Identifying Effective Formative Assessment Practices

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The Formative Assessment Process

- Deliberate process occurring within the teaching and learning cycle
- Has the power to transform professional practice, student learning, and improve outcomes
Formative Assessment Terms:
Feedback Loop vs. Test Events

✓ Formative Assessment Process
✓ Formative Practices
   Formative Assessments
The Process, In Short

Formative assessment or formative practices are teacher techniques designed to quickly inform instruction by providing specific and immediate feedback through daily, ongoing instructional strategies that are student- and classroom-centered, and that answer "what comes next for student learning?"
Characteristics of Effective Formative Assessment Practices

- Based on specific learning targets and success criteria
- Designed by teachers
- Elicits evidence of student learning
- Informs instruction
- Involves students
- Provides specific, actionable, and immediate feedback
Student Involvement

Where am I going?
Where am I now?
How do I get from here to there?
Example 1: Effective Formative Practice

Learning Target:
“I can identify the main idea of an informational text.”

Formative Assessment:
• Exit ticket

Formative Assessment Practices:
• Student observation
• Small group instruction based on student needs (re-teaching, addressing misconceptions, providing extensions)
• Recheck for student understanding
• Students set personal learning goals
Example 1: Effective Formative Practice

Learning Target:
- “I can identify the main idea of an informational text.”

Characteristics of Effective Formative Assessment Practices:
- Based on specific learning targets and success criteria
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Example 2: Effective Formative Practice

Learning Target:
“I can write and solve linear equations”

Formative Assessment:
• Observation of individual whiteboards

Formative Assessment Practices:
• Student observation
• Small group instruction based on student needs
• Instruction was adjusted to provide support
• Recheck for student understanding
Example 2: Effective Formative Practice

**Learning Target:**
“I can write and solve linear equations”

**Characteristics of Effective Formative Assessment Practices:**
- Based on specific learning targets and success criteria
- Designed by teachers
- Elicits evidence of student learning
- Informs instruction
- Involves students
- Provides specific, actionable, and immediate feedback
Example 3: Basic Formative Practice

Learning Target:
“I can identify all 12 major muscle groups.”

Formative Assessment:
• Quiz

Formative Assessment Practices:
• Immediate Feedback
Example 3: Basic Formative Practice

Learning Target:
“I can identify all of the 12 major muscle groups.”

What would make this an effective formative assessment practice?

- Using data to adjust and inform instruction
- Discussing results with the students providing specific and actionable feedback
- Offering support to students who did not perform well on the quiz/providing individualized instruction
- Providing extension opportunities for proficient students
Reminders

- Formative practices must be designed by teachers, based on learning targets, and elicit evidence of student learning.

- The formative assessment process always provides specific, actionable, and immediate feedback to both teacher and student.

- Use data from the formative assessment process to create groupings and adjust instruction.
Additional Resources

Videos:
Introduction to Formative Assessment

Introduction to Strategic Assessment
http://dpi.wi.gov/strategic-assessment

The Center on Standards and Assessment Implementation
Examples of the Elements in Action
http://www.csai-online.org/spotlight/examples-elements-action

Primary Grade Videos
http://www.csai-online.org/spotlight/time-investigate

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