Integrating Formative Assessment into Instruction

Robert Linquanti, Senior Researcher, CA CC-WestEd
Jo Ann Isken, Chair, CPAG & Former Chair, IQC
Mary Tribbey, Senior Assessment Fellow, CDE

Presentation materials are available on the Digital Chalkboard ELA/ELD Framework Launch Events Web page at [confirm bit.ly link]
Purposes of Session

- Examine how assessment (especially formative assessment) is addressed in the 2014 ELA/ELD Framework
- Discuss formative assessment practices and evidence gathering strategies relative to other forms of assessment
- Explore how approaches can support implementation of CCSS, NGSS, and ELD standards

An Assessment System Defined and Aligned by Purposes and Timeframes

(Figure 8.4, CDE ELA/ELD Curriculum Framework, 2014, adapted from Herman & Heritage, 2007)
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Assessment Cycles

- Extended periods of instruction
- Long-term goals
- Sampling of learning

Assessment Cycles

- Interim goals toward standards
- What has been learned so far
Assessment Cycles

- Short-term goals
- Informing immediate teaching and learning

Figure 8.3. Key Dimensions of Assessment for Learning and Assessment of Learning

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Assessment for learning</th>
<th>Assessment of learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Method</td>
<td>Formative Assessment Process</td>
<td>Classroom Summative/Interim/Benchmark Assessment*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Large-Scale Summative Assessment</td>
</tr>
<tr>
<td>Main Purpose</td>
<td>Assist immediate learning (to the moment)</td>
<td>Measure student achievement or progress (may also inform future teaching and learning)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evaluate educational programs and measure multi-year progress</td>
</tr>
<tr>
<td>Focus</td>
<td>Teaching and learning</td>
<td>Measurement</td>
</tr>
<tr>
<td>Locus</td>
<td>Individual student and classroom learning</td>
<td>Grade level/department/school</td>
</tr>
<tr>
<td>Priority for Instruction</td>
<td>High</td>
<td>Medium</td>
</tr>
<tr>
<td>Proximity to Learning</td>
<td>In-the-mist</td>
<td>Middle-distance</td>
</tr>
<tr>
<td>Timing</td>
<td>During immediate instruction or sequence of lessons</td>
<td>After teaching-learning cycle → between units/periodic</td>
</tr>
<tr>
<td>Participants</td>
<td>Teacher and Student (T/S/S/Self)</td>
<td>Student (may later include T/S in conference)</td>
</tr>
</tbody>
</table>

(CA ELA/ELD Framework, Figure 8.3, adapted from Linquanti, 2014)
Formative Assessment

“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.”

(CA ELA/ELD Framework, Figure 8.2; AERA/APA/NCME 2014; CCSSO, 2008)

Formative Assessment

- More frequent use of tests
- An interim assessment
- A score
- A one-time event
- Something that happens at the end of a period of learning
- Something only teachers do
Practices

1. Clear learning goals & success criteria
2. Eliciting and interpreting evidence of learning while it is developing
3. Immediate or near-immediate evidence–based adjustments to teaching and learning
4. Feedback to students
5. Student involvement – peer and self-assessment

A Continuous Process

(adapted from CA ELA/ELD Framework, Figure 8.2)
### Integrating Formative Assessment Into Instruction

Robert Linquanti, CA CC - WestEd  
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#### Figure 8.5. Types and Uses of Assessments Within Assessment Cycles

<table>
<thead>
<tr>
<th>Cycle</th>
<th>Methods</th>
<th>Information</th>
<th>Uses/Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Short</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Minute-by-Minute | • Observation  
• Questions (teachers and students)  
• Instructional tasks  
• Student discussions  
• Written work/representations | • Students’ current learning status, relative difficulties and misunderstandings, emerging or partially formed ideas, full understanding | • Keep going, stop and find out more, provide oral feedback to individuals, adjust instructional moves in relation to student learning status (e.g., act on “teachable moments”) |
| Daily Lesson | Planned and placed strategically in the lesson:  
• Observation  
• Questions (teachers and students)  
• Instructional tasks  
• Student discussions  
• Written work/representations  
• Student self-reflection (e.g., quick write) | • Students’ current learning status, relative difficulties and misunderstandings, emerging or partially formed ideas, full understanding | • Continue with planned instruction  
• Instructional adjustments in this or the next lesson  
• Find out more  
• Feedback to class or individual students (oral or written) |
| Week | • Student discussions and work products  
• Student self-reflection (e.g., journaling) | • Students’ current learning status relative to lesson learning goals (e.g., have students met the goal[s], are they nearly there?) | • Instructional planning for start of new week  
• Feedback to students (oral or written) |

(CA ELA/ELD Framework, Fig. 8.5)

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<tr>
<td><strong>Medium</strong></td>
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</tr>
</tbody>
</table>
| End-of-Unit/Project | • Student work artifacts (e.g., portfolio, writing project, oral presentation)  
• Use of rubrics  
• Student self-reflection (e.g., short survey)  
• Other classroom summative assessments designed by teacher(s) | • Status of student learning relative to unit learning goals | • Grading  
• Reporting  
• Teacher reflection on effectiveness of planning and instruction  
• Teacher grade level/ departmental discussions of student work |
| Quarterly/Interim/Benchmark | • Portfolio  
• Oral reading observation  
• Test | • Status of achievement of intermediate goals toward meeting standards (results aggregated and disaggregated) | • Making within-year instructional decisions  
• Monitoring, reporting; grading; same-year adjustments to curriculum programs  
• Teacher reflection on effectiveness of planning and instruction  
• Readjusting professional learning priorities and resource decisions |

(CA ELA/ELD Framework, Fig. 8.5)
Triad Discussion: See Fig. 8.5

1. How is framework definition of FA similar/different from understanding in your school or district?

2. How does your school or district distinguish FA methods/info/uses from those of assessments of learning?

3. What thoughts and questions do these bring up?
Questions that formative assessment can answer

✓ Where are my students in relation to learning goals for this lesson?
✓ What is the gap between students’ current learning and the intended lesson goal?
✓ What individual difficulties are my students having?
✓ Are there any missing building blocks in their learning?
✓ What do I need to adjust in my teaching to ensure students learn?
✓ What do students need to do to move forward?

(CA ELA/ELD Framework, 2014, Ch.8, p.14)

What enables an evidence gathering strategy or tool to be part of the formative assessment process?

✓ Specificity of evidence (instructionally actionable)
✓ Timing of evidence (while teaching and learning of lesson/unit objectives still underway)
Formative Assessment vs. Using Assessments of Learning formatively

Formative Assessment Process
- Practices used *during* instruction to guide learning
- Evidence gathered specific & timely: Close learning gap to goal

Using Assessments of Learning formatively
- *After* period of learning (e.g., end-of-unit)
- Who met unit goals, who needs help, what I might improve next time I teach unit

Video of Formative Assessment in Action
Debrief of Video

1. What features of the FA process do we see evidence of?
2. What participant structures and routines are in place in this classroom to support FA?

CDE Resources to Support Formative Assessment Practice

1. Framework vignettes and snapshots
2. Smarter Balanced Digital Library
3. ELD professional learning modules
Snapshots and vignettes of formative assessment in practice with EL students

**Snapshot 8.2. Formative Assessment in Grade Two**

In a second-grade classroom that includes native English speaking children and children who are ELs, the children have been working on retelling folktales they have read together in class to convey the central message of the tale (RL.2.2). The EL children, in particular, have been working on using the past tense to indicate that the tales happened in the past (ELD, PII.2.2). In this lesson students are engaged in small group work, and during this time the teacher, Mr. Effert, selects groups of three students to recount one of the folktales the class has read that week. In this situation, he wants to give each student sustained opportunities to use language while he and the others in the group listen. He asks the first student to begin, then asks the second student to carry on and so forth. When the students have completed the retelling, Mr. Effert asks them to say what they think the main message of the story is. Each child offers an opinion and a discussion follows about whether there is agreement on the main message. From the activity, Mr. Effert has evidence that one student uses the past tense consistently and mostly with accuracy, while the other two do not. Two of the children are able to convey the message of the text, but another has not grasped it. After his discussion with the group, he makes quick notes about each student and briefly records his thoughts about subsequent instruction. He repeats this process with one additional group before the small group work time is over, and he plans more opportunities during the week to assess other small groups in the same way.

(CA ELA/ELD Framework, Snapshot 8.2)

**Sample Evidence-Gathering Tools**

Sample Evidence-Gathering Tools

(CA ELA/ELD Framework, Figure 8.9)

<table>
<thead>
<tr>
<th>Collaborative Conversations Observation Notes</th>
<th>Collaborative Conversations Observation Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emerging</strong></td>
<td><strong>Expanding</strong></td>
</tr>
<tr>
<td><strong>Bridging</strong></td>
<td><strong>Emerging</strong></td>
</tr>
<tr>
<td><strong>Students talk, think and respond together.</strong></td>
<td><strong>Students talk, think and respond together.</strong></td>
</tr>
<tr>
<td><strong>CA ELD Standards in Focus:</strong></td>
<td><strong>CA ELD Standards in Focus:</strong></td>
</tr>
<tr>
<td><strong>Exchanging Ideas (ELD 2.2)</strong></td>
<td><strong>Exchanging Ideas (ELD 2.2)</strong></td>
</tr>
<tr>
<td>Engage in conversational exchange and share ideas on tender topics for telling and summarizing stories and sharing strategies and responding using graphic organizers.</td>
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</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Supporting Opinions and Persuading Others (ELD 2.2)</strong></td>
<td><strong>Supporting Opinions and Persuading Others (ELD 2.2)</strong></td>
</tr>
<tr>
<td>Engage in a coherent conversation with individuals, groups, or class about ideas or questions using well-developed ideas, clear reasons and logical connecting ideas.</td>
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</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Connecting Ideas (ELD 2.2)</strong></td>
<td><strong>Connecting Ideas (ELD 2.2)</strong></td>
</tr>
<tr>
<td>Combine clauses in a clear manner to make connections between and within ideas (e.g., creating compound sentences using and, but, or creating connectives and clear transitions using because).</td>
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</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Quick Observation Analysis</strong></td>
<td><strong>Quick Observation Analysis</strong></td>
</tr>
<tr>
<td>Next steps</td>
<td>Next steps</td>
</tr>
</tbody>
</table>

(CA ELA/ELD Framework, Figure 8.9)
Planning Formative Assessment
Partner Discussion:

Review handout of overview of the Freedom of Speech Mini-Unit. With your partner:

1. **Identify opportunities for formative assessment practice** embedded in mini-unit
2. **Select a few examples and discuss** evidence of learning teachers might gather and how they might interpret and use this information to guide teaching moves and student learning forward in the unit

(CA ELA/ELD Framework, Chapter 6, Vignette 6.5)
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Smarter Balanced Digital Library

What you will find:
• Resources to support formative assessment
• Professional learning modules
• Instruction modules
• Smarter Balanced materials to help understand and interpret score reports

Where to go:
• http://www.caaspp.org then click on the Digital Library button and log in

ELA and Mathematics Instructional Modules

• Developing Constructive Classroom Conversations In Grades K-2
• Formative Assessment Of Written Language In Grades 6-8
• Focusing On Language To Support Middle School Math Argumentation
• Developing The Language Of Mathematical Reasoning In Grades 3-5
• Supporting Ideas & Language In Text Analysis In Grades 3-5
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Unit 6: Fostering a Learning Culture as a Shared Responsibility

What you’ll learn:

1. How a simple framework on fundamentals of learning can help foster effective classroom practices for English learners
2. How to engage with colleagues in deep, collegial conversations about teaching and learning
3. How fostering a “growth mindset” can have enormous, positive effects on teaching and learning
4. How quickly surveying students’ sense of academic efficacy can eagerness to learn can strengthen formative assessment practices (assessment for learning) and drive learning forward

See CDE ELD Professional Learning Module 2, Unit 6: Fostering a Learning Culture As a Shared Responsibility (www.mydigitalchalkboard.org)

Examining Instructional Practices
- Why are these meaningful learning goals?
- If we all teach this concept differently, what implications are there for students understanding of (related vocabulary, processes, subsequent process building)?
- How do these lessons address students’ misconceptions?

Learning Expectations Represented in Student Work
- When students understand this, what will it sound or look like?
- What are our expectations for struggling students? For advanced students?
- What are misconceptions we might expect to see in students work?
- What other ways might students represent their understandings?

Leading Deep Conversations in Collaborative Inquiry Groups

Identifying Patterns in Student Work
- What do you see or hear that suggests students understand/almost understand/do not understand?
- Which students are understanding/almost understanding/not understanding? What does that tell us?
- What do you see or hear that you did not expect to find?

Connecting Student Work to Practice
- How do students responses relate to the lesson taught?
- Why did I/you teach it this way? Are there other options? Why consider another option?
- What patterns in students’ work suggest I/we should continue teaching this way, make some modifications, or try to use a different approach?
Students’ perceptions and feedback matter

<table>
<thead>
<tr>
<th>Item</th>
<th>Rating scale</th>
<th>Combined for each score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5 4 3 2 1</td>
<td>Clarity of Learning Targets</td>
</tr>
<tr>
<td>2</td>
<td>5 4 3 2 1</td>
<td>Engerness to Learn</td>
</tr>
<tr>
<td>3</td>
<td>5 4 3 2 1</td>
<td>Academic Efficacy</td>
</tr>
<tr>
<td>4</td>
<td>5 4 3 2 1</td>
<td>Progress Monitoring Information</td>
</tr>
<tr>
<td>5</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
</tbody>
</table>

1. I usually have a pretty good idea about what I am expected to learn in this class.
2. When I’m asked to learn something new in this class, even if it’s difficult, I know I can learn it.
3. Typically, I don’t have a very good idea if I am making enough progress in this class.
4. I’m really excited about learning new things in this class.
5. I often don’t have a clear idea in this class about what I am supposed to be learning.
6. Most of the time, I don’t look forward to learning new things in this class.
7. Even with help and plenty of time, I’m going to have difficulty learning new things in this class.
8. In this class, I get enough information to keep track of my own learning achievement.

Source: CCSSO: Assessing Students’ Affect Related to Assessment for Learning: An Introduction for Teachers (Stiggins & Popham, 2007)

Reflection on Supporting Formative Assessment

1. What do our current classroom, school, and district assessment practices offer?
2. How can we foster effective implementation of formative assessment in CA classrooms?
3. What supports need to be in place to enact FA as described in the ELA/ELD framework?
4. What challenges & obstacles must be overcome?

Take 3 mins
Final Questions or Thoughts?