CENTER ON ENHANCING EARLY LEARNING OUTCOMES

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# CEELO *FAST*facts

TOPIC: ASSESSMENT JULY 2013

## Resources to Inform Technical Assistance on Formative Assessment

Information Request

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### Information Request:

*This state would like recommendations about research and practical resources to inform technical assistance conducted with state education staff on Formative Assessment.*

### What we know:

Formative assessment is one key component of a comprehensive assessment system. A Comprehensive Assessment System includes, at a minimum: a) screening measures; b) formative assessments; c) measures of environmental quality; and 3) measures of the quality of adult-child interactions.[1]

- Formative assessment is defined as a systematic, continuous process used during instruction, that provides a feedback loop to check for progress and detect learning gains, identify strengths and weaknesses, and narrow gaps in teaching and learning.
- Research has shown that students of teachers who regularly engage in a process of using data to target teaching and student learning demonstrate better learning outcomes compared with students whose teachers do not engage in formative assessment.
- Formative assessment is critically important to enhance outcomes of students who are struggling with learning, students with disabilities, and students who are English learners.
- Formative assessment is not simply one product or tool; some methods that teachers use to document student progress can be used formatively if teachers review learning gains and gaps to tailor instruction.

[1]U.S. Department of Education, Definitions, Comprehensive Assessment Systems. http://www.ed.gov/early-learning/elc-draft-summary/definitions

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## Organizations and Resources

**We recommend the following current resources on formative assessment:**

**Formative Assessment Research Alliance.**

The goal of the Formative Assessment Research Alliance is to increase the use of research, data, and analysis by policy makers and practitioners to select formative assessment programs and practices, and learn from initiatives. Chief State School Officers and State Superintendents in the REL Central region expressed a need for information on assessment tools and practices commonly used within and across grades. **http://www.relcentral.org/research-alliances/ra3-impact-of-formative-assessment-and-instructional-strategies-on-student-achievement/**

**Formative Assessment for Students and Teachers (FAST), State Collaborative on Assessment and Student Standards (SCASS), Council of Chief State School Officers (CCSSO)**

The Formative Assessment for Students and Teachers (FAST) SCASS works to expand the implementation of formative assessment in the classroom to positively impact teaching and learning. To access formative assessment videos, professional development guides, and other resources, visit: **http://www.ccsso.org/Resources/Programs/Formative_Assessment_for_Students_and_Teachers_%28FAST%29.html**

**National Center for Research on Evaluation, Standards, and Student Testing (CRESST), University of California–Los Angeles (UCLA)**

CRESST conducts research on assessment and evaluation. To access numerous research articles on the topic, click on this link, and type "formative assessment" in the search window at the top right corner of the Web site: **http://www.cse.ucla.edu/about/mission.php**

**National Center for the Improvement of Educational Assessments (NCIEA), also known as the Center for Assessment**

The center's mission is to contribute to improved student achievement through enhanced practices in educational assessment and accountability. The Publications Home Page has over 100 assessment articles, including information on learning progression frameworks, an important concept in formative assessment. Access resources at this link: **http://www.nciea.org/about.php**

**National Institute for Early Education Research**

The National Institute for Early Education Research conducts and communicates research to support high-quality, effective early childhood education for all young children. NIEER has issued several policy briefs on assessment that focus on preschool, including: **http://nieer.org/resources/policybriefs/7.pdf**

**Southeast Comprehensive Center**

To identify literature for studies, staff at the Southeast Comprehensive Center (SECC) conducted a review of research on formative assessment and highlighted state work on formative assessment. States that are profiled include Alabama, Georgia, Louisiana, Mississippi, South Carolina, and Texas. This report provides a thorough review of state-of-the-art research on formative assessment and promising state practices: **http://secc.sedl.org/resources/briefs/formative_assessment_core_content/**

## Selected State Resources:

**The following State Department of Education websites have useful resources for teachers on formative assessment:**

**Idaho** State Department of Education, Formative and Interim Assessments.

**http://www.sde.idaho.gov/site/formativeInterim/**

**Iowa** Department of Education, Assessment for Learning (Formative Assessment).

**http://educateiowa.gov/index.php?option=com_content&id=1072&Itemid=1486**

**Rhode Island** Department of Elementary and Secondary Education, Office of Instruction, Assessment, and Curriculum, Formative Assessment. **http://ride.ri.gov/Assessment/Formative.aspx**

**West Virginia** Department of Education, Formative Assessment.

**http://wvde.state.wv.us/teach21/FormativeAssessment.html**

**Wisconsin** Department of Public Instruction, Literacy "un" Conference, "Using Data to Drive Literacy Instruction" video presentation and resources by Shannon Riley-Ayers, March 2013.

**https://sites.google.com/a/dpi.wi.gov/wi-dpi-literacy-un-conference/critical-thinking-in-my-discipline/shannon-riley-ayers**

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