Formative Assessment . . .
an Instructional Process

“We cannot solve problems with the same thinking we used when creating the problems”

Albert Einstein
Why Formative Assessment ???

- Formative Assessments will help you find out exactly where your students fall with regard to the Academic Content Standards, and therefore better prepare them for the high-stakes test.
- Formative Assessments will give you information ahead of time, instead of waiting until the results of the high-stakes tests come out.
- It’s what is best for kids.

Begin with the end in mind . . .

“Unlike exams, whose purpose it to assign grades based on students’ understanding, the purpose of assessment is to determine the impact of instruction on improving student learning.”

M. Sunberg
It is assessment which helps us distinguish between teaching and learning.
Research on Effects of Short-Cycled Assessments

- Black and Wiliam (1998) .5 to 1.5
- Rodriguez (2004) .5 to 1.8

- Largest gains for low achievers

Four Things the SCORE Process Can Do For You—Otherwise Known as the “Four Es”

- Give planned and purposeful exposure to the benchmarks, indicators, and formats.
- Develop expertise in each teacher’s ability to ask higher level questions, base instructional decisions for delivery on performance data, and collaborate for curricular direction across grade levels.
- Build resilience and endurance for each student to be able to (1) sit through the test and (2) work through difficult questions.
- To empower students and their parents to become responsible decision makers for learning.
Ensuring Quality

■ Validity
  □ Can these scores be used to describe what students have learned?
  □ Can the scores be used to diagnose student strengths and weaknesses?
  □ Can you make predictions based on the data for the achievement or state tests?

Interpretation

■ Our tests communicate our goals
  □ What is important?
  □ What deserves focus?
  □ What we expect as good performance?
Interpretation

“When instruction and assessment are linked to a common set of learning goals, the assessment can be used to improve instruction.”
Herman, et al. (2009)

Interpretation

“It is now generally accepted that multiple assessment measures are required to adequately gauge student learning.”

M. Sunberg