



PRESENTED BY:

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**Oregon  
Department of  
Education**

**Vicki Nishioka**

**Northwest  
Comprehensive  
Center**

# Announcing...



Course Authors and Facilitators:  
Margaret Heritage and Nancy Gerzon



# Agenda

1. **Origins and Registration**
2. **Definition of Formative Assessment in Formative Assessment Insights**
3. **Overview of Formative Assessment Insights**
4. **Course Overview/Demo**
5. **Leadership Support Strategies**
6. **District/School Discussion/Q&A**

# Partners

- **WestEd**
- **Northwest Comprehensive Center**
- **Arizona Department of Education**
- **Colorado Department of Education**
- **Idaho State Department of Education**
- **Department of Education – State of Nevada**
- **Oregon Department of Education**
- **Utah State Office of Education**

# Quick Check

**Raise your hand if you have heard  
of the course**

# Quick Check

**Raise your hand if you have heard of the course**

**Quick share out what you have heard**

# Some districts represented among registered GROUP participants

- Beaverton SD 48J
- Bend-La Pine Admin SD 1
- COIC
- Coos Bay SD 9
- Eugene SD 4J
- Grants Pass SD 7
- Ione SD
- Lane SD
- Marcola SD 79J
- Medford SD 549C
- North Clackamas SD
- Pendleton SD 16
- Portland Public SD
- Scappoose SD 1J

# Some districts represented among registered INDIVIDUAL participants

- Ashwood SD 8
- Centennial SD 28J
- Central Point SD 6
- Colton SD
- Culver SD
- Glide SD
- Greater Albany Public SD 8J
- Harney ESD
- Imbler SD 11
- John Day SD 3
- Klamath County SD
- Klamath Falls City SD
- Lake Oswego SD 7J
- Lincoln County SD
- North Douglas SD
- Nyssa SD 26
- Ontario SD 8C
- Oregon Trail SD 46
- Public Charter SD
- Reynolds SD 7
- Salem-Keizer SD 24J
- Scio SD 95
- Sheridan SD 48J
- Sherwood SD
- Siuslaw SD 97J
- Springfield SD 19
- St. Helens SD 502
- Tillamook SD 9
- Vale SD 84

# What is Formative Assessment?



- Formative assessment is a deliberate process used by teachers and students during instruction that provides actionable feedback.
- When teachers implement formative assessment as a *process*, in collaboration with their students, it can have powerful effects on student learning.

*Margaret Heritage*



# LARRY AINSWORTH Common Formative Assessment

Periodic or interim assessments collaboratively designed by grade level or course teams of teachers

- Aligning school-based common formative assessments with district benchmarks and large-scale summative assessments
- Predicting likely student performance on subsequent assessments in time to make instructional modifications
- Implementing and sustaining common formative assessments within the school's or district's culture

RICK STIGGINS  
Formative  
Applications and  
Assessment  
Training Institute

ASSESSMENT *FOR* LEARNING AS  
OPPOSED TO ASSESSMENT *OF*  
LEARNING

What Does Assessment *for*  
Learning Look Like?

Where Am I Going?  
Where Am I Now?  
How Can I Close the Gap?  
These Strategies as a  
Progression.

# SMARTER BALANCED Digital Library

Formative assessment is a **deliberate process** used by teachers and students **during instruction** that provides **actionable feedback** that is used to **adjust** ongoing teaching and learning strategies to improve students' attainment of curricular learning targets/ goals.

*Four components:*

- Clarify intended learning
- Elicit evidence
- Interpret evidence
- Act on evidence

MARGARET HERITAGE  
*Formative  
Assessment  
Insights*

Formative assessment is a **deliberate process** used by teachers and students **during instruction** that provides **actionable feedback** that is used to **adjust** ongoing teaching and learning strategies to improve students' attainment of curricular learning targets/ goals.

Six attributes:

- Learning Progressions
- Learning Goals and Criteria for Success
- Evidence of Learning
- Descriptive Feedback
- Self- and Peer-Assessment
- Collaboration

# Discussion

- Do you have any questions about this definition?
- Which definition is in use within your school or district?

# Formative Assessment Insights

*Free, online course for K-12 Teachers, Instructional Coaches, and PD Staff*

**5 Modules, 3 Webinars: 2 hours/week of professional learning in teams over the course of six months (September through March):**

- **gain deeper knowledge of college- and career-ready standards across content areas,**
- **develop knowledge and skills in implementing formative assessment practices effectively in support of deeper learning, and**
- **earn professional development units and/or graduate credits from a total of 40 hours of professional learning.**



# Who Should Participate?

- *K-12 Teachers in all content areas, including the arts, CTE, physical education, special education, Title I, and English language learning;*
- *Instructional Coaches (classroom access required)*
- *Professional Development Staff (classroom access required)*
- *Pre-service teachers (classroom access required)*

# Prerequisites



- Access to a classroom in which to try out what you are learning; and
- Access to a computer and the Internet.



# Collaborative Teamwork



Course participants will be organized into teams (6-8 teachers per team) to share experiences as well as give and receive feedback on their respective formative assessment implementations.

Groups of educators enrolling in the course may join a team together — individuals without a team will be assigned.

# Course Credit

- For participants who complete the course and an additional writing requirement, 3 graduate credits (810-level) will be available through COSA and PSU for \$250.
- 40 Professional Development Units will be awarded to everyone who completes the course.

# Sample Lesson Types

**Narrated Presentation**

**Zaption provides interactive content**

**NowComment supports collaboration and discussion**

**<http://fa-insights.wested.org/sample-learning/>**

# Discussion

Think-Pair-Share

- How could this course be useful?
- How could this course help your teachers?

# Support to Administrators

- **Participate in a Kick-off Webinar scheduled for Thursday, August 27<sup>th</sup> at 3:30 – 4:30 PM**
- ***Access Leaders' Lookout***
- **Request a Guest Role in the course**

# Leadership support strategies

**Research-based strategies for how leaders can support successful course implementation.**

# Connections to Current Work?

**PLT's**

**CCSS implementation**

**Teacher evaluation**

**School improvement**

**Equity**

**More?**

# Discussion

## HANDOUT

1. How might this course fit with your current professional development plans? Are there professional development opportunities already planned that might conflict with this opportunity?
2. Highlight the leadership strategies that you think you could incorporate and brainstorm about challenges you might encounter when implementing these
3. Given that the course requires 2 hours/per week, what support will you need from your administrator in order to be most successful in your participation?



# Register by 8/21

Must have administrator support

*Groups:*

<http://fa-insights.wested.org/or-group-registration/>

*Individual:*

<http://fa-insights.wested.org/or-registrations/>

# Remaining Questions/Comments

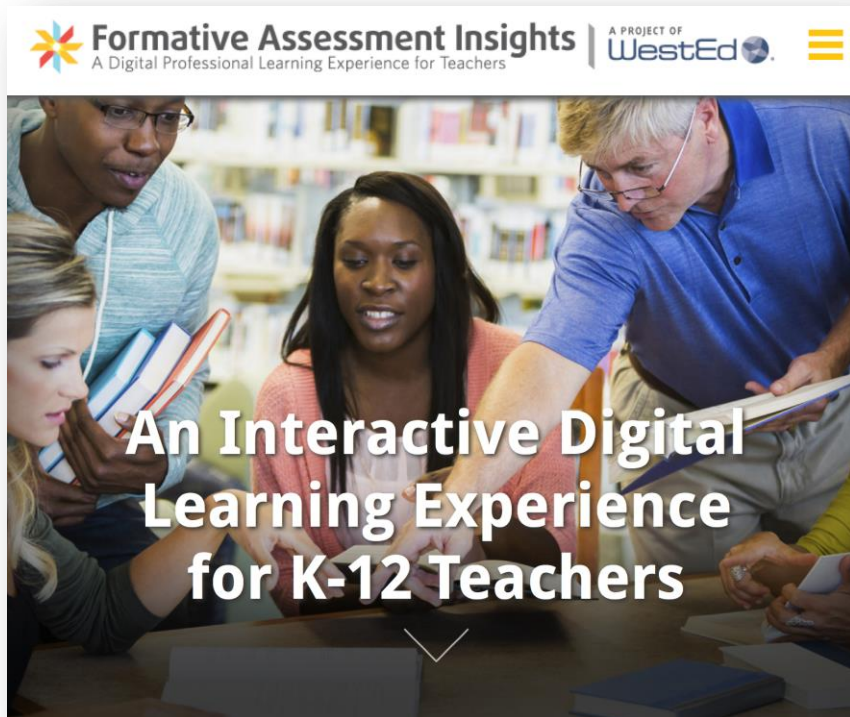
**Please take a few minutes to let us know what questions or comments remain for you.**

*If you think of something later, please contact:*

[Renee.Ledoux@state.or.us](mailto:Renee.Ledoux@state.or.us)

[Cristen.Mclean@state.or.us](mailto:Cristen.Mclean@state.or.us)

# Thank you for coming!



Brochure Website:

<http://fa-insights.wested.org>

Online Course Syllabus:

<http://bit.do/fai-syllabus>

# Let Us Know How We Did

**Please take 5 minutes to provide our office with some feedback about this session.**

**[https://www.surveymonkey.com/r/SAI\\_asmt\\_team](https://www.surveymonkey.com/r/SAI_asmt_team)**

**We will use this information to continue to improve the quality of our service to schools and districts.**

# What is Formative Assessment?



<b>Margaret Heritage</b> Formative Assessment Insights	<b>Smarter Balanced</b> Digital Library	<b>Rick Stiggins</b> Formative Applications and ATI	<b>Larry Ainsworth</b> Common Formative Assessment
<p>Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievements of intended instructional outcomes.</p> <p>Six attributes:</p> <ol style="list-style-type: none"> <li>1. Learning Progressions</li> <li>2. Learning Goals and Criteria for Success</li> <li>3. Evidence of Learning</li> <li>4. Descriptive Feedback</li> <li>5. Self- and Peer-Assessment</li> <li>6. Collaboration</li> </ol>	<p>Formative assessment is a <b>deliberate process</b> used by teachers and students <b>during instruction</b> that provides <b>actionable feedback</b> that is used to <b>adjust</b> ongoing teaching and learning strategies to improve students' attainment of curricular learning targets/ goals.</p> <p>Four components:</p> <ol style="list-style-type: none"> <li>1. Clarify intended learning;</li> <li>2. Elicit evidence;</li> <li>3. Interpret evidence; and</li> <li>4. Act on evidence.</li> </ol>	<p><b>Assessment for Learning</b></p> <p>What Does Assessment for Learning Look Like?</p> <ul style="list-style-type: none"> <li>• Where Am I Going?</li> <li>• Where Am I Now</li> <li>• How Can I Close the Gap?</li> <li>• These Strategies as a Progression.</li> </ul> <p><b>Formative Applications</b></p> <p><u>Classroom assessment</u> What comes next in the student's learning?</p> <p><u>Interim/benchmark</u> Which standards are students not mastering? Where can we improve right away? Which students need specific help?</p> <p><u>Annual testing</u> Which standards are students mastering/not? Where can we improve instruction over the long term?</p>	<p><b>Periodic or interim assessments collaboratively designed by grade level or course teams of teachers</b></p> <ul style="list-style-type: none"> <li>• Aligning school-based common formative assessments with district benchmarks and large-scale summative assessments</li> <li>• Predicting likely student performance on subsequent assessments in time to make instructional modifications</li> <li>• Implementing and sustaining common formative assessments within the school's or district's culture</li> </ul>

*Please see the handout on your table.*