

# Formative Assessment

*Part 1: A Theoretical Introduction*

Reginald Richardson, Innovation and Transformation Coach



# Purpose for Learning

---

## UNDERSTANDINGS

- Formative assessment is a planned process used by teachers to adjust their instruction or by students to adjust how they are learning.
- Formative assessment should be used at various points throughout their daily lessons.

## ESSENTIAL QUESTIONS

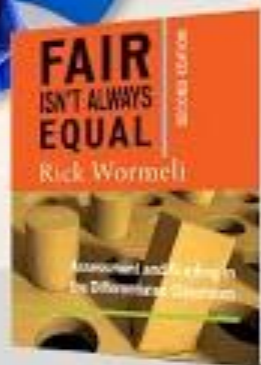
- Why is formative assessment important in the classroom?
- How do we use formative assessment to make in the moment instructional decisions?

# How Educate defines formative assessment

So what is formative assessment?  
It 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.

- Council of Chief State School Officers

---



# Rick Wormeli

## Formative and Summative Assessment

# Formative Assessment

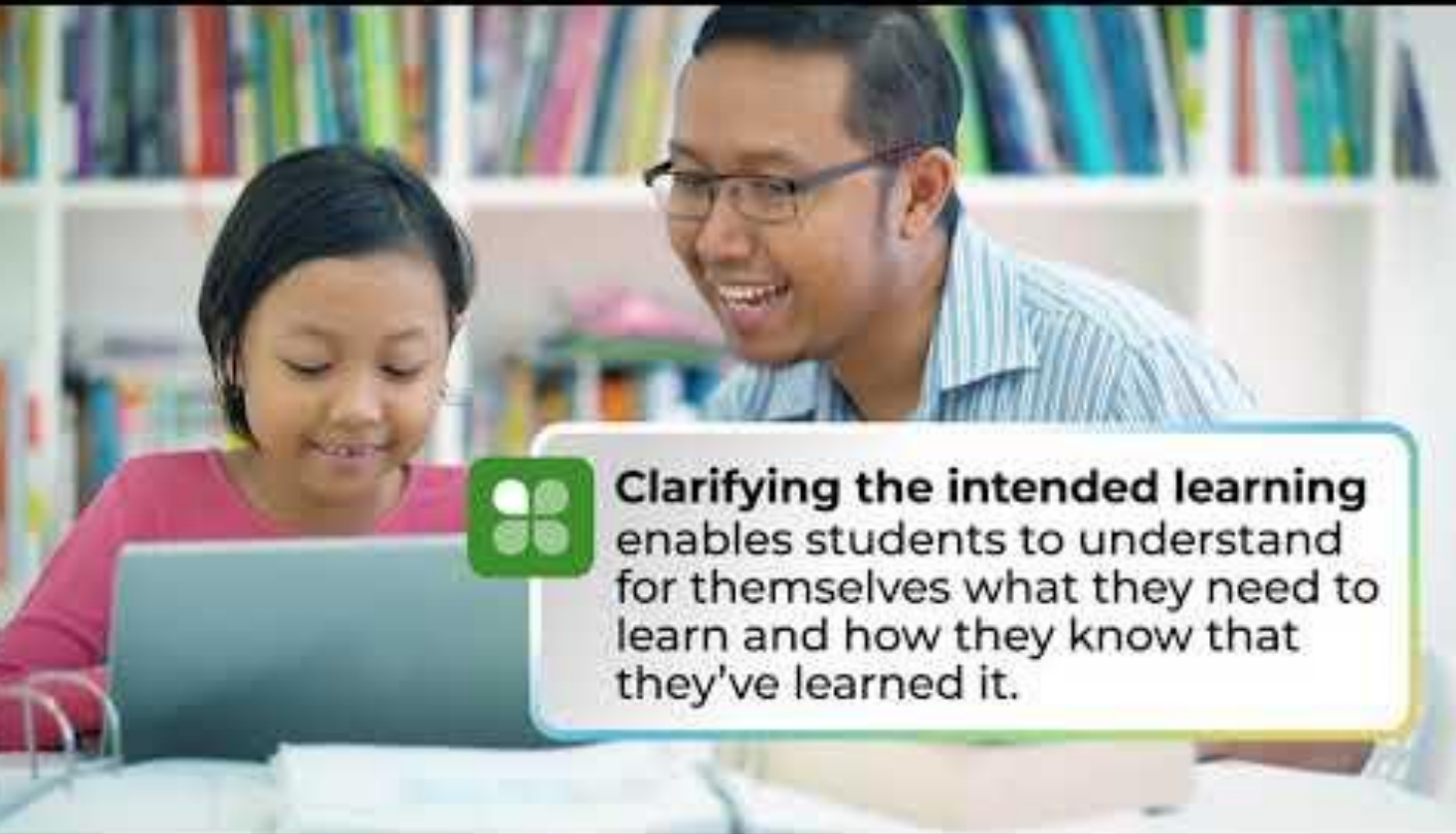
How do I  
**know**  
that my  
students  
are **learning**?



# Formative Assessment

How do I  
**Do** it? Where  
Do I Begin?





**Clarifying the intended learning**  
enables students to understand  
for themselves what they need to  
learn and how they know that  
they've learned it.

# Have a Clear Instructional Goal

You must have a clear learning target, goal or aim for the lesson. This learning goal should be informed by standards.

# Have a Clear Instructional Goal

1. What is the goal?
2. Where are you in relation to that goal?
3. What do we need to do to close the gap?

# Identify the Learning Progressions

Learning Progression - “A sequenced set of subskills and bodies of knowledge it is believed students must master en route to mastering a curricular aim.”

W. James Popham - *Transformative Assessment*

# Step 1

## Identify Adjustment Occasions

The teacher decides when, during an instructional sequence, adjustment decisions should be made.

W. James Popham - *Transformative Assessment*

# Step 2

## Select Assessments

The teacher chooses the formal or informal assessment procedures to be used.

W. James Popham - *Transformative Assessment*

# Step 3

## Establish adjustment triggers

The teacher determines in advance what level of student performance will require an instructional adjustment.

W. James Popham - *Transformative Assessment*

# Step 4

## Make instructional adjustments

The teacher makes any necessary adjustments. (reteach, differentiate, use a new strategy, provide examples, modify etc)

W. James Popham - *Transformative Assessment*

# Resources to Review

<https://drive.google.com/file/d/1pReUWdmKiJLecKH5ECZwQJmsofpUMofL/view?usp=sharing>,

[https://drive.google.com/file/d/1sH\\_7ZqrvfH8hchogVGLZJPnOU0Bk4dux/view?usp=sharing](https://drive.google.com/file/d/1sH_7ZqrvfH8hchogVGLZJPnOU0Bk4dux/view?usp=sharing)