

# State and Local Policies Supporting Formative Assessment Practice

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Formative Assessment and the California Common Core State Standards

PACE Policy Seminar  
10/23/2014 Sacramento, CA



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## Key Policy Actions to Support Formative Assessment Process



1. Ensure professional learning models good formative assessment practices
2. Align preparation, credentialing, induction to strengthen FA capacity of new teachers
3. Build evaluation systems that value & support FA practices for teachers, students
4. Develop assessment literacy to ensure appropriate use of different forms of evidence

(Linquanti, forthcoming)



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## 1. Ensure teacher professional learning models formative assessment practices



- Update state professional learning standards for teachers and administrators
- Strengthen local support & engagement structures
  - Allow focus on problems of practice
  - Use learning trajectories, coaching & feedback, reflection
  - Apprentice teachers in FA process

(Linqunti, forthcoming; Heritage, Walqui, & Linqunti, 2013; Santos, Darling-Hammond, & Cheuk, 2012)



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## 2. Align teacher preparation, credentialing, and induction to strengthen FA in new teachers



- Incorporate FA practices in teacher prep, credentialing, induction / admin. credentialing
- Recruit from IHEs that develop FA capacity
- Support pre-service clinical experiences, mentorship

(Linqunti, forthcoming; Heritage, Walqui, & Linqunti, 2013; Santos, Darling-Hammond, & Cheuk, 2012)



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**TEACHER HIGH LEVERAGE INSTRUCTIONAL STANDARDS AND INDICATORS**

STANDARD 1 New Learning is Connected to Prior Learning and Experience <span style="font-size: 2em; font-weight: bold; color: white;">1</span>	STANDARD 2 Learning Tasks have High Cognitive Demand for Diverse Learners <span style="font-size: 2em; font-weight: bold; color: white;">2</span>	STANDARD 3 Students Engage in Meaning-Making through Discourse and Other Strategies <span style="font-size: 2em; font-weight: bold; color: white;">3</span>	STANDARD 4 Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning <span style="font-size: 2em; font-weight: bold; color: white;">4</span>	STANDARD 5 Assessment is Integrated into Instruction <span style="font-size: 2em; font-weight: bold; color: white;">5</span>
<b>Indicator 1</b> The teacher activates all students' initial understandings of new concepts and skills	<b>Indicator 1</b> The teacher assigns tasks that purposefully employ all students' cognitive abilities and skills	<b>Indicator 1</b> The teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students	<b>Indicator 1</b> The teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it	<b>Indicator 1</b> The teacher plans on-going learning opportunities based on evidence of all students' current learning status
<b>Indicator 2</b> The teacher makes connections explicit between previous learning and new concepts and skills for all students	<b>Indicator 2</b> The teacher assigns tasks that place appropriate demands on each student	<b>Indicator 2</b> The teacher provides opportunities for all students to create and interpret multiple representations	<b>Indicator 2</b> The teacher structures opportunities for self-monitored learning for all students	<b>Indicator 2</b> The teacher aligns assessment opportunities with learning goals and performance criteria
<b>Indicator 3</b> The teacher makes clear the purpose and relevance of new learning for all students	<b>Indicator 3</b> The teacher assigns tasks that progressively develop all students' cognitive abilities and skills	<b>Indicator 3</b> The teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships	<b>Indicator 3</b> The teacher supports all students to take actions based on the students' own self-monitoring processes	<b>Indicator 3</b> The teacher structures opportunities to generate evidence of learning during the lesson of all students
<b>Indicator 4</b> The teacher provides all students opportunities to build on or challenge initial understandings	<b>Indicator 4</b> The teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.	<b>Indicator 4</b> The teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students		<b>Indicator 4</b> The teacher adapts actions based on evidence generated in the lesson for all students

**NEVADA EDUCATOR PERFORMANCE FRAMEWORK – IMPLEMENTATION PHASE 1**

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<b>Indicator 1</b> The teacher takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students.	<b>Indicator 1</b> The teacher seeks out feedback from instructional leaders and colleagues, and uses a variety of data to self-reflect on his or her practice.	<b>Indicator 1</b> The teacher models and advocates for fair, equitable, and appropriate treatment of all students and families.	<b>Indicator 1</b> The teacher regularly facilitates two-way communication with parents and guardians, using available tools that are responsive to their language needs, and includes parent/guardian requests and insights about the goals of instruction and student progress.	<b>Indicator 1</b> The students report that the teacher helps them learn.
<b>Indicator 2</b> The teacher takes an active role in building a professional culture that supports school and district initiatives.	<b>Indicator 2</b> The teacher pursues aligned professional learning opportunities to support improved instructional practice across the school community.	<b>Indicator 2</b> The teacher models integrity in all interactions with colleagues, students, families, and the community.	<b>Indicator 2</b> The teacher values, respects, welcomes, and encourages students and families, of all diverse cultural backgrounds, to become active members of the school and views them as valuable assets to student learning.	<b>Indicator 2</b> The students report that the teacher creates a safe and supportive learning environment.
<b>Indicator 3</b> The teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.	<b>Indicator 3</b> The teacher takes an active role in mentoring colleagues and pursues teacher leadership opportunities.	<b>Indicator 3</b> The teacher follows policies, regulations, and procedures specific to role and responsibilities.	<b>Indicator 3</b> The teacher informs and connects families and students to opportunities and services according to student needs.	<b>Indicator 3</b> The students report that the teacher cares about them as individuals and their goals or interests.

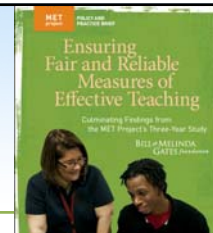
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**ADMINISTRATOR HIGH LEVERAGE INSTRUCTIONAL LEADERSHIP STANDARDS AND INDICATORS**

STANDARD 1 Creating and Sustaining a Focus on Learning	STANDARD 2 Creating and Sustaining a Culture of Continuous Improvement	STANDARD 3 Creating and Sustaining Productive Relationships	STANDARD 4 Creating and Sustaining Structures
<p><b>Indicator 1</b> Administrator engages stakeholders in the development of a vision for high student achievement and college and career readiness, continually reviewing and adapting the vision when appropriate.</p>	<p><b>Indicator 1</b> Administrator sets clear expectations for teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development.</p>	<p><b>Indicator 1</b> Administrator demonstrates a welcoming, respectful, and caring environment and an interest in adults' and students' well-being to create a positive affective experience for all members of the school community.</p>	<p><b>Indicator 1</b> Administrator implements systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate.</p>
<p><b>Indicator 2</b> Administrator holds teachers and students accountable for learning through regular monitoring of a range of performance data.</p>	<p><b>Indicator 2</b> Administrator supports teacher development through quality observation, feedback, coaching, and professional learning structures.</p>	<p><b>Indicator 2</b> Administrator provides opportunities for extended, productive discourse between the administrator and teachers and among teachers to support decision-making processes.</p>	<p><b>Indicator 2</b> Administrator develops systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate.</p>
<p><b>Indicator 3</b> Administrator structures opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.</p>	<p><b>Indicator 3</b> Administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.</p>	<p><b>Indicator 3</b> Administrator structures the school environment to enable collaboration between administrators and teachers and among teachers to further school goals.</p>	<p><b>Indicator 3</b> Administrator allocates resources effectively, including organizing time, to support learning goals.</p>
<p><b>Indicator 4</b> Administrator systematically supports teachers' short-term and long-term planning for student learning through a variety of means.</p>	<p><b>Indicator 4</b> Administrator operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.</p>	<p><b>Indicator 4</b> Administrator has structures and processes in place to communicate and partner with teachers and parents in support of the school's learning goals.</p>	

*NEVADA EDUCATOR PERFORMANCE FRAMEWORK – Implementation Phase 1 – Working Copy Oct 1, 2013*

### 3. Build teacher evaluation systems that value & model FA for teachers & students



- Incorporate FA practices into standards, indicators
- Support multiple observations by trained peers with actionable feedback & self-reflection
- Use student perception surveys reflecting theory of instruction, probing experience of teacher expectations, support, feedback

(Measures of Effective Teaching Project, 2012, 2013; Linquanti, forthcoming; Heritage, Walqui, & Linquanti, 2013)





### Alignment of Evaluation Framework and Survey Components

	Memphis City Schools Teacher Evaluation Rubric	Tripod Student Survey
Evaluation rubric dimension/survey construct	Use strategies that develop higher-level thinking skills	Challenge
Example indicator/item	Questions require students to apply, evaluate, or synthesize	"My teacher wants me to explain my answers—why I think what I think."
Evaluation rubric dimension/survey construct	Check for understanding and respond appropriately during the lesson	Clarify
Example indicator/item	If an attempt to address a misunderstanding is not succeeding, the teacher, when appropriate, responds with another way of scaffolding	"If you don't understand something, my teacher explains it another way."

(MET Project, 2012) WestEd.org



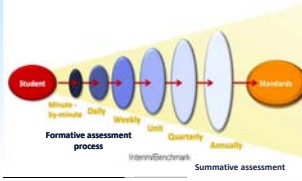
### Students' perceptions and feedback matter

Item	Rating scale	Combined for each score
1	5 4 3 2 1	Clarity of Learning Targets
2	5 4 3 2 1	
3	1 2 3 4 5	Eagerness to Learn
4	5 4 3 2 1	
5	1 2 3 4 5	Academic Efficacy
6	1 2 3 4 5	
7	1 2 3 4 5	Progress Monitoring Information
8	5 4 3 2 1	

1. I usually have a pretty good idea about what I am expected to learn in this class.
2. When I'm asked to learn something new in this class, even if it's difficult, I know I can learn it.
3. Typically, I don't have a very good idea if I am making enough progress in this class.
4. I'm really excited about learning new things in this class.
5. I often don't have a clear idea in this class about what I am supposed to be learning
6. Most of the time, I don't look forward to learning new things in this class.
7. Even with help and plenty of time, I'm going to have difficulty learning new things in this class.
8. In this class, I get enough information to keep track of my own learning achievement.

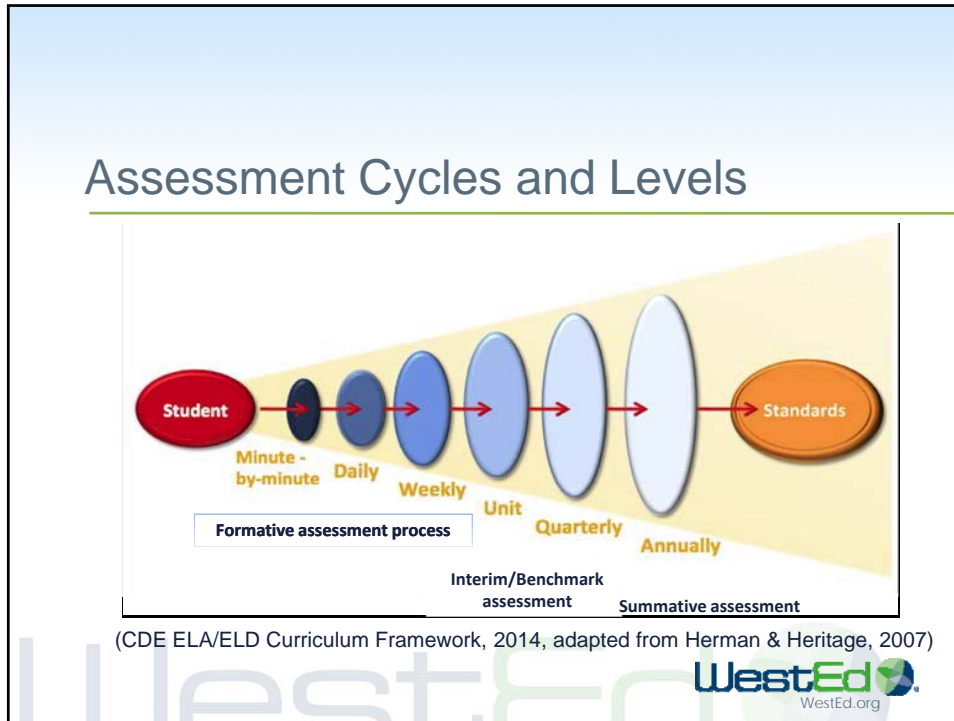
Source: CCSSO: *Assessing Students' Affect Related to Assessment for Learning: An Introduction for Teachers* (Stiggins & Popham, 2007)

### 4. Develop assessment literacy to ensure appropriate use of different forms of evidence



- Ensure policies and messaging clarify and support a balanced assessment system
- Specify how PD plans and resources will build teachers' and students' FA capacity
- Examine resources claimed to support FA process
  - FA vs. assessment for formative purposes vs. "formative assessments"

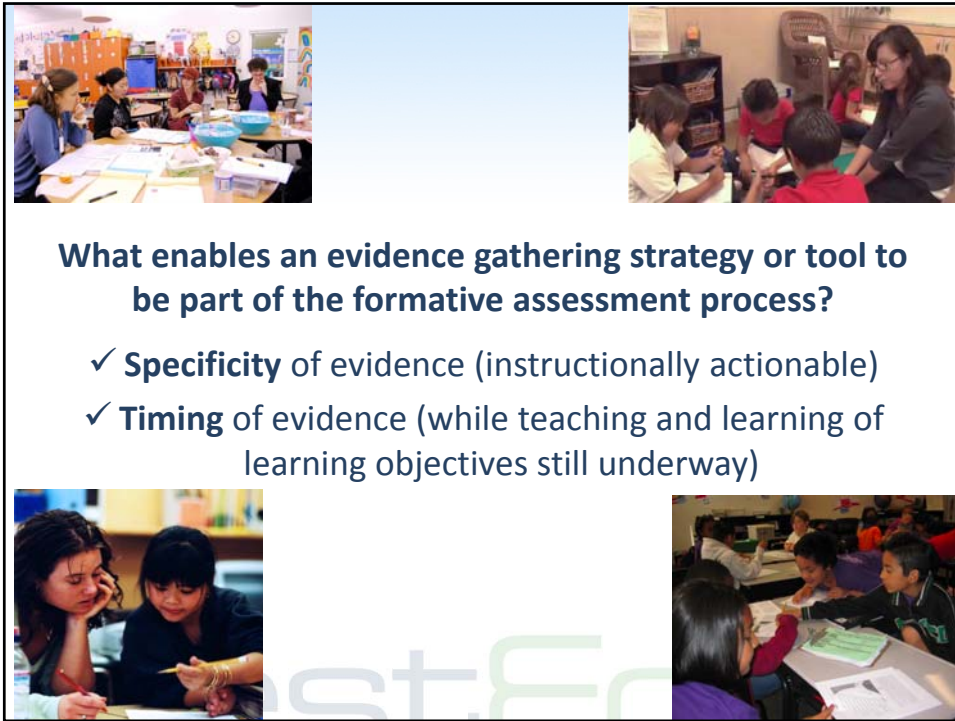
(Linquanti, forthcoming; Heritage, Walqui, & Linquanti, 2013)



### Types and uses of Assessment: Short-Cycle Formative

Cycle	Methods	Information	Uses/Actions
<b>Minute-by-minute</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/>-Observation</li> <li><input type="checkbox"/>-Questions (teachers and students)</li> <li><input type="checkbox"/>-Instructional tasks</li> <li><input type="checkbox"/>-Student discussions</li> <li><input type="checkbox"/>-Written work/ representations</li> </ul>	-Students' current learning status, relative difficulties and misunderstandings, emerging or partially formed ideas, full understanding	-Keep going, stop and find out more, provide oral feedback to individuals, adjust instructional moves in relation to student learning status (e.g., act on "teachable moments")
<b>Daily Lesson</b>	Planned and placed strategically in the lesson: <ul style="list-style-type: none"> <li><input type="checkbox"/>-Observation,</li> <li><input type="checkbox"/>-Questions (teachers and students)</li> <li><input type="checkbox"/>-Instructional tasks</li> <li><input type="checkbox"/>-Student discussions</li> <li><input type="checkbox"/>-Written work/ representations</li> <li><input type="checkbox"/>-Student self-reflection (quick write)</li> </ul>	-Students' current learning status, relative difficulties and misunderstandings, emerging or partially formed ideas, full understanding	<ul style="list-style-type: none"> <li><input type="checkbox"/>-Continue with planned instruction</li> <li><input type="checkbox"/>-Instructional adjustments in this or the next lesson</li> <li><input type="checkbox"/>-Find out more</li> <li><input type="checkbox"/>-Feedback to class or individual students (oral or written)</li> </ul>
<b>Week</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/>-Student discussions and work products</li> <li><input type="checkbox"/>-Student self-reflection (e.g., journaling)</li> </ul>	-Students' current learning status relative to lesson learning goals (e.g., have students met the goal(s), are they nearly there?)	<ul style="list-style-type: none"> <li><input type="checkbox"/>-Instructional planning for start of new week</li> <li><input type="checkbox"/>-Feedback to students (oral or written)</li> </ul>

CA ELA/ELD Framework, Fig. 8.5



**What enables an evidence gathering strategy or tool to be part of the formative assessment process?**

- ✓ **Specificity** of evidence (instructionally actionable)
- ✓ **Timing** of evidence (while teaching and learning of learning objectives still underway)



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