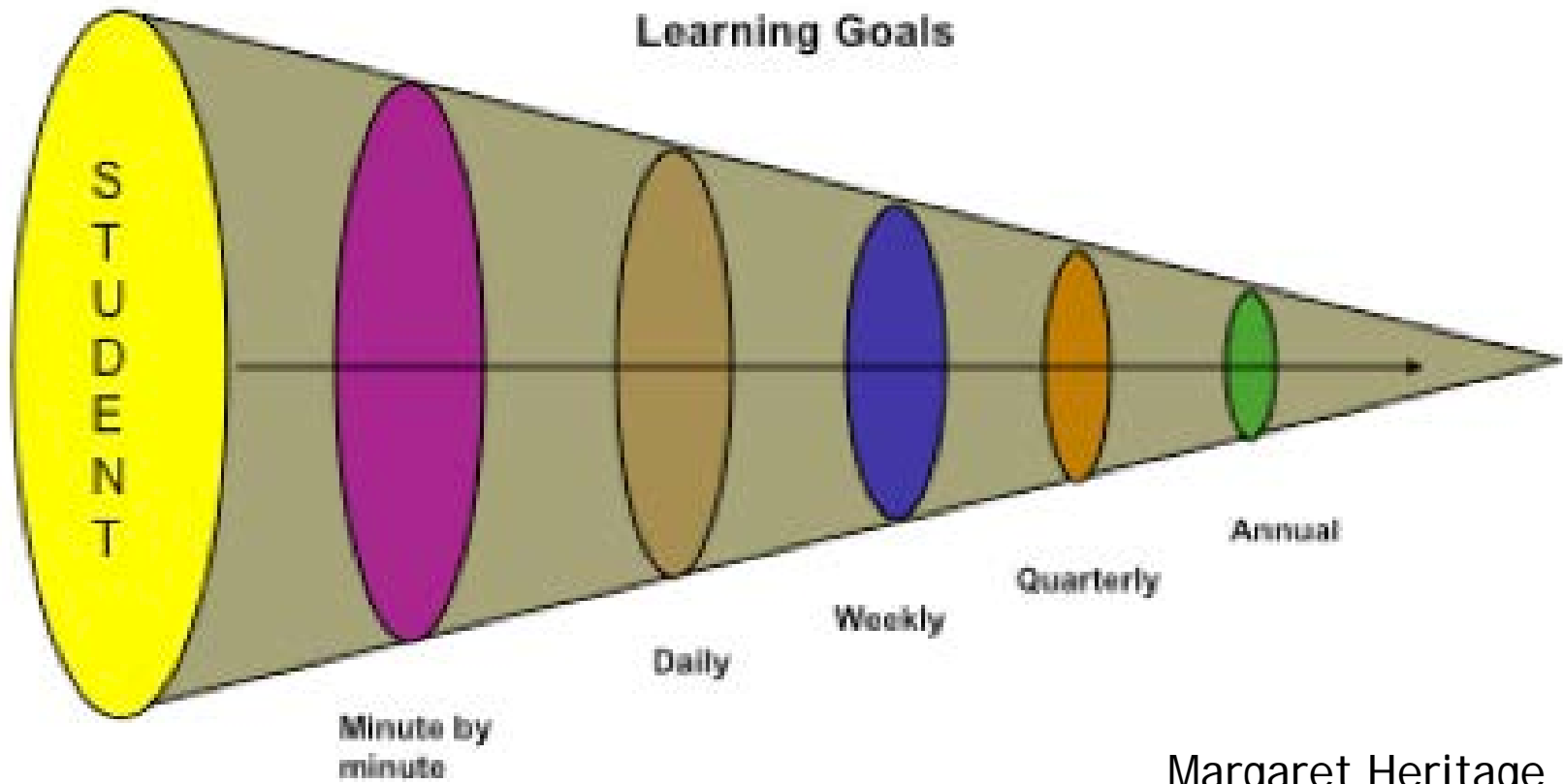
Responsive through monitoring, descriptive feedback, opportunities for improvement

Engages learners

Goes higher and deeper: Problem solving, Creativity, Digital Literacy, Collaboration, Work Ethic

Emphasizes progress and growth

INSTRUCTIVE



**Coherence is Essential**

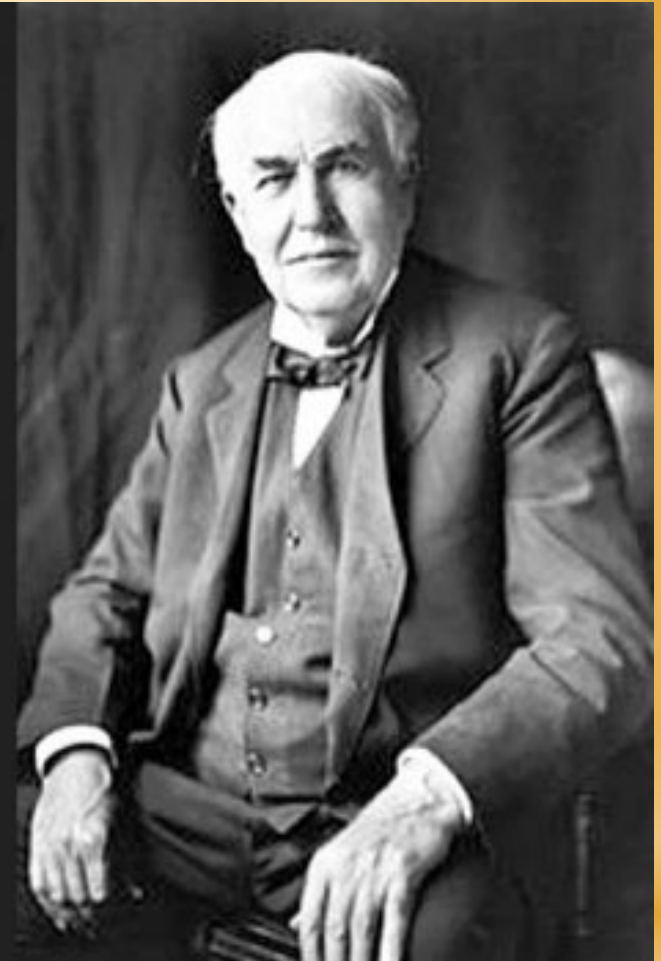


# Feedback is Required



**I have not failed,  
I've just found  
10,000 ways  
that won't work.**

*- Thomas Alva Edison*



**Failure is an Option**

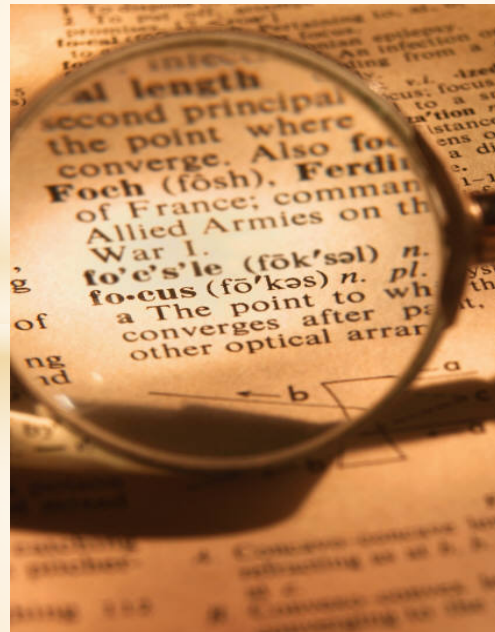
# Balance is Necessary

Summative:  
Outward  
View

Focus on  
Conclusions

External  
Review

Deconstruct  
Final Scores



Formative:  
Inward  
View

Focus on  
Progress

Student and  
Teacher  
Review

Identify  
Strengths  
and Gaps

# 3. What to do?



Pixabay



# ASSESSING...



## THE ASSESSMENTS

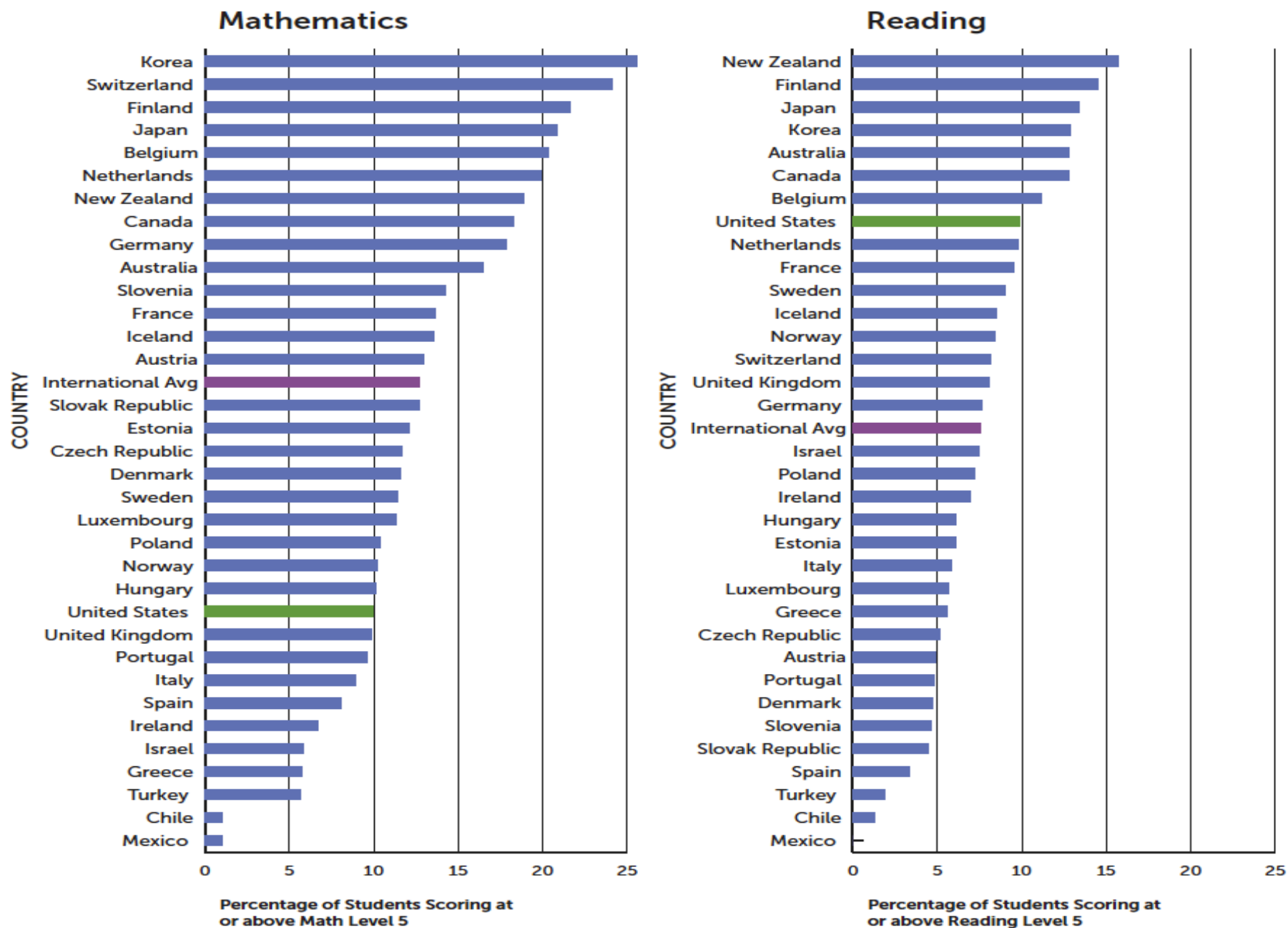
Eva Baker CRESST EDWeek, 3/20/2014 "Can we Trust Assessment Results"

“Do they give us enough and sufficient information to make inferences about learning, teaching, and schooling?”

# What inferences can we make from data?



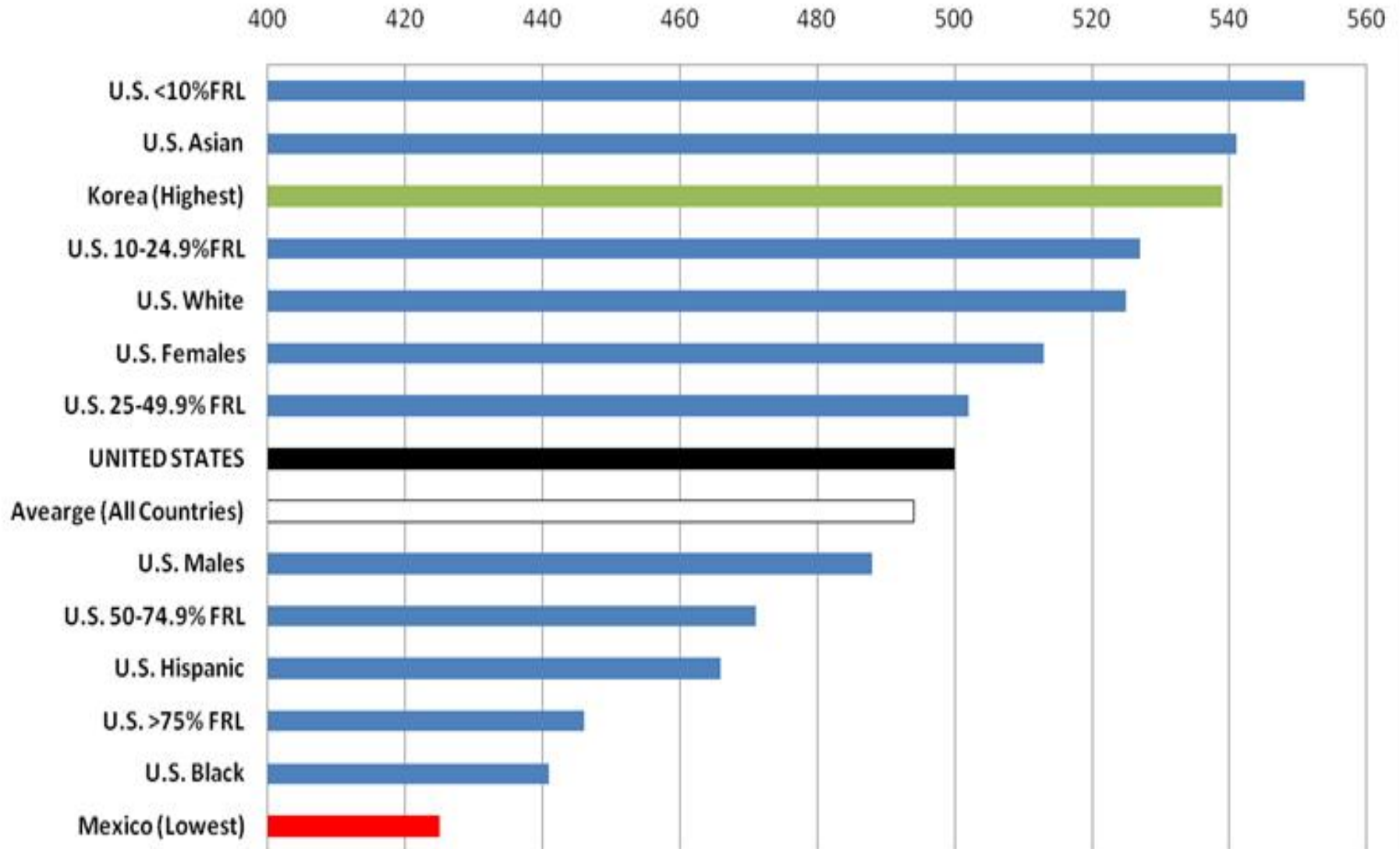
**FIGURE 2: Percentage of High-Achieving Students by Country**



Source: Authors, based on OECD data.

# PISA Scores by U.S. Sub-Pop

Average Scores, Combined Literacy



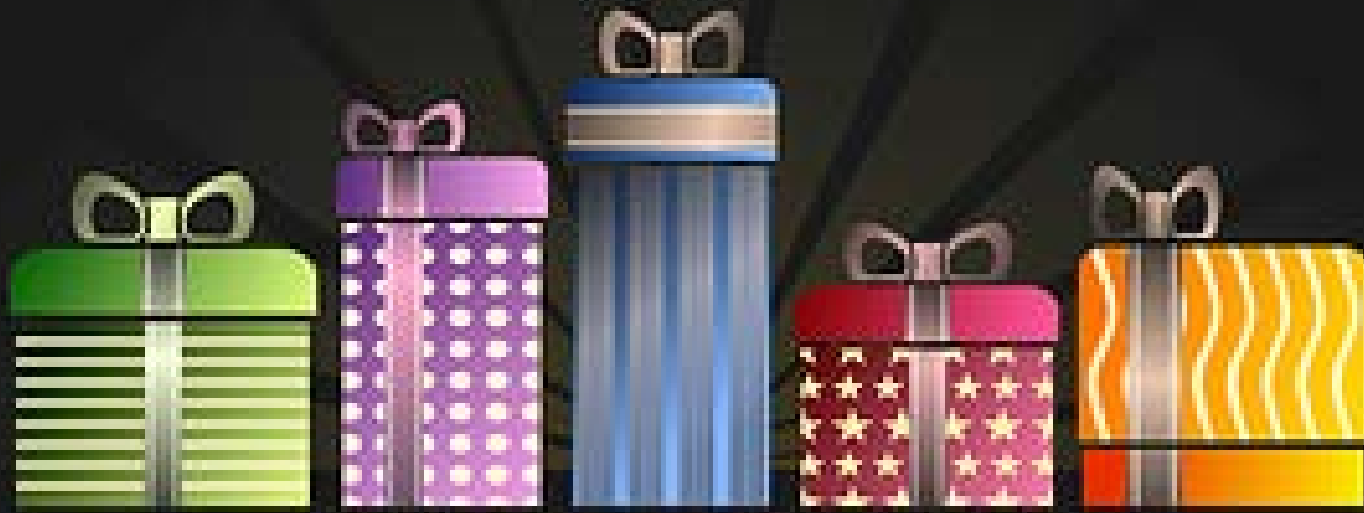




IT'S OKAY, I GUESS.  
BUT I'M A LITTLE  
DISAPPOINTED IN HIS  
LIMITED VOCABULARY.



# Unpacking Formative Assessment



Pixabay.com

	TEACHER	STUDENT
<b>Targets</b> Where are the learners now?	Shares clear targets	Understands targets
<b>Actions</b> Where are they headed?	Explains and supports	Undertakes with focus on growth
<b>In Process</b> How will they get there?	Purposeful evidence gathering	Recognizes strengths and challenges
<b>Next Steps</b>	Provides feedback, scaffolds, and resources	Self-direction, self-assessment, motivation, and engagement



Short term growth.....  
 Long term accountability

# FA is Agile and Responsive

- \* Decide what evidence to use and how to interpret it  
(*i.e. prior scores, pre-assessment data*)
- \* Predetermine the response trigger point  
(*i.e. What if only 1 doesn't get it?*)
- \* Group students based on purpose  
(*homogeneous or heterogeneous*)
- \* Begin instruction based on student's entry knowledge: Adjust planned instruction  
(*content, pacing, resources*)
- \* Provide additional support (*individual or group*)
- \* Continuously modify (*modality, content, pacing, scaffolds, resources, grouping*)





# Focus on Growth

Sort the Pairs into Growth or Final Outcome

1.

Ongoing Process  
Conclusion

2.

Feedback  
Reporting

3.

Progress  
Outcomes

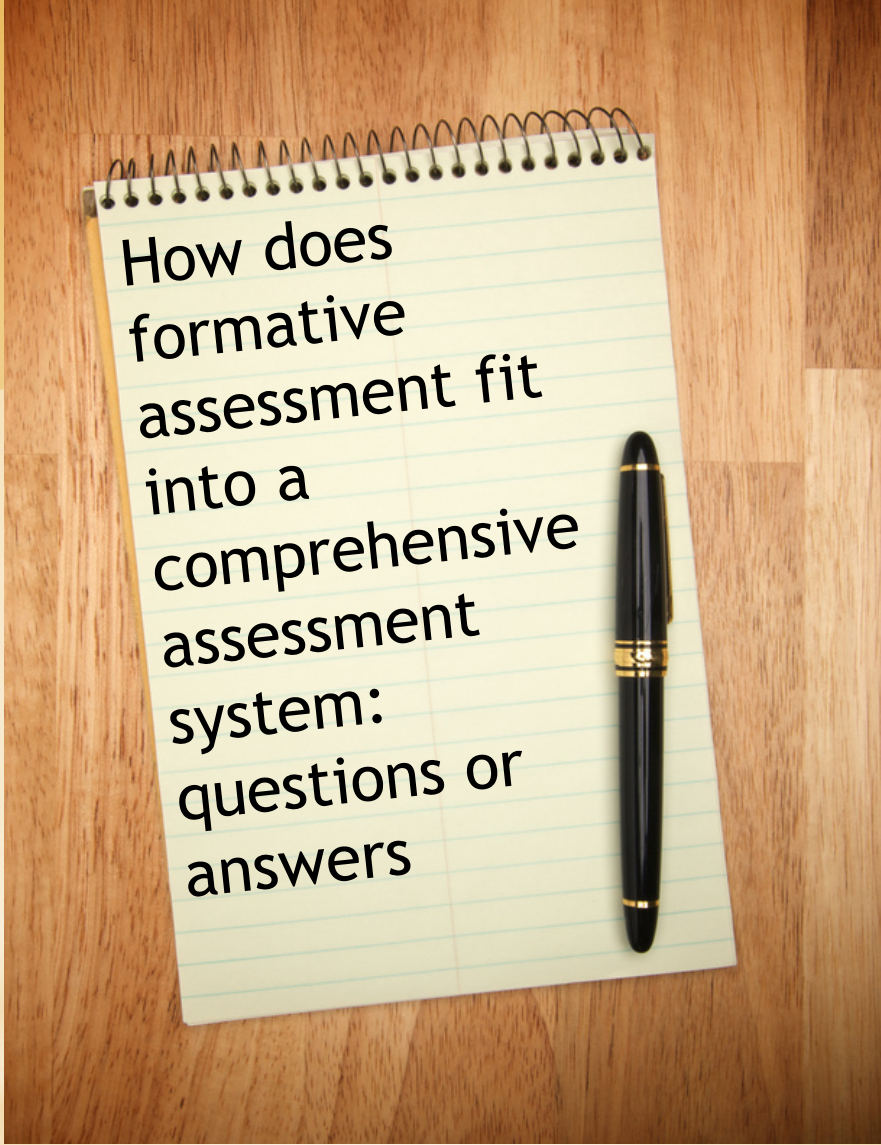
4.

Sanctions  
Interventions

GROWTH	FINAL OUTCOME
1.	
2.	
3.	
4. Interventions	Sanctions

- Plan systems that reflect the rich array of assessment
- Build on foundations from the learning sciences
- Incorporate sequences of assessment throughout
- Develop teacher capacity to support and contribute
- Start where learners are, identify where they are going, support their learning journey





How does  
formative  
assessment fit  
into a  
comprehensive  
assessment  
system:  
questions or  
answers

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# Contact Information

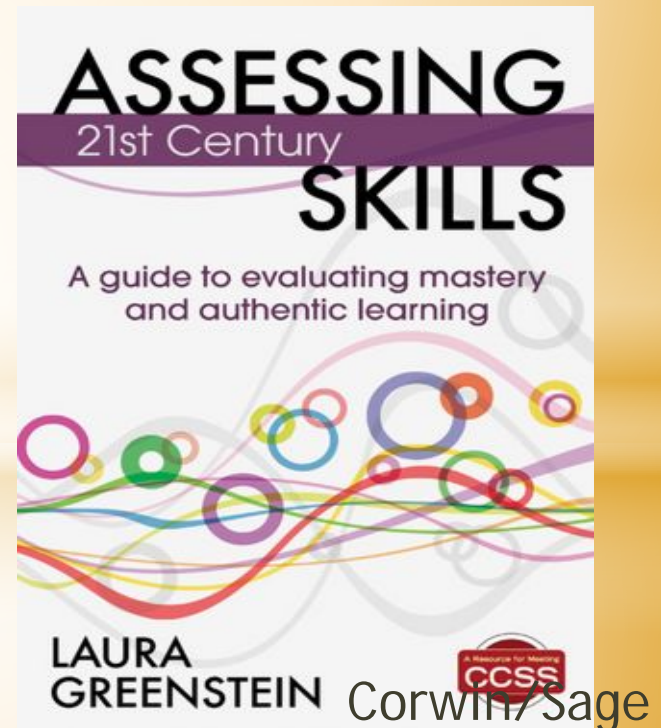
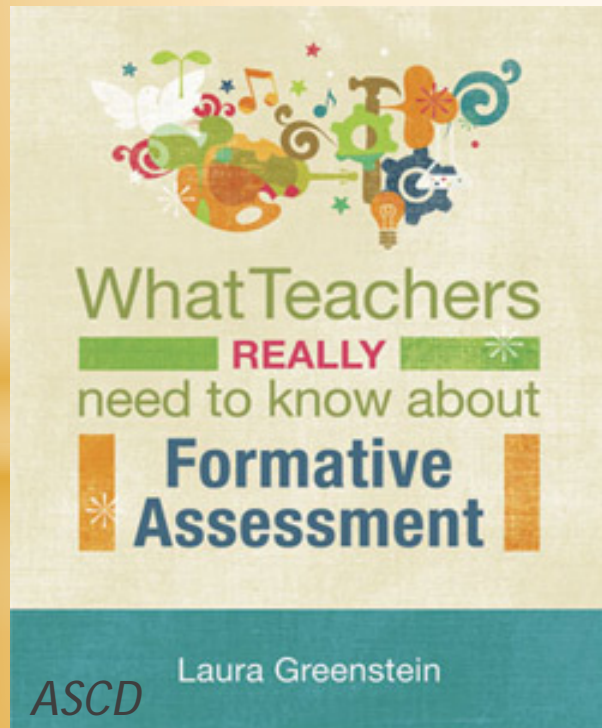
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**Change From:**  
**Static Measures**  
**& Large scale**  
**Accountability**

**To:**  
**Continuous**  
**Progress &**  
**Student Growth**

## Recommended Readings

- Heritage, M. (2010). Formative assessment and next-generation assessment systems: Are we losing an opportunity. CCSSO  
[http://www.ccsso.org/Resources/Publications/Formative\\_Assessment\\_and\\_Next-Generation\\_Assessment\\_Systems.htm](http://www.ccsso.org/Resources/Publications/Formative_Assessment_and_Next-Generation_Assessment_Systems.htm)
- Pellegrino, J. (2001). Knowing what students know. National Academies Press
- Assessment Reform Group (2002). Research-based principles of assessment for learning to guide classroom practice.  
<http://cdn.aiaa.org.uk/content/uploads/2010/06/Assessment-for-Learning-10-principles.pdf>





I'M ALMOST OUT OF BEEF JERKY! WHAT ARE WE GONNA DO NEXT?!

