POLL: How do you define formative assessment?
(you can select more than one option)

A. Assessment that informs instruction
B. Instructional practices that support teaching & learning
C. Short, frequent tests
D. Assessments created from an item bank
In Today’s Webinar You Will Learn:

• How formative assessment helps teachers get better and students achieve more
• How Keeping Learning on Track (KLT) professional development can help you build formative assessment capacity
Formative Assessment is...

Students and teachers continuously using evidence of learning to adapt what happens in the classroom.
## Types of Assessment

<table>
<thead>
<tr>
<th></th>
<th>Short-cycle Assessment</th>
<th>Medium-cycle Assessment</th>
<th>Long-cycle Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What do you learn?</strong></td>
<td>Where is each student in his or her learning right now?</td>
<td>How much progress is each student making?</td>
<td>Is each student growing as planned? Where will they be at the end of the year?</td>
</tr>
<tr>
<td><strong>Where are you in the curriculum?</strong></td>
<td>Daily lesson</td>
<td>Within &amp; between teaching units</td>
<td>Across units, terms</td>
</tr>
<tr>
<td><strong>When in the teaching process?</strong></td>
<td>Minute-to-Minute: 5 seconds to 2 hours</td>
<td>1 to 4 weeks</td>
<td>9 weeks, end of semester</td>
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</tbody>
</table>
POLL: How would you characterize your district’s current use of formative assessment?

A. We have not actively focused on formative assessment
B. Some teachers use it; there's no school/district initiative
C. We’ve been using formative assessment for a long time
How can we empower teachers to embed formative assessment best practices in the classroom?
Dozens of studies over the past 30 years show:

- Collecting evidence of student understanding enables teachers to plan, evaluate and adapt instruction to meet individual learning needs.

- When teachers provide quality feedback, and students act on that feedback, learning improves.

- Ongoing, collaborative professional development can have a sustained impact on teaching practices.
Every teacher needs to be getting better—not because they’re not good enough, but because they can be even better—but every teacher needs to be getting better at something that will make a difference to their students…

Dylan Wiliam 2011
<table>
<thead>
<tr>
<th>Where is the learner going?</th>
<th>Where is the learner right now?</th>
<th>How does the learner get there?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher</strong></td>
<td>Engineering effective classroom discussions, questions, &amp; learning tasks that elicit evidence of learning</td>
<td>Providing feedback that moves learners forward</td>
</tr>
<tr>
<td><strong>Learner</strong></td>
<td>Clarifying, sharing and understanding learning targets and success criteria</td>
<td>Activating students as the owners of their own learning</td>
</tr>
<tr>
<td><strong>Peer</strong></td>
<td>Activating students as instructional resources for one another</td>
<td></td>
</tr>
</tbody>
</table>
One Big Idea

Students and teachers continuously using evidence of learning to adapt what happens in the classroom.

Five Key Strategies

- Clarifying, sharing, and understanding learning targets and success criteria
- Engineering effective classroom discussions, questions, and learning tasks that elicit evidence of learning
- Providing feedback that moves learners forward
- Activating students as the owners of their own learning
- Activating students as instructional resources for one another

More than 100 Proven Formative Assessment Techniques

- 30-Second Share
- Group Discuss Expectations
- Learning Targets
- and more
- ABCD Cards
- Exit Tickets
- Diagnostic Questions
- and more
- Find and Correct Errors
- Two Stars and a Wish
- Comment-Only Marking
- and more
- Stop/Slow Signals
- Question Strips
- Traffic Lighting Self
- and more
- Think/Pair/Share
- Carousel
- Jigsaw
- and more
Immediate Impact: Formative Assessment in Action
POLL: What are the most common examples of embedded formative assessment in your classrooms?

A. Clarifying learning targets / success criteria
B. No hands up
C. Students self-assessing and monitoring progress
D. All-student response systems (cards, whiteboards, clickers)
E. Exit Ticket
KLT Implementation

Getting Started

- Getting Started with KLT Workshop
  For TLC Leaders

- KLT Foundations Workshop

Sustained Learning

Year 1

- Teacher Learning Community (TLC) Meetings
  1 2 3 4 5 6 7 8
  Supported with KLT Modules & online resources

Summer Study

Year 2

- Teacher Learning Community (TLC) Meetings
  9 10 11 12 13 14 15 16
  Supported with KLT Modules & online resources

Deepening Understanding

Year 3+

- Ongoing Collegial Support

Continued Growth & Learning
What Happens in a Typical TLC Meeting

<table>
<thead>
<tr>
<th>Activity 1</th>
<th>Welcome &amp; Learning Targets</th>
</tr>
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<tbody>
<tr>
<td>Activity 2</td>
<td>How’s It Going? Teachers Share Latest Formative Assessment Efforts</td>
</tr>
<tr>
<td>Activity 3</td>
<td>Formative Assessment <em>Interactive Learning Activity</em></td>
</tr>
<tr>
<td>Activity 4</td>
<td>Personal Action Plan</td>
</tr>
<tr>
<td>Activity 5</td>
<td>Summary of Learning</td>
</tr>
</tbody>
</table>
6 Keys to a Successful Implementation

- Establish & Protect the Time
- Select TLC Leaders
- Implementation Plan
- Establish TLCs
- Provide Materials
- Build Teacher Interest
How are districts benefitting from KLT?
Beth Cobb
Interim Superintendent
Orange East Supervisory Union, VT
I’m happy to report that my 7-member group has embraced the KLT concept and we are diligently trying and/or using many of the techniques in the toolkit. We all are in agreement that participation has changed the way we view assessing our kids, has given us many more tools to assess (without the onus of grading and entering grades, etc.), and has made us more deliberate about the focus of our lessons and what questions we will ask, as well as what questions we really want answered. It’s been, in my experience, one of the three best professional development activities I’ve ever been involved in (and that’s over a 30-year career).

Eric Sandrock
Educator, Ashland Middle School, OR
Thank You! Questions?

Learn More:

Reach out to your NWEA Account Manager
Or call 503-624-1951
Visit KeepingLearningOnTrack.org