

Welcome



Formative Assessment Project

Webinar #1 - May 15, 2012 - 2-3 pm

Formative Assessment Project



Project Sponsor:

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Formative Assessment/Assessment for Learning Team:

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Agenda

✓ **Assessment *for* Learning**

Formative Assessment Project Overview

Online Resources & Multimedia Learning

Collaboration Opportunities



Formative Assessment Project

Maryland Race to the Top Initiative



Assessment *for* Learning



Inside the Black Box

- Dylan William
- Paul Black (1998)



- Comprehensive Review of 250 research studies
- Formative Assessment Practices - High Yields Strategy
- Significant gains in student achievement
- Highest gains reported with low performing students

*"Formative assessment is a **process** used by teachers **and** students **during** instruction that provides **feedback** to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes."*

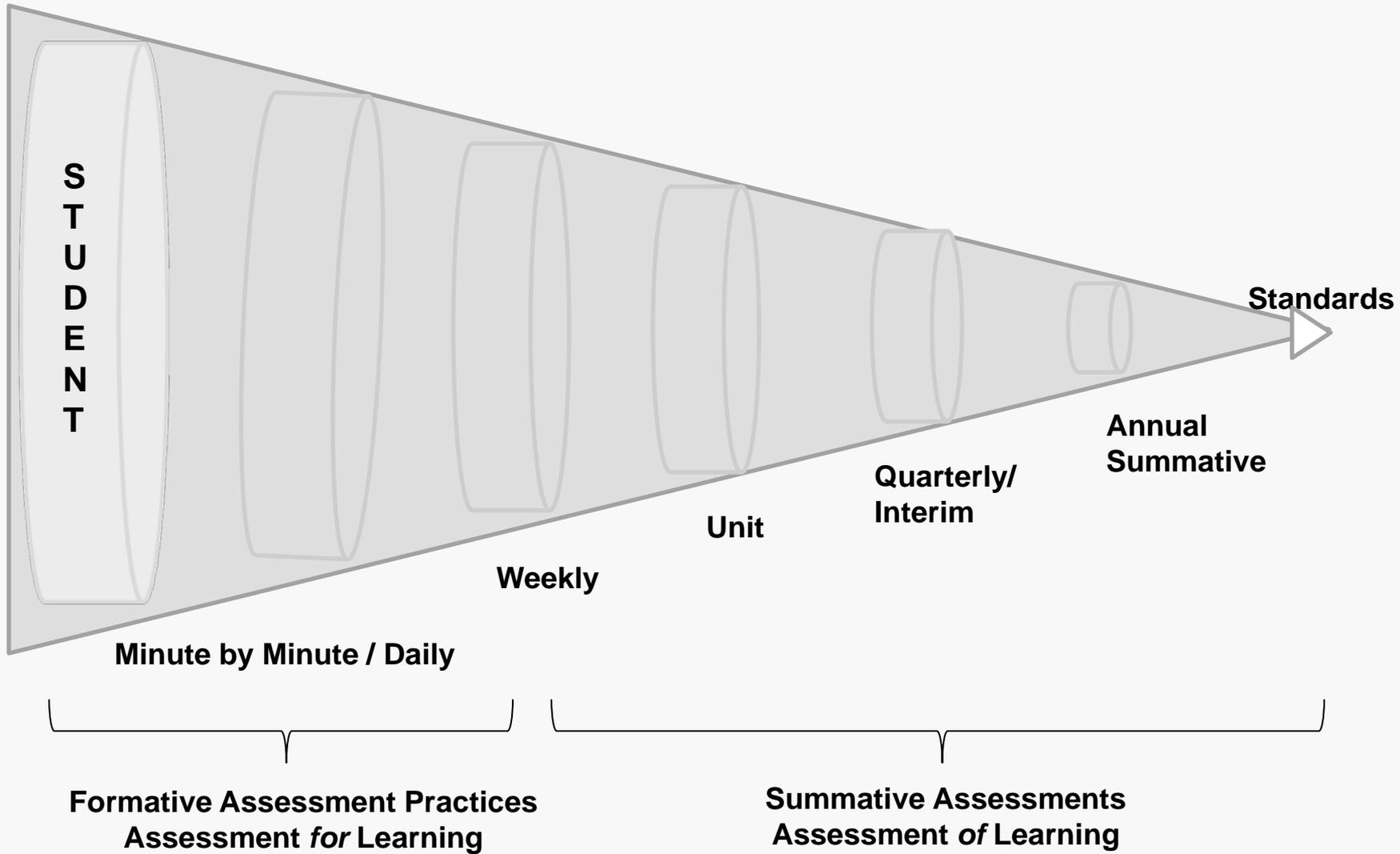
CCSSO 2007



**Formative Assessment / Assessment for Learning
refers to PROCESS not a test**

	Formative Assessment Practices (Assessment <i>for</i> Learning)	Summative Assessment (Assessment <i>of</i> Learning)
Purpose	<ul style="list-style-type: none"> •To gauge student understanding of a concept during instruction, so teacher can adjust instruction and help student reach the next level of understanding •Collaborative, student and teacher engaged in a dialogue around ungraded learning/performance. 	<ul style="list-style-type: none"> •To measure what students have learned after the teaching-learning cycle. •To determine if a student has reached a certain level of competency.
Use	<ul style="list-style-type: none"> • <i>To inform instruction and learning</i> 	<ul style="list-style-type: none"> • <i>To measure and report student learning.</i>
Frequency	Daily on-going evaluation strategies throughout instruction, on-the-fly, minute-by-minute Planned-for interactions Embedded-in-the Curriculum	Periodic formal Diagnostic/Progress checks (district and teacher determine) monthly, quarterly, annually
Delivery Mode	Teacher incorporates into instruction Students evaluate own learning	Computer-based Paper/pencil Performance skills demo w/ rubric scoring

Balanced Assessment System





Three Central Questions



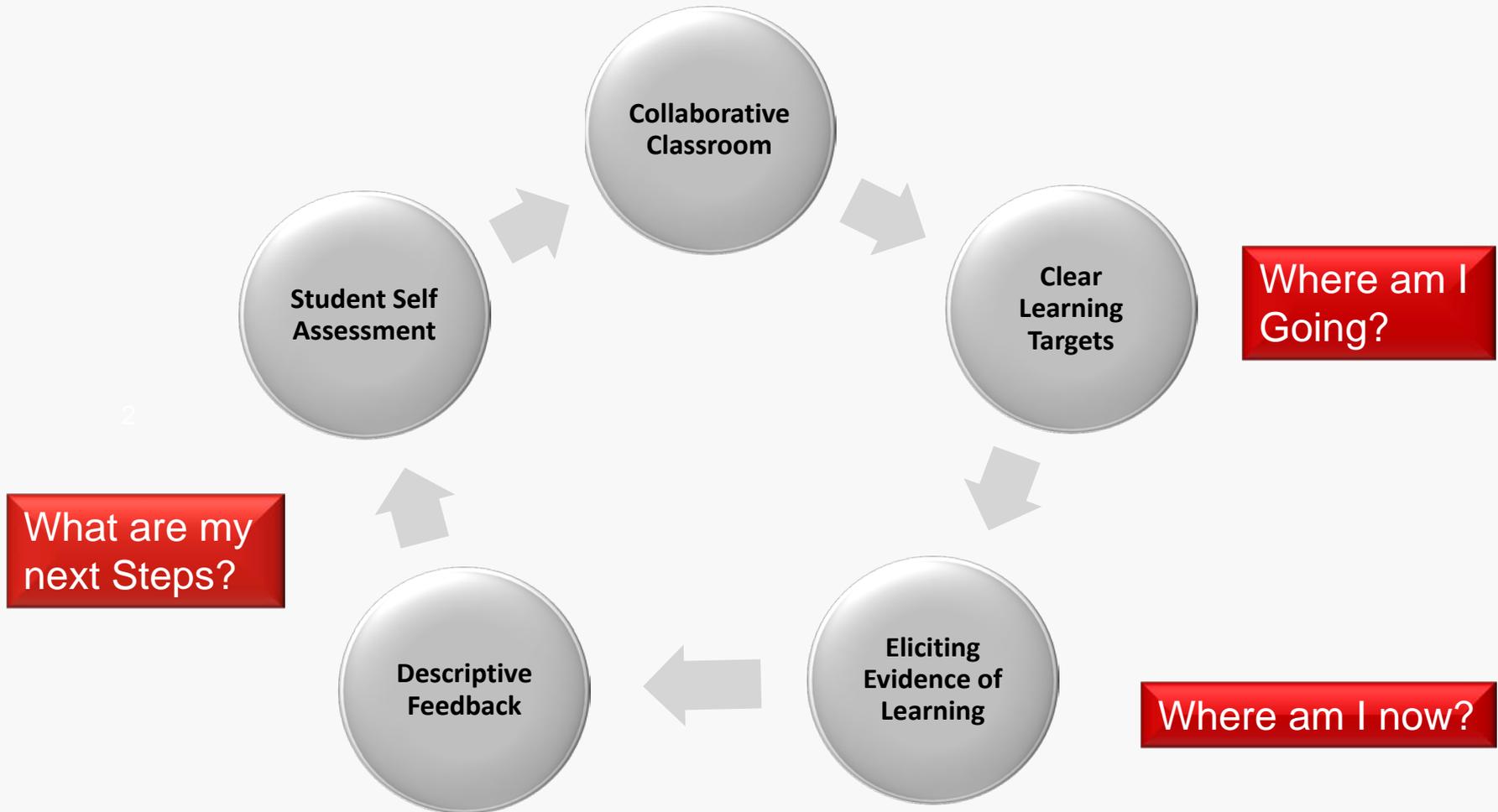
**Where
am I
going?**

**Where
am I
now?**

**What
are my
next
steps?**

KEY STRATEGIES

Assessment *for* Learning Process



KEY STRATEGIES

Assessment *for* Learning Process

- Clarify the learning goal and provide examples of criteria for success
- Elicit evidence about student learning
- Interpret the evidence - identify the gap (Real-Time Data)
- Use descriptive feedback to adjust instruction and learning while the learning is developing
- Activate students as owners of their own learning, and as resources to one another (Self- and Peer assessment)
- Close the gap between the learner's current understanding and the desired goals in a collaborative classroom environment

Comprehensive Online Assessment for Learning System



Provides:

- Video examples of teachers effectively using curriculum-embedded formative assessment practices
- Multimedia Learning Activities for educators
- Leaders Guides
- Resources
- Tools
- Strategies
- Professional learning opportunities

Thoughts

Reflections

Questions



Q & A

NEXT STEPS

Webinar #2 – Field Test - Formative Assessment Project
Tuesday, May 29th, 2-3pm

Mark the date and share the invite

AfL@msde.state.md.us

For questions about AfL and the project

PORTAL ACCESS use Collaboration Portal link

For project updates, announcements, and resources

For questions about portal access contact

mlds@msde.state.md.us

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THANK YOU!