



# Closing the Assessment Gap:

## The Effective Use of Formative Assessment in the Classroom

Karen Hayashi  
LEA Session Webcast  
May 28, 2009

CALIFORNIA TECHNICAL ASSISTANCE CENTER (C-TAC)


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### Goals

- Examine the relationship between instruction and assessment in light of increasing pressures to improve student performance and ensure appropriate intervention opportunities.

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### Goals, continued

- Consider how the intricate relationship between instruction and formative classroom assessment might be modified to maximize the impact of differentiated instruction, improve the effectiveness of intervention, and eventually close the achievement gap *without adding to required summative assessments.*

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**Agenda**

1. Connecting to Our Previous Session
2. Instruction and Assessment
3. Formative and Summative Assessment
4. Assessment *Of, For, and As Learning*

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**Agenda, continued**

5. The Assessment Gap
6. Closing the Gap with Formative Classroom Assessment
7. Classroom Snapshots and Scenarios
8. A Formative Assessment Toolbox Sampler
9. Questions and Answers

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**SETPD Guidelines**

- SETPD Leadership Team (both LEA and site-level team)
- Professional Development
- Implementation of adopted core or intensive intervention Reading/ Language Arts Programs

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**SETPD Guidelines, continued** 

- **Daily uninterrupted instructional time**
- **Coverage of adopted core and/or intensive intervention curricula**
- **Pacing guides for adopted core and intensive intervention programs**

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**SETPD Guidelines, continued** 

- **Screening, diagnostic, progress monitoring and end-of-year assessments**
- **Collaborative general and special education teacher monthly meetings**
- **Reading coach services**

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**SETPD Assessment Terms** 

- **Screening**
- **Diagnostic**
- **Progress-monitoring**
  - Long-term, interim evidence of achievement (every 6-8 weeks) - *periodic evidence of achievement (referred to as interim assessment in this presentation)*

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## SETPD Assessment Terms, continued



- **Progress-monitoring**
  - Short-term, ongoing weekly/daily evidence of student progress - a *continuous flow of information (referred to as formative classroom assessment in this presentation)*
- **Program/Summative (e.g., CST, CAHSEE)**

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## Effective instruction is...



1. Purposeful and focused
2. Explicit and systematic
3. Coherent
4. Structured to provide adequate practice and appropriate repetition

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## Effective instruction is...



5. Responsive, informed by assessments, and differentiated to meet assessed needs
6. Engaging
7. Metacognitive

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**Effective Instruction**  
Through an Assessment Lens 

**If effective instruction is . . .**

**1. *purposeful and focused*, then assessment should clarify our targets and provide standards-aligned evidence of student success.**

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**Effective Instruction**  
Through an Assessment Lens 

**If effective instruction is . . .**

**2. *explicit and systematic*, then assessment should assist us in monitoring the effectiveness of our instruction and alert us to the need for more explicit or systematic instruction.**

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**Effective Instruction**  
Through an Assessment Lens, continued 

**If effective instruction is . . .**

**3. *coherent*, then assessment should provide frequent opportunities to ensure that our instruction is appropriately aligned with the standards.**

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**Effective Instruction**  
Through an Assessment Lens, continued



**If effective instruction is . . .**

**4.structured to provide practice and repetition, then assessment should provide evidence about the effectiveness of the practice we provide and about the need for reteaching.**

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**Effective Instruction**  
Through an Assessment Lens, continued



**If effective instruction is . . .**

**5.responsive and differentiated, then assessment should inform differentiation decisions.**

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**Effective Instruction**  
Through an Assessment Lens, continued



**If effective instruction is . . .**

**6.engaging, then assessment should promote student accountability and motivation.**

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**Effective Instruction**  
Through an Assessment Lens, continued 

**If effective instruction is . . .**

**7. *metacognitive*, then assessment should provide insight about students' thinking processes.**

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**Response to Intervention** 

***“The essence of Response to Intervention as a method of disability identification is that instruction becomes the ‘test’ - as much a test as the Wide Range Achievement Test or Stanford-Binet. In other words, instruction is the test stimulus and the student’s level or rate of performance is her response.”***

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**A Closer Look...**  
Formative and Summative Assessments 

|   |  |
|---|--|
| <p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>• Flows directly from classroom instruction.</li> <li>• Is an integral part of the learning process.</li> <li>• Informs both teachers and students about current understanding.</li> <li>• Provides critical evidence for daily instructional decisions.</li> </ul> | <p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• Is administered periodically to monitor student progress.</li> <li>• Is used to evaluate program, student placement, curriculum alignment, and classroom/school/district/state improvement goals.</li> <li>• Does not provide classroom level information and occurs too far “downstream” to have an effect on daily instructional decisions.</li> </ul> |
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## Assessment Of, For, and As Learning

Assessment **Of** Learning: High Stakes summative assessments (STAR, CSRE, finals, term projects, interim assessments)

Assessment **For** Learning: Formative classroom embedded evidence of student achievement that "informs" daily instruction

Assessment **As** Learning: Assessment that promotes student engagement, accountability, and reflection.

~ Richard Stiggins

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## Consider this...

***"Using one assessment for a multitude of purposes is like using a hammer for everything from brain surgery to pile driving."***

~ Walt Henry

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## The Assessment Gap

|      |               |               |               |               |               |      |
|------|---------------|---------------|---------------|---------------|---------------|------|
| STAR | Interim/ Unit | Interim/ Unit | Interim/ Unit | Interim/ Unit | Interim/ Unit | STAR |
|      | ↓             | ↓             |               |               |               |      |
|      | Gap           | Gap           |               |               |               |      |

- Periodic progress monitoring assessments (i.e., 6-8 week assessments) are most likely summative, rather than formative. The type of assessment that occurs between interim assessments is critical.
- The use of summative assessment, including "interim" assessments, usually informs placement rather than informing daily instructional decisions.

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## The Assessment Gap, continued



- Unlike summative or interim progress-monitoring assessments, formative classroom assessment usually provides information that can be used immediately to monitor understanding and, when necessary, modify current instruction in order to
  - correct misunderstandings,
  - reteach immediately, and/or
  - slow or accelerate the pace of daily instruction.

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## An Assessment Sequence



Standards

Summative & Diagnostic Data

The Instruction/Formative Assessment Loop

Decision Point:  
Continue as planned  
Adjust pace . . . slow or accelerate  
Preteach  
Reteach/intervene

Interim Assessments

Summative State and District Assessments

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## A Frame of Reference



Meet Joshua . . .

What I know about Joshua . . .

What Joshua needs . . .

Who is your “Joshua”?

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**Closing the Assessment Gap:**  
Formative Classroom Assessment 

- **Effective classroom assessment used formatively to support learning (assessment for learning) is the missing link in our assessment chain.**

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**Closing the Assessment Gap:**  
Formative Classroom Assessment, continued 

**Frequent formative classroom assessment is at the core of improved student performance. Black and Wiliam have defined formative assessment as, “all activities undertaken by teachers – and by their students in assessing themselves – that provide information to be used as feedback to modify teaching and learning activities.”**

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**Closing the Assessment Gap:**  
Formative Classroom Assessment, continued 

- **Any activity or lesson component can become an assessment opportunity if we shift the lens through which we view the experience.**

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**Closing the Assessment Gap:**  
Formative Classroom Assessment, continued



- We often use a “safety net” analogy when talking about our instruction, differentiation, and appropriate intervention. Consider the fabric of our safety net...we worry that some students slip through our net.

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**Closing the Assessment Gap:**  
Formative Classroom Assessment, continued



**Consider the fact that effectively implemented formative classroom assessment ensures a tighter mesh for our net.**

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**Closing the Assessment Gap:**  
Formative Classroom Assessment, continued



- Once teachers recognize that every lesson presents multiple opportunities for formative assessment, they come to appreciate the intricate relationship between instruction and assessment and to appreciate the value of classroom assessment data.

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## Closing the Assessment Gap: Formative Classroom Assessment, continued



- **Improved performance on high-stakes, summative program assessments (CST, CAHSEE, etc.) is directly related to the effective use of formative assessments.**

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## The Power of Formative Classroom Assessment



- **Provides evidence of student learning at the point of instruction when the “cement is still wet” (Madeline Hunter) . . . formative assessment provides frequent opportunities for error correction and constructive feedback when they are most crucial.**

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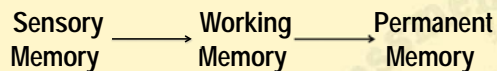
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## The Power of Formative Classroom Assessment, continued



- **Provides opportunities to monitor student processing of information in the working memory . . .**



“Information is transferred from working memory by repeated exposure, deep processing, and/or elaboration.”

~ Marzano

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**The Power of**  
Formative Classroom Assessment, continued 

- “ . . . Helps low achievers more than other students and so reduces the range of achievement while raising achievement overall.”
- Forms the foundation for effective differentiation.

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**The Power of**  
Formative Classroom Assessment, continued 

- Promotes student engagement and accountability.

“The ultimate user of assessment information in order to improve learning is the pupil.”

~ Black and Wiliam

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**The Power of**  
Formative Classroom Assessment, continued 

- Builds student confidence . . .

*“Our collective challenge comes in two parts. We must strive to 1) keep students from losing confidence in themselves as learners to begin with and 2) rekindle confidence among those students who have lost that confidence. . . . If these students are to come to believe in themselves, then they must first experience some believable form of academic success as reflected in a real classroom assessment. Even a small success can rekindle a small spark or confidence that, in turn encourages more trying.”*

~ Richard Stiggins

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**Consider...** 

- ***“Students who attribute academic success to their own effort are more likely to adopt learning goals, which means they are motivated by an increasing sense of mastery and by the desire to become competent . . . The extent to which individuals see themselves as competent and capable has a dramatic effect on their willingness to attempt new learning.”***

~ Lorna Earl

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**Consider...** 

- ***“Motivation is enhanced when errors and mistakes are treated as a normal part of learning, with timely feedback and a chance to rethink and re-do the work, and when the assessment is designed to provide students with access to their progress and allows them to stay engaged with the task.”***

~ Lorna Earl

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**Formative classroom assessments:** 

- **Encourage, rather than discourage.**
- **Build confidence, not anxiety.**
- **Bring hope, not hopelessness.**
- **Offer success, not frustration.**
- **Trigger smiles, not tears.**

~ Richard Stiggins

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