What is Formative Assessment?

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Assessment of and for Learning

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.
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)

National Research Council (2012)
Main Features

1. Clear learning goals & success criteria
2. Eliciting evidence of learning
3. Evidence–based adjustments to teaching
4. Feedback to students
5. Student involvement – peer and self-assessment
Guiding Questions for Teachers

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

• 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...

- 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

OH WOW! PARADIGM SHIFT!

T. Havas
“...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)
“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

- 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**.

Heritage, 2010, p. 4