FORMATIVE ASSESSMENT

What is Formative Assessment?

The most straightforward way to think of formative assessment is that it takes evidence of student performance to then "adapt the teaching to meet student needs (p. 140)".

*We use the general term **assessment** to refer to all those activities undertaken by teachers-and by their students assessing themselves-that provide information to be used as feedback to modify teaching and learning activities. Such assessment becomes **formative assessment** when the evidence is actually used to adapt the teaching to meet student needs"* (Black and William, 1998, p.140).

Components of Formative Assessment

- Provide clear learning targets
- Offer feedback about progress toward meeting learning targets
- Attribute student success and mastery to moderate effort
- Encourage student self-assessment
- Help students set attainable goals for improvement.

In creating formative assessment that incorporates the above practices, teachers have the ability to help significantly drive student achievement and motivation for learning (Cauley & McMillan 2010). Formative assessment that draws from these characteristics emphasizes learning as a student-driven process, allowing students to set their own goals and work toward them with the guidance of teacher feedback (Cauley & McMillan 2010). This definition of formative assessment as an ongoing multi-faceted process also helps us to better recognize the difference between formative and summative assessments in the classroom.

Benefits of Formative Assessment

- Embedded in the teaching and learning (William, 2010)
- Involves sharing learning goals with students so they know where they are going (William, 2010)
- Involves students in self-assessment (William, 2010)
- Feedback helps students recognize their next steps and how to take them (William, 2010)
- It is underpinned by confidence that every student can improve (William, 2010)
- It involves both teacher and student reviewing and reflecting on assessment data (William, 2010)

Resources:

Black, P. & William, D. (1998). Inside the Black Box: Raising Standards through Classroom Assessment. *Phi Delta Kappan*, 139-48.

Cauley, K., & McMillan, J. (2010). Formative Assessment Techniques to Support Student Motivation and Achievement. *The Clearing House, 83*(1), 1-6. Retrieved December 1,

2020, from http://www.jstor.org/stable/20697885

William, D. (2011). What Is Assessment for Learning? *Studies in Educational Evaluation, 37*(1), 3-14. doi:https://doi.org/10.1016/j.stueduc.2011.03.001