

JAN HOEGH

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In 2005, Jan was invited to participate in the University of Nebraska Assessment and Leadership for Learning Cohort. An active member of several educational organisations, Jan was president of the Nebraska Association for Supervision and Curriculum Development. She is a member of the National Association for Supervision and Curriculum Development and Nebraska Council of School Administrators. Her article "Behind the Scenes of Nebraska State Accountability" was published in Nebraska Council of School Administrators Today.

Jan has a bachelor of arts in elementary education and a master of arts in educational administration, both from the University of Nebraska Kearney. She also earned a specialization in assessment from the University of Nebraska-Lincoln.

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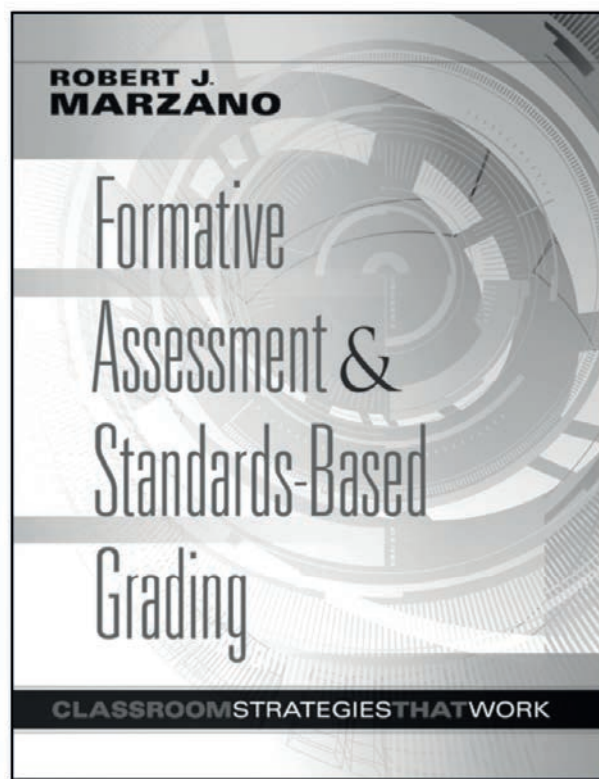
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Formative Assessment

What It Is and What It Is Not

Presented by Marzano Research Laboratory



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A Balanced Assessment System

Large Scale (Assessment <i>of</i>)	Mid-Scale (Assessment <i>for</i>)	Small-Scale (Assessment <i>for</i>)
<ul style="list-style-type: none"> • Summative • Norm referenced OR criterion referenced • Aptitude • Achievement 	<ul style="list-style-type: none"> • Formative • Criterion referenced • Often teacher, grade level, building, or district created • Achievement 	<ul style="list-style-type: none"> • Questioning • Day by day, minute by minute (William) • Achievement
Essential Question: What have students already learned?	Essential Question: How can we help students learn more?	Essential Question: How can we help students learn more?

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FORMATIVE ASSESSMENT AND STANDARDS-BASED GRADING

those states that wish to participate. Each of these groups is referred to as a State Collaborative on Assessment and Student Standards (SCASS), and a new SCASS dealing exclusively with formative assessment, known as Formative Assessment for Students and Teachers—or FAST SCASS, if you're in a hurry—was formed in mid-2006. (pp. 4–5)

At its inaugural four-day meeting in October of 2006, FAST SCASS crafted a definition of formative assessment that reflected the latest research on effective assessment practices. As reported by Popham, the following definition came out of this effort: “Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes” (2008, p. 5). Defining features of formative assessment were as follows:

- Formative assessment is a *process*, not any particular test.
- It is used not just by teachers but by *both teachers and students*.
- Formative assessment takes place *during* instruction.
- It provides *assessment-based feedback* to teachers and students.
- The function of this feedback is to help teachers and students make *adjustments* that will improve students’ achievement of intended curricular aims. (Popham, 2008, p. 5)

In his 2008 book *Transformative Assessment*, Popham updated that definition again: “Formative assessment is a planned process in which teachers or students use assessment-based evidence to adjust what they are currently doing” (p. 6). He also listed the following characteristics:

- Again, formative assessment is not a test but a *process*—a *planned* process involving a number of different activities.
- One of those activities is the use of assessments, both formal and informal, to elicit *evidence regarding students’ status*: the degree to which a particular student has mastered a particular skill or body of knowledge.
- Based on this evidence, *teachers adjust* their ongoing instructional activities or *students adjust* the procedures they’re currently using to try to learn whatever they’re trying to learn. (p. 6)

The preceding definitions have certainly illustrated the general concept of formative assessment, but this book is intended to go one step further by specifying how formative assessment might manifest in the classroom. To this end, the categories depicted in table 2.1 are used throughout the book. Table 2.1 addresses two important distinctions in classroom assessment: types of assessments and uses of assessments. This chapter attempts to flesh out the defining characteristics of both.

Before delving into the anatomy of formative assessment, we should begin with a working definition of classroom assessment in general. Paraphrasing from the distinctions made in *Classroom Assessment and Grading That Work* (Marzano, 2006), we will define a classroom assessment as anything a teacher does to gather information about a student’s knowledge or skill regarding a specific topic. This definition is very much in keeping with the general descriptions of assessment provided by Black and Wiliam in their 1998 article titled “Inside the Black Box: Raising Standards Through Classroom Assessment.”



Types of Classroom Assessments

Type	Description	Notes
<i>Obtrusive</i>	Obtrusive assessments interrupt the normal flow of activity in the classroom. Instruction does not occur during obtrusive assessments. Instead, instruction stops while students “take the assessment” (hence the term <i>obtrusive</i>).	
<i>Unobtrusive</i>	Unobtrusive assessments do not interrupt the flow of instruction. In fact, students might not even be aware that they are being assessed during an unobtrusive assessment. This type of assessments are most easily applied to content that is procedural, or content that involves learning a skill, strategy, or process.	
<i>Student-Generated</i>	Student-generated assessments are probably the most underutilized form of classroom assessment. As the name implies, a defining feature of student-generated assessments is that the students generate ideas about the manner in which they will demonstrate their current status on a given topic.	
Uses of Assessments		
<i>Formative Scores</i>		
<i>Summative Scores</i>		
<i>Instructional Feedback</i>		



Exercise 2.1

Obtrusive, Unobtrusive, and Student-Generated Assessments

After reading each of the following classroom assessment scenarios, determine whether it is best classified as an example of obtrusive, unobtrusive, or student-generated assessment.

1. Mona is very close to receiving an A on the content that has been covered in her art class this quarter. She approaches the teacher and proposes that she provide a sketch to show she has mastered the techniques presented during the quarter.
2. After teaching the concept of a thesis statement, discussing examples of successful thesis statements, and providing the students with opportunities for practice, Mr. Grace gives his students a topic and asks them to write a corresponding thesis statement. He scores the effectiveness of the thesis statements using a rubric and records the scores for each student.
3. After teaching a unit on editing and revising, Ms. Minturn asks her students to pull out a hard copy of an essay they composed earlier in the year. She breaks the class into pairs and asks them to read and suggest edits and revisions on their partners' essays. She collects the revisions and grades each student according to a rubric on the effectiveness of his or her editing.
4. Mr. Davis is teaching a unit on shading. He takes his class to an outside garden, and while the students are creating compositions focusing on the shadows and colors they see, he walks around and observes their progress. Without interrupting, he records an assessment score for each student in his gradebook.
5. Ms. Lewis has been working with her students on a cooperative learning goal. While she is monitoring recess, she notices four of them working together to complete a double-dutch jump rope game. Because all four students have to cooperate to reach their goal, Ms. Lewis decides these students have fulfilled the requirement for score 3.0 on the rubric she has designed for cooperative skills.



Handwriting practice area consisting of 20 horizontal lines.

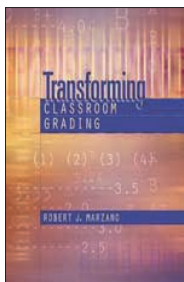
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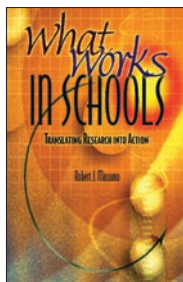


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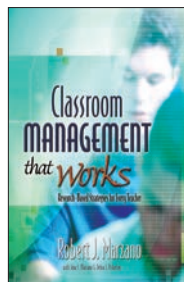
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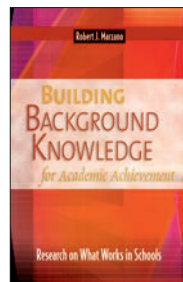
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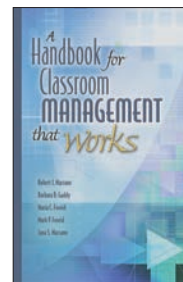
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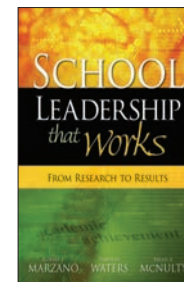
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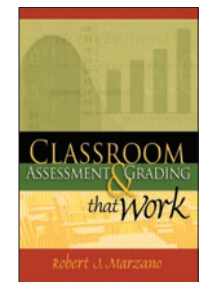
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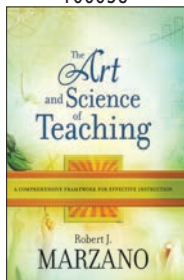
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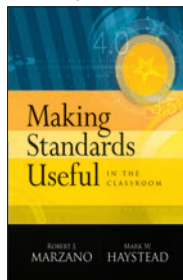
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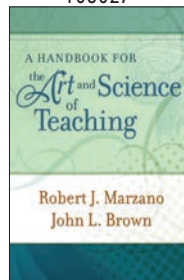
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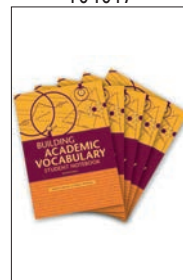
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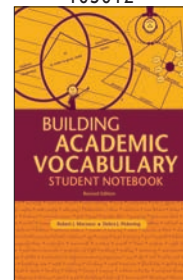
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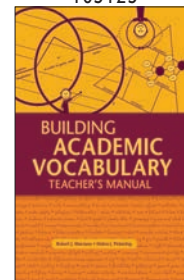
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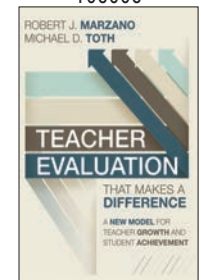
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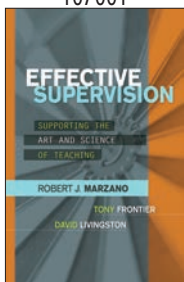
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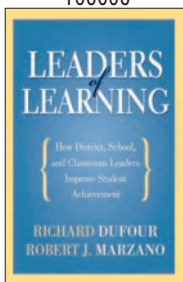
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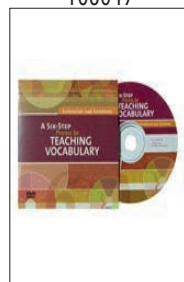
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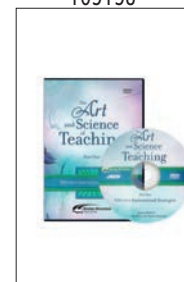
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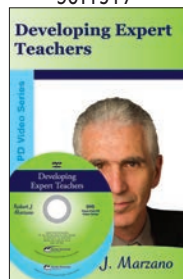
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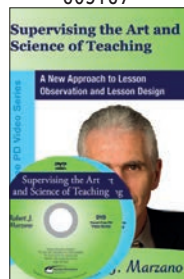
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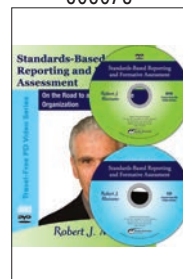
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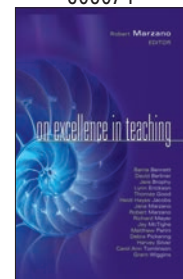
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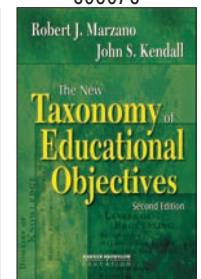
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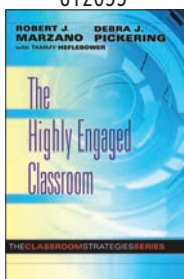
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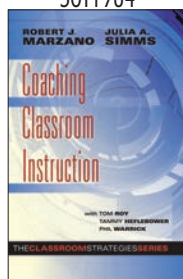
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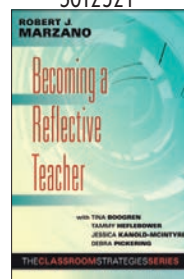
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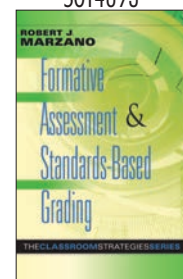
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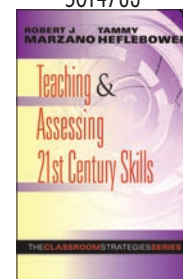
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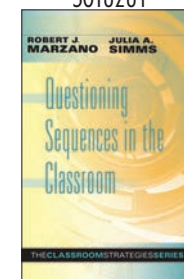
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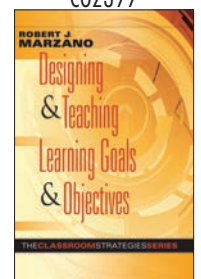
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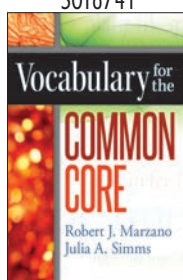
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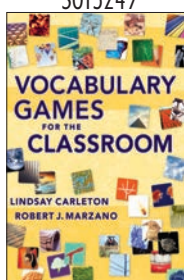
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