

# Setting the Stage for Formative Assessment Part 3: The School's Role

## Transcript of Webinar

### Slide 1

Welcome to Setting the Stage for Formative Assessment, Part 3, the school's role. This presentation was developed by the Center for Standards and Assessment Implementation, or CSAI. The webinar was presented live on September 5, 2018. This is a re-recording of that live webinar. To meet the needs of your professional development time with other leaders in your school, we divided this rerecording into two sections that are about 20 minutes in length.<sup>1</sup> You can listen to each section on different days or both sections at once.

The original presenters for this webinar were Dr. Julie Park Haubner and Dr. Sandy Chang. Julie is a Content Specialist in the strands of Standards and Curriculum and Instruction. Sandy is Co-Leader of the Standards content strand.

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We'd like to express our thanks to our partners at the Central and South Central Comprehensive Centers and our Formative Assessment Bi-Regional Advisory Board for their help with planning this webinar and for their states' active participation in this series.

### Slide 3

This webinar is the third in a series of four webinars about how to establish an environment that supports formative assessment in the classroom, or in other words, setting the stage for formative assessment. Formative assessment is enacted by teachers and students in a classroom, but successful implementation of formative assessment depends on stakeholders at every level of the education system. We organized the series into four levels, or roles, that all work together to establish how students experience formative assessment in the classroom.

In the first webinar, we presented the state's role. We discussed the important considerations and understandings that educators at the state level need to be informed about in order to make good decisions to support formative assessment. In that webinar, we focused on how formative assessment fits into a larger comprehensive assessment system, a shared definition of formative assessment, how formative assessment at the classroom level can be viewed by state level supporters, and how formative assessment fits into the Every Student Succeeds Act.

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<sup>1</sup> Note: This is no longer the case. Because of file size restrictions for our website, we had to divide the webinar recordings into three sections.

In our second webinar, we reviewed what formative assessment is, its role in a comprehensive assessment system, and its relationship to student outcomes and instructional initiatives. We also shared information on how district leadership can develop a vision and long-term plan for formative assessment implementation.

Today we talk about formative assessment at the school level and how school leaders can support teachers' implementation in the classroom. By "school leaders," we mean principals, assistant principals, coaches, department heads, and teacher leaders, or pretty much anyone who's willing and able to lead this implementation at the school level.

The last webinar in our series will examine how teachers can incorporate formative assessment practices in their instruction.

#### Slide 4

The purpose of this webinar is help you start and sustain a structured conversation with your colleagues on how to begin (or extend) the practice of formative assessment at your site. Full implementation of formative assessment varies at each school site, and the process to get there takes several steps. As you listen today, think about how you might adapt and use these materials to identify the needs of your own school and to get started on investigating the available resources.

Formative assessment is all about giving and receiving feedback and to engage learners in active participation over an extended period of time. In an hour-long webinar, we won't be able to model many of these practices. However, we CAN set clear learning goals, which are these:

#### Slide 5

First is to understand what formative assessment is. We will define formative assessment, explain how formative assessment fits with other assessments that are given at your school, and describe the elements of the formative assessment process.

Second, we will learn how school leaders can support formative assessment. For this learning goal, we will give you tools to evaluate your school's current formative assessment practices and consider school leadership roles in implementing formative assessment. We will also share specific formative assessment resources that you can use with your teachers.

#### Slide 6

We mentioned earlier a User's Guide that goes along with this webinar. It isn't necessary for you to access the User's Guide during this presentation; we'll be providing screenshots like this to help you visualize. Again, we're providing the User's Guide, the slide deck, and a recording of this webinar so that you can use them as materials for your own presentation or workshop to really dig deep with colleagues about the formative assessment needs of your own school. Those of you who were here for the last webinar about the district's role will recognize that many of the concepts are similar. This parallel content is aligned on purpose. The purpose is to enable everyone to speak the same language when considering these issues, but specialized to their roles.

#### Slide 7

The number one request we receive from educators interested in formative assessment is to answer this question: What, exactly, is formative assessment? This is the "definitional clarity" question. Rather than TELLING you the definition of formative assessment, let's try to deepen your existing knowledge. You will hear

four possible definitions of formative assessment. If you find yourself quickly dismissing a possible definition, think again. Trust us: the answer is not obvious. Rather than right or wrong, think about whether the definition is accurate, inaccurate, or partially accurate.

### Slide 8

“Choice A: Formative assessments are strategies that teachers use to obtain information about students’ learning. Some examples are learning logs, exit tickets, questioning and discussion, conferencing, and rubrics.” Is this definition accurate, inaccurate, or partially accurate?

You can pause this recording to think of your answer. If you’re working with a group, take a moment to think and discuss. Try not to focus on getting the “right” answer. Rather, focus on which elements in this definition either sound accurate or not accurate. This is intended to be tricky so if you’re feeling unsure, you’re definitely in the right place.

### Slide 9

“Choice B: Formative assessment provides teachers with early warning signals about students who are falling behind and who may benefit from additional help prior to end-of-year testing. Formative assessment informs decisions about curricular adjustments and professional learning needs.” Is this definition accurate, inaccurate, or partially accurate? Again, take a moment to think and discuss and pause this recording if needed. Think about the elements that you think sound accurate or not accurate.

### Slide 10

“Choice C: Formative assessment is a process used by students and teachers during instruction to elicit and use evidence to improve understanding of intended learning outcomes and support students to become more self-directed learners.” Is this definition accurate, inaccurate, or partially accurate? Take a moment to think and discuss (and pause this recording). Think about the elements that you think sound accurate or not accurate.

### Slide 11

“And, finally, Choice D: Formative assessments are assignments, projects, or tests that provide feedback to students about their achievement on a unit of study.” Is this definition accurate, inaccurate, or partially accurate? Think and discuss. Do any of these elements sound accurate or inaccurate?

We will now review the answers.

### Slide 12

Choice A: This is partially accurate. When we refer to strategies or tasks or tools like this, we’re really talking about evidence-gathering opportunities. That’s not a term we expect you to be familiar with, but you get the idea, that it’s the mechanism that teachers use to get information. It isn’t the content of what you’re learning (like the skills or knowledge). It’s an important piece of formative assessment, but not the entire process. If you spend most of your energy on the mechanism (the tool or strategy), rather than the information that is being gathered, then the data tend to be disconnected and not useful for advancing student learning.

### Slide 13

Choice B: This is inaccurate. These are interim assessments, which we’ll talk about a bit later when we discuss the comprehensive assessment system.

### Slide 14

Choice C: This is accurate! This is a simplified version of the FAST SCASS definition that we'll go over in detail in just a minute.

### Slide 15

Choice D: This is potentially accurate. This definition really describes classroom summative assessments, which are end-of-unit tests. If these assessments are used formatively, that is, to give feedback to students so that they have a chance to revise and improve, then that is formative. If it's just a one-shot deal where they get their grade and a few comments about how they did, that's not formative.

### Slide 16

Let's go back for a second to Choice A, which turned out to be about evidence-gathering opportunities. The reason we want to highlight this is that, in our experience, this is by far the **most common misconception** of formative assessment. It is very likely that many of your teachers believe that good formative assessment is about checking in with students on a regular basis using a variety of techniques. Again, this is partially true, but this by itself will not improve teacher practice or student learning.

### Slide 17

So now that we reviewed what formative assessment is and what it isn't, what is the definition that we use in the webinar? We use CCSSO's FAST SCASS definition.

*Formative assessment is defined as a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become more self-directed learners.*

Notice that this definition of formative assessment is student-centered and occurs daily during learning and teaching. Because you're here taking the time to participate in this webinar, you are probably the kind of educator who believes that classroom-based, authentic, daily assessment and feedback is actually really valuable, and you probably wish that you could persuade others to agree with you. The way to do this is to show your colleagues how formative assessment is connected to ALL the assessments that students take throughout the year.<sup>2</sup>

### Slide 18

To do this, you need to understand the comprehensive assessment system, which is the second aspect of our first learning goal.

### Slide 19

When you hear the word "assessment," the first thing that probably comes to your mind is the high stakes year-end summative assessment required by the state. The second thing that comes to your mind is probably something like, "There's too much testing."

While people disagree about how many tests students should take, there is agreement that assessment has its purpose, and it does provide information to help and understand where students are.

After a year of learning, a student should attain deep learning of the college and career ready standards for the

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<sup>2</sup> Note: The first section of the recording ends on this slide. The next recording starts with Slide 18.

grade. To help us understand how students are progressing toward college and career readiness, we use a system of assessments that provide data on student achievement.

## Slide 20

This comprehensive assessment system is comprised of a variety of assessments, each providing different types of data for different uses. For the purposes of this webinar, we'll briefly describe each type of assessment. But for more information, please refer to the citation found on the bottom of the slide.

So starting on the right with end-of-year summative assessments, they provide general information on student achievement for a long period of instruction, typically a year. You are familiar with these tests, especially the ones your state requires students to take in grades 3-10. These end-of-year summative tests are used for accountability purposes and show students' relative performance on standards and with other students. The results of these tests often can inform long-term instructional planning, but not the day-to-day planning of instruction for current students in your school.

Interim or benchmark assessments are administered periodically—often quarterly—over a school year. Information from these assessments are still pretty general to what students can or cannot do. Results generally are used to support school and district data-based decision-making, such as providing special help to those students identified as struggling, helping predict whether students are likely to test proficient on the end-of-year state tests, and evaluation of programs or interventions.

Classroom summative assessments are often given at the end of a unit and used for grading purposes. Although students and teachers can use the results from these tests to provide feedback and identify gaps that need to be filled in, these actions may be a little late for students and teachers to go back to learn and teach the content again.

The three assessment types that we just reviewed are assessment as a product, not a process.

The last two circles on formative assessment refer to assessment as a process. They are separated into two types, *in process formative assessment* and *formal checks*. Formal checks, such as quizzes, class or homework assignments, and presentations, are usually given daily and can help teachers and students to look back at what students have learned. These formal checks are often used to inform instruction for the following day.

In process formative assessment is distinguished from all other types of assessments in this system. It provides information for instructional adjustments and evaluation of student's progress of learning in real – or almost real - time. Notice that the light green circle we use to represent formative assessment is in the center of all other assessment types. This is because formative assessment is the foundation for doing well on other assessments in this system.

And a quick word about diagnostic/placement tests: They

- Are given as needed,
- Diagnose strengths and weakness in students existing knowledge and skills, and
- Determine eligibility and placement of students in special programs.

We realize this is a rather complex topic. In the User's Guide, we provide a definition, a copy of this diagram, and more elaboration about what each of these circles mean.

### Slide 21

Assessment is often synonymous with measurement, so it begs the question: how do we SEE and MEASURE formative assessment? As school leaders, how will you observe, evaluate, analyze, and improve formative assessment practices? Our framework focuses on the observable instructional moves that teachers plan and enact. It isn't intended to be a complete representation of formative assessment, but it is a useful entry point for how to operationalize formative assessment practice.

### Slide 22

Our framework is divided into four major elements. First, establish high quality Learning Goals, drawing from standards, learning progressions, and disciplinary practices. Learning goals are often referred to as learning objectives. Second, articulate Success Criteria, to communicate clearly to students how they can achieve the Learning Goals. These are observable behaviors of things students will be able to do that both teachers and students use in order visualize and organize progress toward the learning goals. Third, plan to gather and analyze evidence about student progress toward Learning Goals. Every success criterion should have at least one opportunity for students to provide evidence of how they are doing in relation to that criterion. Teachers analyze that evidence, both in the moment and immediately after the lesson. And fourth, plan to take Pedagogical Action in response to evidence of student progress. Both in the moment, and immediately following the lesson, teachers respond to the evidence of student learning and progress.

And, of course, once Learning Goals are met, move on to new Learning Goals. Throughout the process, engage students as partners by integrating **peer and self-assessment** as a key component with the ultimate goal of promoting **student agency** within a **culture of collaboration**.

In the User's Guide, we provide a copy of this diagram as well as a definition of each term.

### Slide 23

Learning Goals state what students will learn in a lesson. Sometimes they are called learning objectives or targets, but they are NOT simply standards written on the board. They must be able to be achieved by the end of the lesson, and they should establish the context, purpose, and importance of that lesson. They must be written in language that can be understood by students, whether those students are 5 or 15. And they are based on your state's college and career ready standards as well as your content area expectations and practices.

### Slide 24

Here's an example of a 3<sup>rd</sup> grade English language arts learning goal. In this lesson, students will "understand that readers and characters have backgrounds that affect how they react to problems in stories." As a literacy professional, the teacher should have some idea of HOW this goal fits into the year's scope and sequence, and this will affect how this goal is enacted in activities and classroom discourse. In this case, perhaps these 3<sup>rd</sup> grade students are just beginning to move beyond sharing their personal reactions to events in stories and learning to see events from characters' points of view. You can see how this lesson will build in later grades as it becomes necessary to see multiple points of view within a complex narrative and will lead into analyses of characters' motivations. In other words, there is a lot of background information that goes into forming this learning goal, from the teacher's understanding of standards, the discipline, the classroom context, and the text that is being used.

### Slide 25

Success Criteria are the observable activities of a lesson that describe what students do, say, make, or write. The most important aspect of success criteria is that they align directly with the learning goal. And like learning goals, they must be written in a way that can be shared with students so that students can use them to guide their own learning.

### Slide 26

In our 3<sup>rd</sup> grade ELA example, the teacher will know that the student has achieved the learning goal when the student can “identify how characters’ reaction to the problem compared to the reader’s” and the student can “explain how characters’ backgrounds might affect their feelings.” There are many other ways that students might show their achievement of the learning goal. In this case, the teacher focused on these particular criteria because the text allowed the students to find instances of how the characters’ backgrounds affected their feelings. As you can see here, the success criteria are visible, you can actually see students write, say, or do something to show that they know.

### Slide 27

Evidence Gathering and Analysis is the process of collecting information about student progress toward Success Criteria. That’s a fancy way of saying: what are the activities that students do to show what they know. The purposes of this process are to provide feedback to the students and to help teachers adjust their instruction. When planning evidence-gathering opportunities, it’s important to vary participant structures so that students can show what they know in whole class, small group, and individual settings. This is also where you plan to include peer and self-assessment opportunities.

### Slide 28

Going back to our 3<sup>rd</sup> graders, they’re going to make a T-chart in their reader’s notebooks to compare the characters’ reactions and their own to certain situations in the text. They will also discuss in small groups how characters’ responses differ from their own, using evidence. As you can see, this is what most teachers consider “formative assessment” but it is in fact only the strategies and structures that facilitate collection of formative information. So while it is a PART of the formative assessment process, it is just that, only a part.

### Slide 29

Once you set learning goals and success criteria and collect evidence of students’ progress, it’s necessary to take Pedagogical Action. In order to do so, it requires some pre-planning and knowledge of the content. Before teachers even begin the lesson, they predict where students may struggle. This may be in the form of misconceptions, procedural errors, gaps in student knowledge, language or communication challenges, or a mismatch of content or level. In other words, perhaps the topic is just not engaging students, or it’s too hard or too easy. Once teachers have these considerations in mind, they plan how they will provide support. This may be thinking about how to provide feedback, what they might model, explain, prompt, question, or simply tell.

### Slide 30

So if our 3<sup>rd</sup> graders identify their feelings using a single word, which a teacher might predict of her students, then she should also be prepared to model elaboration and to provide prompts for students to encourage each other. And it may be that our 3<sup>rd</sup> grade students get a little wrapped up in telling their own personal stories rather than sticking to textual evidence. In this case, the teacher might again provide gentle modeling for how students can remind each other to use textual evidence.

This is the last slide for the content for learning goal #1, understanding what formative assessment is. The next recording will continue with learning goal #2.

### Slide 31

This is the second half of our recording of Setting the Stage for Formative Assessment, Part 3, the school's role.

For our second learning goal, about how school leaders can support formative assessment, we'll start with figuring out what you already know and can do well. In other words, how can you assess the current status of your formative assessment practice? It is really likely that you already have many formative assessment practices in place throughout your various curricula, initiatives, and programs. Let's find out how to identify where you're strong and where you want to provide more support.

### Slide 32

Everything we're going to cover now is provided in the User's Guide. We framed it as a self-assessment. There are 20 elements that you can look for (if 20 seems really large, then start with just one category and work from there). These 20 elements were adapted from that FAST SCASS definition of formative assessment that you saw earlier, so a lot of it may seem familiar. We've just broken it down into observable chunks so that you can target your attention where it's most needed.

### Slide 33

The four categories that you'll be thinking about are instructional practice, learning goals, student involvement, and equity and classroom culture.

### Slide 34

For instructional practice, you're going to think about whether instruction at your school is planned, whether the professional learning you do about instruction is ongoing rather than one-shot workshops, whether the focus is on classroom-based instruction rather than prepping for interim or summative assessments. You're also going to see if evidence is being collected on a regular basis, and whether that evidence is analyzed. It's easy to collect evidence; it's much harder to do something meaningful with it. And once that evidence is analyzed, do your teachers adjust instruction as a result? And do they use that evidence to respond to students at the individual level?

### Slide 35

Most schools have some understanding of what learning goals are, whether they're called objectives, or targets, or sometimes just daily standards, which may not be what we're talking about here. In formative assessment, you should ask if the learning goals in your classrooms are based on college and career ready standards, or other disciplinary standards? Do your teachers understand how these standards encompass learning progressions within the content area? And are the learning goals reasonable in size and scope. Meaning, can students actually get these goals accomplished given the time and resources?

### Slide 36

Research indicates that while most teachers are comfortable with gathering evidence about student *learning*, they are less comfortable with actively involving students in their own learning. The focus on student agency is something that most teachers agree with but have a hard time doing on their own. It requires a schoolwide culture of risktaking and support. Ask yourself: is the learning at your school primarily student-directed? Do students regularly have opportunities for self-assessment and peer feedback? Do students know how to

achieve their learning goals? Can students identify the gaps between their own understanding and the learning goals? And do they regularly receive actionable feedback from their peers and teachers?

### Slide 37

Student agency doesn't happen without a strong culture of equity and safety for everyone. Ask yourself, does your school culture benefit ALL students? benefit ALL teachers? Is it collaborative and respectful? Are all learners—both students and adults—encouraged to take risks and make mistakes? And do students have multiple modes and opportunities to show what they know? In other words, is instruction at your school truly differentiated? Once you've taken inventory of your school's strengths and weaknesses, think about next steps. What will you do to move your school forward?

### Slide 38

In this next section, we want to share ideas of what can you do as a school leader.

### Slide 39

Again, we've provided all this content in the User's Guide. These considerations are probably not exhaustive; please feel free to adapt this for your own use. We hope that by at least pointing out some beginning steps, you will be able to get your initiatives off the ground that much faster and build momentum.

### Slide 40

We've grouped these action steps into three categories: Establish a vision and plan; lead your school; and provide resources for professional learning. In your particular context, some of these items may be better provided by the state, or at the district level; consider this a starting point to discuss some of the important steps that ought to be considered when implementing formative assessment.

### Slide 41

In order to establish your vision and plan, learn about and be prepared for a long-term commitment. As we have reiterated many times already and will do again, establish definitional clarity. Learn about the formative assessment process deeply enough to align it meaningfully to your existing initiatives and priorities. And, finally, look for partnerships with your district, state, and maybe external partners.

### Slide 42

We understand that each school is in a different place with formative assessment implementation. Some are at the beginning stage. This is the stage where the school should have definitional clarity – agreeing that formative assessment is classroom-based practice, not a bunch of little tests; providing resources for professional learning communities (or PLCs), finding free or fee-based materials and support.

Some schools are at an intermediate stage of implementation, where they are building capacity in knowledge and skills of formative assessment. This includes mastery of concepts within real classroom settings by a trained group of teacher leaders and administrators and aligning formative assessment practices with year-end summative assessments.

And other schools are at an advanced stage, where they are disseminating and spreading formative practices. This includes making a complex process accessible to novice or resistant teachers so that all students benefit.

### Slide 43

One reason that formative assessment takes a long time to implement is that it isn't what most people think it is. As we talked about earlier, many people think of formative assessment as a variety of tests and activities that measure student learning about something. However, once that conception changes and it becomes evident that formative assessment is in fact about the entire process of teaching and learning, the scope and time frame expands. There are two other aspects of understanding and implementing formative assessment that are essential. First is the need for expert knowledge, not only in the formative assessment process but also in the subject matters that are being taught. Any professional learning you do in either of these categories will benefit your overall goal of improving formative assessment practice in your school. Second, as we mentioned earlier, is the critical requirement that you involve students in the process. This is an integral aspect of what formative assessment is, and explicitly training both teachers and students in increasing and improving student involvement should be at the forefront of your vision and definition of formative assessment.

### Slide 44

As a school leader, you are in an ideal position to see how formative assessment is already being accomplished at your schools. Looking carefully at existing programs for their formative assessment elements—which we looked at in depth in the previous section of this webinar—is the first step. Build on what you know by identifying gaps, and supplementing or revising your programs to strengthen their formative assessment qualities. We encourage you to use this evaluation process to dig deep into the program; do not take it on faith that any program “does” formative assessment. Finally, we encourage you to look first to your existing programs in order to improve buy-in from your stakeholders. You have already invested a great deal of resources into purchasing and implementing these programs; the people who paid for and who spent time learning them will appreciate being able to use the best of what they already know. It is a great way to start the conversation about formative assessment.

### Slide 45

You can demonstrate your leadership by being the lead learner. Take all the trainings that you ask your teachers to do, and use it in your daily practice as a building leader. Research shows this is a very powerful tool not only for your stakeholders but for yourself. You will have more meaningful interactions with your students and teachers if you can engage deeply about what they are learning. Identify the people in your building who will help you start and sustain this work. These are your coaches and teacher leaders. For those of you with older students, this may be your student leaders as well! And of course, communicate regularly to keep people invested in the work and celebrate all your accomplishments.

### Slide 46

We know that this work won't get done without resources, but let's break that down a bit. First, has your district or state provided really clear standards, assessment systems, and curriculum to support this work? If not, find out. You don't want to start this work with a weak foundation. Do you have time for this? It doesn't work without significant investment of time. Do you have funding for this? It is possible to do this work on a lean budget, but that takes some creativity. And finally, what structures can you put in place to make this happen?

### Slide 47

The foundation of your learning goals are the state college and career ready standards. Not just the standards, but also a usable scope and sequence for how those standards should be taught throughout the year. This

should also include learning progressions about how students develop as learners in that domain. Teachers also need to know how all this works together in a comprehensive assessment system. And you will reap many benefits if you can meaningfully integrate with existing curricula.

#### Slide 48

Time is one of the most obvious elements but also the most important. It is the thing that teachers talk about all the time. There needs to be enough time. The time has to be prioritized over competing commitments. It needs to be efficiently organized, whether by grade band, or subject area, or with other schools. Basically, so that teachers don't feel like their time is being wasted. There need to be multiple structures, so perhaps in PLCs, small groups or pairs, individual work time, presentation to the group, and so forth. And teachers need multiple opportunities to process the content, try it out, and come back for feedback.

#### Slide 49

Some of the structures you can establish for teachers to do this work are professional learning communities or PLCs, participating in a social network of school, district, or state people who want to do this work together, providing a professional library of resources about formative assessment and providing access to online modules. We will talk about each of these in more detail on the next few slides.

#### Slide 50

About PLCs, research on school implementation of formative assessment has shown that learning with peers in a structured professional learning community is a critical component in this work. From school leadership reports, some leaders at first find structured PLCs (such as the example on the right) to be too detailed and over analytical, but having the structure allows everyone in the PLC to stay focused on learning together. Lessons learned with PLCs that support teacher and administrator learning of formative assessment include collegial support in a non-threatening setting. This involves a space for unlearning and sharing successes and failures – because often times leaders and teachers report that learning formative assessment constitutes a paradigm shift in how they view their and their students' roles. Also, the PLC should include opportunities to for teacher and leader peer feedback, either on videos, notes on classroom observations, or student work samples. Lastly, PLCs should begin with reflection and review of previous work and end with next steps for each member to accomplish.

#### Slide 51

Finally, we would like to share resources to help you begin, enhance, or advance formative assessment in at your site.

#### Slide 52

One way to build knowledge and capacity in formative assessment is to engage school leadership and teachers in a book study. There are many books about formative assessment, and here are three that we've read several times and recommend.

#### Slide 53

CSAI has developed several resources on formative assessment, including this webinar series, paper resources on lesson planning, and online modules. Free to download and print, these paper resource series start from examining your state standards to yearlong planning and tips for lesson planning with formative assessment. We have a collection of videos that show teachers and students engaging in formative assessment. We provide video viewing protocols that highlight aspects of the formative assessment elements found in the videos. Lastly, we created model lesson plans in social studies, math, and science that teachers can use immediately.

### Slide 54

CSAI has also developed free, online modules which are a series of recorded PowerPoint presentations that introduce the elements of formative assessment we discussed earlier in this webinar. This series was created to support Native American learners, but the content is applicable to all students. Each recording runs around 10 minutes in length and has handouts to supplement the presentations.

### Slide 55

Here, we highlight one example of paid learning modules from WestEd called Formative Assessment Insights. This course is designed for teachers to work with a team, including a facilitator who is a school leader, or a lead learner. The modules take five months to complete. Each module has readings and videos for participants to learn the content, and there are assignments given to participants to analyze classroom formative practice and to implement the practice in their own classrooms. Teamwork is an important aspect of this course as teachers and school leaders share work and provide peer assessment in PLCs.

### Slide 56

Your state department of education has additional resources on formative assessment. Earlier we suggested that you contact or establish networks of support at the district or state levels. Each state-level person on this slide has volunteered to be the first point of contact for all your formative assessment needs. Take a moment to find your state's contact person. If your state is not represented here, please reach out to us directly and we'll do our best to find a contact person for you. As an aside, we thought it was remarkable that these individuals represent such different areas within the state agency – from professional learning, assessment, instructional materials, and teacher credentialing. This is evidence that formative assessment is a universal construct within education that connects all departments that care about student learning.

### Slide 57

On page 13 of the User's Guide, you will see a "Reflect and self-assess" activity. We encourage you to go back to the Preview page on page 3 and see if you have made any progress towards your earlier learning goals. Then we provide some suggestions for how you might expand your learning in future. This process, incidentally, is formative and we hope that by going through the process yourself you can see how internalizing and practicing a structure like this would be helpful not only to yourself as a learner but to the teachers and students in your school.

### Slide 58

This is the end of the third installment in this series about how educators at all levels can set the stage for formative assessment. Our last webinar is for teachers and those who support teachers in implementing formative assessment in the classroom.

### Slide 59

Thank you for joining us today for this webinar. The website you see here is the landing page for all our webinar materials. This recording, its transcript, and User's Guide are on this webpage. Please do not hesitate to reach out to us if you have any questions about the content of this presentation or would like further assistance.



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