FORMATIVE ASSESSMENT QUOTES

   “Formative Assessment is a deliberate process used by teachers and students during instruction that provides actionable feedback used to adjust ongoing teaching and learning strategies to improve students’ attainment of curricular learning targets/goals.”

   “Formative assessment is a process teachers and students use during instruction that provides feedback to adjust ongoing teaching moves and learning tactics. It is not a specific test, nor an event, nor a bank of test items. Well-supported by research evidence, when effectively implemented formative assessment as a process assists students in achieving intended instructional outcomes.

   Ample research evidence demonstrates that these assessment for learning practices lead to improved student learning and achievement. There is also a growing consensus that formative assessment plays a key role in developing deeper learning of cognitive, interpersonal, and intrapersonal knowledge and ready standards. Skills needed for life and work in the 21st-century, as currently manifested in new college-and career-ready standards.”

   “FORMATIVE ASSESSMENT is often misconstrued. Routinely, it is conceptualized as a “test” or an “instrument” that is more fine-grained and administered more frequently than other types of assessment. This formulation misses its documented power for improving student learning...Formative assessment is only effective when teachers are clear about the intended learning goals for a lesson. This means focusing on what students will learn, as opposed to what they will do, which is often where teachers are tempted to start.

   “Effective classroom assessments clarify each student’s journey up the scaffolding leading to each standard. It is never the case that, first, a student cannot meet a
standard and then, all at once, he or she can. Over time, the student masters progressive levels of prerequisite learning that accumulate to mastery of the standard. Ongoing classroom assessment must track that progress in order to know, at any point in time, what comes next in the learning. Such continuous, ongoing assessment is essential to a balanced classroom assessment system...In the final analysis, the ultimate test of effective assessment is simple — does it provide teachers and students with the information they need to ensure that all students learn at higher levels.”

5. **English Language Arts/English Language Development Framework (Chap. 8). 2014.**

“Assessment has two fundamental purposes: One is to provide information about student learning minute-by-minute, day-by-day, and week-to-week so that teachers continuously adapt instruction to meet students’ specific needs and secure progress. This type of assessment is intended to assist learning and is often referred to as formative assessment or assessment for learning. Formative assessment occurs in real time during instruction while student learning is underway. (Allal 2010; Black and Wiliam 1998; Bell and Cowie 2000; Heritage 2010; Shepard 2000, 2005b).”


“Practice in a classroom is formative to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have taken in the absence of the evidence that was elicited.”

7. **Assessment for Learning: Formative Assessment. CERI & OECD, 2008.**

“Students who are actively building their understanding of new concepts (rather than merely absorbing information), who have developed a variety of strategies that enable them to place new ideas into a larger context, and who are learning to judge the quality of their own and their peer’s work against well-defined learning goals and criteria, are also developing skills that are invaluable for learning throughout their lives.

…Ultimately, the goal of formative assessment is to guide students toward the development of their own “learning to learn” skills (also sometimes referred to as “metacognitive” strategies). Students are thus equipped with their own language and
tools for learning and are more likely to transfer and apply these skills for problem solving into daily life; they strengthen their ability to find answers or develop strategies for addressing problems with which they are not familiar. In other words, they develop strong “control” strategies for their own learning.”

   “We have the opportunity to teach not only knowledge and skills, but also the self-management and learning-to-learn skills needed in school and life (as well as the learning Mindsets). We may think that students implicitly learn these skills as they do their work, but without explicit instruction and reflection, this understanding is not as solidly consolidated in the mind and understood (Schwartz, 1998). Research shows that we need experiences to deeply understand knowledge, but we also need explicit discussion and reflection to truly make sense of our experiences and apply our new understanding in different contexts.”