

Equity and Formative Assessment Processes

APRIL 18, 2017

SANDRA GESSNER-CRABTREE
EXECUTIVE DIRECTOR OF CURRICULUM, INSTRUCTION AND ASSESSMENT, OESD 114



Sandy: Welcome! I am Sandy Gessner-Crabtree, (title); I'll be facilitating the presentation today which was developed by a team of AESD and OSPI leaders. Let's begin. Today's three-hour session is titled.....

Time: 30 seconds

OSPI Vision

Every student ready
for career, college,
and life



4/13/2017

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2

Sandy...As a reminder, OSPI's vision...

Time: 15 seconds

OSPI Mission

To provide funding, resources, tools, data and technical assistance that enable educators to ensure students succeed in our public schools, are prepared to access post-secondary training and education, and are equipped to thrive in their careers and lives.



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3

Sandy: OSPI is prepared to provide, tools, data and technical assistance to those of you on the front lines of impacting students.

Time: 15 seconds

AESD Vision



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4

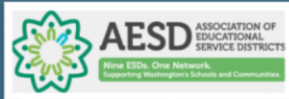
The purpose of this Association shall be to further the equalization of educational opportunity for the children of the State of Washington through coordination and improvement of educational administration and services provided at a horizontal level between the local school districts and the state office.

(Source: AESD Constitution)

Sandy: And the vision of the combined 9 ESDs....

Time: 15 seconds

AESD Mission



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5

Supporting equity and opportunity for all Washington students.

(Source: 2017-19 Executive Summary for Legislators)

Sandy...like OSPI, each of the nine ESDs in Washington state is poised to support you as you do your important work with students and families in your district.

Time: 15 seconds

Introductions

Presented by:

- Sandra Gessner-Crabtree
Executive Director of Curriculum, Instruction and Assessment, OESD 114
- Aira Jackson
Director, English Language Arts, OSPI
- Amber McCullough
Science Specialist, OSPI

In collaboration with ESD staff



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6

Sandy: Joining me in this presentation are Aira Jackson (title) and Amber MCCullough (title).

Time: 1 minute

Measuring Success



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Measures of Success

- Increase four- and five-year high school graduation rates.
- Increase enrollment and completion rates and decrease remediation rates in post-secondary training and education.

Performance Indicators

We must help students:

- Enter kindergarten with expected skills in all six areas identified by the Washington Kindergarten Inventory of Developing Skills (WaKIDS).
- Meet standard on the 3rd-, 8th-, and 11th-grade statewide English language arts (ELA) and math assessments, and the 8th-grade statewide science assessment.
- Grow toward proficiency in ELA and math, as determined by Student Growth Percentiles, in 4th and 6th grades.
- Enroll in Algebra I/Integrated Math I by the end of 8th or 9th grade and earn high school credit.
- Enroll in college-level courses and earn dual credit.
- Take the SAT and ACT and earn college-ready scores.
- Access financial aid for post-secondary learning.

We must help students avoid:

- 9th-grade course failure.
- Suspensions and expulsions.
- Chronic absenteeism.

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7

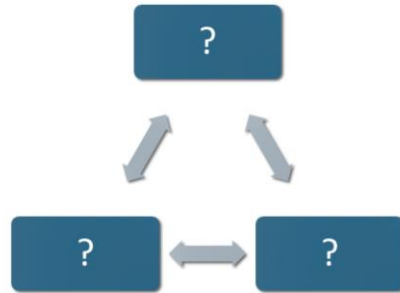
Sandy: Reminder: these are our measures of success and performance indicators.

1 minute

Welcome!

Local Introductions

Form Triads



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8

Sandy: Today you'll have 20 minutes at your site to begin your thinking and learning. Please take five minutes to introduce yourselves and then gather in triads to consider some warm-up questions.

RESOURCE NEEDED: Make sure you have paper or your laptop to record your thoughts. I'll put the question slides up in about 4 minutes and then come back online in 20 minutes.

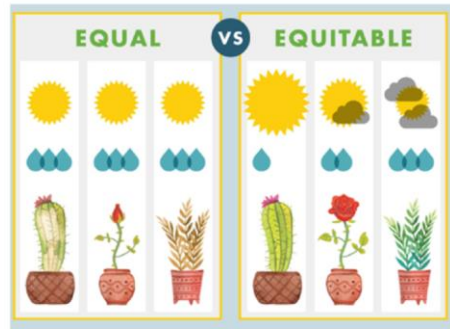
Time: slide -- 1 minute. Pause for 20 minutes.

Pre K-20 Discussion Warm Up

What is the difference between equal and equitable?

What ways does your district provide equitable experiences and instruction for your students?

Work in triads for 5 minutes; each ESD group discusses for 10 minutes.



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9

Sandy: put this up 4 minutes after the previous slide.

Connect the second question to the Performance Indicators; the monthly data releases are highlighting this work.

Today's Learning Target

- Refresh your understanding of equity, formative assessment practice, and the connections between them.



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10

Reconvene ESD groups from their discussion for the next section: Learning 1.

Sandy: Last October you may have attended the OSPI K20 titled 'Student Proficiency, Growth, and Equity....Oh My!'. This session is intended to deepen your understanding of equity and consider how formative assessment practices are related to equity.

Time: 30 seconds

So, What About Equity?



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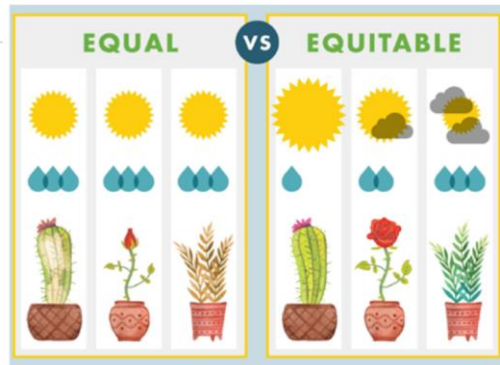
11

Sandy: Let's start with reviewing and going deeper into the idea of equity. This section of the presentation will be facilitated by Aira Jackson and Amber McCullough.

Time: 15 seconds

Revisiting October's K-20

What “ah-hah’s” have you had, since we last met around your understanding of “equal vs equitable”?



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12

Aira: Take 2-3 minutes to reflect on this question.

Time: 3 minutes

Goals

Understand the importance and value of cultural competency as it relates to equity.

Identify practices you can implement in your school or classroom to enhance the outcomes for every child in your school system.



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13

Aira: The learning goals for this section of the presentation are noted. We hope to strengthen your understanding and potential application of culturally competent practices in your work.

Time: 1 minute

ESSB 1541, Section 204

(2) The content of the cultural competence professional development and training must be aligned with the standards developed by the professional educator standards board under RCW 28A.410.270.

(4) The legislature encourages educational service districts and school districts to use the cultural competence professional development and training developed under this section and provide opportunities for all school and school district staff to gain knowledge and skills in cultural competence, including in partnership with their local communities.



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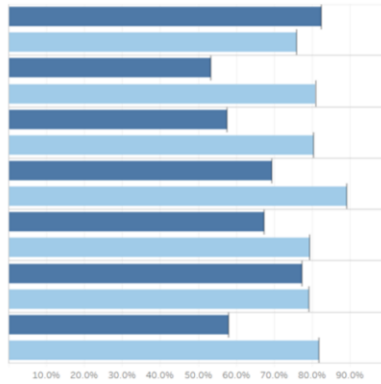
14

Amber- Cultural Competency and grounding today's conversation in race, ethnicity and cultural. "This session is about having explicit discussions about race, culture, and other group-based disparities in service of collective action to decrease those disparities. We will do a quick look at data to identify patterns in relation to race and we will spend some time thinking about culture, cultural competency, and what we can do in our practice to address these issues."

Time: 2 minutes

WA State Graduation Rates

	Cohort Size	State Graduation Rate
Female	39,616	82.4%
Male	41,425	76.0%
Homeless	5,377	53.4%
Non-Homeless	75,664	81.0%
English Learners	4,604	57.6%
Non-English Learners	76,437	80.4%
Low Income	41,495	69.4%
Non-Low Income	39,546	89.3%
Migrant	2,092	67.4%
Non-Migrant	78,949	79.4%
Section 504	4,628	77.5%
Non-Section 504	76,413	79.2%
Special Education	9,669	58.1%
Non-Special Education	71,372	82.0%



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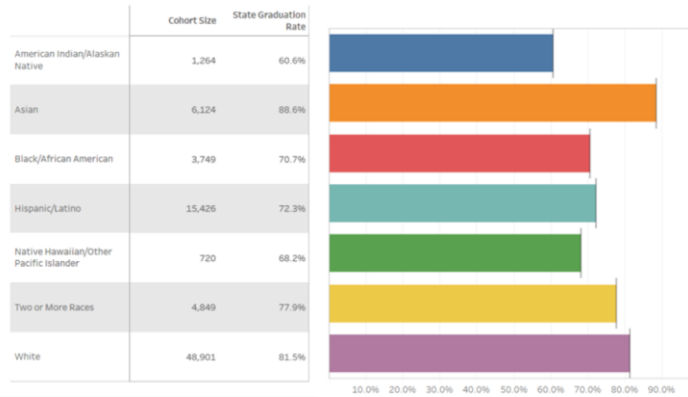
15

Aira--Quick Data Stare.

Aira: As a reminder, these are the current statistics regarding grad rates in Washington state disaggregated by gender, income, program, etc. Reminder: this data connects back to the data found in the Performance Indicators.

Time: 1 minute

WA State Graduation Rates



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16

Aira: and these are our grad rates disaggregated by race and ethnicity. Again, this is our current situation/reality.

Time: 1 minute

What Does Culture Mean?

Culture is not a trait that some people have and others do not. We are all cultural beings.

Culture includes the ways in which human beings engage and make sense of the world as we participate in the everyday activities of our communities.

“Culture” reflects socially and historically organized ways of living and making sense of life—or what might be called “sense-making repertoires.”

Often, cultural worlds of youth from non-dominant communities are viewed from a deficit perspective—rather than a source of increased rigor.



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17

Amber or Aira: Learning is cultural. If we don't attend to culture, we are potentially perpetuating inequities in our systems.

Time: 2 minutes

Culturally Responsive Teaching

Culturally responsive teaching is defined as using the cultural characteristics, experiences, and perspectives of ethnically diverse students to situate academic knowledge and skills within their lived experiences and frames of reference (Gay, 2000).

Gay, G. (2000). *Culturally responsive teaching: Theory, research, and practice*. New York: Teachers College Press.



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18

Amber or Aira: Take a moment to read.

RESOURCE NEEDED: If you are taking notes, you might record the key words from this slide.

Resource: This slide, along with Slide 24, is a handout to use on the activity on slide 26.

Time: 1 minute



TEACHING TOLERANCE

A PROJECT OF THE SOUTHERN POVERTY LAW CENTER

- Founded in 1991 by the [Southern Poverty Law Center](#).
- Dedicated to reducing prejudice, improving intergroup relations and supporting equitable school experiences for our nation's children.
- Provides free educational materials to teachers and other school practitioners in the U.S. and Canada. Our self-titled magazine is sent to 450,000 educators twice annually, and tens of thousands of educators use our free curricular kits. More than 5,000 schools participate in our annual Mix It Up at Lunch Day program.
- Won numerous awards for teaching materials; scientific surveys demonstrate that our programs help students learn respect for differences and bolster teacher practice.



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19

**Aira and Amber: summarize by including a reference to the Teaching Tolerance site (as a professional and professional development resource) and end by telling them to consider a question on the next slide...

Time: 1 minute

Question 1

- 1 I don't think of my students in terms of their race or ethnicity. I am color blind when it comes to my teaching.

First Thoughts:

Agree Strongly

1

Neither Agree Nor Disagree

2

3

4

Disagree Strongly

5

Why I feel this way: _____



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<http://www.tolerance.org/supplement/mythtakes-working-rationally-and-ethnically-diverse-students>

4/13/2017

20

From Teaching Tolerance Project:

http://www.tolerance.org/sites/default/files/general/common_beliefs_descriptions.pdf

Aira and Amber: Take a moment to rate your agreement with this question. Feel free to record your response if you are taking notes.

RESOURCE NEEDED: ESD to provide paper to record responses and reflections

Time: 1 minute

Common Belief 1

When we say we are color blind, we are usually saying that we do not discriminate and that we treat all students equally.

Of course, being fair and treating each student with respect are essential to effective teaching. However, race and ethnicity often play important roles on children's identities, and contribute to their culture, their behavior, and their beliefs. When race and ethnicity are ignored, we miss opportunities to help students connect with what is being taught.

Recognizing that a student's race and ethnicity influences their learning allows us to be responsive to individual differences...An individual's race and ethnicity are central to her or his sense of self but they are not the whole of personal identity...



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Adapted From: <http://www.tolerance.org/supplement/mythtakes-working-racially-and-ethnically-diverse-students>

4/13/2017

21

From Teaching Tolerance Project:

http://www.tolerance.org/sites/default/files/general/common_beliefs_descriptions.pdf

Do not read the slide word-for word. Read the bolded first paragraph and then summarize and include additional thoughts from the notes below.

Aira and Amber: For "Recognizing that a student's race and ethnicity influences their learning allows teachers to be responsive to individual differences." – In some cases, ignoring a student's race and ethnicity may undermine a teacher's ability to understand student behavior and student confidence in doing well in a school culture where expectations and communication are unfamiliar.

For "An individual's race and ethnicity are central to her or his sense of self but they are not the whole of personal identity." – Moreover, how important an individual's race and ethnicity is to their identity will vary and teachers need to take that into account as they seek to learn more about their students. Learning is Cultural

Time: 3 minutes

Question 12

- 12 With all the pressures to raise student achievement, finding and using examples for the cultural, historic and everyday lived experiences of my students takes away (or could take away) valuable time from teaching and learning what matters most.

First Thoughts:

Agree Strongly

1

Neither Agree Nor Disagree

2

3

4

Disagree Strongly

5

Why I feel this way: _____

<http://www.tolerance.org/supplement/mythtakes-working-rationally-and-ethnically-diverse-students>



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22

From Teaching Tolerance Project:

http://www.tolerance.org/sites/default/files/general/common_beliefs_descriptions.pdf

. This is question 12 of 13 questions in the document.

Aira and Amber: Take a moment to rate your agreement with this question.

RESOURCE NEEDED: ESD to provide paper to record responses and reflections.

Time: 1 minute

Common Belief 12

With all the pressures to raise student achievement, finding and using examples of the cultural, historic and everyday lived experiences of my students takes valuable away (or could take away) time from teaching and learning what matters most.

In many schools throughout the country, high stakes accountability programs have pressured teachers to narrow the curriculum and focus on the short-run task of having students do well on the next standardized test. If this means that teachers do not have time or motivation to try to understand how their students' dispositions and experiences related to race and ethnicity can influence their learning, the likely result will be lower student achievement, especially for students who may be struggling the most.

Good teaching requires that teachers build on their students' prior knowledge. Moreover, students learn best when they feel recognized and acknowledged for the aspects of their identity they deem important...

Adapted From: <http://www.tolerance.org/supplement/mythtakes-working-rationally-and-ethnically-diverse-students>



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23

From Teaching Tolerance Project: http://www.tolerance.org/sites/default/files/general/common_beliefs_descriptions.pdf. This is common belief 12 of 13 beliefs in the document.

Do not read the slide word-for word. Read the bolded first paragraph and then summarize and include additional thoughts from the notes below.

Aira and Amber: For "Good teaching requires that teachers build on their students' prior knowledge. Moreover, students learn best when they feel recognized and acknowledged for the aspects of their identity they deem important." – When students feel that their identities are ignored or not respected, they often disengage from learning and adopt a stance of outsider among strangers. As most teachers recognize, achievement tests measure only part of what it is important for students to learn and "achievement" is not the same as learning.

Time: 3 minutes

Frameworks and Criteria

We know our instructional frameworks require we create classrooms with a high degree of equity.

In your triad, identify ways your instructional framework allows for you to acknowledge students' ethnic, cultural, racial, and linguistic identities.



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24

RESOURCE NEEDED: Materials—

Participants should be encouraged to bring copies of their District Instructional Frameworks.

ESDs should provide copies of the SMART cards for each of the three IFWs for participants.

Time: 7-8 minutes: The intent is to spend 15 minutes on this slide and the next slide.

Criterion 3, 5, and 6

Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.

Criterion 5: Fostering and managing a safe, positive learning environment.

Criterion 6: Use multiple student data elements to modify instruction and improve student learning.

CELSD+

Student Engagement
Assessment for Student Learning
Classroom Environment and Culture
Purpose

Danielson

Domain 2: The Classroom Environment
2a: Creating an Environment of Respect and Rapport
2b: Establishing a Culture for Learning
Domain 3: Instruction
3a: Communicating with Students
3c: Engaging Students in Learning
3d: Using Assessment in Instruction
3e: Demonstrating Flexibility and Responsiveness

Marzano

#1 High Expectations for Student Achievement
#2 Effective Teaching Practices
#6 Student Data
#5 Safe, Positive Learning Environment



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25

Sandy: Here are components of three commonly-used frameworks that most clearly address Criteria 3, 5, and 6 and the issue of classroom equity.

Resource: This slide, along with Slide 18, is a handout to use on the activity on slide 26.

Time: 1 minute

Equity in the Classroom

List 5 strategies to use within your classroom to promote equitable practices that would be expected by your instructional framework.



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26

RESOURCE NEEDED: Paper, note cards or Post-Its. Handout of Slides 18 and 25.

Aira and Amber: Continue to work in your triad. Title a note card or a 'Post-It' with 'Equitable Practices' and then see if you can list 5 strategies. When you're done, keep your list. You'll use it later.

Time: 7-8 minutes: The intent is to spend 15 minutes on this slide and the previous slide.

Formative Assessment Process

2000, 2010 AND 2017



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27

Sandy: So, what do we know about formative....assessment....processes....?

(Refresh participants' understanding of formative assessment practices. This will be the foundation to make connections between equity (discussed earlier) and the formative assessment process.)

Time: 1 minute

Activator

How do we know if assessments are used formatively?

Identify which assessments are used formatively from Figure 1.4 on the next slide.



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28

Sandy: Knowing the purpose/intended use and users of any given assessment is the first step in guaranteeing the quality of our practices.

TIME: 30 seconds

Figure 1.4

From Activity 1.1,
<https://resources.corwin.com/chappuisbalancedassessment>

Type of Assessment	What is the Purpose?	Who Will Use the Information?	How Will It Be Used?	Is the Use Formative or Summative?
State Test	Measure level of achievement on state content standards	State	Determine AYP (adequate yearly progress)	
		District, Teacher Teams	Determine program effectiveness	
State Test (cont.)	Identify percentage of students meeting performance standards on state content standards	State	Comparison of schools/districts	
		District, Teacher Teams	Develop programs/interventions for groups or individuals	
District Benchmark, Interim, or Common Assessment	Measure level of achievement toward state content standards	District, Teacher Teams	Determine program effectiveness	
		District, Teacher Teams	Identify program needs	
	Identify students needing additional help	District, Teacher Teams, Teachers	Plan interventions for groups or individuals	
Classroom Assessment	Measure level of achievement on learning targets taught	Teachers	Determine report card grade based on how well the student performs	
	Diagnose student strengths and areas needing reteaching	Teacher Teams, Teachers	Revise teaching plans for next year/semester	
			Plan further instruction/differentiate instruction for these students	
		Teachers, Students	Provide feedback to students	
Understand strengths and areas needing work	Students	Self-assess, set goals for further study/work		



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29

Sandy: Take a look at this table; spend ~5 minutes to identify which assessments can be/are being used formatively.

Closure: Formative assessment does things like inform instruction and provide actionable feedback to students. To that end, a couple assessments that meet this goal are the Classroom Assessments that are used to “Revise teaching plans for next year/semester” and “Provide feedback to students.”

Time: 6 minutes

2000

Research existed but wasn't widespread or well-understood.

- *Inside the Black Box*, Black and Wiliam, 1998

Formative assessment process wasn't formalized.

Focus was on teacher actions, checking for understanding/right answers from students.

Looked like: Exit slips, Turn-and-talk, Fist to five, Two stars and a wish.



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30

Sandy: What we know about formative assessment has changed over time. In 2000 the formative assessment landscape looked like this.

Time: 1 minute

2010

Focus shifted to progressions of student learning, assessment systems, and feedback to students.

- Chappuis, Stiggins, Chappuis, Arter, *Classroom Assessment for Student Learning*, 2012
- Hattie, *Visible Learning for Teachers*, 2012

Formative assessment process drives learning forward along progressions.

Understanding formative assessment is one component of an assessment system; a component attending to assessment for/as learning.

Feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparisons with other pupils.

Looked like: Clear purpose, targets, sound design, descriptive feedback, keys to quality classroom assessment.



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31

Sandy: Through research, we learned more about the topic. By 2010 the landscape had changed a bit.

Time: 1 minute

Hattie

Visible Learning for Teachers, 2012, p 251

In the top 10 in list of 150 influences on achievement:

- Self-reported grades/student expectations (1st)
- Providing formative evaluation (4th)
- Feedback (10th)



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32

Sandy: John Hattie, in his book 'Visible Learning for Teachers', added to our learning.

Time: 1 minute

Balanced Assessment System

Fundamentals of Assessment course on Canvas:

- <https://learningspace.instructure.com/courses/35>
- Classroom practitioners, school building administrators, and district administrators unravel some of the mystery about the term “assessment”, deepening understanding of assessment.
- 6 sessions



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33

Rick Stiggins, who has been on the forefront of assessment work for over 30 years, continues to learn and refine our understanding. The ‘Fundamentals of Assessment’ materials on Canvas illustrate this.

Time: 1 minute

2017

Focus pivots to student engagement and motivation, self-awareness of actions, ownership in learning, and feedback cycles between students and teachers as classroom practice, not an add-on:

- Student ownership—Creighton (2015)
- Student engagement and involvement—Chappuis, Commodore, Stiggins (2017); Hilberg (2012)
- Sociocognitive and sociocultural—Shepard and Penuel (2017)
- Divergent formative assessment—Hilberg (2012)
- Two-way communication—Morrison (2017)



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34

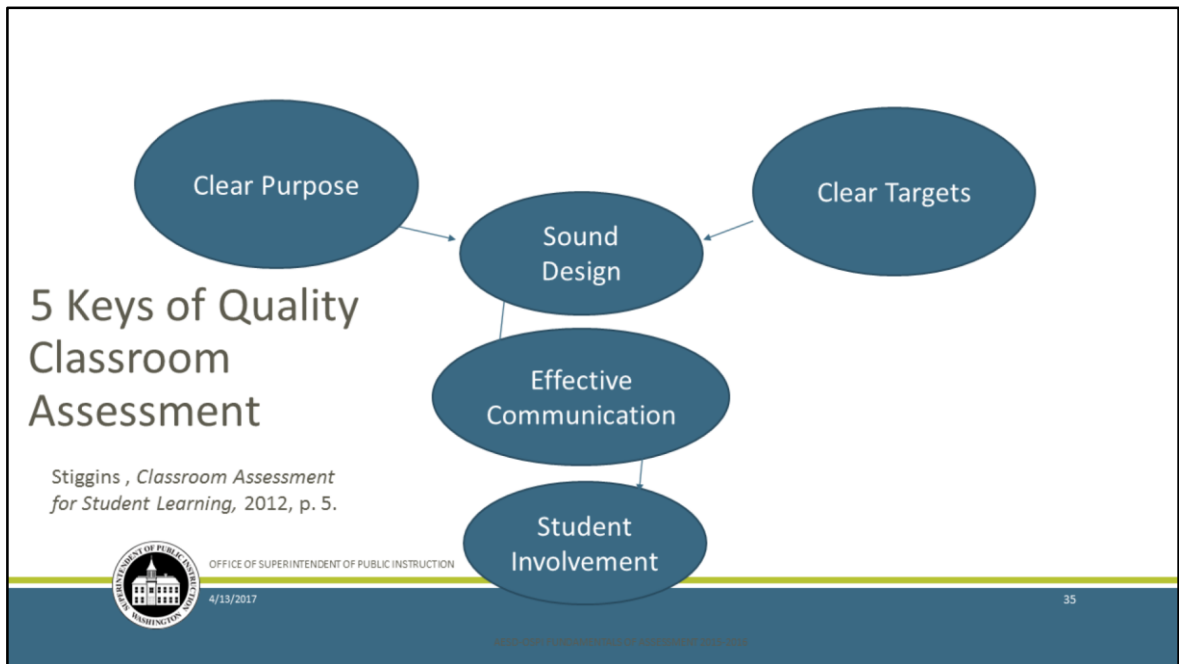
Sandy: The research continues and our understanding of what formative assessment is and how to use it is shifting. These call out the importance of student voice and student role in assessment. These fortify the socio cognitive and sociocultural components as the center of formative assessment for learning.

Stiggin's Book page 48 and *The Perfect Assessment System*

Morrison—What worked well for you today, what made you especially anxious, what made you feel competent?—

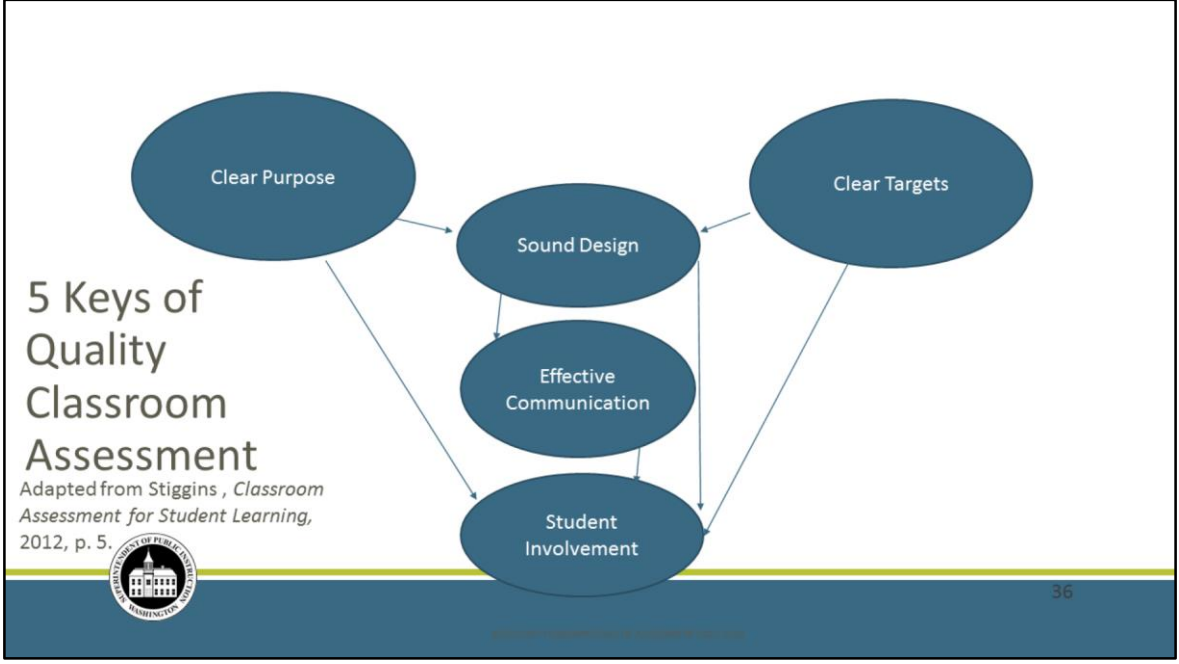
More information on these resources is provided in an Additional Resources section at the end of the presentation, starting on slide 53.

Time: 2 minutes



Sandy: These are the Stiggins' 5 Keys of Quality Classroom Assessment. Each has guiding questions which help educators think about their assessment practices. In this section, we will focus on the first three keys: clear purpose, clear targets, and sound design. Let's unpack the first one: clear purpose.

Time: 2 minutes



Sandy: The new learning from Stiggins and Chappuis illustrate how the keys are sorted: Quality of the tool and Quality of use.

Time: 2 minutes

Bringing Students into Formative Assessment

Creighton (2015)

Focused on six key areas:

- 1) Creating and using effective learning targets.
- 2) Eliciting and interpreting evidence.
- 3) Using effective feedback.
- 4) Developing students' ownership and involvement in their learning.
- 5) Using learning progressions.
- 6) Establishing classroom environment.



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37

Sandy: Quality of Use demands that students are the owners, active players, and beneficiaries of proper formative assessment practices.

Resource: Slides 37-39 are a handout.

Time: 1 minute

Balanced Assessment Systems

Chappuis, Commodore, Stiggins (2017), pages 19–20, figure 1.5:

- Clearly defined and understood learning targets
- Student self-assessment
- Tracking their own progress
- Communication about their learning to others

Chappuis, Commodore, Stiggins (2017), page 48, figure 2.13:

- Clear purpose
- Clear targets
- Sound design
- Effective communication
- Student involvement



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4/13/2017

38

Resource: Slides 37-39 are a handout.

- Time: 2 minutes

Formative Assessment and Equity

Morrison (2016) —Student-Centered Discourse

Why it should matter:

Culturally responsive formative assessment happens within a community of learners where the teacher has cultivated explicit norms for increasing student-centered discourse, making decisions for their own purposes through democratic processes, and using clear guidelines for maintaining mutual respect.

Hilberg (2012)—assessing how “immersed” is your classroom in formative assessment:

- All students engage in self-assessment.
- All students guided to engage with higher-order reasoning.
- All students receive consistent, descriptive feedback.
- All students have opportunities to incorporate feedback.
- All students are provided student-friendly targets.
- All students provided models of strong and weak work.



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39

Resource: Slides 37-39 are a handout.

Formative Assessment Practices

Question: Reflect on the three slides presented on the handout. How do these connect to your current practice? Determine and then list 5 classroom strategies that would promote student-centered formative assessment practices as described by these researchers.

Protocol:

- Individual consideration (3 minutes)
- Triad reflection (10 minutes)
- Personal self-reflection and greatest take-aways (5 minutes)



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40

RESOURCE: Handouts: 3 previous slides from this PowerPoint

Sandy: Reflect on the three slides and make connections to current practice.

Activity: Engage with content from the three slides and how they relate to current practice. Title a note card or a 'Post-It' with 'Formative Assessment Practices' and then...

- ~10 minutes to self-reflect on personal classroom practice
- transitions to ~10 minutes group reflection
- ~5 minutes for each participant self-reflect on their biggest take aways
- Save that list – you'll use it later.

Break

SEE YOU IN TEN MINUTES!



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41

Sandy: Please take a 10-minute break.

Time: 10 minutes

Self-Reflection

*What seems clear to you? What have you heard
that makes you wonder?*



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42

Sandy: You've heard a great deal so far. Take a minute to consider what you've learned and what questions you might have. If you are writing, please do that now. Alternately, you can chat with your elbow partner for about five minutes.

RESOURCE NEEDED: Paper, note cards or Post-Its

Time: 5 minutes

Connections

EQUITY AND FORMATIVE ASSESSMENT



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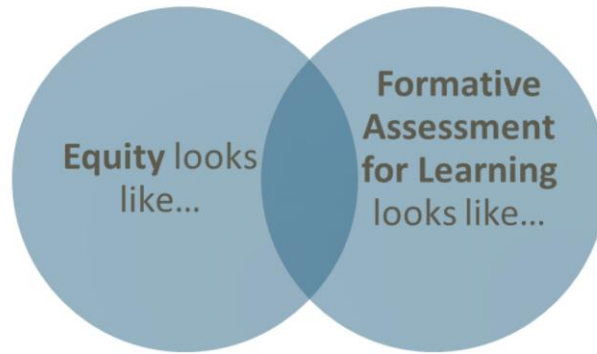
4/13/2017

43

Sandy: So, what possible connections exist between the idea of equity and formative assessment practices?

Time: 30 seconds

Where's the 'Sweet Spot' in Classrooms?



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4/13/2017

44

RESOURCES: Paper, POST-Its or NOTECARD, Internet access for Padlet use.

Sandy: With your triad partners, examine the two lists you've created – your list of strategies for equity and formative assessment. Where is there overlap between the characteristics on the two lists? Discuss in your groups and gather big ideas or common thinking to share out in Padlet.

Note that overlap on your blank Post-It or notecard. Someone at each ESD site would enter top few (2 or 3, brief) to a Padlet application to share out other ESDs.

Time: 15 minutes: 5 minutes to reflect, 10 minutes to gather local responses to share and report out to Padlet, reflecting on others' thoughts.

Applications of Learning



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4/13/2017

45

Amber: Hopefully you've started to make some connections; let's continue to think about that.

Time: 30 seconds

Formative Assessment Used to Support Equity

How can instruction:

- Be inclusive to the interests and goals of all students and their communities?
- Be personally or culturally relevant to all students?
- Build on student's experiences?
- Make connections between everyday and disciplinary knowledge and ways of knowing?
- Help students leverage or extend personal identities?

Discuss thoughts on actions you can take to form instruction to impact these equity goals.

Slide from P. Bell Cultural Formative Assessment presentation. Contact at pbell@uw.edu



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4/13/2017

46

Amber: There are important roles for formative assessment in advancing equity goals.
((Read the guiding questions on the slide))

Speaker: Name specific groups of concern within the region or state for the audience to think about.

((Direct the room to engage in the small group discussion. Debrief.))

[estimated time: 5-7 min]

Parting Thoughts

Teachers have power: power to reproduce or to disrupt inequity.

Ethically, and according to the law, choosing who we teach or who can succeed is not an option; we are responsible for creating opportunities to learn for **all** students.

◦ Dr. Deb Morrison (2017)



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4/13/2017

47

Sandy: Dr. Deb Morrison, educational researcher at the UW in the area of socio-cultural teaching and learning, reminds us on this slide and the next of our incredibly important role as educators.

Time; 1 minute

What Can a Teacher Do?

Focus on what we can do, our sphere of influence as teachers, not on what we cannot control. Some of the things we can do include:

- shifting classroom talk and activity structures so students are inquiring into phenomena and have sense-making time (learning through participation),
- finding ways to hear how our students are experiencing learning (instructional feedback), and
- ensuring instruction connects to students' everyday understandings, experiences and interests (culturally relevant pedagogy).

• Dr. Deb Morrison (2017)



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4/13/2017

48

Time: 1 minute

Self-Reflection

I USED TO THINK...

NOW I THINK...

I STILL WONDER...



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4/13/2017

49

Sandy: Take a minute to answer these three questions regarding your learning from today.

RESOURCE NEEDED: Paper, note cards or Post-Its

Time: 4 minutes

Within Your Triad, Answer...

How has this information changed your thinking today?

What thoughts do you have formative assessment and equity in your classroom?

With whom will you first share this information?

Who else should be part of the conversation? How will that happen?

How might you use what you've learned to create an interview question for new staff members?



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4/13/2017

50

Sandy: Work with the triad you began the session with. Jot down your responses to these questions, which you may share with the larger group for the remainder of the time. And, enjoy the resource from the Stem Teaching Tools.

RESOURCE NEEDED: Paper, note cards or Post-Its

HANDOUT: *Stem Teaching Tools* 'Research Brief 25'

Time: 10 minutes.

Thanks!

Enjoy the remainder of the time in a local conversation.

Additional resources to support the conversation are provided in the Additional Resources slides, starting on slide 53.



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4/13/2017

51

Sandy: Thanks for attending. Enjoy your conversation.

Time: Remainder of the time.



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4/13/2017

52

Additional Resources

Each resource is licensed to their respective owner.



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4/13/2017

53

Shepard and Penuel

Sociocognitive and Sociocultural

Slides:

Penuel, W.R., & Shepard, L.A. (2017, February 23). Deepening formative assessment practice. Presentation at Science and FAST SCASS Winter Meeting, Council of Chief State School Officers, New Orleans.

Full article:

<http://www.kappanonline.org/design-principles-new-systems-assessment/>

Shepard, L.A., Penuel, W.R., and Davidson, K.L. (2017). Design principles for new systems of assessment. *Phi Delta Kappan*, 98 (6), 47-52.



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4/13/2017

54

Sociocognitive Formative Assessment

Dimensions	Level 1	Level 2	Level 3	Level 4	Level 5
Quality of Evidence	Minimal evidence of student understanding	Some evidence of student understanding	Substantial evidence of student understanding	Strong evidence of student understanding	Excellent evidence of student understanding
Depth of Understanding	Minimal depth of understanding	Some depth of understanding	Substantial depth of understanding	Strong depth of understanding	Excellent depth of understanding
Transferability	Minimal transferability	Some transferability	Substantial transferability	Strong transferability	Excellent transferability

Level 1	Influence 1	Influence 2
Minimal influence	Some influence	Substantial influence
Minimal transferability	Some transferability	Substantial transferability



- ❖ Thinking and learning are fundamentally social activities.
- ❖ Sociocognitive approaches provide resources to assess students' understandings and practices as they participate in increasingly sophisticated practices common to disciplinary experts.
- ❖ Instructional sequences are based on "learning progressions or "knowledge in pieces."

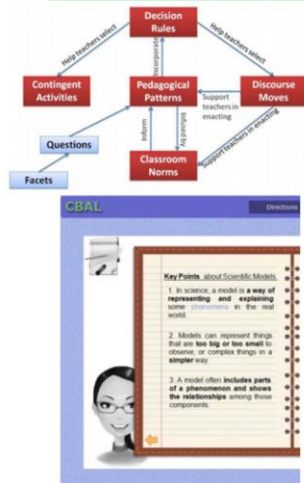


Penuel, W.R., & Shepard, L.A. (2017, February 23). Deepening formative assessment practice. Presentation at Science and FAST SCASS Winter Meeting, Council of Chief State School Officers, New Orleans.

The rest of the slides are additional thoughts and steps to take after focus has turned to and a more common understanding of student engagement and involvement has been established to deepen the practice of involving students in assessment, feedback cycles, etc.

These are the "reaches," after the grounding in the activity on slide 14, of identifying where educators can see the language/practices described here in classroom practice and/or instructional frameworks.

Sociocognitive Formative Assessment



- ❖ Key strengths are its discipline-specific learning goals and well-articulated learning theory.
- ❖ Curriculum-specific strategies for eliciting and building on student thinking are developed and tested.
- ❖ Developing fine-grained, subject-specific tools require expertise and resources.
- ❖ Equitable instruction requires greater attention to multiple pathways into participation.

Penuel, W.R., & Shepard, L.A. (2017, February 23). Deepening formative assessment practice. Presentation at Science and FAST SCASS Winter Meeting, Council of Chief State School Officers, New Orleans.

Sociocultural Formative Assessment



Focus is on ways of knowing, doing, and being that are specific to science and other subjects. It presumes that students bring to the learning environment important knowledge, interests, and experiences from their daily lives that teachers must elicit and use to inform instruction.



Penuel, W.R., & Shepard, L.A. (2017, February 23). Deepening formative assessment practice. Presentation at Science and FAST SCASS Winter Meeting, Council of Chief State School Officers, New Orleans.

Sociocultural Formative Assessment



Douglas L. Medin and Megan Bang

My Skokomish River Challenge



- ❖ Shares with sociocognitive the same research-based premises about the social nature of **learning and becoming** & focuses on student participation in disciplinary ways.
- ❖ Sociocultural approaches more explicitly account for diversity and allow for differing entry points and pathways to shared mastery.
- ❖ Teachers help students reflect on how the school's ways of knowing relate to practices valued in their own families and communities.



Penuel, W.R., & Shepard, L.A. (2017, February 23). Deepening formative assessment practice. Presentation at Science and FAST SCASS Winter Meeting, Council of Chief State School Officers, New Orleans.

Sociocultural Formative Assessment



- ❖ Assessment practices are often embedded in social practices (e.g. Author's Chair or critique).
- ❖ Assessment tasks can be the same as sociocognitive but also calls for greater student agency and (sometimes) teachers as ethnographers.
- ❖ Teachers will need support to learn how to elicit and build on students' experiences and interests.
- ❖ Requires not only expertise and resources but also buy-in from stakeholders.



Penuel, W.R., & Shepard, L.A. (2017, February 23). Deepening formative assessment practice. Presentation at Science and FAST SCASS Winter Meeting, Council of Chief State School Officers, New Orleans.

Hilberg

Convergent vs Divergent Formative Assessment

Convergent: is a student learning?

- Behaviorist
- T-S-T pattern with a correct response
- Form of monologue...designed to convey meaning with no intent for deeper thinking

Divergent: what is a student is learning?

- Constructivist
- T-S-T pattern with purpose to help, not evaluate
- Focus on student engagement in learning/understanding reasoning and less attention to errors
- Give and take...open interpretation and generation of new understandings through exchange of ideas
- Knowledge is personal, emerging, and created in dialogue. (p 23)

Finding: Divergent may alter the student-teacher dialogue and increase opportunities to learn due to increased student engagement. This is a form of a dialogue, which increase creation of meaning.



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4/13/2017

60

Creighton

National Science Foundation-funded project, Maine 2009–14

Bringing Math Students into the Formative Assessment Equation

<https://resources.corwin.com/creightonmathformativeassessment>

Using Formative Assessment to Help Student Take the Lead in Learning

<http://ltd.edc.org/using-formative-assessment-help-students-take-lead-learning>



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4/13/2017

61

Gutierrez

Teaching for Excellence and Equity in Mathematics

A publication of TODOS: Mathematics for ALL, an affiliate organization of the National Council of Teachers of Mathematics

Framing Equity: Helping Students “Play the Game” and “Change the Game”

<https://toma.memberclicks.net/teem1>



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4/13/2017

62

Morrison

Teaching Tools for Science, Technology, Engineering and Math (STEM) Education

<http://stemteachingtools.org/>

How can formative assessment support culturally responsive argumentation in a classroom community?

<http://stemteachingtools.org/brief/25>



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4/13/2017

63

Moss and Brookhart

Advancing Formative Assessment in Every Classroom

<http://www.ascd.org/publications/books/109031/chapters/The-Lay-of-the-Land@-Essential-Elements-of-the-Formative-Assessment-Process.aspx>



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4/13/2017

64

Furtak, Glasser, and Wolfe

The Feedback Loop

Using Formative Assessment Data for Science Teaching and Learning

<https://searchworks.stanford.edu/view/11731525>



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4/13/2017

65

OSPI Migrant and Bilingual Department

Formative Assessment Module for EL

http://www.k12.wa.us/MigrantBilingual/Module5/#01_GuidingQuestionsObjectives



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4/13/2017

66