

FORMATIVE ASSESSMENT PROCESS

EFFECT SIZE: 0.40

High-Quality Instruction Cycle Connection:

Step 4: Assessments

Utah Effective Teaching Standards Alignment:

- Standard 1, Element 4
- Standard 2, Elements 2, 3
- Standard 3, Element 2

Personalized, Competency Based Learning Framework Essential Component:

Learner Agency
Demonstrated Competency
and Assessment
Customized Supports

WHAT?

Formative Assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners.

WHY?

The effect size of the formative assessment process is 0.40 which is approximately one year of growth for one year of learning. Using formative evaluations to assess student learning informs the teacher and student about where the student is on the path to proficiency and provides them opportunities to adjust their pace, request support and revisit content.

HOW?

Educators provide formative assessments and timely feedback to guide students in self-assessment of their learning. This process supports students in understanding where they have been, where they are now and where they are going. By critically analyzing evidence from both formative and summative assessments, teachers can adjust instruction and provide feedback to students that support learning and growth.

PREPARATION:

Design and use formative assessment practices that are student centered with multiple methods for demonstrating competency.

IMPLEMENTATION:

Educators facilitate learning and embed the formative assessment practices they planned for the lesson to gauge student understanding, make in the moment adjustments to their instruction, determine which students may need more instruction, etc. By doing so, educators provide formative feedback to guide students in self-assessment of learning to deepen their understanding of what they have learned and what they still need to learn to support students in understanding themselves as learners.

Teacher Actions

- Use formative assessment practices that are student centered with multiple methods for demonstrating competency.
- Create entry and exit slips for students to complete before and after learning experiences.
- Use low-stakes quizzes and polls for students to reflect on their progress.
- Provide dedicated time and guidelines for student self-assessments.
- Give descriptive, explicit feedback to students:
 - What is the goal?
 - Where are you in relation to it?
 - What can you do to close the gap?

Student Look-Fors

- Participate in discussions about their learning.
- Are actively questioning their own learning.
- Make connections between the data and feedback they receive and the materials they choose to use to support their learning.

Reflection

- Am I able to successfully identify where students are in the learning process to drive changes to my instruction in the teaching moment or the next lesson?
- Is there a different formative assessment strategy that may have worked better?
- How efficient was the formative assessment strategy I chose? Could I have collected the same information in a quicker strategy?

Go Deeper—Resources to learn more

<https://www.nwea.org/blog/2021/what-is-formative-assessment/>

(Continued)

<https://www.edutopia.org/article/7-smart-fast-ways-do-formative-assessment/>
https://dpi.wi.gov/sites/default/files/imce/strategic-assessment/Formative_Assessment_10_key_questions.pdf



HOME CONNECTIONS:

- Maintain focus on the learning process, both successes and failures, not the outcome.
- Discuss and celebrate progress towards achieving your child's goals.
- Check in with your child regularly about their learning progress and set priorities (for example, homework and class assignments, time management).
- Provide guidance as your child learns to track their progress towards achieving their goals (for example, collecting evidence, reflecting, making adjustments in response to changing circumstances).

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