

Creating your Evidence Base for Formative Assessment

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Session Goals

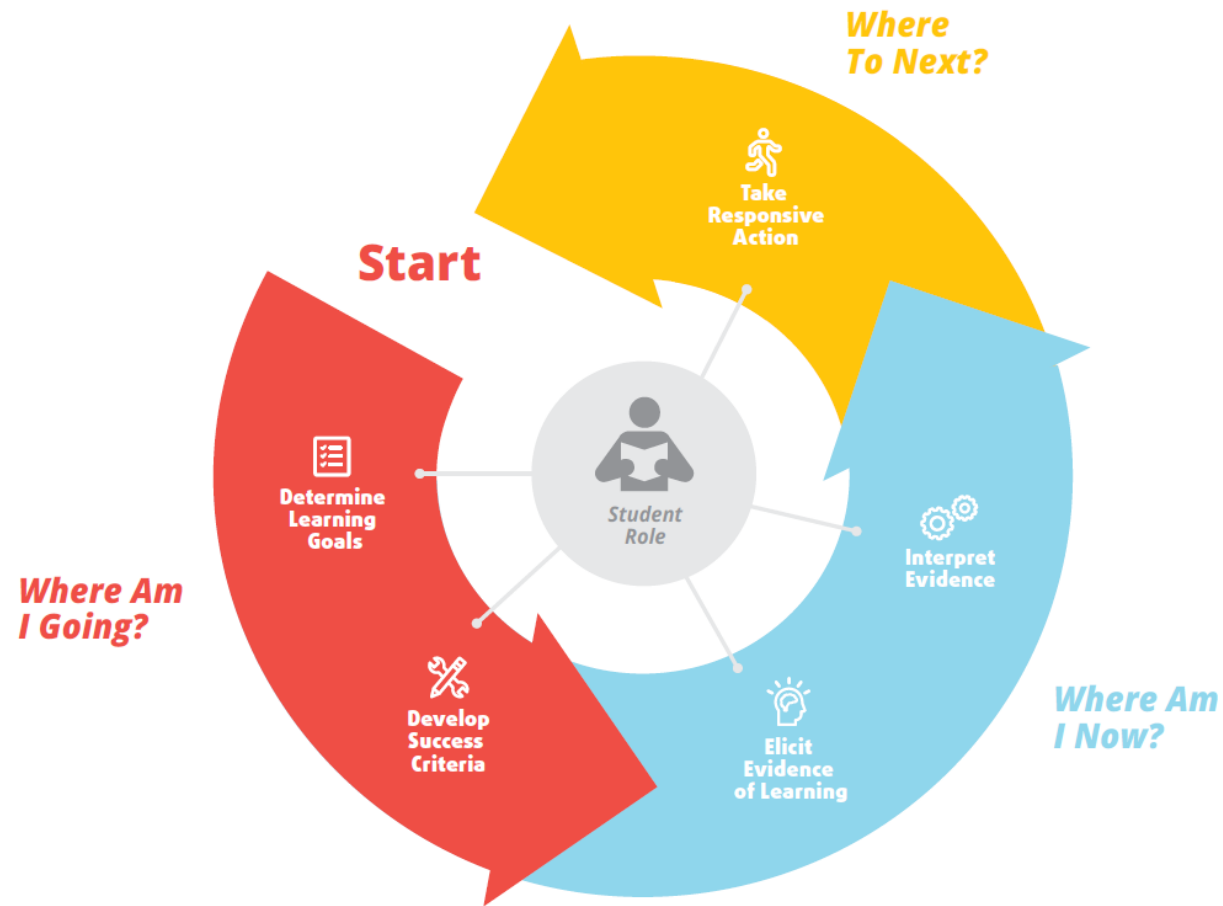
Understand why it is important to develop an evidence base for your Formative Assessment efforts

Draft a Theory of Action for your approach to Formative Assessment

Draft measures aligned with your Theory of Action to develop your evidence base



The Formative Assessment Feedback Loop



Evidence Matters

Ongoing reflection on evidence helps improve practice

Evidence helps to target efforts where they may be the most effective

Evidence helps to demonstrate impact

Every Student Succeeds Act (ESSA) embeds evidence-based decision making as a continuous improvement strategy throughout the legislation

Building Evidence Through a Theory of Action

A TOC helps you articulate:

- Who your efforts are targeting
- Your strategies and approach
- Your intended impact

A TOC helps you examine:

- Existing evidence and theories about the relationship between strategies and desired impacts

A TOC helps you track:

- Progress on meeting your intended outcomes
- Evidence of the effectiveness of your efforts

Basics of a Theory of Action



Do (Strategies)



Get (Results)



Theory of Action

TOC maps out why a desired change is expected to happen in a particular context.

Relationship between the
target population,
strategies, and desired
impact

If you do [strategies]
for/with/to [target
population], then
[desired impact].

If you do [strategies]
then [target population]
will do x, which will
result in [desired impact].

Backwards Design

Start with your desired
results

Then describe
the strategies
that will get you
there

Apply TOA to your Role

District Leadership/Staff

School Leaders/Coaches

Teachers

Desired Results

What do you hope your Formative Assessment work will achieve?

How will your district, school, or classroom be different in X years because of your Formative Assessment work?

Strategies/Activities

What strategies/activities will you use to make these results happen?

Connection Between Strategies and Results

What evidence do you have that this change can happen as a result of your approach?

Why do you believe that this change can happen as a result of your approach?

Target

Who are your efforts targeting (e.g. students, teachers, principals)?

How directly does your target affect your desired results?

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Reflect on your TOA

Are we targeting who we want to target?

Do stakeholders have a shared definition of the desired results?

Did we examine our assumptions about what it takes to achieve those results?

Did we examine research and practice to choose our strategies?

Did we consider capacity when determining our strategies?

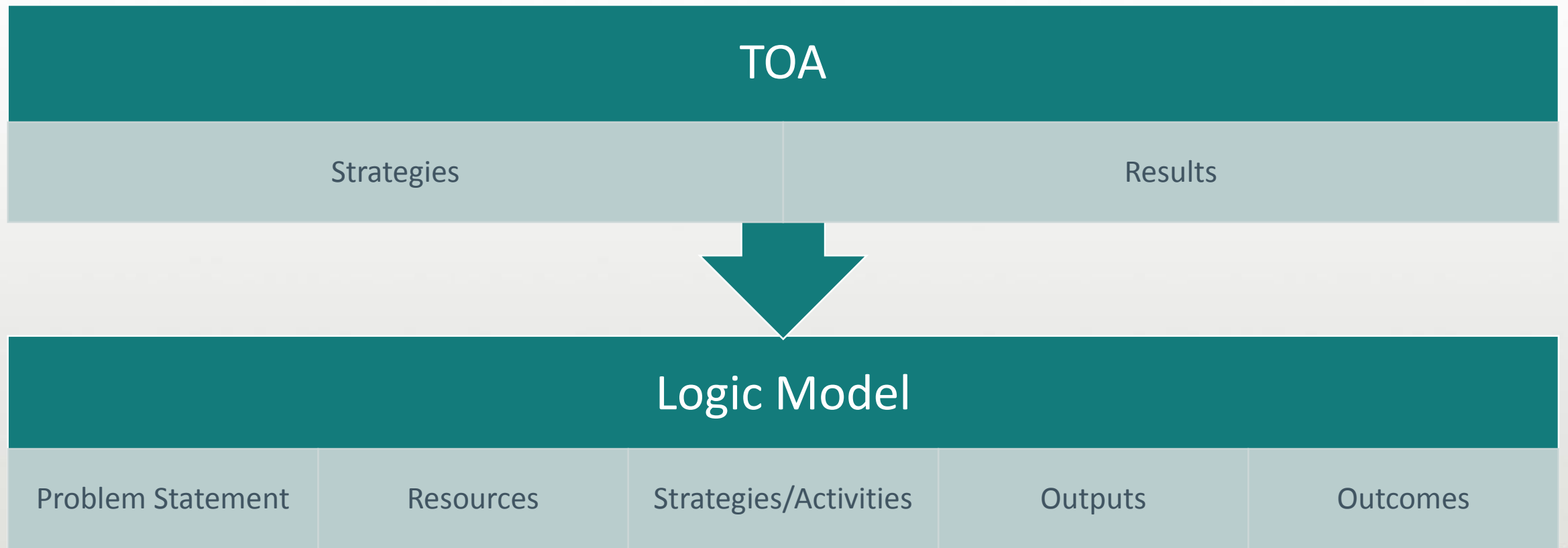
Does the TOA clearly show the relationship of strategies to results?
Are these connections valid?

How does the TOA reflect our priorities?

Peer Feedback Time!



TOA to Logic Model



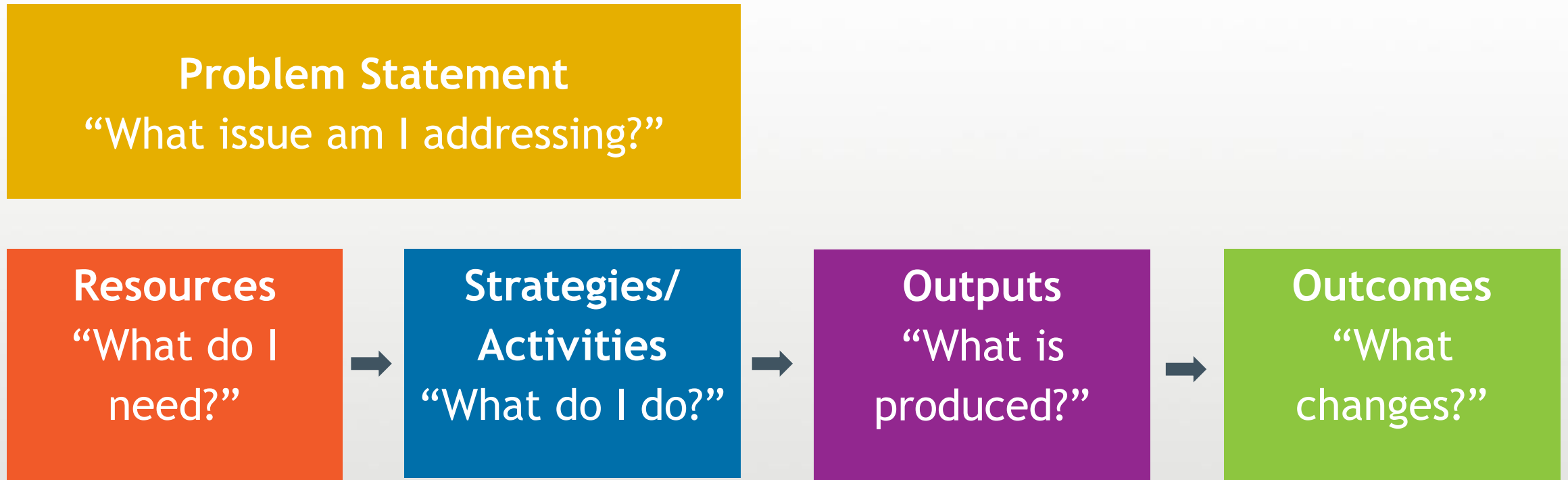
Logic Model

Visual representation of the program and its desired outcomes

Demonstrates the “if-then” relationships between elements of a program

Many different models from complicated to simple!

Road Map to Logic Models



Outputs

What does the approach create as a result of the activities and strategies?

Usually the quantity and/or quality of the activities.

Outcomes

Expected observable and measurable results that may occur directly from the strategies



Short-Changes in knowledge, attitude



Medium-Changes in behavior



Long-Changes in proficiency, skill

Measures-Reflect and Discuss

How will you measure each outcome?

Do you have a baseline you can use for each outcome?

Are there milestones that can be measured along the way to the outcome you are trying to achieve?

What evidence would you see if an outcome was achieved?

Source Examples

Student behavior

Teacher behavior

Student work products

Teacher work products

Documents (e.g. plans, agendas, rosters)

Student scores/ratings

Teacher scores/ratings

Student self-report

Teacher self-report

Evidence & Indicator Examples

Skills (knowledge, learning):

Percent increase in scores

Percent that believe skills were increased

Percent increase in knowledge

Attitude:

Percent improvement as reported by parent, teacher, co-worker, other

Percent improvement as reported by participant

Readiness:

Percent feeling well-prepared for a particular task/undertaking

Percent meeting minimum qualifications for next level/undertaking

Behavior:

Percent that engage in desired behaviors

Rate of improvement in desired behaviors

Number weeks/months/years maintaining desired behaviors

Percent moving to next level/condition/status

Peer Feedback Time!



Thank you!

