

*PROJECT TITLE:
PROMOTING FORMATIVE ASSESSMENT: FROM THEORY TO
POLICY AND PRACTICE (FORMAS)*

SESSION 1-INTRODUCTORY SESSION



ACKNOWLEDGEMENTS

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Session outline

- Project presentation/ Rationale
- Training Information
- The basics of formative assessment

Project presentation

Promoting Formative Assessment: From Theory to Policy and Practice (FORMAS)

2018-2020

www.ucy.ac.cy/formas

The project aims to contribute in **improving professional standards** of secondary teachers by supporting them to conduct **assessment for formative reasons** and become more effective in terms of promoting **student learning outcomes** (*cognitive and meta-cognitive*).



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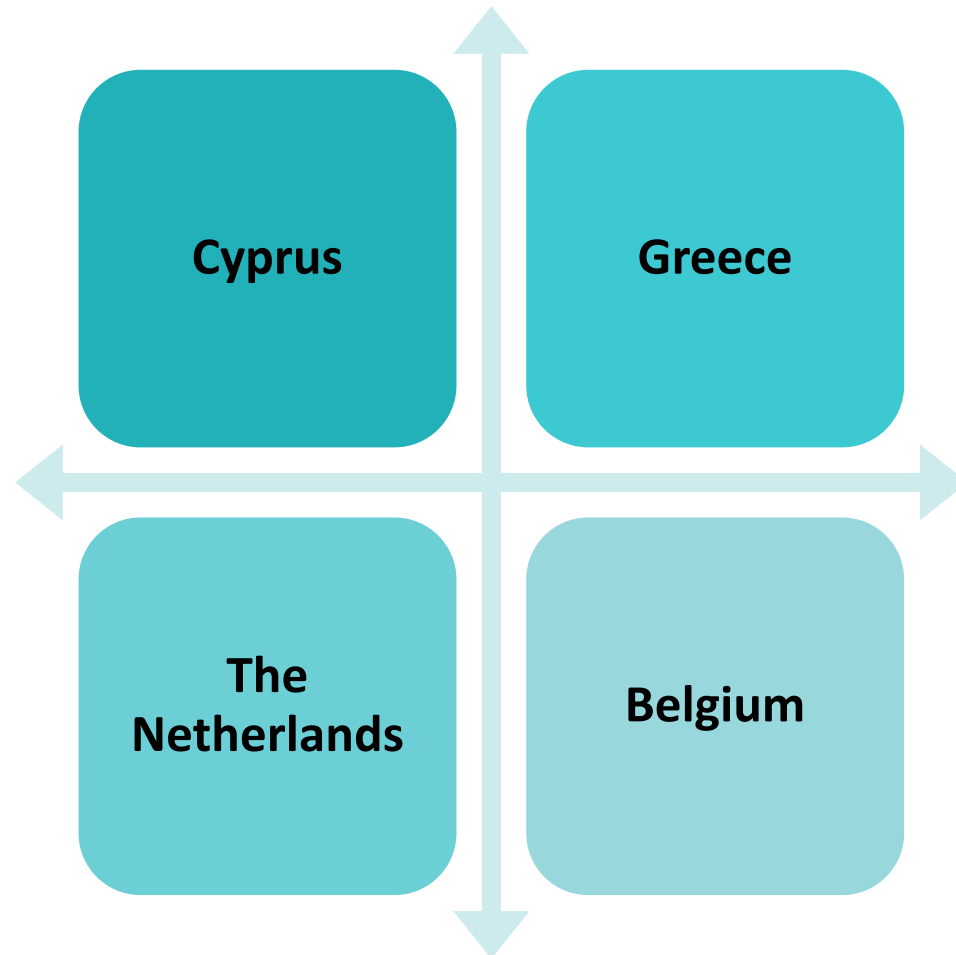


University
of Antwerp

Our Project's Team



This teacher professional development (TPD) program was offered to mathematics teachers in four countries



Project rationale

- Linking theory to practice: Using research on effective teaching and assessment to:
 - *improve the quality of student assessment*
 - *improve student learning and metacognitive outcomes*
- Improvement efforts should aim at the development of teachers' assessment skills which relate to positive student outcomes.
- Professional development should be differentiated to meet teachers' varying individual needs.
- Emphasis on both **competence development** and **critical and guided reflection**.

Project Summary- The TPD

During the implementation of the TPD, we:

- Used empirical data to identify the professional needs of participating teachers in assessment (i.e. teacher questionnaire) and adjust the content of the program offered to these needs .
- Presented participants with the knowledge-base needed to effectively implement formative assessment, based on current trends and international literature
- Provided participants with opportunities for application of new knowledge/skills and provided constructive feedback
- Encouraged participants to critically reflect on their current assessment practice
- Encouraged participants to establish a network of collaboration with other participants

Project results

- For information on the project's results please visit the project's website:

www.ucy.ac.cy/formas

This TPD will:

- Use empirical data to identify your professional needs in assessment (i.e. teacher questionnaire) and adjust the content of the program to your needs
- Present you the knowledge-base needed to effectively implement formative assessment, based on current trends and international literature
- Provide opportunities for application of new knowledge/skills and give constructive feedback
- Encourage you to critically reflect on your current assessment practice
- Encourage you to establish a network of collaboration with other professional also interested in improving their assessment skills.

Taking action to improve practice

During this TPD you will be asked to critically reflect on your current assessment practice and, taking information from the literature and with our support, to develop improvement strategies and personal action plans



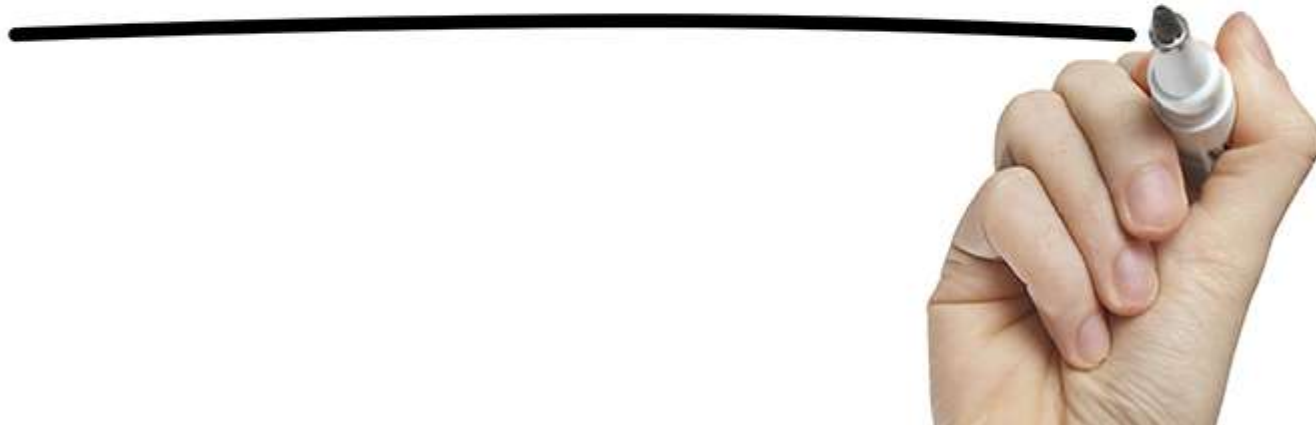
Our role as Advisory and Research Team (A&RTeam)



- Facilitate your critical reflection on action plans implemented
- Provide constructive feedback during application activities
- Provide support in your attempt to adjust your actions plans
- Provide constructive feedback in-between sessions if needed (i.e. skype meetings, emails)
- Provide any necessary administrative support

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ACTION PLAN



**Action Plan Template
(see Appendix)**

Designing your action plan for improvement

- A sample action plan for you group is available in Appendix This action plan can act as a guide and you are free to follow any suggestion that you consider helpful or to adapt it to the context of your classroom.
- You can form your action plan differently (if you wish to), however you need to make sure that the basic aspects are addressed.
 - ✓ Objectives
 - ✓ Tasks/actions
 - ✓ Timeframe
 - ✓ Resources
 - ✓ Ways of evaluating the action plan

In order to create an action plan for improvement, the following issues need to be addressed (1):

■ **What are your objectives?**

Set 1-3 objectives, relevant to your focus area and in relation to the content presented in each session.

■ **Which actions will you implement in order to achieve these objectives?**

➤ *Try to write down actions per objective.*

➤ *It will be easier to help you focus on what you are trying to achieve and how.*

➤ *Choose actions that are easier for you to implement and correspond to your teaching style, always having in mind though that they have to be aligned with the objective.*

In order to create an action plan for improvement, the following issues need to be addressed (2):

- **Set a timeframe for implementation**

We suggest designing your action plan having in mind the things you can try until the next meeting. After each meeting you are expected to revise and adjust

- **Are there any resources necessary to implement your actions?**

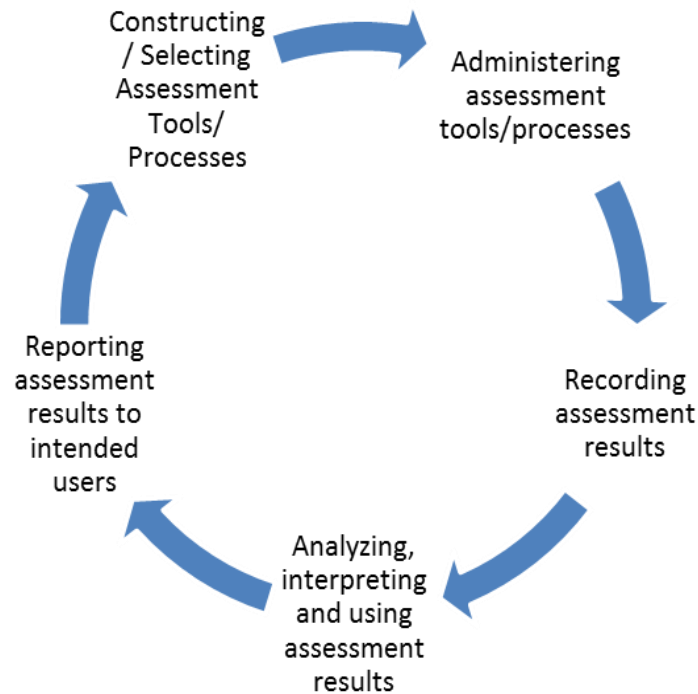
- **How will you document your attempts in order to be able to self- assess?**

This does not mean that you have to have everything in writing. It is good however, to note down things that you consider important (e.g. something that did not work, something that you noticed during implementation, reactions of students to your actions etc.)

The basics of formative assessment

Student Assessment

- Student assessment is a continuous and organized process.



- It is an integral part of teaching rather than an independent process.

Why we assess students?

The main objectives of student assessment are:

a) to provide information to teachers and parents on how capable a student is in relation to other students (summative assessment)

b) to contribute to teacher self-evaluation

c) to assist teachers in the detection and diagnosis of pupils' needs in order to help them improve their learning (diagnostic / formative)

d) to provide information on how well a school and / or the entire educational system is doing (evaluative)

Summative Vs Formative Assessment

- ❖ What are their main differences between the two purposes of assessment?
- ❖ Is it possible to use a single assessment mechanism and achieve both the formative and the summative purpose? If yes, how? If no, why?
- ❖ Can formative assessment be used for grading purposes?

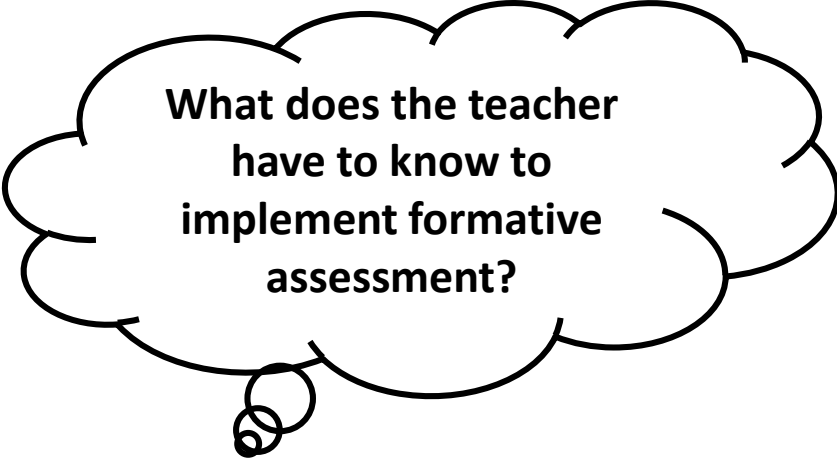


Why focus on formative assessment?

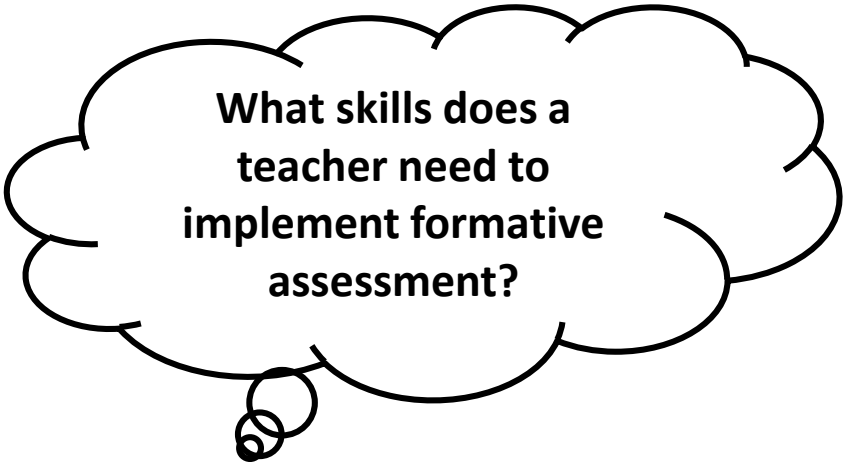
Research has shown that assessing student *for formative purposes* is directly linked to the effectiveness of teaching and can make a significant contribution to improving learning



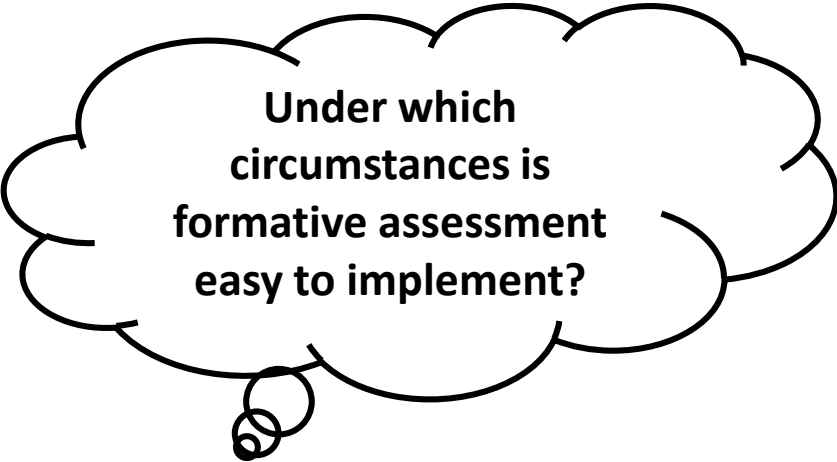
Think of your current practice...

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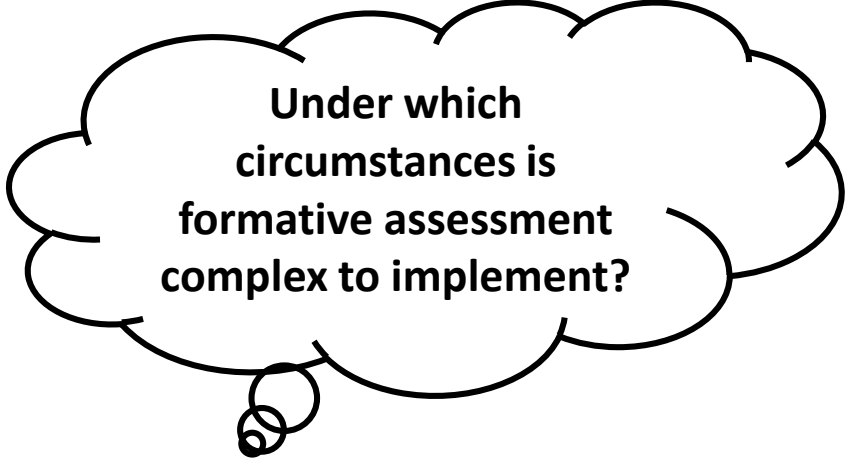
What does the teacher have to know to implement formative assessment?

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What skills does a teacher need to implement formative assessment?

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Under which circumstances is formative assessment easy to implement?

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Under which circumstances is formative assessment complex to implement?



1. *To implement formative assessment you have to use specific “formative assessment” strategies*

An assessment practice can be identified as summative or formative when we examine the purpose it serves. Even if a practice appears as formative oriented, if the information elicited is not used to make adjustments and provide support to help students improve their learning, then the formative purpose is not met.

2. *Formal assessments are always summative, whereas informal (on the fly) assessments serve the formative purpose*

You could have informal assessments that are never used to inform students about their learning and how it can be improved (e.g., an impromptu oral question that identifies a misconception but the teacher ignores it). At the same time you could have formal assessments that are used to identify students’ needs and guide future actions (e.g. provide constructive feedback on the results of a formal written test).



- 3. *Traditional assessment techniques (i.e. written tests) are always summative whereas contemporary approaches (i.e. self-assessment) are always formative***

Assessment techniques are not categorized as being formative or summative. All techniques can be used to achieve either purpose. A teacher can design, administer and use the data of a written test to identify and address students' learning needs in order to help them improve. At the same time self-assessment can be used for summative purposes (as part of a student's grade).

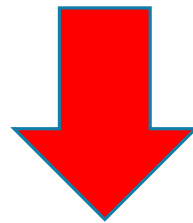
- 4. *Formative assessment is synonymous to continuous or frequent assessment***

Formative assessment is expected to take place more frequently as this ensures that learning needs will be identified early enough for corrective actions to take place. However, this does not mean that when an assessment is continuous or frequent that at the same time the formative purpose is achieved. A teacher may assess students in each lesson or even more than once in a lesson but never use assessment information elicited to inform future practice or give feedback to students.



5. *Formative assessment has more “relaxed” quality criteria*

Both summative and formative assessments are expected to satisfy the basic principles of educational assessment. Therefore, teachers are expected to design and use assessments that are amongst others reliable, valid, representative, unbiased, ethical, efficient and feasible.



Formative assessment is about identifying students learning needs and take appropriate action(s) to support their learning.

Closing...

Write down:

3 things I learned during this meeting

2 questions on which I would like to get an answer

1 thing that I already knew

3-2-1 Exit Ticket

Name _____ Date _____	
Three Things I Learned	
Two Questions I'd Like	
One Question I Knew	

Thank you for your time!

For support/ enquiries please contact:

formas@ucy.ac.cy