



Ohio School Boards Association Capital Conference and Trade Show

November 7 – 10, 2010

Greater Columbus Convention Center
Columbus, Ohio

Formative assessment increases student progress

Hot topics

Tuesday, November 9, 2010

9:00 a.m.

C 220 – 222

Kate Kennedy, school improvement specialist, Battelle for Kids
Jennifer Wene, director of academic achievement, Worthington City

Policy Services

OSBA provides a variety of services to assist you with your district's policies including:

Manual development — three levels of direct assistance by OSBA specialists, tailored to meet your district's specific needs

Online services — Web-based conversion of policy manual with links to other policies, regulations and the Ohio Revised Code

Update and review services — systematic procedures for keeping policy manual current


Contact Greta Gardner at (614) 540-4000 or (800) 589-OSBA for more information.

OSBA Mission

OSBA leads the way to educational excellence by serving Ohio's public school board members and the diverse districts they represent through superior service and creative solutions.

Ohio School Boards Association

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**Battelle
for Kids**
Bringing clarity to
school improvement

**Formative Instructional Practices
and Increased Student Progress**
Ohio School Boards Association
Conference
November 9, 2010

Your Learning Facilitators

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How Many of You:

- Oversee budgets that impact professional development?
- Believe your teachers have all the tools and resources they need to help *all* students achieve and make progress?
- Want concrete ideas on how to improve teaching and learning in your district?

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Learning Targets

- Describe what the research says about formative instructional practices and connect the research to what these practices look like at the school- and classroom-level
- Learn what Worthington City Schools did to make formative instructional practices a reality at the classroom-level
- Brainstorm actionable strategies

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Where Are You Now?

With a colleague, discuss the following:

- Which instruction and assessment practices are the "norm" in your district?
- How do you know?
- Which assessment and instruction-focused professional learning opportunities have you extended to teachers in your district?
- Were they successful? How do you know?

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Definitions of Formative and Summative Assessment

- Formative Assessment:**
Formal and informal processes that teachers and students use to gather evidence for the purpose of improving learning.
- Summative Assessment:**
Assessments that provide evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness.

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What Formative Instructional Practices Are...And Are Not

"...The determining factor is not the type of assessment we use, but rather how we and our students use the information."

—Seven Strategies of Assessment for Learning
Jan Chappuis, 2009

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Assessment of Learning

- Is summative
- Occurs after learning takes place
- Determines learning status at a point in time
- Is often part of an accountability system for student classroom grades or for state accountability
- Is associated with grading

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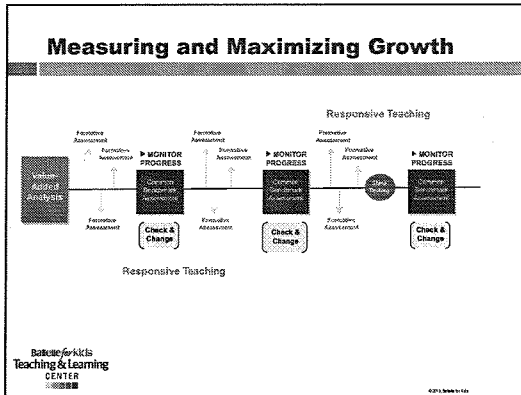
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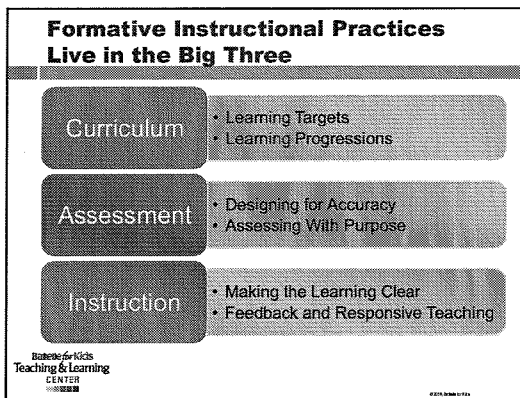
Assessment for Learning

- Is formative
- Occurs during the learning
- Diagnoses student needs
- Helps determine next steps in instruction
- Provides students with useful feedback
- Helps students feel in control of their success
- Is not about accountability
- Is not associated with grading

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Turn and Talk

- Is this definition of formative instructional practices new to you?
- Is this the definition used in your district?
- Do you currently use common assessments or formative instructional practices ?
- How is that information used to improve student learning?

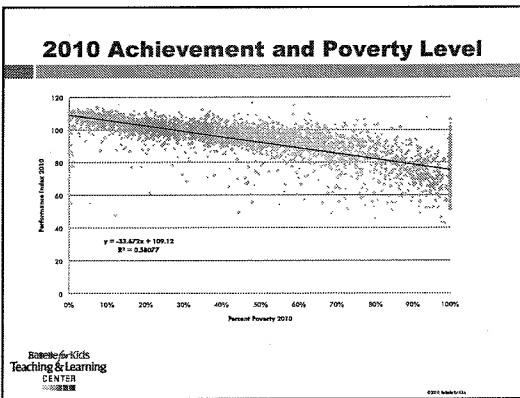
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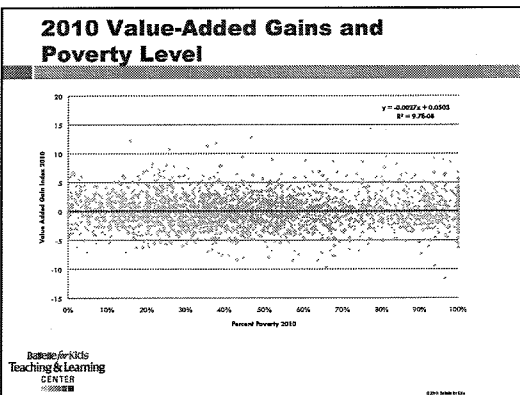
Research and Relevance

Why focus on formative instructional practices?

Teachers—and what they do every day in the classroom—matter.

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Robert Marzano

"Research supports the conclusion that formative assessment is one of the most powerful tools a classroom teacher might use."

—*Classroom Assessment & Grading That Work*, 2006

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Robert Marzano

"A meta-analysis covering 20 years of research reported that when effective feedback was given to students, student achievement gains increased 21–41 percentile points."

—Summarized from *What works in schools: Translating research into action*, 2003

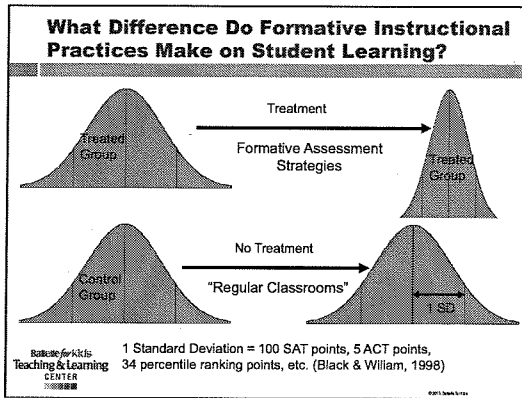
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Dylan William and Paul Black

"There is a firm body of evidence that formative assessment is an essential component of classroom work and that its development can raise standards of achievement."

—*Inside the Black Box: Raising Standards through Classroom Assessment*, 1998

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Doug Reeves: High Impact PD

High Impact Professional Development:

- Focuses on student learning
- Rigorous measurement of adult decisions
- Focuses on people and practices, *not* programs

Source: **Black & William Teaching & Learning CENTER**

At What Cost?

“...Implementing formative assessment practices is 20 times more cost-effective than class-size reduction programs.”

—*Integrating Assessment With Instruction: What Will it Take to Make It Work?*
William & Thompson, 2007

Source: **Black & William Teaching & Learning CENTER**

Battelle for Kids' Research

- Teachers involved in this survey were self-selected
- Teachers were predominantly from Ohio and New York
- More than 6,000 teachers of varying grade levels participated
- Survey had 50 questions for an accurate sampling of items

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The Research

Q: What proportion of the teachers surveyed feel "extremely confident" that they communicate learning goals to students in ways that they can understand?

Less than 50%

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The Research

Q: What proportion of teachers share assessment criteria with students as a regular part of their practice?

Less than 50%

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The Research

Q: What proportion of teachers provide descriptive feedback to students, detailing how to do better next time?

33%

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The Research

Q: What is the highest percentage of teachers that viewed themselves as experts on any one of these methods?

- Writing multiple choice items
- Writing short answer or extended response items
- Employing effective oral questioning
- Designing performance assessment tasks

20%

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The Research

Q: What percentage of teachers grade practice work?

87%

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The Research

Q: What percentage of teachers “muddy” their classroom grades by including factors other than achievement?

93%

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Time to Process

- Do our findings mirror the practices in your school or district?
- How do you know?

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Worthington City Schools

How the district got started

- The search for the magic bullet
- The treasure of educational research




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Worthington City Schools

Building and Sustaining Capacity

- Compliance vs. commitment
- District non-negotiables
- Principal leadership training—
McREL balanced leadership



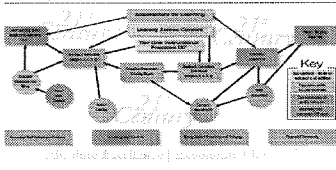
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Worthington City Schools

Worthington Professional Development Priorities

1. All staff participate in 10 hours CE
2. Meet the Standard 2010
3. High Quality Instructional Practice
4. High Quality Instructional Leadership
5. High Quality Instructional Support
6. High Quality Instructional Environment

Standards Based Instruction



Key


- Instructional Practice
- Instructional Leadership
- Instructional Support
- Instructional Environment

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Worthington City Schools

Making it "Sticky"

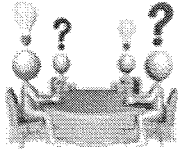
- Professional Learning Communities
- Monitoring implementation
- Monitoring outcomes—focus on GROWTH
- Modeling—walk your talk



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Think, Pair, Share

What is one new idea you have about formative assessment?



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Seven Strategies of Assessment for Learning

Where am I going?	<ul style="list-style-type: none">• Provide a clear and understandable vision of the learning target.• Use examples and models of strong and weak work.
Where am I now?	<ul style="list-style-type: none">• Offer regular descriptive feedback.• Teach students to self-assess and set goals.
How can I close the gap?	<ul style="list-style-type: none">• Design lessons to focus on one aspect of quality at a time.• Teach students focused revision.• Engage students in self-reflection. Let them keep track of and share their learning.

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Success Stories and Entry Points

- Slow and steady...volunteers first!
- Professional Learning Communities
- Selective in-house staff development; building leadership teams
- Selective outsourcing—send your rock stars to Columbus
- Policy matters
- Walk the walk and talk the talk

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Recommended Resources

- 4-day and 1-day workshops
- Onsite coaching/PD upon request
- Formative instruction online courses

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Give One, Get One

How will you support and encourage assessment *for* learning practices in your school or district?

- Brainstorm two ideas on your handout
- Find two people to exchange ideas with and add to your list

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Closing

- Questions? Comments?
- Thank you!

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