

# What is Formative Assessment?

**Margaret Heritage**

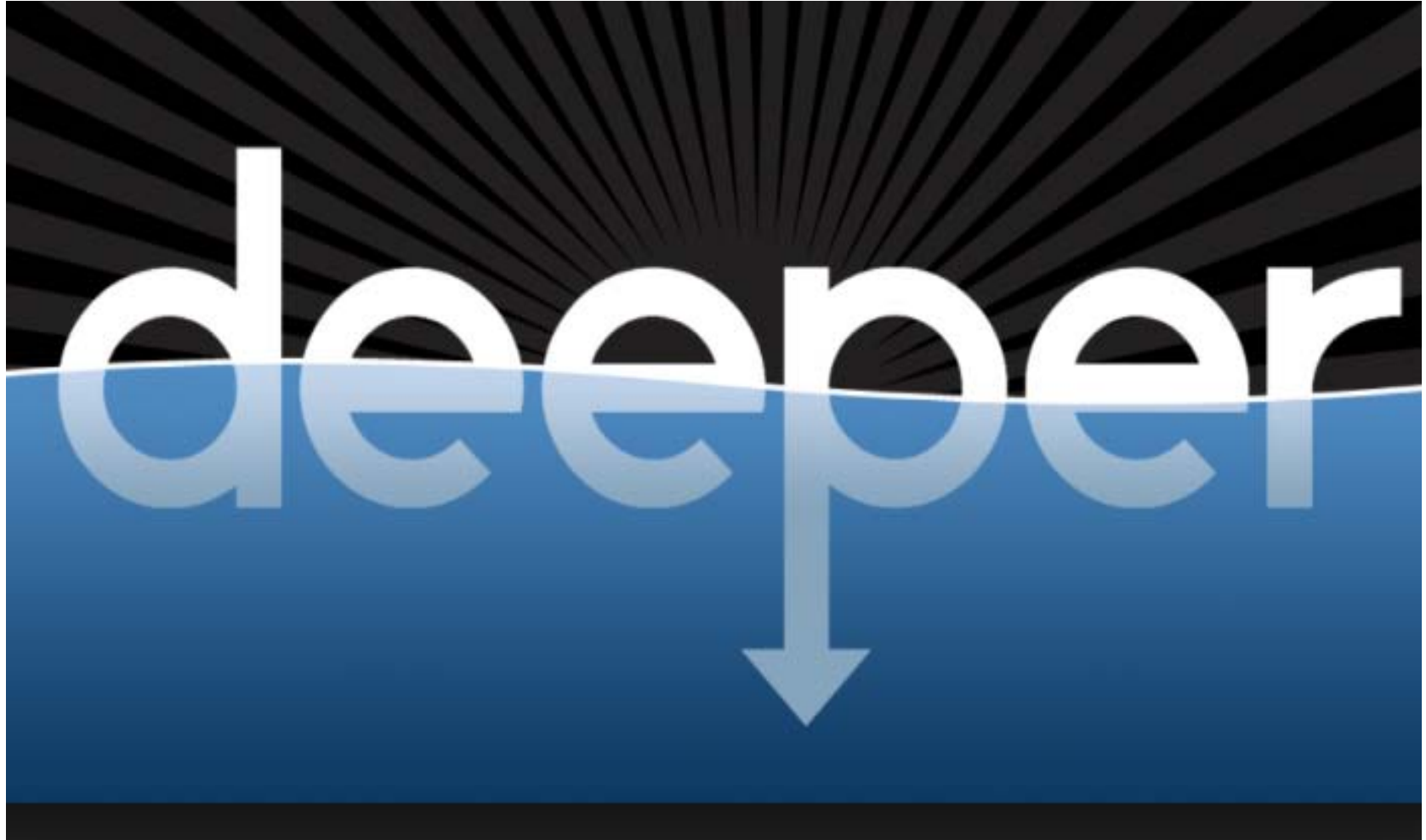
**PACE Meeting**

**Sacramento, CA**

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# CCSS

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# Assessment *of* and *for* Learning

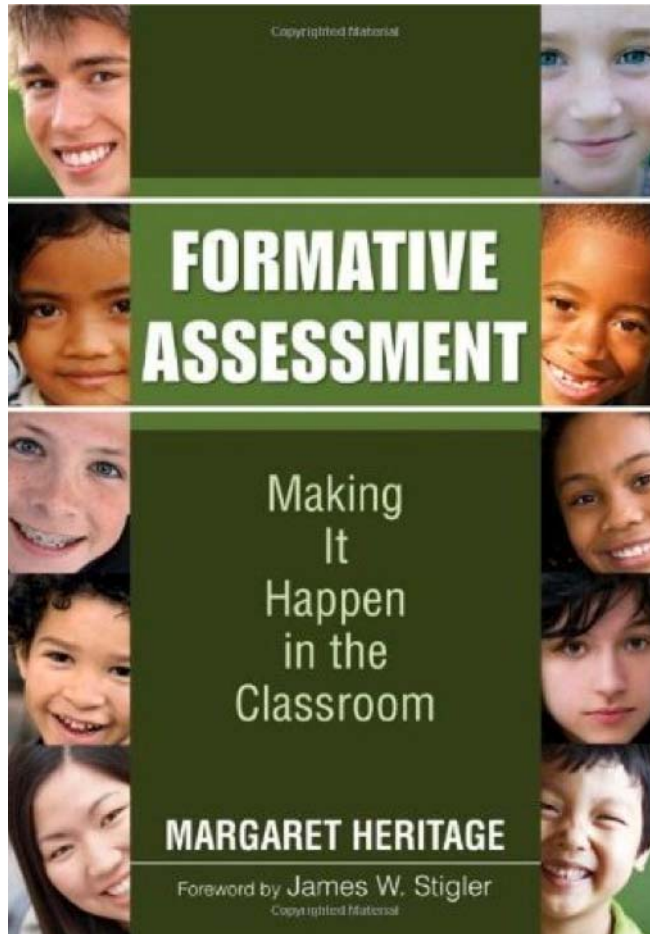
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Evaluation of what has been learned up to a particular point



Substantive insights into students' thinking as it develops

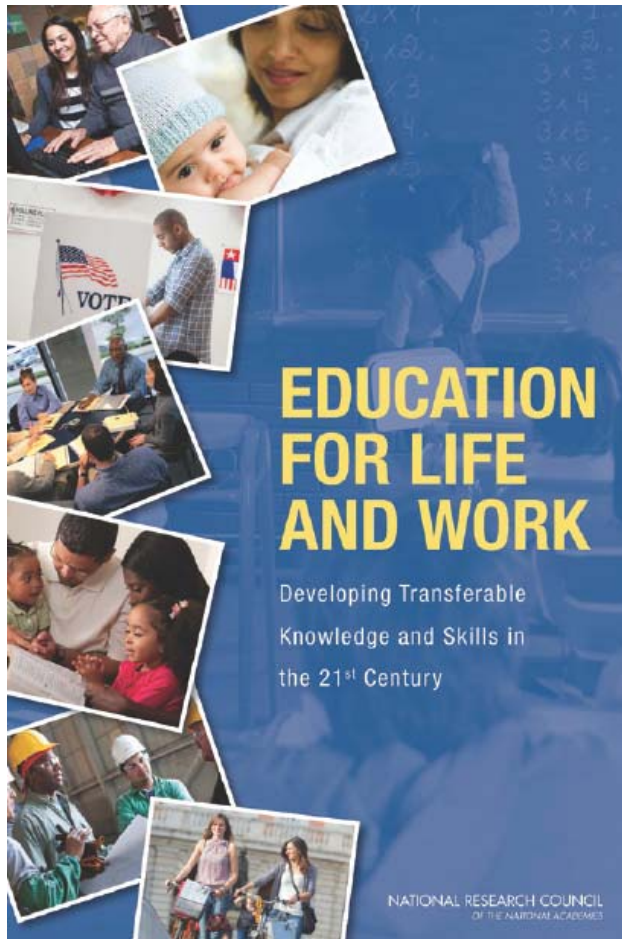
# Formative Assessment...



*..... a planned process that takes place continuously during the course of teaching and learning to provide teachers and students with feedback to close the gap between current learning and desired [lesson] goals.*

# National Research Council (2012)

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Ongoing formative assessment by teachers can provide guidance to students which supports and extends their learning, encouraging deeper learning and the development of transferable competencies (p. 188)

# Main Features

1

Clear learning goals & success criteria

2

Eliciting evidence of learning

3

Evidence-based adjustments to teaching

4

Feedback to students

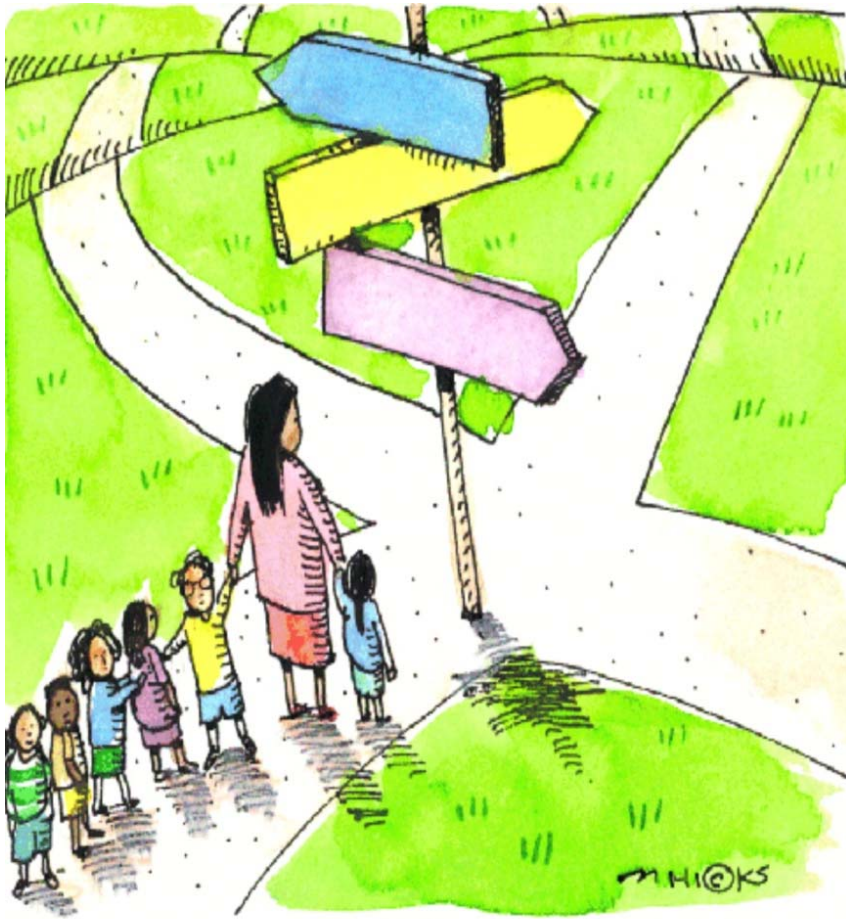
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Student involvement – peer and self-assessment



# Guiding Questions for Teachers

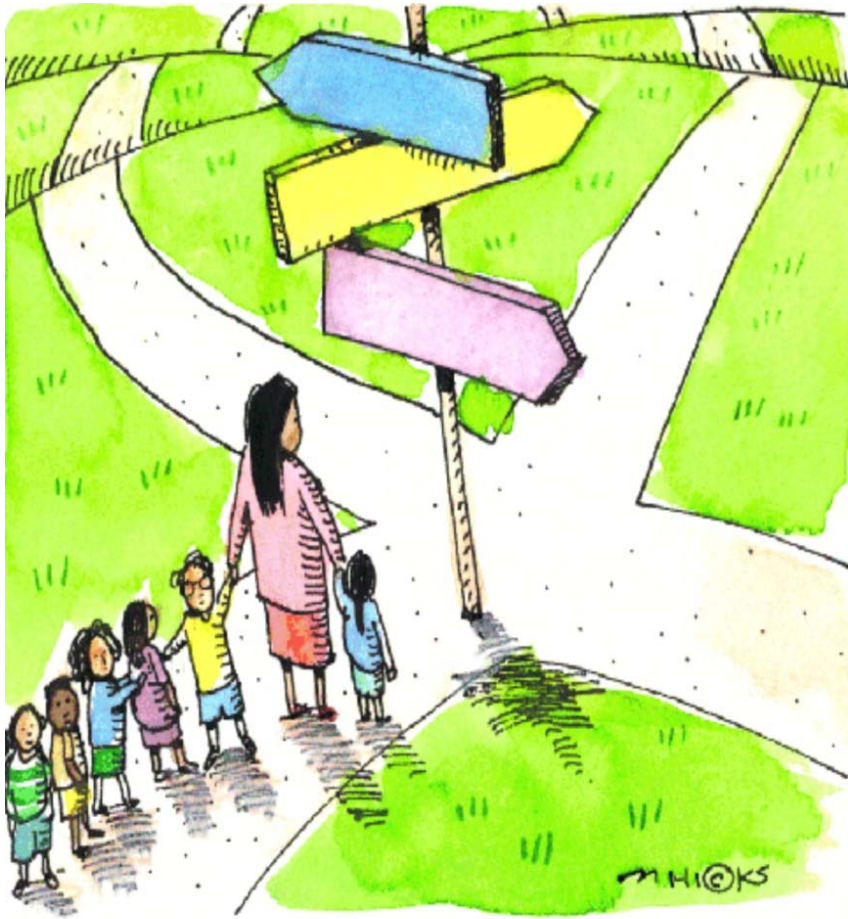
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- ?** Where is the learner going? (in this lesson)
- ?** Where is the learner now? (in this lesson)
- ?** Where to next? (in this or the next lesson)
- ?** How to get there?

# Guiding Questions for Students

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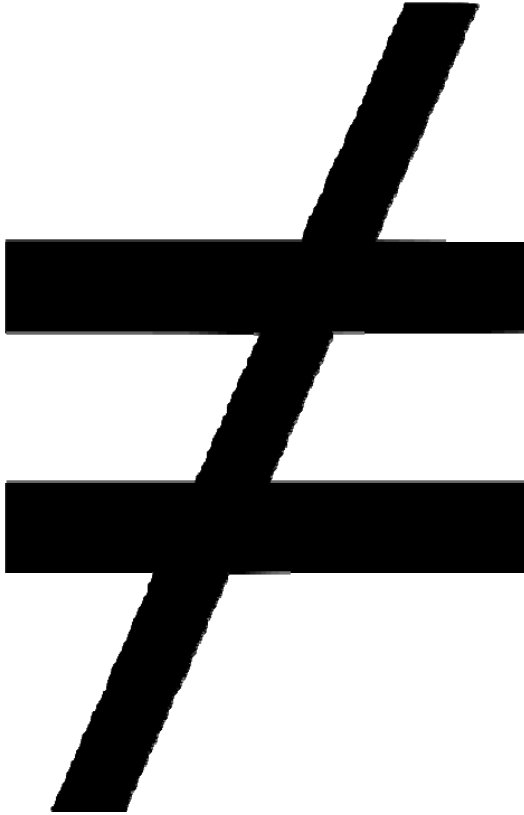


- ❓ **Where am I going? (in this lesson)**
- ❓ **Where am I now? (in this lesson)**
- ❓ **Where to next? (in this or the next lesson)**
- ❓ **How to get there?**



# Formative Assessment...

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- A test or instrument
- More frequent use of tests
- A score
- A one-time event
- Something that happens at the end of a period of learning
- Something only teachers do

# Changes in Practice

Frank and Ernest



# A Key Professional Skill

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“...should be regarded as a key professional skill for teachers. Teachers require the professional knowledge and skills to: **plan for assessment; observe learning; analyze and interpret evidence of learning; give feedback to learners and support learners in self-assessment.** Teachers should be supported in developing these skills through **initial and continuing professional development.**”

*(Assessment Reform Group, 2002)*

# Sharon

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*“Formative assessment has not only changed me as a teacher but I believe it has changed the students as learners.”*

Heritage, 2010, p. 5

# Shawn

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- *I used to do a lot of explaining, but now I do a lot of questioning.*
- *I used to do a lot of talking, but now I do a lot of listening.*
- *I use to think about teaching the curriculum, but now I think about teaching the student.*