

Attributes of Effective Formative Assessment

Margaret Heritage

CCSSO Assessment Conference Pre-session

June 14, 2008

Orlando, FL.



Only Recommendations

- Empirical evidence exists in varying degrees
- No one best way to carry out formative assessment
- Formative assessment that incorporates most of the attributes will more likely to be instructionally beneficial

FAST SCASS Definition of Formative Assessment (Adopted, 10/'06)

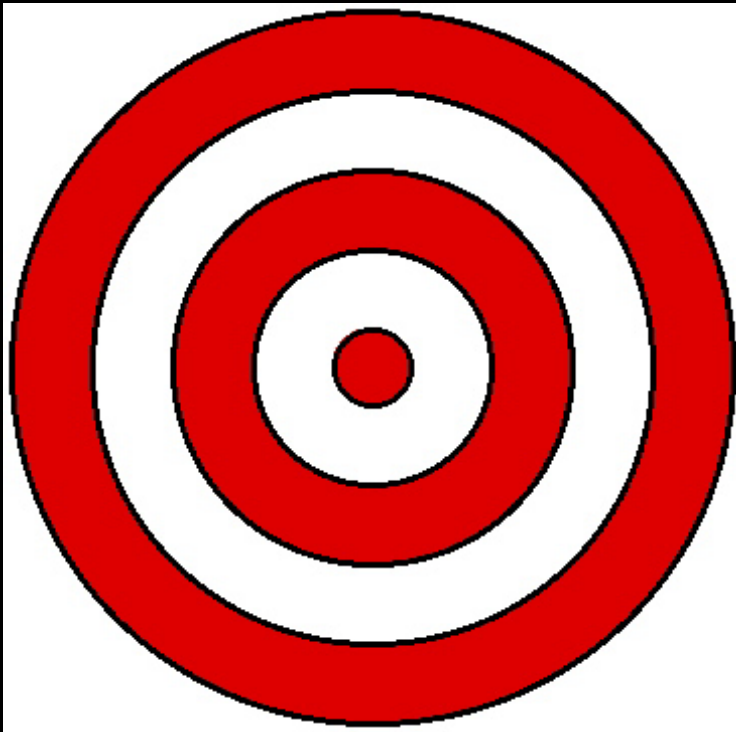
Formative assessment is a *process* used by teachers *and* students during instruction that provides *feedback* to *adjust* ongoing teaching and learning to improve students' achievement of intended instructional outcomes.

Learning Progressions



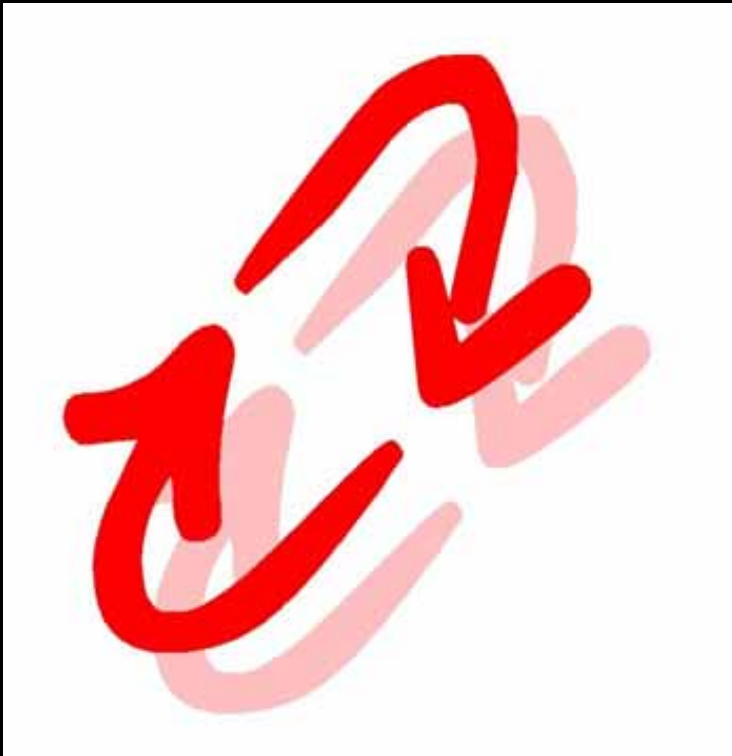
The formative assessment process should be based on learning progressions that provide a clear understanding of the inter-relationships between major concepts and principles in a discipline and how they develop.

Learning Goals



Learning goals and criteria for success should be clearly identified and communicated to students.

Descriptive Feedback



Evidence-based descriptive feedback should be a component of formative assessment.

Self- and Peer-Assessment

QuickTime™ and a
TIFF (Uncompressed) decompressor
are needed to see this picture.

Substantial self- and peer- assessment should be an integral component of formative assessment.

Collaboration



A classroom culture where teachers and students are partners in learning should be established.



Assessment and Accountability
Comprehensive Center

AACC • A WestEd and CRESST partnership



National Center for Research
on Evaluation, Standards, & Student Testing

UCLA | Graduate School of Education & Information Studies

Margaret Heritage
mheritage@ucla.edu