



Formative Assessment

The rising educator finds ways to spur student growth through the creative, knowledgeable usage of formative assessment strategies.

Key Method

The rising educator measures student growth and plans appropriately by strategically selecting, using, and reflecting on a variety of formative assessment tools while teaching. The rising educator uses evidence of student learning to improve teaching and learning by individualizing next steps accordingly.

Method Components

Researcher Laura Greenstein sums up a professional consensus on formative assessment, which is rooted in three significant concepts:

1. Formative assessment is focused on students.
2. Formative assessment is instructionally informative.
3. Formative assessment is based on outcomes.

Frequent opportunities for teachers to identify student progress and provide feedback are at the heart of formative assessment. Formative assessments are used to capture snapshots of students' knowledge or skill at particular moments. There are many ways that teachers generate these snapshots of how their students are doing to track their progress.

Some aspects of effective formative assessment strategies include:

- Use questions as assessments and as feedback that moves learning forward.
- Involve students in thinking about their learning.
- Plan to assess learning during and between lessons (short-cycle formative assessment).
- Provide immediate feedback.
- Look for patterns in student work and plan future instruction based on the results.

How Can Rising Educators Use Formative Assessment Effectively?

This micro-credential focuses on minute-to-minute, short-cycle formative assessment. While teaching, rising educators will provide immediate, targeted instructional support to students during a learning experience. Essentially, they take snapshots of where their students are, and use that data to make choices about how to help their students move forward.

Rising educators should:

1. Clarify and share learning intentions and criteria for success
2. Engineer tasks and discussions that elicit evidence of student learning
3. Provide feedback that moves learners forward
4. Activate students as learning partners for one another



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5. Activate students as owners of their learning

Suggested Activities

It is recommended that the lesson or learning experience you will spotlight for this micro-credential submission take place with a group of learners with whom you have worked for a sustained period. This way, you can draw upon the relationships and rapport you have cultivated with the learners.

The featured lesson or learning experience in the micro-credential submission should be planned for least one or two days in advance of its implementation. This submission includes a video of you using formative assessment strategies while working with a small group of students.

Here are some examples of questions you should consider when planning this micro-credential submission:

- What is the goal of the lesson or learning experience?
- How do I know that this goal aligns with the curriculum or program for the learners?
- What do I know about my learners? How have past activities, experiences, and assessments reflected their performance?
- How can I use what I know about my learners while planning to ensure that the content and activities of the lesson or learning experience are engaging and that they support learning?
- What formative assessment strategies will I use during the lesson?

It is recommended that you prepare, deliver, videotape, and reflect on more than one lesson, learning experience, or small-group interaction before selecting and submitting the lesson plan and video excerpt of the plan in action that best represent skilled practice in using formative assessment.

You are strongly encouraged to write a first draft of "Part 3: Reflection" within one day of teaching and videotaping the lesson. Capturing fresh memories and insights is important, and it mirrors how skilled educators have to move quickly to reflect on teaching experiences and immediately move forward.

Educators Rising Standards Alignment

This micro-credential is aligned to the following Educators Rising Standards:

- II. Learning About Students
- III. Building Content Knowledge
- IV. Engaging in Responsive Planning
- V. Implementing Instruction
- VI. Using Assessment and Data
- VII. Engaging in Reflective Practice

Supporting Research

- Black, P., & Wiliam, D. (1998, October). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139-148.
- Educators Rising. (2016). *Educators rising standards*. Washington, DC. Retrieved from <https://www.educatorsrising.org/uploads/people/Educators-Rising-Standards.pdf>
- Heritage, M. (2007, October). Formative assessment: What do teachers need to know and do? *Phi Delta Kappan*, 89(2), 140-145.
- Marzano, R. J. (2010). *Formative assessment and standards-based grading*. Bloomington, IN: Marzano Research.



- Moss, C. M., & Brookhart, S. M. (2009). *Advancing formative assessment in every classroom: A guide for instructional leaders*. Alexandria, VA: ASCD.
This highly recommended book describes common misconceptions and mindsets that limit the effectiveness of formative assessment and provides suggested strategies and best practices.

Resources

- "Formative Assessment is All About Purposeful Teaching." *American Teacher*, Fall 2013.
http://www.aft.org/sites/default/files/periodicals/TFT_Resources_0.pdf
- Greenstein, L. (2010). *The fundamentals of formative assessment*. In *What teachers really need to know about formative assessment*. Alexandria, VA: ASCD. Retrieved from
<http://bit.ly/2h89Gt2>
- Knowledge Delivery Systems. (2011, July 19). *Formative assessment & standards-based grading*. Retrieved from
<https://www.youtube.com/watch?v=TPqGjHQ-Wpl>
- Marzano, R. J. (2006). *The case for classroom assessment*. In *Classroom assessment & grading that work*. Alexandria, VA: ASCD. Retrieved from
<http://bit.ly/2hm97lj>
- Marzano, R. J. (2010). *Tips from Dr. Marzano*. In *Formative assessment and standards-based grading*. Bloomington, IN: Marzano Research. Retrieved from,
https://www.marzanoresearch.com/resources/tips/fasbg_tips_archive
- Wiggins, G. (2012, September). *Seven keys to effective feedback*. *Educational Leadership*, 70(1), 10-16. Retrieved from,
<http://bit.ly/2hm8gY6>
- Wiliam, D., and Leahy, S. (2015). *Embedding formative assessment*. West Palm Beach: Learning Sciences International.
This book includes practical strategies, tips for success, and common errors when implementing formative assessment.

Example Unit and Lesson Plans

- Exemplars of Common Core State Standards Instructional Materials
<http://www.achieve.org/equip/exemplars>
- Sample Literacy Units and Lesson Plans
<http://on.nyc.gov/2h4JhsY>
- Share My Lesson
<https://sharemylesson.com/>

Sample Videos of Formative Assessment in Action

- National Board videos (access to this resource requires a free Educators Rising account)
<https://www.educatorsrising.org/virtualcampus/getinspired/national-board-videos>
- Teaching & Learning Exploratory, University of Michigan (subscription required)
<https://tle.soe.umich.edu/>



- Teaching Channel
<https://www.teachingchannel.org>
- WeTeachNYC
<https://www.weteachnyc.org/resources/collection/exemplar-practice-video-library/>
- LearnZillion (account required)
<https://learnzillion.com>

Submission Guidelines & Evaluation Criteria

To complete the application for this micro-credential, the rising educator will complete the Educators Rising Formative Assessment submission form. To earn the micro-credential, the rising educator must earn a score of “Highly Skilled” or “Commendable” on all components of the Part 1, 2, and 3 rubrics. If the rising educator does not earn the micro-credential, he/she is encouraged to reflect on where the submission fell short, address those areas successfully per the rubric, and resubmit. Remember to download the Educators Rising Formative Assessment submission form for compiling your submission here: <http://bit.ly/EdRisingFormAssess>

Part 1. Overview Questions

- **Instructional Context Overview:** Complete the questionnaire provided in the submission form.

	“Highly Skilled”	“Commendable”	“Developing/Emerging”
Comprehensiveness	All the required contextual information is provided, and the descriptions are thorough, highly relevant, and clear.	Much of the required contextual information is provided, and the descriptions are aligned and clear.	A significant portion of the required contextual information is missing, irrelevant, and/or unclear.
Writing: Clarity and Mechanics	Flawless execution	There are one or two unclear moments or errors in mechanics, usage, spelling, punctuation, or grammar.	There are three or more unclear moments or errors in mechanics, usage, spelling, punctuation, or grammar.

Part 2. Artifacts

- Lesson Plan

Submit the fully developed lesson plan that you created for the lesson featured in the video. It is recommended that you develop this in a separate document and then paste it into the submission form for this micro-credential.

The lesson plan must include:

- A clear goal and objective
- Alignment to relevant learning standards
- Essential questions



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- A clear progression of strategically selected activities in the lesson that will maximize engagement of all learners
- A plan to assess learners' understanding of the content of the lesson
- A plan to collect relevant data from the lesson to make informed decisions on next steps

	"Highly Skilled"	"Commendable"	"Developing"	"Emerging"
Learning Goals	The lesson objectives and essential questions are powerfully articulated; they demonstrate an opportunity for purposeful, rigorous learning; and they are clearly formulated to delineate what constitutes the criteria for student success in the lesson. The objectives are also well-aligned with targeted learning standards.	The lesson objectives and essential questions are clearly articulated, they reflect an opportunity for focused learning, and they convey some sense of what it means to be proficient in the acquired skill and/or knowledge targeted in the lesson. The objectives are clearly linked with appropriate learning standards.	The lesson objectives and essential questions are stated but not well developed, and they suggest an opportunity for only basic levels of learning. There is no explication of what successful learning "looks like or sounds like" in the lesson. The plan offers only superficial attention to the relevant learning standards.	The lesson objectives are unclear and/or missing, and they indicate that the learning opportunity levels provided to students are unsubstantial and/or not based on an understanding of successful learning. The plan does not show connections to the relevant learning standards.
Assessment Activities	The lesson plan seamlessly incorporates a variety of effective, authentic formative assessment strategies that are described in full detail, responsive to students' learning styles and needs, and well-matched with the targeted learning outcomes.	The lesson plan incorporates multiple assessment strategies and provides a rationale for a selection of activities that refers to the learning needs of the students and the explicit lesson objectives.	The lesson plan attempts to incorporate several assessment strategies, but the rationale lacks clarity, feasibility, or applicability to the students' needs as learners.	The plan does not address how the candidate plans to incorporate formative assessment as part of their instruction during the lesson and reflects a limited understanding of the role of formative assessment to support student learning or contribute to the lesson objectives.
Data Collection and Analysis	The plan powerfully articulates what and how rising educators will collect data about their students' learning before, during, and after instruction and reflects a keen understanding of the	The plan indicates how rising educators will attempt to gauge students' learning as part of their lesson and considers how they hope to utilize this information in the flow of the planned instruction.	The plan refers to the level of the students' learning but does not show clear links between previous student achievement patterns or levels and the educator's planning for the	The plan does not describe what data on student learning will need to be obtained before, during, and/or after the lesson.



**Writing:
Clarity,
Formatting,
and
Mechanics**

vital role of assessment in the enactment of the instructional cycle.

Flawless execution

There are one or two unclear moments, distracting formatting choices, or errors in mechanics, usage, spelling, punctuation, or grammar.

lesson. The description of how the candidate plans to monitor student learning during the lesson is vague or confusing.

There are three or four unclear moments, distracting formatting choices, or errors in mechanics, usage, spelling, punctuation, or grammar.

There are four or more unclear moments, distracting formatting choices, or errors in mechanics, usage, spelling, punctuation, or grammar.

▪ **Teaching Video** (4-6 minutes)

Submit an unedited video, no shorter than four minutes and no longer than six minutes in length, of you implementing formative assessment strategies while working with a small group (no fewer than two and no more than six students). The video must clearly show you implementing formative assessment strategies as an educator, and the spoken words in the small group must be clearly audible.

To maintain student privacy, we recommend pasting the link to an unlisted YouTube video of your teaching in the submission form. The video will be used by Educators Rising exclusively to score your micro-credential submission, and it will not be shared publicly.

	"Highly Skilled"	"Commendable"	"Developing"	"Emerging"
Execution of Formative Assessment Strategies	The video shows evidence of the effective use of strategically selected formative assessment models to expose student thinking (or misconceptions), highlight students' learning (or gaps in their learning), and help steer the instruction.	The video shows evidence of the use of at least one authentic assessment strategy to highlight student learning or thinking.	The video shows evidence of an attempt to use at least one assessment strategy during the lesson, but it is not clear what is revealed about students' learning or thinking from this interaction.	The video shows limited or no effort by the candidate to monitor student learning through the observed lesson.
Discussion and Feedback	The video exhibits the rising educator's skillful use of individualized questioning and feedback to move	The rising educator provides students with feedback during the lesson but does not necessarily involve	The rising educator provides students with limited or superficial feedback during	No feedback is provided to students during the observed lesson about their



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	his/her students' learning forward and/or activate students to provide one another with productive feedback or self-assess their own work.	students in thinking about their own learning. Students may or may not have opportunities to give feedback to one another or to self-assess.	the lesson and does not enlist the students as resources to one another or for themselves.	thinking or learning.
Overall Impact	All or almost all students are engaged in meaningful learning for the duration of the video.	Most students actively participate in the lesson during the video but a few do not; while the majority of students are engaged, the substance of the learning is uneven.	Some students engage in the lesson while others do not; the substance of the learning throughout the lesson is unclear.	Only a few students appear to be participating actively in the lesson or following along with the instruction; most students appear to be disengaged from learning throughout the video.

Part 3: Reflection

Compose a reflective essay using the following guiding questions (500-word maximum; use the provided submission form).

- What did you learn from implementing the formative assessment strategies in the lesson? How did you gain those insights? Be specific.
- How did your implementation of the formative assessment strategies fit with your expectations when you were planning the lesson? Were there any surprises?
- Based on what you learned from the formative assessment strategies you used in the lesson, what are your next steps to support learners' growth?
- If you could go back and redo this lesson, what, if anything, would you do differently and why?

	"Highly Skilled"	"Commendable"	"Developing"	"Emerging"
Depth of Analysis	The rising educator demonstrates substantive insight to reflect candidly and deeply on all facets of the formative assessment cycle, including the planning for, delivery of, and modification of instruction to maximize student learning.	The rising educator exhibits meaningful reflection on their experience(s) with formative assessment but does not consider how formative assessment affects all aspects of the instructional planning, delivery, and adjustment cycle.	The rising educator reflects on several aspects of his/her use of formative assessment during the lesson, but the range and depth of analysis is limited and uneven.	The rising educator demonstrates partial and/or superficial reflection on the lesson and produces only generic insights into his/her experience(s) with formative assessments.



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Identification of Next Steps

The rising educator demonstrates substantive insight into planning strategic next steps to maximize ongoing student learning and engagement using formative assessment.

The rising educator demonstrates thoughtful planning for appropriate next steps to engage ongoing student learning using formative assessment.

The rising educator provides very basic or generic next steps to utilize formative assessment that are not clearly linked to the advancement of students' learning.

The rising educator's next steps are not clearly articulated nor are they connected to the formative assessment cycle.

Writing: Clarity and Mechanics

Flawless execution

There are one or two unclear moments or errors in mechanics, usage, spelling, punctuation, or grammar.

There are three or four unclear moments or errors in mechanics, usage, spelling, punctuation, or grammar.

There are more than four unclear moments or errors in mechanics, usage, spelling, punctuation, or grammar.

