SESSION 1
Understanding Formative Assessment

Project ExcEL Summer Institute
Valhalla, NY – August 24-26, 2016
Opening Activity

- What is formative assessment?
  - What do you know about formative assessment?

- What do you want to know about formative assessment?
Purposes

- Gain an understanding of how you can learn to use the DLLP to find a student’s *best fit* on key language features as part of a formative assessment process

- Deepen understanding of formative assessment, learning progressions, and academic language
Learning Goals

- Deepen understanding of formative assessment
- Understand language progressions
- Understand how the DLLP supports formative assessment
Success Criteria

- Define formative assessment
- Describe how language progression support formative assessment
- Describe how the DLLP supports the process of formative assessment
Content Guide: Background on Assessment for Learning and the Dynamic Language Learning Progressions (DLLP) Project

Background Knowledge for Professional Development Providers

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WIDA

July 2015
What is Formative Assessment?
Formative Assessment is...

- Term used to describe a type of assessment where the focus is *informing* learning, rather than measuring it or summing it up

- Focuses on the learning *as it is taking place*

- Purpose is to *move learning forward* from its current status
Formative Assessment in a Comprehensive Assessment System
One Size Does Not Fit All
Assessments in the System

(Adapted from Herman & Heritage, 2007)
Assessments in the System

(Adapted from Herman & Heritage, 2007)
Assessments in the System

- **Formative**
  - minute by minute
- **Interim**
  - daily
- **Summative**
  - weekly
  - unit
  - quarterly
  - annually

(Adapted from Herman & Heritage, 2007)
Assessment Cycles

- Extended periods of instruction
- Long-term goals

(Wiliams, 2006)
Assessment Cycles

- Interim goals
- Monitoring progress on what has been learned

(Wiliams, 2006)
Assessment Cycles

- Short-term goals
- Informing immediate teaching and learning

Content Guide, p. 20 (Williams, 2006)
Right Grain Size for Formative Assessment
Formative assessment is not a measure of achievement; it is a cause of achievement.

- Margaret Heritage
  personal communication
  FAST SCASS 2016
Formative Assessment Elements
Guiding Questions

- Where is the learner going?
- Where is the learner now?
- Where to next?
- How to get there?
Formative Assessment Elements

- Learning Goals and Success Criteria
- Gathering Evidence
- Interpreting Evidence
- Giving Feedback
- Contingent Teaching and Learning

Content Guide, p. 27
Formative Assessment Elements

- Learning Goals and Success Criteria
- Contingent Teaching and Learning
- Giving Feedback
- Gathering Evidence
- Interpreting Evidence
# Formative Assessment Begins with…

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Success Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe what learning students are to develop (an understanding, principled knowledge, skill, or a process) as a result of this lesson.</td>
<td>Describe what students need to say, do, make, or write to show that they have met the goal (i.e., what is the performances of a skill, understanding, etc.?).</td>
</tr>
<tr>
<td>Start with a verb that describes the learning (e.g., develop, become fluent, apply, understand).</td>
<td>Start with a verb that describes what students will do (e.g., explain, describe, model).</td>
</tr>
<tr>
<td>Be sure that the Learning Goal is manageable within the context of one lesson.</td>
<td>Be sure that the Success Criteria are aligned with the Learning Goal, and are indicator of achievement of the Goal.</td>
</tr>
<tr>
<td>Write in language that is understandable to students and shared with students.</td>
<td>Write in language that is understandable to students so they can use the criteria to monitor their own learning.</td>
</tr>
</tbody>
</table>
Learning Goal
Understand the key components of a constitutional republic, absolute monarchy, and constitutional monarchy.

Success Criteria
Create a table comparing the three systems of governments.

Determine a list of pros and cons for each of the three systems of government.
Suzy’s Learning Goals & Success Criteria

Learning Goal
Discuss the historical and cultural influences that could impact how two characters – Bigger Thomas from *Native Son* and Lennie Smalls from *Of Mice and Men* – experience and act on their fears.

Success Criteria
Explain major historical and cultural influences of the 1930’s in the United States.

Recall character traits of Lennie Smalls from *Of Mice and Men*.

Connect Bigger’s actions to cultural and historical influences, and connect Lennie’s actions to cultural and historical influences.
Learning Goal

The student will demonstrate an understanding that slope of a linear function as a rate of change within a real life context.

Success Criteria

Find slope within an equation

Explain the difference between a positive and negative slope given a context

Find the initial value in an equation

Explain initial value in a context

Represent a linear situation on a table, graph, and equation
Formative Assessment Elements

Learning Goals and Success Criteria

Gathering Evidence

Contingent Teaching and Learning

Giving Feedback

Interpreting Evidence

Content Guide, p. 27
Planned Evidence Gathering

**Start of Lesson**

**Strategy:**
Vocabulary “Whip Around” to elicit prior knowledge and see how students understand the concept.

**Opening Question:**
What comes to mind when you think of coordinate graphing?

**Success Criteria:**
Targeted vocabulary use: origin, x-axis, y-axis, coordinates, quadrant (SC1)

**Middle of Lesson**

**Strategy:**
Walk coordinates to label each location on large graph (SC2).

**Strategy**
Plot and label points in four quadrants to individually-design a fictional town “Robertsville” (SC1,2).

*Describe the process verbally using correct vocabulary (SC1)*

**End of Lesson**

**Strategy:**
Generalize quadrant locations for set of coordinates verbally and in writing-cooperative groups (SC3)

**Strategy:**
Chart created rules for each quadrant & gallery walk (SC3).

**Strategy**
Reflection-self assessment (SC1, SC2, SC3)
Formative Assessment Elements

- Learning Goals and Success Criteria
- Contingent Teaching and Learning
- Gathering Evidence
- Giving Feedback
- Interpreting Evidence

(Content Guide, p. 27)
Feedback Should...

- Be related to Learning Goals and Success Criteria
- Be specific and clear
- Provide suggestions, hints, or cues rather than correct answers
- Engage students cognitively in the task
Grades ≠ Feedback

- Grades do not meet any of the criteria of effective feedback
- Grading is not part of the process of formative assessment
## Feedback

### What works best? (Hattie, 2009)

<table>
<thead>
<tr>
<th>Influence</th>
<th>Effect size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback</td>
<td>0.73</td>
</tr>
<tr>
<td>Teacher–student relationships</td>
<td>0.72</td>
</tr>
<tr>
<td>Not-labelling students</td>
<td>0.61</td>
</tr>
<tr>
<td>Challenging Goals</td>
<td>0.56</td>
</tr>
<tr>
<td>Peer-tutoring</td>
<td>0.55</td>
</tr>
<tr>
<td>Teacher expectations</td>
<td>0.43</td>
</tr>
<tr>
<td>Frequent testing</td>
<td>0.34</td>
</tr>
<tr>
<td>Homework</td>
<td>0.29</td>
</tr>
<tr>
<td>Class size</td>
<td>0.21</td>
</tr>
<tr>
<td>Ability grouping</td>
<td>0.12</td>
</tr>
</tbody>
</table>
Deliberate Acts of Teaching

- Modeling
- Explaining
- Questioning
- Prompting
- Telling
- Feedback

(For more information, visit: http://www.csai-online.org/sites/default/files/resources/3040/DevelopingAndRefiningLessons_Math.pdf)
Formative Assessment Elements

Where is the learner going?  
Learning Goals and Success Criteria

Where is the learner now?  
Gathering Evidence

How to get there?  
Contingent Teaching and Learning

Where to next?  
Interpreting Evidence

Giving Feedback

Content Guide, pp. 20-29
Formative Assessment Elements

Peer and Self-Assessment

Content Guide, pp. 20-29
Formative Assessment Elements

Where am I going?

Learning Goals and Success Criteria

Where am I now?

Gathering Evidence

How do I get there?

Contingent Teaching and Learning

Where do I go next?

Giving Feedback

Interpreting Evidence

Content Guide, pp. 20-29
Learning Progressions
The Basic Idea

Kids learn. They start out by being able to do little, and over time they know and can do more, lots more. Their thinking becomes more and more sophisticated as they respond to instruction and experience in and outside of the school setting.

(Mosher, 2011, p. 2)
Various Definitions

…hypothesized descriptions of the successively more sophisticated ways student thinking about an important domain of knowledge or practice develops as children learn about and investigate that domain over an appropriate span of time

(Corcoran, Mosher & Rogat, 2009, p. 7)

…vertical maps that provide a description of skills understanding and knowledge in the sequence in which they typically develop: a picture of what it means to ‘improve’ in an area of learning

(Masters & Forster, 1996, p. 1)
Inherent Common Ideas

- Describe development over time
- Learning as a process of progressive sophistication
- Progressions are based on research-conjectured hypotheses/validation studies
Learning Progressions DLLP

- Describe language development over time
- Language learning as a process of progressive sophistication
- Empirically-derived progression
# Learning Progressions ≠ Standards

<table>
<thead>
<tr>
<th>Learning Progressions</th>
<th>Standards</th>
</tr>
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<tbody>
<tr>
<td>Describe steps (building blocks) of learning toward achieving the standards</td>
<td>Describe what students should know and be able to do at the end of a grade (a whole year of learning)</td>
</tr>
<tr>
<td>Based on research</td>
<td>Logical analysis of disciplinary knowledge</td>
</tr>
<tr>
<td>Developmental</td>
<td>Maybe developmental</td>
</tr>
<tr>
<td>Informs short-cycle teaching and learning</td>
<td>Informs long-cycle teaching and learning</td>
</tr>
</tbody>
</table>
Next Steps for this Student?
Where is this Student on the Progression?

Best fit?

Best fit?

Best fit?
Key Learnings
## Formative Assessment

<table>
<thead>
<tr>
<th>AL.1</th>
<th>When teachers interpret ongoing evidence they can make contingent pedagogical responses to learners’ immediate needs.</th>
</tr>
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<tbody>
<tr>
<td>AL.2</td>
<td>Assessment for learning embedded in ongoing teaching and learning is not the same as giving an assessment for formative purposes at the end of a sequence of instruction.</td>
</tr>
<tr>
<td>AL.3</td>
<td>Assessment for learning involves teachers and students in an ongoing cycle of evidence collection and feedback to keep learning moving forward.</td>
</tr>
<tr>
<td>AL.4</td>
<td>Learner agency is an integral component of learning.</td>
</tr>
<tr>
<td>AL.5</td>
<td>Students can develop positive identities as learners when assessment for learning is effectively implemented.</td>
</tr>
</tbody>
</table>
Contingent Teaching and Learning

Assessments in the System

- Instructional Adjustments
- Instructional Feedback
- Student Involvement

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<th>Formative Assessment Is Not…..</th>
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<td>generating evidence <strong>intentionally</strong> in the course of continuous teaching and learning, engagement with learners through observation, discussion, questioning, and review and analysis of tasks/work</td>
<td>giving a test at the end of an instructional cycle or on a predetermined basis (e.g., quarterly, annually)</td>
</tr>
<tr>
<td>gauging how student learning is progressing while students are in the process of learning</td>
<td>evaluating student achievement at the end of a sequence of learning</td>
</tr>
<tr>
<td>using evidence to inform immediate or near-immediate teaching and learning</td>
<td>using test data to make decisions about medium- and long-term instructional/curricular plans</td>
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<td>Formative Assessment Is....</td>
<td>Formative Assessment Is Not....</td>
</tr>
<tr>
<td>----------------------------</td>
<td>--------------------------------</td>
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<tr>
<td>providing ongoing descriptive feedback to learners</td>
<td>assigning grades /reporting achievement</td>
</tr>
<tr>
<td>involving students in the assessment process through peer and self-assessment</td>
<td>telling students the results of a test</td>
</tr>
</tbody>
</table>
Your Turn

- Go back to your definition of formative assessment you wrote at the beginning of this session
- Add/edit to your definition
- How does formative assessment help the English learners in your classrooms?
For more information, please email: sandychang@ucla.edu
dllp.org