# FORMATIVE ASSESSMENT

IN EVERY CLASSROOM

a GUIDE FOR INSTRUCTIONAL LEADERS



**Cris Tovani** 

Advancing Formative Assessment in Every Classroom Connie M. Moss, Susan M. Brookhart, 2025-05-12 Formative assessment is one of the best ways to increase student learning and enhance teacher quality But effective formative assessment is not part of most classrooms largely because teachers misunderstand what it is and don't have the necessary skills to implement it In the updated 2nd edition of this practical guide for school leaders authors Connie M Moss and Susan M Brookhart define formative assessment as an active continual process in which teachers and students work together every day every minute to gather evidence of learning always keeping in mind three guiding guestions Where am I going Where am I now What strategy or strategies can help me get to where I need to go Advancing Formative Assessment in Every Classroom Connie M. Moss, Susan M. Brookhart, 2019-05-13 Formative assessment is one of the best ways to increase student learning and enhance teacher quality But effective formative assessment is not part of most classrooms largely because teachers misunderstand what it is and don't have the necessary skills to implement it In the updated 2nd edition of this practical guide for school leaders authors Connie M Moss and Susan M Brookhart define formative assessment as an active continual process in which teachers and students work together every day every minute to gather evidence of learning always keeping in mind three guiding questions Where am I going Where am I now What strategy or strategies can help me get to where I need to go Chapters focus on the six interrelated elements of formative assessment 1 shared learning targets and criteria for success 2 feedback that feeds learning forward 3 student self assessment and peer assessment 4 student goal setting 5 strategic teacher questioning and 6 student engagement in asking effective questions Using specific examples based on their extensive work with teachers the authors provide Strategic talking points and conversation starters to address common misconceptions about formative assessment Practical classroom strategies to share with teachers that cultivate students as self regulated assessment capable learners Ways to model the elements of formative assessment in conversations with teachers about their professional learning What if scenarios and advice for how to deal with them and Questions for reflection to gauge understanding and progress As Moss and Brookhart emphasize the goal is not to do formative assessment but to embrace a major cultural change that moves away from teacher led instruction to a partnership of intentional inquiry between student and teacher with better teaching and learning as the outcome Formative Assessment Strategies for Every Classroom Susan M. Brookhart, 2010 Provides more than 60 tools along with tips and implementation steps for creating and using formative assessments in every grade level and subject Derived from cover p 4 **Formative Classroom** Walkthroughs Connie M. Moss, Susan M. Brookhart, 2015-01-21 Revolutionize the walkthrough to focus on the endgame of teaching student learning Authors Connie M Moss and Susan M Brookhart present the proven practice of formative walkthroughs that ask and answer questions that are specific to what the student is learning and doing Learn the value of having the observer examine the lesson from the student's point of view and seek evidence of seven key learning components

A worthwhile lesson A learning target A performance of understanding Look fors or success criteria Formative feedback Student self assessment Effective questioning Drawing upon their research and extensive work with K 12 teachers and administrators Moss and Brookhart delve into the learning target theory of action that debuted in Learning Targets Helping Students Aim for Understanding in Today's Lesson and show you how to develop a schoolwide collaborative culture that enhances the learning of teachers administrators coaches and students They present detailed examples of how formative walkthroughs work across grade levels and subject areas and provide useful templates that administrators and coaches can use to get started now Grounded in the beliefs that schools improve when educators improve and that the best evidence of improvement comes from what we see students doing to learn in every lesson every day Formative Classroom Walkthroughs offers a path to improvement that makes sense and makes a difference The Formative Assessment Action Plan Nancy Frey, Douglas Fisher, 2011-05-01 Join Nancy Frey and Douglas Fisher as they outline a clear cut realistic and rewarding approach to formative assessment They explain how four discrete steps work in tandem to create a seamless comprehensive formative assessment system one that has no beginning and no end This ongoing approach enhances an active give and take relationship between teachers and students to promote learning Where am I going Step 1 Feed up ensures that students understand the purpose of an assignment task or lesson including how they will be assessed Where am I now Step 2 Checking for understanding guides instruction and helps determine if students are making progress toward their goals How am I doing Step 3 Feedback provides students with valuable and constructive information about their successes and needs Where am I going next Step 4 Feed forward builds on the feedback from step 3 and uses performance data to facilitate student achievement Dozens of real life scenarios demonstrate how to apply these steps in your classroom always focusing on the presence or absence of student learning to guide the action By enabling teachers and students alike to see more clearly what they need to do for learning to be successful this approach builds students competence confidence and understanding No matter what grade level you teach The Formative Assessment Action Plan will help you make better use of assessment data so you can more quickly adjust instruction to keep every student on the path to success Revolutionizing the Online Learning Journey William J. Rothwell, Aileen Zaballero, Farhan Sadigue, Behnam Bakhshandeh, 2024-07-31 The fast evolution of education and the expansion of internet resources necessitate increasingly advanced tools and methodologies Enabling virtual conversations for knowledge dissemination community development and connection might promote an explorative strategy Teachers trainers and facilitators must create compelling virtual learning Critical questions How can companies engage online learners How can educators improve virtual learning A system can undergo substantial alterations when technology is employed as a tool or function E learning and m learning offer new interaction options for learners trainers and stakeholders Innovative technologies can encourage new educational alternatives against conservatism You ve been waiting for Revolutionizing the Online Learning Journey 1500 Ways to Increase Engagement This practical guide is for

instructors instructional designers professional trainers consultants and others directly involved in teaching producing and leading online learning The authors data will reveal a wealth of methods that may make virtual meetings interesting inclusive and inventive for all participants This book offers several ideas and tools that may be simply integrated to keep learners engaged and make learning sessions more engaging You ll also learn about new learning tools like virtual reality and artificial intelligence to expand your possibilities **Informing the Practice of Teaching Using Formative and Interim Assessment** Robert W. Lissitz, 2013-03-01 This book focuses on interim and formative assessments as distinguished from the more usual interest in summative assessment I was particularly interested in seeing what the experts have to say about a full system of assessment This book has particular interest in what information a teacher a school or even a state could collect that monitors the progress of a student as he or she learns The authors were asked to think about assessing the effects of teaching and learning throughout the student's participation in the curriculum This book is the product of a conference by the Maryland Assessment Research Center for Education Success MARCES with funding from the Maryland State **So What Do They Really Know?** Cris Tovani,2023-10-10 So What Do They Really Know Cris Department of Education Tovani explores the complex issue of monitoring assessing and grading students thinking and performance with fairness and fidelity Like all teachers Cris struggles to balance her student centered instruction with school system mandates Her recommendations are realistic and practical she understands that what isn t manageable isn t sustainable Cris describes the systems and structure she uses in her own classroom and shows teachers how to use assessments to monitor student growth and provide targeted feedback that enables students to master content goals She also shares ways to bring students into the assessment cycle so they can monitor their own learning maximizing motivation and engagement So What Do They Really Know includes a wealth of information Lessons from Cris's classroom Templates showing how teachers can use the workshop model to assess and differentiate instructionStudent work including samples from linguistically diverse learners struggling readers and college bound seniors Anchor charts of student thinking Ideas on how to give feedback Guidelines that explain how conferring is different from monitoring Suggestions for assessing learning and differentiating instruction during conferences Advice for managing ongoing assessment Cris s willingness to share her own struggles continues to be a hallmark of her work Teachers will recognize their own students and the challenges they face as they join Cris on the journey to figure out how to raise student achievement The Perfect Assessment System Rick Stiggins, 2017-03-24 It's time to move our assessment practices from the 1950s to the century we re living in It s time to invest in our teachers and local school leaders instead of in more tests It s time to help all students understand how to unleash their strengths and gain a sense of themselves as learners capable of choosing their own paths to success In The Perfect Assessment System Rick Stiggins calls for the ground up redevelopment of assessment in U S education Speaking from more than 40 years of experience in the field and speaking for all learners who hope to succeed the teachers who want them to succeed and the local school leaders whose aspirations for success have been thwarted by assessment traditions Stiggins maps out the adjustments in practice and culture necessary to generate both accurate accountability data and the specific evidence of individual mastery that will support sound instructional decision making and better learning in the classroom He addresses Assessment purpose how and why to clarify the reason for every assessment and the users it will serve Learning targets to be assessed how to make sure we focus on the right competencies and set consistent definitions of success Assessment quality how to ensure every assessment at every level is an excellent one Communication of assessment results how to share information in ways that best support diverse purposes Assessment impact how to link assessment to truly productive universal student motivation We have not yet begun to explore assessment s true potential to enhance both school quality and student well being Stiggins kicks off this critical conversation and charts a course for a new system that promises much higher levels of student success at a fraction of our current testing costs The door is open for assessment reform here is a bold plan for getting it right

How to Make Decisions with Different Kinds of Student Assessment Data Susan M. Brookhart, 2015-12-07 In How to Make Decisions with Different Kinds of Student Assessment Data best selling author Susan M Brookhart helps teachers and administrators understand the critical elements and nuances of assessment data and how that information can best be used to inform improvement efforts in the school or district Readers will learn What different kinds of data can and cannot tell us about student learning What different analyses reveal about changes in student achievement How to interpret use and share relevant data and How to create a model to go from problem to solution in a data based decision making process With easy to understand explanations supplemented by examples and scenarios from actual schools this book offers a path to better understanding more accurate interpretation of assessment results and most important more effective use of data to improve teaching and learning Assessment in Perspective Clare Landrigan, Tammy Mulligan, 2013 Assessment is an integral part of instruction For the past decade the focus on assessment particularly via high stakes mandated tests has shifted away from the classroom and left teachers feeling like they are drowning in data Assessment is and needs to be again much more than a number Assessment in Perspective is about moving beyond the numbers and using assessment to find the stories they tell This book helps teachers sort through the myriad of available assessments and use each to understand different facets of their readers It discusses how to use a range of assessment types from reading conference notes and student work to running records and state tests together to uncover the strengths and weaknesses of a reader The authors share a framework for thinking about the purpose method and types of different assessments They also address the questions they ask when choosing or analyzing assessments What type of tool do we need diagnostic formative or summative formal or informal quantitative or qualitative How do we use multiple assessments together to provide an in depth picture of a reader When and how are we giving the assessment Do we want to be able to compare our readers to a standard score or do we need to diagnose a reader s needs Which area of reading does this tool assess How can we use the information from

assessments to inform our instruction What information does a particular assessment tell us and what doesn t it tell us What additional information do we need about a reader to understand his or her learning needs The book emphasizes the importance of triangulating data by using varied sources both formal and informal and across multiple intervals It explains the power of looking at different types of assessments side by side with displays to find patterns or inconsistencies What s more students are included as valuable sources of data Letting students in on the process of assessment is key to helping them set goals monitor their own progress and celebrate growth When assessment is viewed in this way instruction can meet high standards and still be developmentally appropriate How to Design Questions and Tasks to Assess Student Thinking Susan M. Brookhart, 2014-08-20 With new standards emphasizing higher order thinking skills students will have to demonstrate their ability to do far more than simply remember facts and procedures But what s the best way for teachers to ensure that students have such skills In this highly accessible guide author Susan M Brookhart shows how to do just that by providing specific guidelines for designing targeted questions and tasks that align with standards and assess students ability to think at higher levels Aided by dozens of examples across grade levels and subject areas readers will learn how to Take a student perspective and view assessment questions and tasks as problems to solve Design multiple choice questions that require higher order thinking Understand the difference between open and closed questions and how to use open questions effectively Vary and control the features of performance assessment tasks including cognitive level and difficulty to target different thinking skills Manage the assessment of higher order thinking within the larger context of teaching and learning Brookhart also provides an idea bank that teachers can use to jump start their own thinking as they create assessments Timely and practical How to Design Questions and Tasks to Assess Student Thinking is essential reading for 21st century teachers who want their students to excel in the classroom and beyond Note This product listing is for the Adobe Acrobat PDF version of the book Engaging Students With Disabilities in Remote Learning Environments Huckvale, Manina Urgolo, McNeal, Kelly, 2023-02-24 For students with disabilities the road to engagement in remote learning environments often requires the teacher and learning environment to accommodate their disability as well as build the skills necessary for success in remote learning activities It is imperative that all teachers not only special education teachers be prepared to teach and engage students with disabilities in remote learning platforms Engaging Students With Disabilities in Remote Learning Environments focuses on research based practices as well as case studies relating to ensuring equitable access to remote learning environments for students with disabilities The book also discusses new applications that can benefit students with disabilities strategies for promoting collaboration to increase virtual engagement and a dissemination of best practices and standards that support effectively engaging and promoting student learning for students with disabilities in remote environments Covering topics such as assessment virtual classrooms and teacher development this reference work is ideal for administrators policymakers researchers scholars academicians practitioners educators and students The

Handbook of TESOL in K-12 Luciana C. de Oliveira, 2022-04-04 The first handbook to explore the field of Teaching English to Speakers of Other Languages in elementary and secondary education K 12 The number of students being educated in English has grown significantly in modern times globalization immigration and evolving educational policies have prompted an increased need for English language learner ELL education The Handbook of TESOL in K 12 combines contemporary research and current practices to provide a comprehensive overview of the origins evolution and future direction of Teaching English to Speakers of Other Languages at the elementary and secondary levels K 12 Exploring the latest disciplinary and interdisciplinary issues in the field this is a first of its kind Handbook and contributions are offered from a team of internationally renowned scholars Comprehensive in scope this essential Handbook covers topics ranging from bilingual language development and technology enhanced language learning to ESOL preparation methods for specialist and mainstream teachers and school administrators Three sections organize the content to cover Key Issues in Teaching ESOL students in K 12 Pedagogical Issues and Practices in TESOL in K 12 Education and School Personnel Preparation for TESOL in K 12 Satisfies a need for inclusive and in depth research on TESOL in K 12 classrooms Presents a timely and interesting selection of topics that are highly relevant to working teachers and support staff Applies state of the art research to real world TESOL classroom settings Offers a balanced assessment of diverse theoretical foundations concepts and findings The Handbook of TESOL in K 12 is an indispensable resource for undergraduate and graduate students researchers and scholars and educators in the field of Teaching English to Speakers of Other Languages in elementary and secondary education

Higher grounds Patience Adjekai Sowa, PhD,Rachel Jordan,Wendi Ralaingita,Benjamin Piper,2021-05-23 To address chronically low primary school completion rates and the disconnect between learners skills at the end of primary school and the skills learners need to thrive in secondary school identified in many low and middle income countries more investment is needed to improve the quality of teaching and learning in upper primary grades Accordingly we provide guidelines for improving five components of upper primary education 1 In service teacher professional development and pre service preparation to improve and enhance teacher quality 2 a focus on mathematics literacy and core content area subjects 3 assessment for learning 4 high quality teaching and learning materials and 5 positive school climates We provide foundational guiding principles and recommendations for intervention design and implementation for each component Additionally we discuss and propose how to structure and design pre service teacher preparation and in service teacher training and ongoing support fortified by materials design and assessment to help teachers determine where learners are in developmental progressions move learners towards mastery and differentiate and support learners who have fallen behind We provide additional suggestions for integrating a whole school climate curriculum social emotional learning and school related gender based violence prevention strategies to address the internal and societal changes learners often face as they enter upper primary

Co-Teaching Do's, Don'ts, and Do Betters Toby J. Karten, Wendy W. Murawski, 2020-07-23 Co

teaching has been increasingly adopted to support students in the general education classroom After 20 years of field testing we know what works and what doesn t In this practical guide co teaching and inclusion experts Toby J Karten and Wendy W Murawski detail the best practices for successful co teaching and ways to troubleshoot common pitfalls This book addresses the do s don ts and do betters of The co teaching relationship and collaborative roles Co planning instruction and assessment Co teaching in action Academic and behavioral supports and interventions Collaborative reflections improvements and celebrations Readers will gain valuable insights on what to start doing what to stop doing and how to improve their co **Handbook for Educating Students with Disabilities** Jeffrey P. teaching practices to better reach all students Bakken, 2025-09-16 This Handbook focuses on the implications and strategies for educating students with disabilities Covering diverse populations from an academic behavioral and international standpoint it is a comprehensive resource spanning elementary to high school In the first section the Handbook delves into students with learning disabilities autism and emotional behavioral disorders The second section deals with students that have intellectual disabilities or extensive support needs The third section concentrates on students with sensory disabilities The fourth section addresses disabled youth and ways of knowing how to inform strategies in special education The fifth and final section explores how teachers parents and related personnel impact special education and services for these students Extensive in its coverage of different disability areas the content is both informative and innovative offering invaluable insights The Handbook draws from a mix of national and international perspectives making it an indispensable guide for anyone engaged in the critical area of special education Flip the System Jelmer Evers, René Kneyber, 2015-06-26 Education is threatened on a global scale by forces of neoliberalism through high stakes accountability privatization and a destructive language of learning In all respects a GERM Global Education Reform Movement has erupted from international benchmark rankings such as PISA TIMMS and PIRL causing inequity narrowing of the curriculum and teacher deprofessionalization on a truly global scale In this book teachers from around the world and other educational experts such as Andy Hargreaves Ann Lieberman Stephen Ball Gert Biesta Tom Bennett and many more make the case to move away from this uneducational economic approach to instead embrace a more humane more democratic approach to education This approach is called flipping the system a move that places teachers exactly where they need to be at the steering wheel of educational systems worldwide This book will appeal to teachers and other education professionals around the world Putting FACES on the Data Lyn Sharratt, Michael Fullan, 2012-02-03 Build the bridge from data collection to improved instruction Students are people not data How can you use assessment data to focus on reaching every student This book shows how to develop a common language for sharing all students progress with all teachers and leaders and how to use ongoing assessment to inform instruction Based on worldwide research of more than 500 educators the book presents solutions organized by Assessment Instruction Leadership Ownership The many benefits of personalizing data include increased student engagement and a positive impact on school culture This reader friendly guide

Intervention and Continuous School Improvement Victoria L. Bernhardt, Connie L. Hébert, 2017-03-31 Experts
Bernhardt and H bert s latest book demonstrates strategies to ensure your entire staff works together to design implement monitor and evaluate a schoolwide prevention system with integrity and fidelity Each step in this important resource is designed to help administrators teachers and other educators improve the learning of every student by implementing Response to Intervention RtI as part of a continuous school improvement process This second edition spotlights the Five Stages of RtI Implementation and is complemented by the robust online RtI Implementation Guide which includes more than 30 downloadable templates examples and other files to help schools start their journey of establishing a successful system By applying the authors insightful guidance in Response to Intervention RtI and Continuous School Improvement CSI you ll be able to redesign your general and special education programs to put your school on a path toward improvement

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