



From Formative Assessment to Student Agency: Lessons Learned from Arizona Educators

Arizona Formative Assessment Summit
January 30, 2019
Nancy Gerzon, WestEd



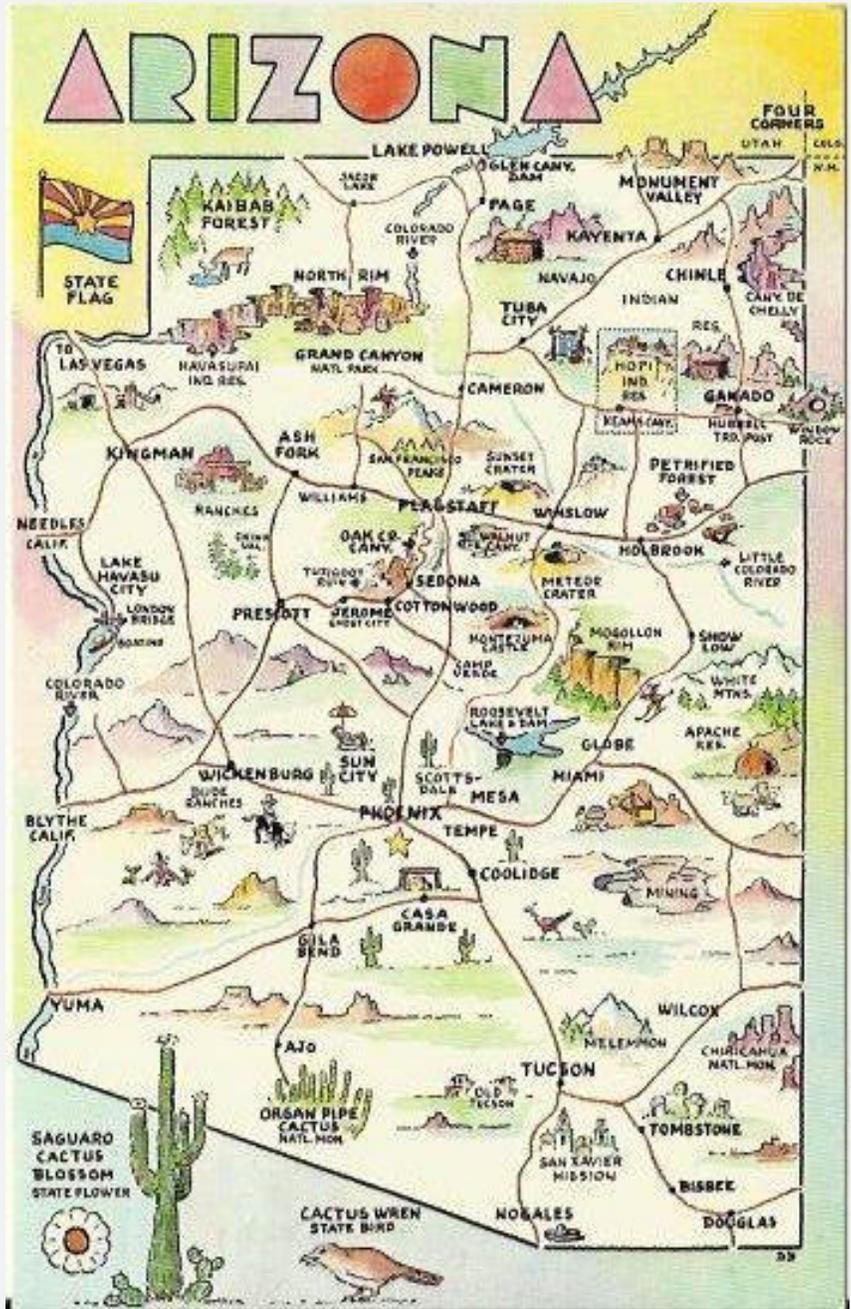
Session Outcomes

Learning Goals

- Gain an understanding of the changes to both the teacher and student role in formative assessment
- Explore fundamental shifts in teaching and learning that are evidence of formative assessment expertise

Success Criteria

- Articulate the difference between good instruction and formative assessment practice
- Notice shifts in teaching and learning that are evidence of formative assessment expertise
- Explore how formative assessment might support district goals and current improvement efforts

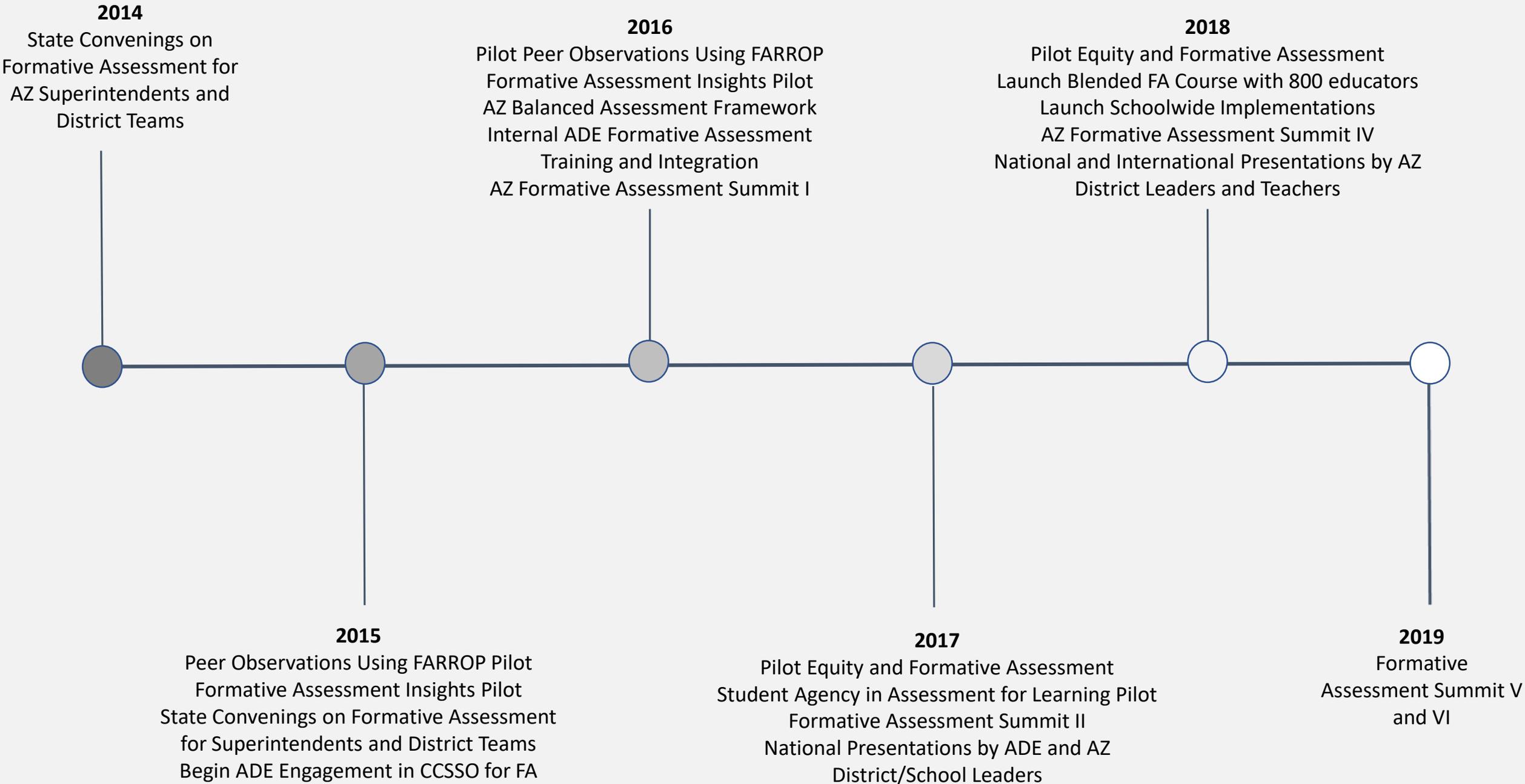


What We Are Learning From Arizona Educators



Learning from Arizona Students and Teachers





All learning begins with what we know

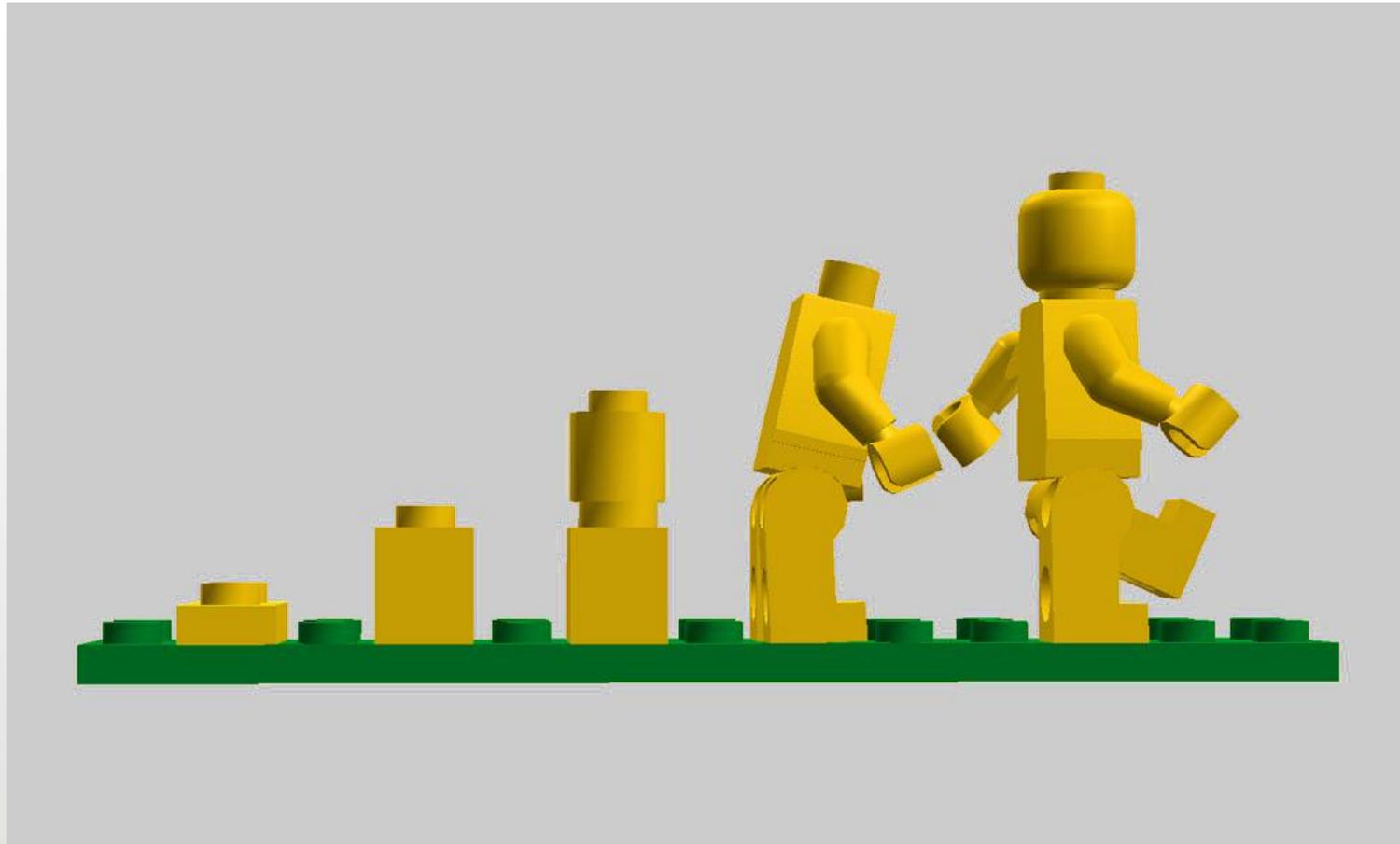
So, what do we collectively know about formative assessment?

At your table, discuss:

- a) When did you first hear about formative assessment?
- b) What you thought it was when you first heard about it?
- c) If your definition has shifted, what is your definition now?

Building on your table discussion, identify and write 10 words that capture ideas from your *current* definition of formative assessment

The Evolution of Formative Assessment

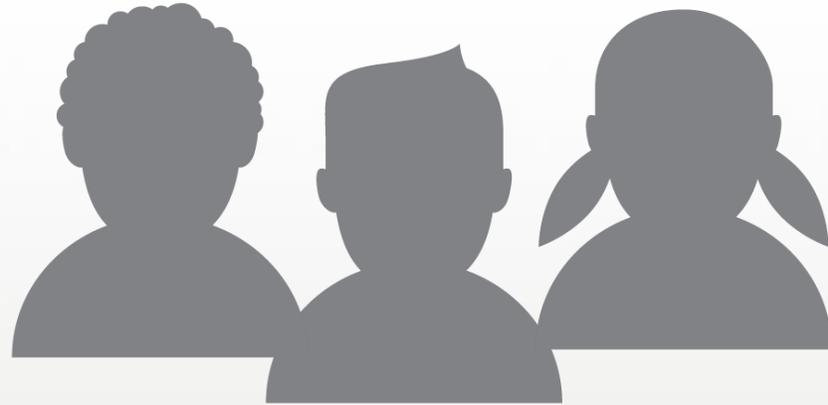


Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes, and support students to become more self-directed learners.

- CCSSO FAST SCASS, June 2017

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**Before we talk about the what,
let's explore this idea of self-directed learners.**



Find a partner, bring a pen and paper (or computer) to take notes

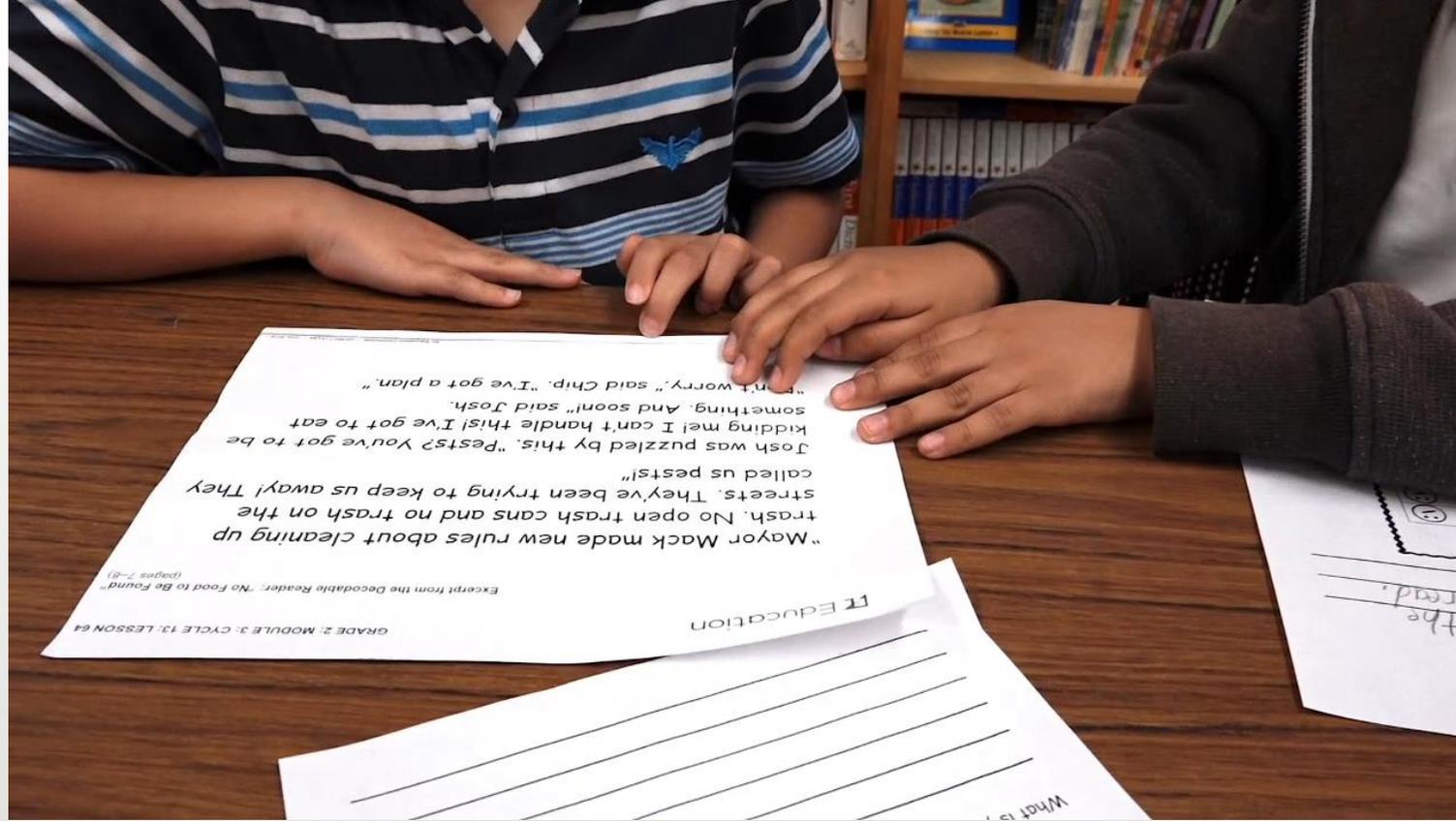
Think...

- Individually write down **what you notice** about students directing their own learning.

Share...

- What did you see the students doing that are moving them towards more self-directed learning?
- What do you imagine their teacher must do to support these students to be self-directed learners?

Jennifer Daniels' Second Grade Classroom Sunnyside School District Peer Feedback on Fluency



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What did you notice about the student role as learner?





Thank your partner and return to your flock....

Self-Regulated Learners



Set academic and personal goals



Make plans to accomplish those goals



Monitor their learning processes

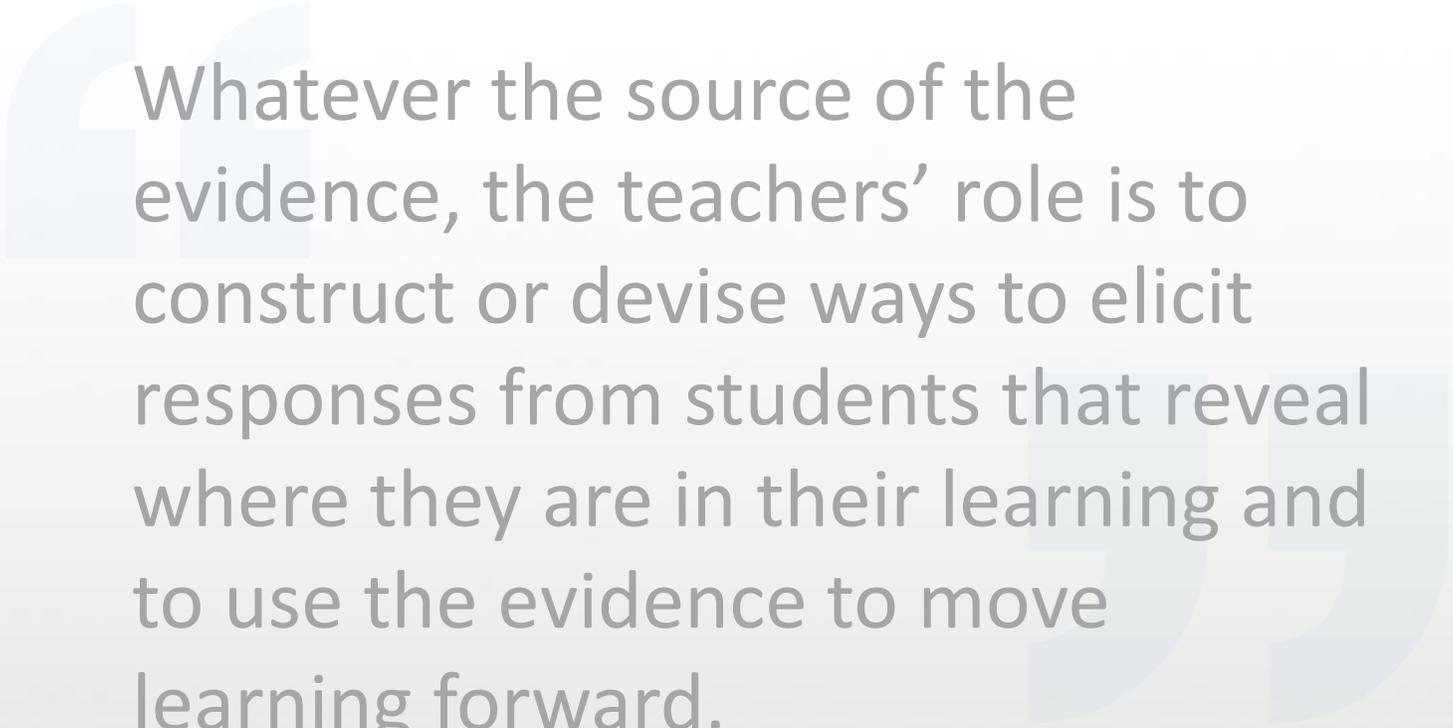


Self-direct their actions to achieve those goals

(Hadwin, Järvelä, & Miller, 2011; Zimmerman & Schunk, 2011)

Teachers' Formative Assessment Foundation

- ✓ Knowledge of key elements of formative assessment
- ✓ Understand formative assessment as a **process** of continually gathering and using evidence
- ✓ Use models of how student thinking and skills develops in their discipline
- ✓ Know what a “good performance” looks like
- ✓ Understand ways to engage students in their learning through formative assessment
- ✓ Develop a strong classroom learning climate



Whatever the source of the evidence, the teachers' role is to construct or devise ways to elicit responses from students that reveal where they are in their learning and to use the evidence to move learning forward.

Royce Sadler, 1989





Developing Teachers' Technical Know-How: The Formative Assessment Feedback Loop

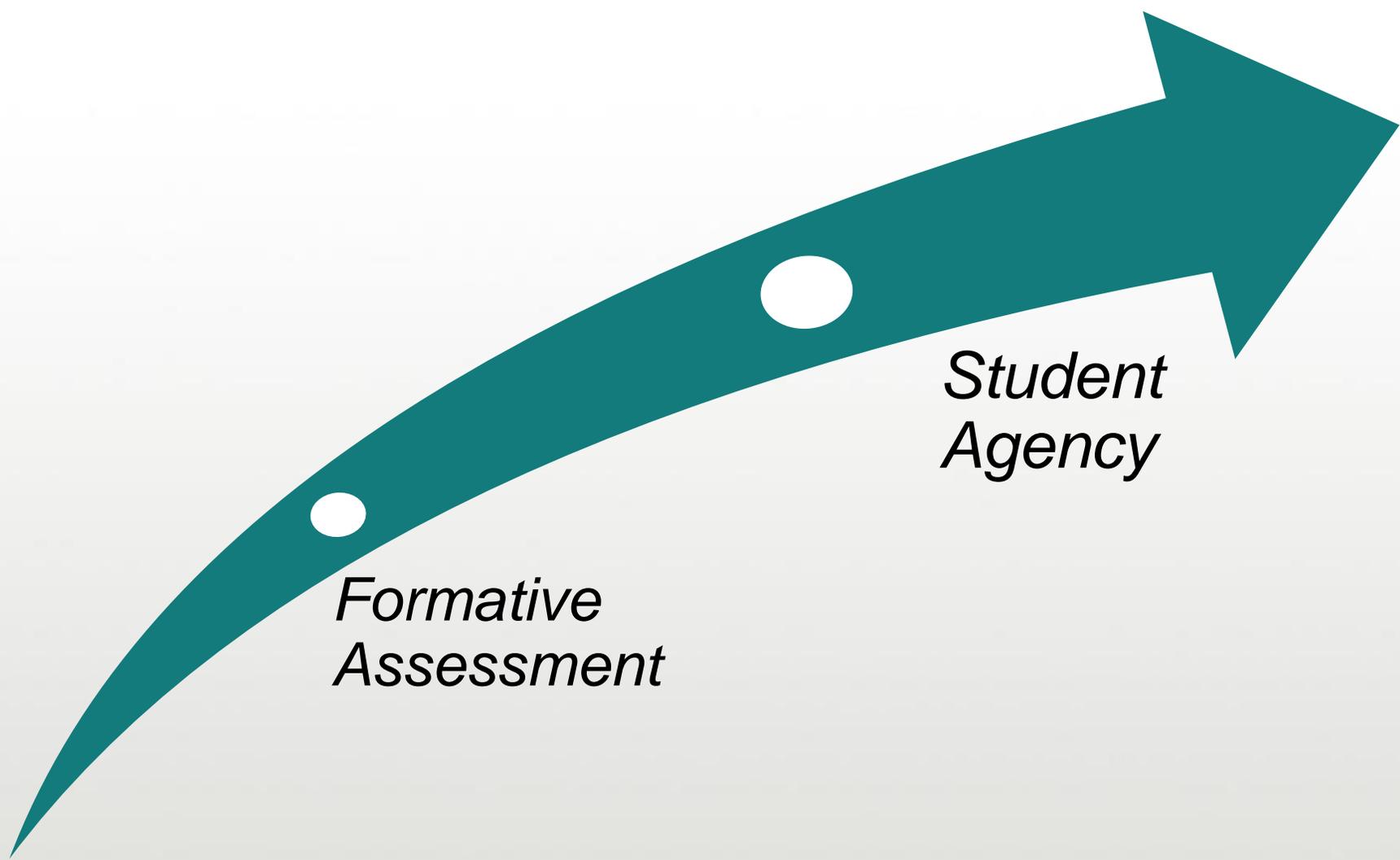
Teacher Expertise



- Provide a clear lesson-sized learning goal
- Use examples and models
- Ensure students understand what they will be able to say, do, make or write when they have met the learning goal

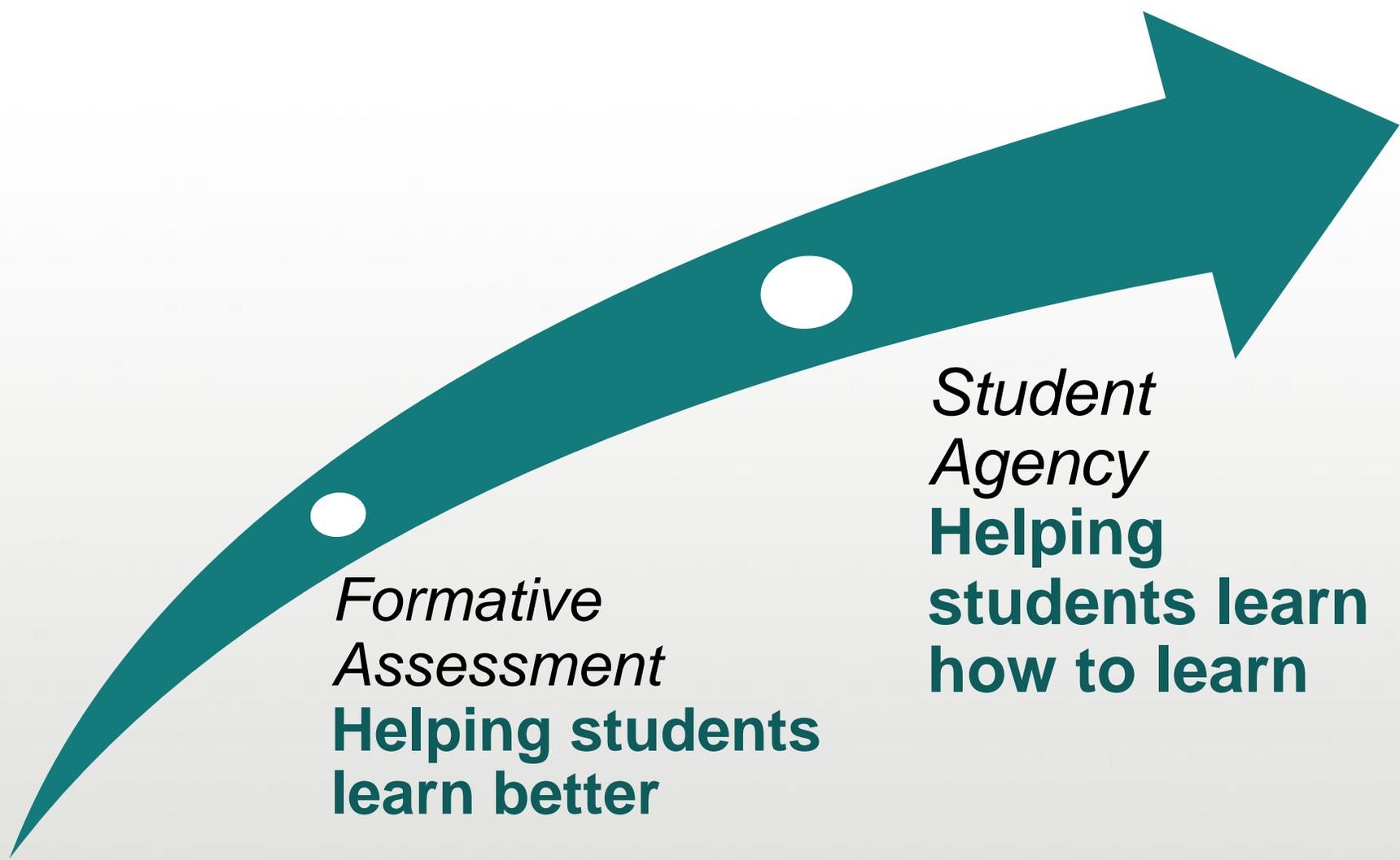
- Use evidence to guide next steps in learning
- Offer regular descriptive feedback
- Engage students in self-reflection; let them keep track of and share their learning

- Gather evidence of learning during each learning activity
- Recognize and prepare to respond to emergent, partial, or not-yet-there learning
- Teach students to interpret evidence, engage in peer feedback, self-assess and set goals



*Formative
Assessment*

*Student
Agency*



*Formative
Assessment*
**Helping students
learn better**

*Student
Agency*
**Helping
students learn
how to learn**

Student Expertise



Students:

- Understand what it will look like to meet learning goals
- Set purposeful learning goals

Students:

- Reflect and adjust learning behaviors
- Engage in ongoing self-assessment to adjust and develop new goals

Students:

- Continuously review progress towards goals
- Can effectively analyze evidence that emerges during learning
- Engage with peers to support learning and moving towards goals

Learner agency is the set of skills, mindsets, and opportunities that enable learners to set purposeful goals for themselves, to take action in their learning to move toward those goals, and to reflect and adjust learning behaviors as they monitor their progress toward their goals.

- Assessment for Learning Project, 2018

What We've Learned from Arizona Educators

Re-conceptualize
the roles of
students and
teachers

Align
policies/practices
to support
instructional
change

Monitor student
self-regulation
and efficacy

Support a culture
of learning
among adults
and students

Re-conceptualize
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Jessica Kull, Third Grade Teacher, Summit View Elementary School

Monitor student
self-regulation
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Ninth Grade Students

Align
policies/practices
to support
instructional
change



Pam Betten, Assistant Superintendent, Sunnyside School District, Arizona

Support a culture
of learning
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and students



Maria Montano, Principals, Summit View Elementary School, Arizona

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Review your original list of formative assessment “ideas”

1. Discuss and write at least three new ideas to include on your list.
2. Identify which items on your list relate to teacher expertise in formative assessment.
3. Identify which items on your list relate to student expertise in formative assessment.
4. **Make a new list that outlines both the teacher and student roles**



WEST COMPREHENSIVE CENTER



ARIZONA FORMATIVE ASSESSMENT Summit

equity & opportunity

NOT JUST WHAT THEY LEARN... BUT HOW THEY FEEL

TEACHER LEARNING & TRAINING BECAUSE IT'S GOOD FOR KIDS! PREPARE FOR FUTURE



WHERE WILL WE GO? NEXT

WHEREVER YOU ARE IS PERFECT! **FOR NOW!**

CHANGE THE PARADIGM

FROM START HERE. **RELATIONSHIP**

Formative Assessment & INSTRUCTION BY LETTER?



SHIFT IN Pedagogy



IN PURSUIT OF THE ETERNAL CITY

WHY CHANGE? NOT JUST AN INITIATIVE.

- RESEARCH SAYS...
- COGNITIVE THEORY SAYS...
- CHANGING WORKPLACE DEMANDS



FORMATIVE

grow community CULTURE

goals self-assessment reflection & CLEAR CRITERIA



STUDENTS HAVE OWNERSHIP of Learning. Lead LEARNER. Set them free with their QUESTIONS.

START WHERE THEY ARE... INSTRUCTIONAL PRACTICE & Caring. **SAND BEDROCK**

WARM PRESSURE

WHAT IF? HERE'S WHAT'S WORKING! **COOL** FEEDBACK

Habits OF CHARACTER

EQUITY & GROW. IDENTITY. PRODUCTIVE RISK. Struggle

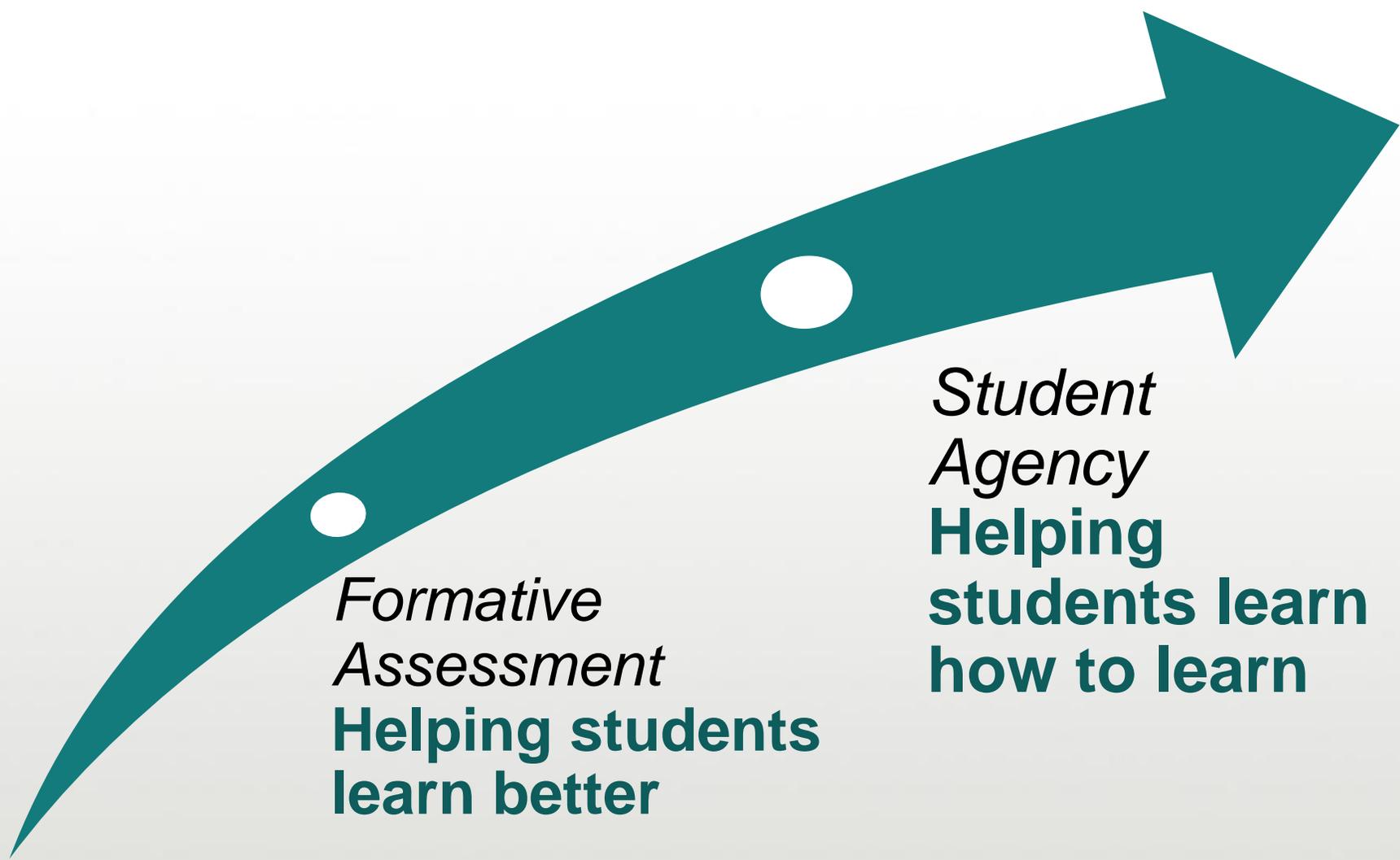
MISTAKES ARE GOOD. WE ARE SMARTER TO-G-E-T-H-E-R. RESPONSIVE CLASSROOM

COURSE THEORY. SUPPORTS WHERE AM I GOING? WHERE AM I NOW? WHAT'S NEXT? **EVIDENCE**

STUDENT AGENCY. TEACHER AGENCY. MEASURE & systemize. SHARE IT! framethemessageink.com



Break



*Formative
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**Helping students
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Shifts for Students

Shifts for Teachers

Formative assessment is defined as the process used by teachers and students to **notice, recognize, and respond to student learning** in order to enhance that learning, during learning.

- Cowie and Bell, 1999



Research on Noticing

Expert Knowledge...

Ball (2011) distinguishes that in *professional* noticing the teacher **draws on expert discipline knowledge** to know what there is to learn, and interpret from the perspective of the learner.

Choosing where to Focus...

Noticing involves cyclical and interrelated processes of **attending to events by choosing where to focus**, and then making sense of those events through interpreting, relating, charactering and responding (Sherin, Jacobs & Philipp, 2011).

Students' Ideas...

Disciplined noticing is the process of working systematically to be able to act freshly / more creatively in the moment - working to become more sensitive to diverse potential learning opportunities and horizons **in students' ideas, actions and interactions.** (Mason, 2002)

From Christine Harrison, CCSSO FAST SCASS Meeting, Austin Texas, June 2017

To change how I respond in a given situation, I must notice, in the moment, the possibility of choosing to act differently.

Mason, 2002

Developing a Practice of Noticing in Formative Assessment

Find a group
of three,
bring paper
and pen (or
a computer)
and find a
comfy place
to sit



Person A and B

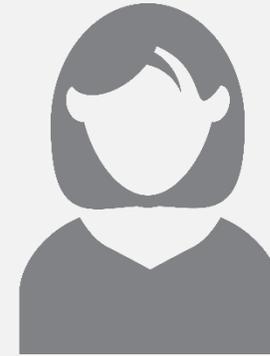
Write down what you notice about the student role as learners

Person C

Write down what you notice about the teacher role in formative assessment



What did you notice about shifts in practice for students and teacher?



Say thank you, and return to your flock



SOMETIMES YOU
NEED TO PRESS
PAUSE TO LET
EVERYTHING SINK IN.

SEBASTIAN VETTEL

Shifts in Student Formative Assessment Expertise

From

- Complying with teaching and directions
- Completing assignments
- Evaluating learning based on grades
- Not revising work that is “complete”
- Relying on grades for motivation
- Regarding learning as a private activity
- Students do not use feedback
- Independent learning
- Emphasis on correctness or completeness

To

- Generating personal feedback loops
- Setting academic and personal goals
- Evaluating learning using evidence
- Adapting learning tactics
- Internalizes criteria to support learning
- Engaging in feedback with peers
- Apply feedback to advance learning
- Learning in partnership
- Emphasis on what is being learned

Shifts in Teacher Formative Assessment Expertise

From

A focus on what students will do
Teacher use of goals
Use of static information
One way to elicit evidence
Collective use of evidence
Evidence shapes instructional actions for the future
Non-specific feedback
Random moments for feedback
Emphasis on correctness
Deliver instruction
Re-teach based on percent correct

To

A focus on what students will learn
Student use of goals and criteria
Use of patterns of evidence
Many ways to elicit evidence
Individualized use of evidence
Evidence shapes instructional moves that take place in the moment
Feedback that scaffolds learning
Intentional and strategic feedback
Emphasis on emerging understanding
Share responsibility for learning with students
Shift instruction based on quality of student thinking

Decide who in your group will observe the video for teacher practices and who will observe for student practices



Jennifer Daniels, Second Grade Fluency Lesson



Noticing Evidence of Practice

Shuffle your card decks!

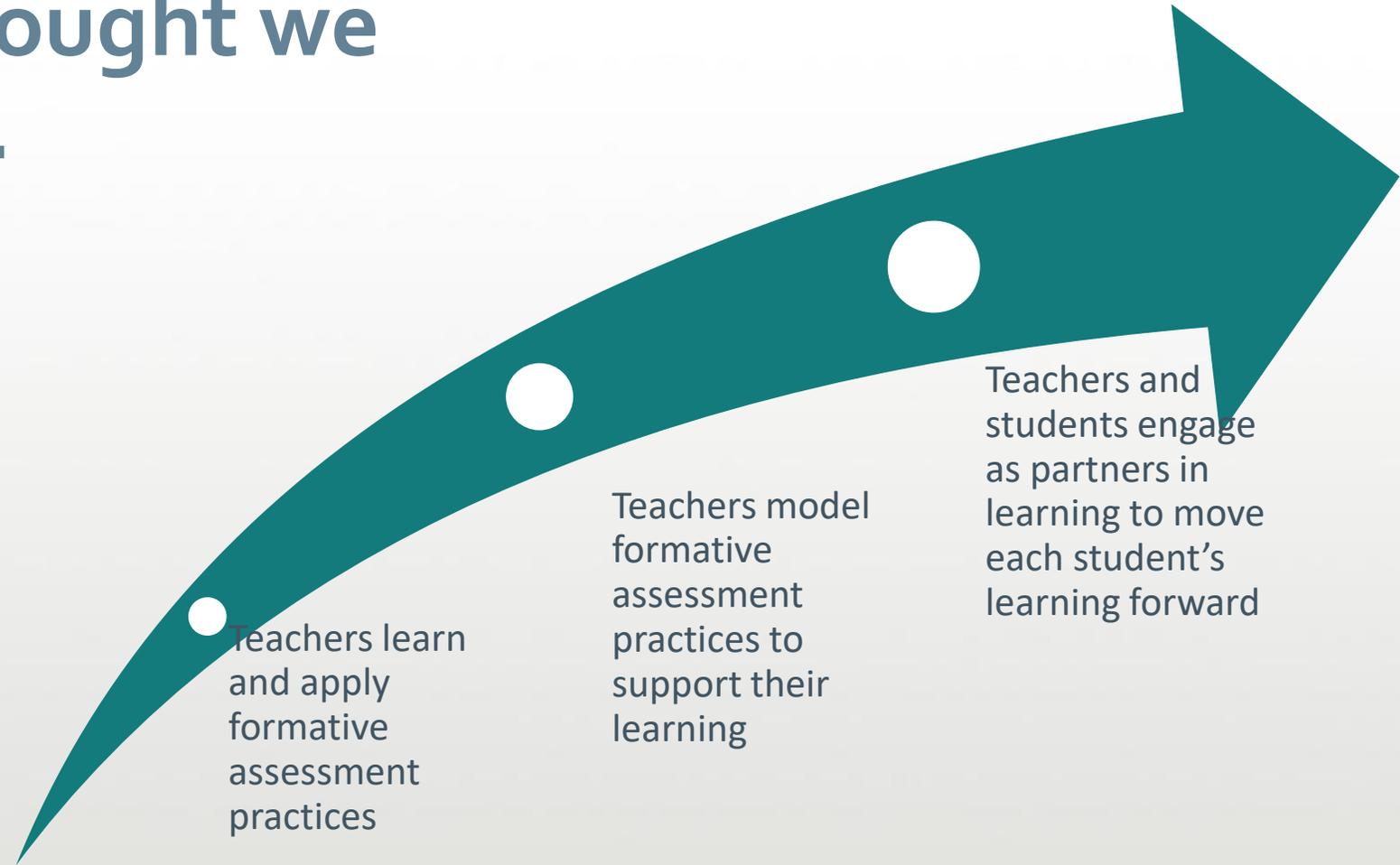
Each card represents either a student shift or a teacher shift.

Pull a card off the top of the deck, and

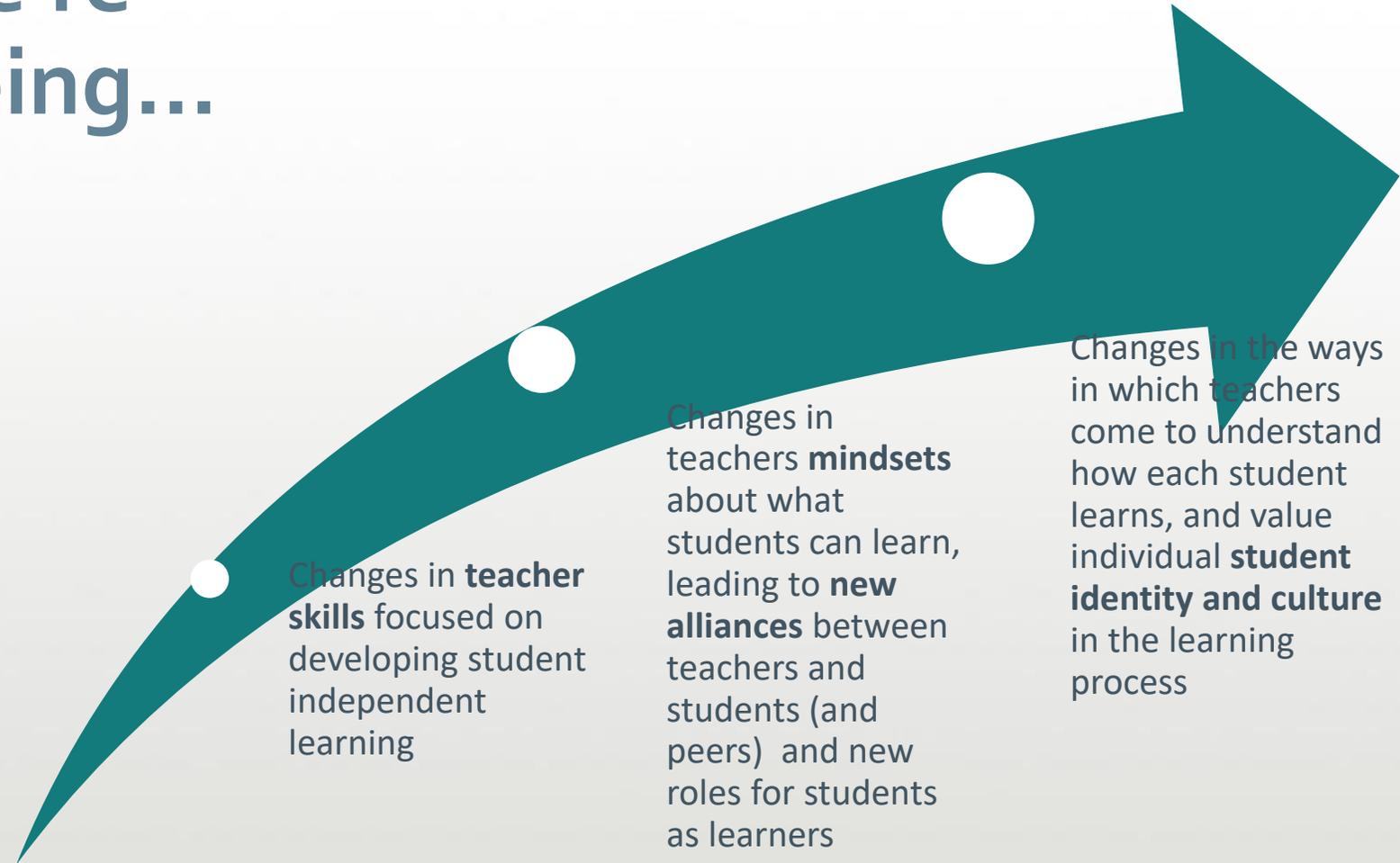
- a) Identify if you noticed evidence of that shift in the video.
- b) If you noticed that shift, discuss the evidence from the video that represents that specific shift in practice.
- c) Be prepared to share one highlight from your discussion

S  **HIFT**

What we thought we would see...



What we we're actually seeing...





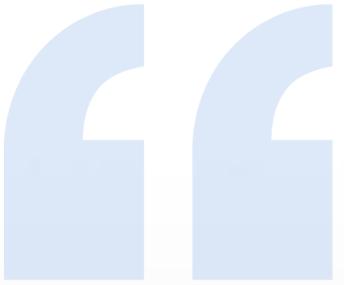
There is no 'quick fix' that can be added to existing practice with promise of rapid reward.

On the contrary, if the substantial rewards of which the evidence holds out promise are to be secured, this will only come about if each teacher finds his or her ways of incorporating the lessons and ideas that are set out above into his or her own patterns of classroom work.

This can only happen relatively slowly, and through sustained programmes of professional development and support.



Black & Wiliam 1998



Teachers' beliefs about learning and assessment influence their actions and decisions. The literature on teacher development suggests that change is a slow and difficult process and even more so when involving assessment practices



Christine Harrison, 2009



Two primary challenges

You're a good teacher !!

what are other words for undervalue?



underestimate, underrate, depreciate, devalue, devaluate, disparage, minimize, belittle, disregard, misjudge



1. Come up with a range of leadership responses as to why formative assessment is “not just good teaching”, or, the similar frame, “I already do that”.

2. Consider how you might respond to the undervaluing equation

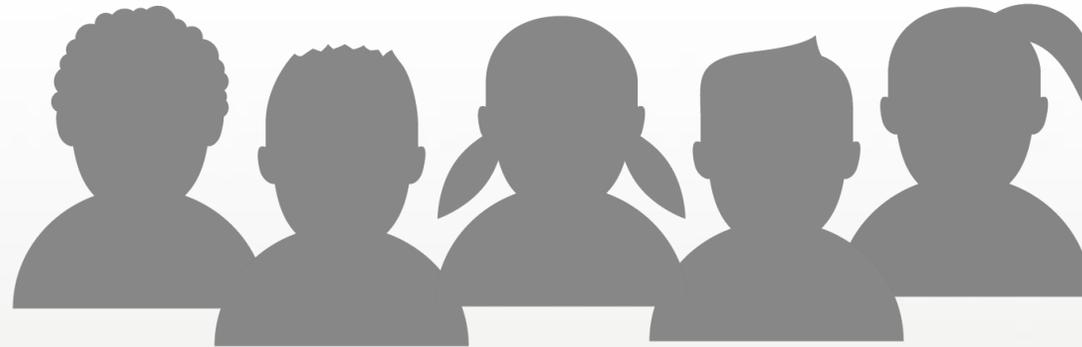
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Students actually DO the learning!



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JUNE 23, 2017

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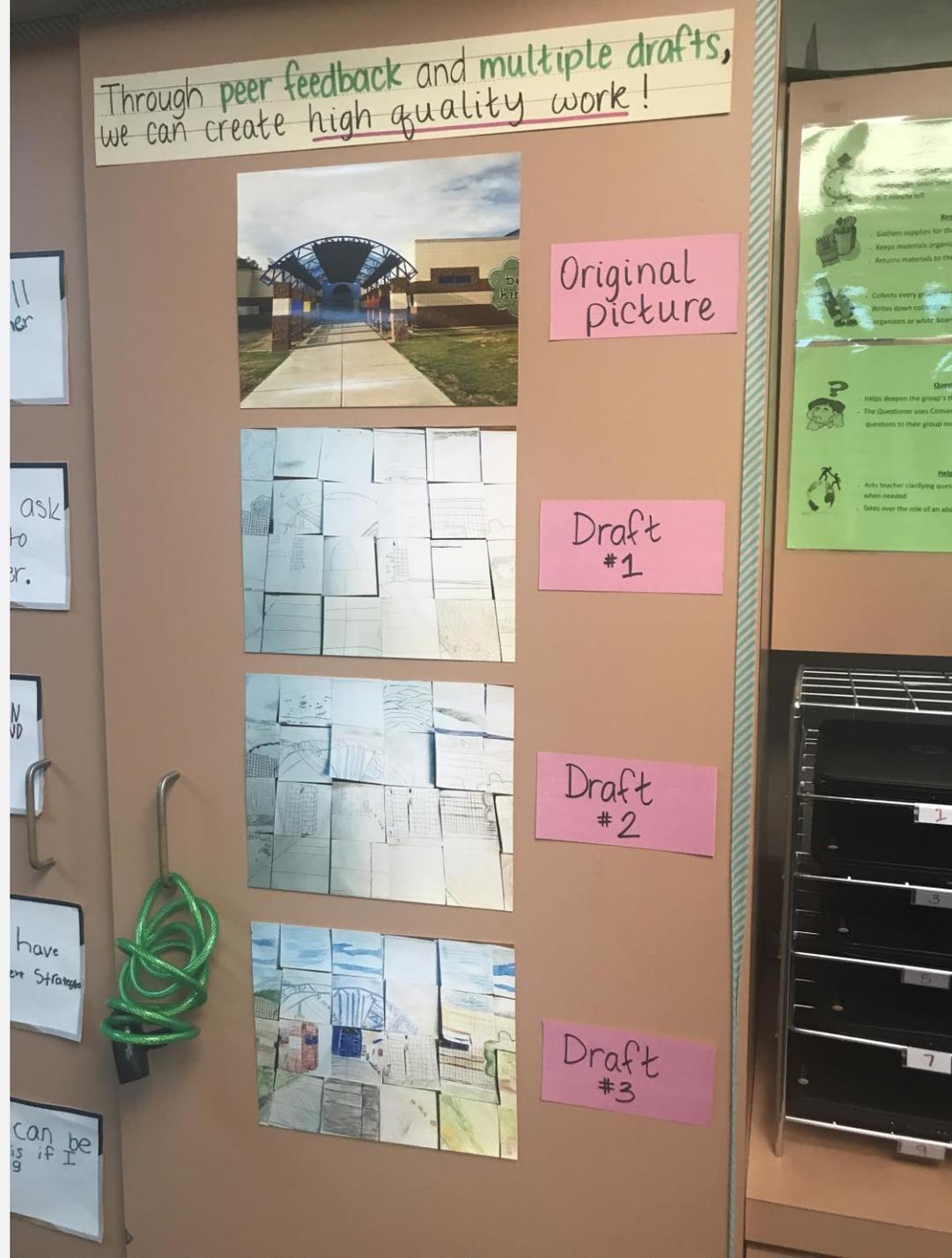
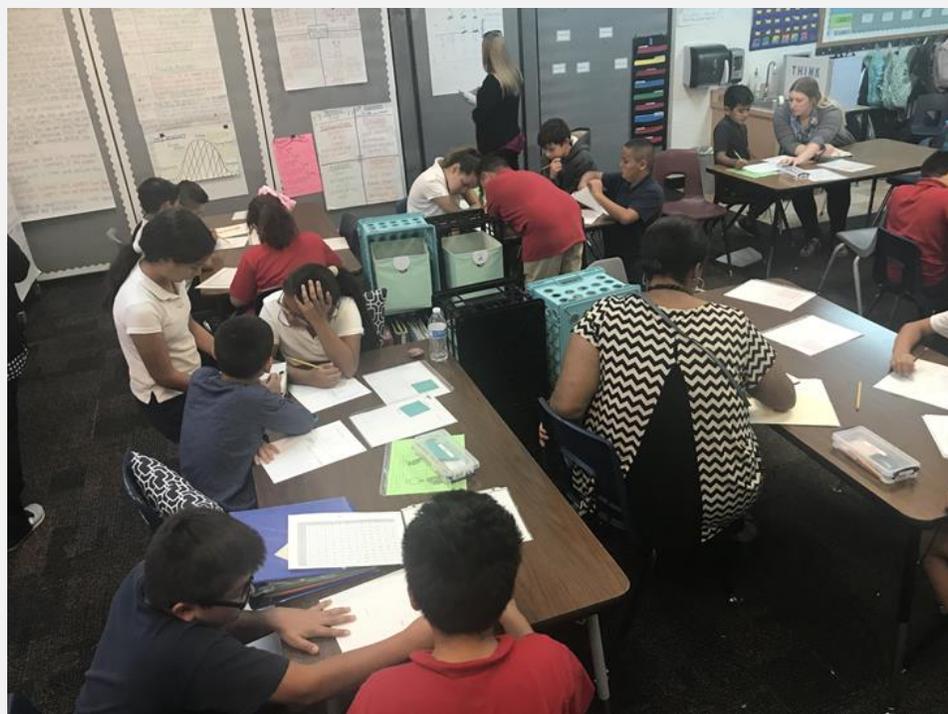
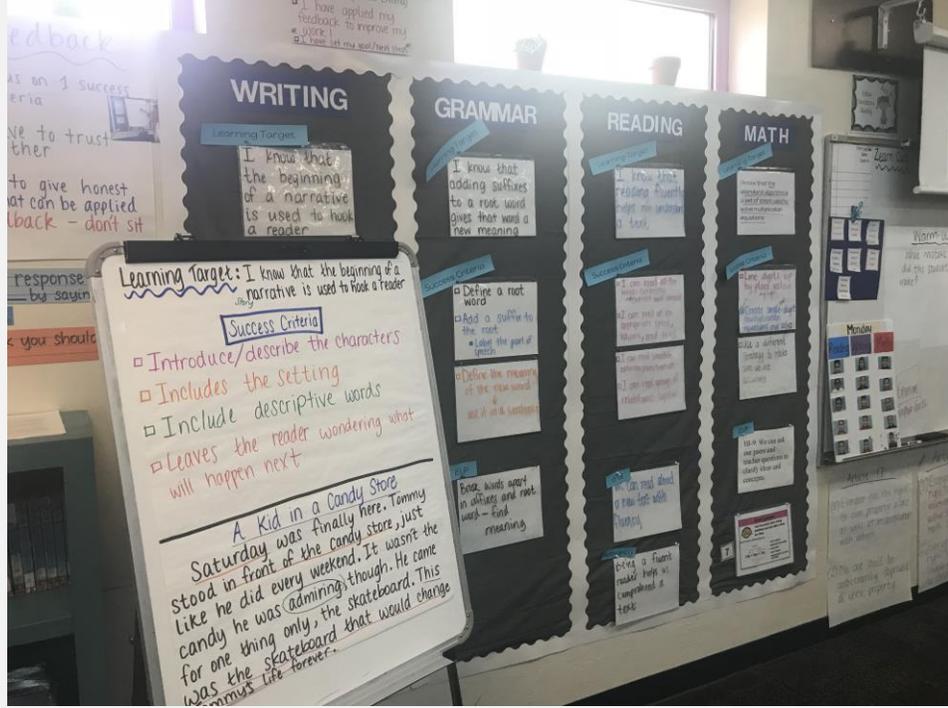
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So, In Closing...



Short Video Clips and Free Project Resources from Arizona Video Study in Formative Assessment Pilot

Arizona Department of Education Formative Assessment Resource Page with Summit Handouts (and more)

FORMATIVE ASSESSMENT PROJECTS BY WestEd

Student Voices

Empowerment

Students gain power and agency in the classroom – learning to direct their own learning, self-regulating their work and time, recognizing when they have learned something, and being able to help one another without adult intervention.



Empathy

Students learn to respect and seek differences in opinions, perspectives, and learning styles in peers.



Metacognition

Students engage in ongoing reflection on their own learning process to develop awareness and understanding about how they learn. Structured opportunities engage them in thinking about their own thinking and developing awareness and understanding to support metacognition.

<https://fa-insights.wested.org/saal/students/>

Formative Assessment Resources

Formative Assessment process used by teachers can help them determine what their students are not learning, giving them the ability to adjust their teaching – in the moment and to move all learners forward. Embedding formative assessment dimensions in everyday teaching is a research based practice to improve individual student learning. The definition of formative Assessment is that the Arizona Department of Education (ADE) as a system embraces is from the Council of Chief State School Officers (CCSSO). This definition was developed by the Formative Assessment for Students and Teachers (FAST) State Collaborative on Assessment and Student Standards (SCASS) or **FAST SCASS**.

The definition of formative Assessment is:
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 more self-directed learners. Effective use of the formative assessment process requires students and teachers to integrate and embed the following practices in a collaborative and respectful classroom environment:

- Clarifying **learning goals** and success criteria within a broader **progression of learning**;
- Eliciting and analyzing **evidence** of student thinking;
- Engaging in **self-assessment** and **peer feedback**;
- Providing **actionable feedback**; and
- **Using evidence and feedback to move learning forward** by adjusting learning strategies, goals or next instructional steps.

Additional information about the formative assessment definition can be found on the [CCSSO website](#). There is also [a resource](#) that provides an [overview](#) of the FAST SCASS revised definition on formative assessment.

- ▶ **Instructional Support Resources**
- ▶ **Professional Learning Resources**
- ▶ **Current Grant Projects**
- ▶ **Previous Grant Projects**
- ▶ **Additional Research**
- ▼ **Classroom Videos**

azed.gov/standards-practices/k-12standards/k12engagement



<http://www.azed.gov/standards-practices/formativeassessrec/>



Thank You
