Formative Assessment in a System of Assessments

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CRESSTcon
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Overview

COLLEGE AND CAREER READY
Coherent Assessment System

(Herman, 2016)
Cycle of Continuous Improvement

(Herman, 2016)
One Size Does Not Fit All
Comprehensive Assessment System

(Herman, 2016)
Comprehensive Assessment System

(Herman, 2016)
# States’ Comprehensive Assessment System

<table>
<thead>
<tr>
<th>Type and User</th>
<th>Purpose</th>
<th>Frequency and Relationship to Instruction</th>
<th>Methods</th>
<th>Information</th>
<th>Uses/Actions</th>
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</thead>
<tbody>
<tr>
<td>Category of assessment and who uses the assessment type and results</td>
<td>Function assessment serves within a comprehensive system of standards-based curriculum, instruction, and assessment</td>
<td>How often and when to assess students in relation to instructional goals</td>
<td>Strategies for obtaining evidence of learning</td>
<td>Types of evidence or information gained from assessment to inform uses and actions</td>
<td>Actions that educators and students might take in relation to assessment information</td>
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Focus on Formative Assessment
Googling Formative Assessment

20 Simple Assessment Strategies You Can Use Every Day

10 Innovative Formative Assessment Examples for Teachers to Know

5 Great Formative Assessment Strategies That Never Miss

ASSESSMENT

56 Examples of Formative Assessment

20 Formative Assessment Examples to Try [+ Downloadable List]

22 Easy Formative Assessment Techniques for Measuring Student Learning
<table>
<thead>
<tr>
<th>Formative Assessment(s)</th>
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<tbody>
<tr>
<td>• Analyze student work</td>
</tr>
<tr>
<td>• Round robin charts</td>
</tr>
<tr>
<td>• Strategic questioning</td>
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<tr>
<td>• 3-way summaries</td>
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<td>• Think-pair-share</td>
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</table>
Learning Goal

- Distinguish POV in narrative

Success Criteria

- Compare character's POV
- Explain character's background

Evidence-Gathering Opportunities

- T-chart
- Small group discussion
- Written response

Pedagogical Actions

- Model elaboration
- Provide vocab about feelings
- Frontload staying on topic
- Review textual evidence
Learning Goal

- Relate arrays to multiplication

Success Criteria

- Describe arrays in number sentences
- Relate array sentences to ‘x’ sentences

Evidence-Gathering Opportunities

- Individual white board
- Elbow partner
- Exit ticket

Pedagogical Actions

- Provide counters
- Use different number groups
- Provide examples of sentence pairs
- Small group review

Exit ticket
Small group review
Successes

• Definitional clarity
• Removing silos
• Aligning assessment
• Creating networks
Next Steps

• Definitional clarity

• Content knowledge
  o Learning progressions
  o Quality of tasks

• Scale up