

Tab 2, Handout 2
Formative Assessment and Progress Monitoring

Formative Assessment (FLDOE, 2009)

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.

- Minute by minute, day by day
- Requires professional development and support, best supported through professional learning communities.
- May be standardized through collaborative work in PLCs.

Formative Assessment Process

Share Goals: *Be explicit about what you want students to learn and understand;*

Collect Evidence: *Develop systematic strategies for gathering evidence of student learning in relationship to goals;*

Interpret Evidence: *Interpret student work to identify areas of progress and need; and*

Communicate: *Provide descriptive feedback about the student work. Work with students to reflect on their progress.*

Decide Next Steps: *Determine next steps for instruction based on research-based strategies/resources, and take action.*

Techniques for Formative Assessment:

- Share examples of what success looks like (exemplars)
- Use “entrance ticket” to check recent learning
- Give feedback that is specific to the student’s work based upon student ability and the nature of the task.

Progress Monitoring

To implement progress monitoring, the student’s current levels of performance are determined and goals are identified for learning that will take place over time. The student’s academic performance is measured on a regular basis (weekly or monthly). Progress toward meeting the student’s goals is measured by comparing expected and actual rates of learning. Based on these measurements, teaching is adjusted as needed. Thus, the student’s progression of achievement is monitored and instructional techniques are adjusted to meet the individual students learning needs. (National Center on Student Progress Monitoring, 2009)

- Collecting and evaluating data to make decisions about the adequacy of student progress on indicators of student learning.
- Informing decisions about instructional planning and interventions based upon observed vs. expected rate of change on indicators
- Requires technically-sound, standardized measures that are sensitive to growth in student learning.