Implementation of a Formative Assessment System for English Language Learners

National Conference on Student Assessment
Detroit, MI
June 20, 2010

H. Gary Cook, Ph.D.
Paula A. White, Ph.D.
Wisconsin Center for Education Research

Funded by a three year grant (2009 – 2011) from the Carnegie Corporation of New York
• Dr. Margaret Heritage – CRESST
• Dr. Margo Gottlieb – IRC
• Dr. Sarah McManus – NC DPI
• Nadja Trez - Charlotte-Mecklenburg, NC SD
• Karina Martir – Garden Grove, CA USD
• Dr. Paula White – WCER
• Dr. H Gary Cook – WCER
• Academic English language proficiency standards and ELL learning progressions
• The FLARE Project
• District Implementation of FLARE
• Formative Assessment at the State Level
• Comments and Insights
• Questions
Academic English language proficiency standards and ELL learning progressions

Dr. Margo Gottlieb, IRC
Implementation of a Formative Assessment System for English language Learners: A Progress Report on FLARE

40th Annual National Conference on Student Assessment
Detroit, MI
June 20, 2010

Margo Gottlieb
Lead Developer
World-Class Instructional Design and Assessment Consortium
The Role of Standards Within a Balanced Assessment System
The Centrality of WIDA’s English Language Proficiency Standards in Its Assessments
The Role of Standards in the Development of FLARE Assessments

Research

Standards

Language Assessment Frameworks

Language Learning Targets

FLARE Assessments
Standards that Contribute to FLARE’s Language Assessment Frameworks

- WIDA’s English Language Proficiency Standards, Grade level clusters 6-8 & 9-12
- NAEP Frameworks, Grades 8 & 12
- Center for Educational Policy Research’s Standards for Success
- Achieve’s American Diploma Program Benchmarks
- ACT College Readiness Standards
WIDA’s ELP Standard 3: The language of Mathematics  
Grade Level Cluster: 6-8  
Language Domain: Writing  
Example Topic: Algebraic equations

A Strand of Model Performance Indicators Across the 5 Levels of English Language Proficiency

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Show pictorial representation s or label terms related to algebraic</td>
<td>Give examples and express meaning of terms related to algebraic equations from models or visuals</td>
<td>Describe math operations, procedures, patterns, or functions involving algebraic equations from models or visuals</td>
<td>Produce everyday math problems involving algebraic equations and give steps in problem-solving from models or visuals</td>
<td>Summarize or predict information needed to solve problems involving algebraic equations</td>
</tr>
</tbody>
</table>
• Two grade level clusters

• Two language domains

• Three tiers

• Four content areas
Areas of Study and Topics of Focus

• Literature and Understanding Text
  American, British, and World Literature, Paraphrasing, Comparing texts, Interpreting figurative language, Literary Forms, Literary texts in historical and cultural contexts

• Language and Linguistics
  Conventions and mechanics, Semantics, Tone, Jargon words, Etymology, and Word formation

• Composition and Rhetoric
  The writing process, Gathering and documenting research, Audience, Text organization, Coherence, and Genres
Language Learning Targets:
Standards-based Learning Progressions Framed by Four Linguistic Components

Language Functions

Vocabulary

Language Learning Targets

Grammar

Discourse
Differentiated Language Learning Targets by Grade Level Cluster, Tier, and Content Area

Language Learning Targets

Student Language Learning Goals

FLARE Formative Assessments
A Balanced Assessment System

- **Formative Assessment**
- **Summative Assessment**
- **Interim Assessment**

Standards & Targets

**ACCESS for ELLs®**

**FLARE**

**MODEL™**
The FLARE Project

Dr. Paula White, WCER
Participating Districts

Chicago Public Schools

Garden Grove Unified School District

Charlotte-Mecklenberg School District
The Project

A grant project funded by the Carnegie Corporation of New York
Learning Targets

- WIDA Language Proficiency Standards
- Research on Adolescent SLA
- National College Readiness Standards
- Research on Adolescent Literacy

Language Learning Targets
Teacher Support

Prof. Learn.Comm

On-line Forums

Summer Institutes
Current Status

In draft
Language Learning Targets

Establishing Goals & Instruction
Feedback & Re-Teaching

FLARE ASSESSMENTS

Assessment Toolbox
Student Self Assessment

Developing
Lessons learned so far…

• The teachers want formative assessments, but unclear on what they really are
• FLARE materials seem helpful
• Need to create tools that cross ELL program types
• Professional development and support is critically important!!!
• Large urban districts pose unique challenges
• Districts have different capacities & perspectives on academic language
Implementation of FLARE in Charlotte-Mecklenburg School District

Nadja Trez
Implementation of a Formative Assessment System for English language Learners: A Progress Report on FLARE

40th Annual National Conference on Student Assessment
Detroit, MI
June 20, 2010

Charlotte “Nadja” Trez
FLARE District Coordinator
Charlotte Mecklenburg Schools
FLARE Implementation in Charlotte Mecklenburg Schools (CMS), NC
• Support from the district Chief Academic Officer (Ann Clark) and Executive Director (Dr. Kathy Meads) from the ESL Program

• Five pilot sites pre-selected by the district ESL staff based on
  1. school demographic information (high ELL population)
  2. strong ESL program and/or strong SIOP implementation
  3. school administrative support

• Meeting with the individual school principal for their commitment and FLARE teachers selection

• Sharing the scope of FLARE project and securing the commitment form from each pilot school
# THE FLARE GRANT OPPORTUNITY

**Formative Language Assessment Records for ELLs (FLARE) in Secondary School**

**FLARE™ Formative Assessment Model**

---

<table>
<thead>
<tr>
<th>Grantor</th>
<th>Carnegie Corporation of New York</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grantee</td>
<td>The WIDA (World-Class Instructional Design and Assessment) Consortium Wisconsin Center for Education Research, University of Wisconsin — Madison</td>
</tr>
<tr>
<td>FLARE Districts</td>
<td>Charlotte-Mecklenburg Schools (Charlotte, NC)</td>
</tr>
<tr>
<td></td>
<td>Chicago Public Schools (Chicago, IL)</td>
</tr>
<tr>
<td></td>
<td>Garden Grove Unified Schools (Garden Grove, CA)</td>
</tr>
<tr>
<td>CMS FLARE Schools</td>
<td>James Martin Middle</td>
</tr>
<tr>
<td></td>
<td>Quail Hollow Middle</td>
</tr>
<tr>
<td></td>
<td>Independence High</td>
</tr>
<tr>
<td></td>
<td>South Mecklenburg High</td>
</tr>
<tr>
<td></td>
<td>Yance High</td>
</tr>
</tbody>
</table>

CMS FLARE Schools will:
- commit to three year FLARE Grant activities
- make release time available
- make school resources available
- send appropriate teachers and/or staff to scheduled meetings (substitute teachers will be provided)
- follow required grant implementation protocols and procedures
- have at least thirty (30) students participating in the FLARE project

The benefits of CMS FLARE schools include:
- participation in the nation’s first innovative formative assessments development for ELLs
- high-quality professional developments developed by nation’s top scholars (WIDA, CAL, Dr. Nancy Pierce, Dr. Margarita Calderon, Dr. Margo Gottlieb etc.)
- trained and effective teachers measuring student progress in developing the essential language needed for success in academic classes
- pioneering a formative assessment model for ELLs using the best practices
- developing valid and reliable formative measures of students’ progress in academic English language proficiency
- supporting and expanding ESL and general education teachers’ capacity to evaluate their students
- and more........
Commitment Form to Participate in the FLARE Program

FLARE: Formative Assessment Model

<table>
<thead>
<tr>
<th>Participating Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Name</td>
</tr>
<tr>
<td>Teacher #1</td>
</tr>
<tr>
<td>Teacher #2</td>
</tr>
<tr>
<td>Teacher #3</td>
</tr>
<tr>
<td>Teacher #4</td>
</tr>
<tr>
<td>Teacher #5</td>
</tr>
</tbody>
</table>

Administration Designee

Please check one of the boxes for the year 1 professional development dates (your recommendation)

- [ ] August 3 – 4, 2009
- [ ] August 5 – 6, 2009

- At least five (5) certified teachers (ESL certified and/or SIOP trained)
- At least 30 students participating in the project
- At least two – ten years of teaching experience
- Highly motivated and innovative teachers

Your signature above indicates your school’s three-year commitment to participate in the FLARE Grant Program. If you have any questions, please contact Nadja Trez with the ESL Student Education Department (980-343-0655, nadja.trez@cms.k12.nc.us).

Please complete this form and return by **April 24th, 2009** to:

Nadja Trez
Courier: #834 (Family Application Center)

Original: ESL Student Education
Copies: Participating Schools and the Area Superintendents
FLARE Pilot Sites Selection Process

Commitment Form to Participate in the FLARE Program
FLARE Formative Assessment Model

School Name: [Redacted]
Principal: [Redacted]

<table>
<thead>
<tr>
<th>Teacher Name</th>
<th>Grade</th>
<th>Content Area</th>
<th>Teacher Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lori DeBernardo</td>
<td>10</td>
<td>ESL</td>
<td>[Redacted]</td>
</tr>
<tr>
<td>Lindsay Blake</td>
<td>9</td>
<td>ESL</td>
<td>[Redacted]</td>
</tr>
<tr>
<td>Joanne Ling</td>
<td>9-12</td>
<td>Bilingual Education</td>
<td>[Redacted]</td>
</tr>
<tr>
<td>Samuel Goldstein</td>
<td>9</td>
<td>W. &amp; E.</td>
<td>[Redacted]</td>
</tr>
<tr>
<td>Lynn McCarthy</td>
<td>9-12</td>
<td>Science</td>
<td>[Redacted]</td>
</tr>
</tbody>
</table>

| Administration Designee | | |
|--------------------------|-----------------|
| Maureen Farr | [Redacted] |

Please check one of the boxes for the year 1 professional development dates (your recommendation):

- [ ] August 3 - 4, 2009
- [X] August 5 - 6, 2009

- At least five (5) certified teachers (ESL certified and/or STOP trained) are attached
- At least 30 students participating in the project
- At least two - ten years of teaching experience
- Highly motivated and innovative teachers

Your signature above indicates your school's three-year commitment to participate in the FLARE Grant Program. If you have any questions, please contact Nadja Trez with the ESL Student Education Department (919-343-0858, nadja.trez@cms.k12.nc.us).

Please complete this form and return by April 24th, 2009 to:
Nadja Trez
Courier: #834 (Family Application Center)

Original: ESL Student Education
Copies: Participating Schools and the Area Superintendents
• August 5th and August 6th, 2009

• Thirty-two (32) FLARE teachers (SIOP and ESL teachers and testing coordinator), administrators, and district administrators participated in the Summer Institute

• Designating the FLARE leaders at each school
• Monthly FLARE Leaders Meetings
  : Discuss the monthly reports and share ideas and strategies

• Providing feedback (e.g. IDEAL Rating Tool, Language Learning Targets, and FLARE Formative Assessment Pre-survey)

• Online CMS Wiki – book study on the formative assessment (Assessment Literacy)

• Online discussion through FLARE Discussion website
  : Weekly discussion on specific topics
In chapter 2, "Collect Examples of Authentic Assessments", I thought it noteworthy to jot down what the author suggests: "Look for good examples of authentic assessment and determine if you can adapt them for local use with your ELL population." I'm sure there are many of you who have done just that. Would you please share your thoughts and strategies?

re: Authentic Assessment For ELL (discussion)

ljfit Jan 13, 2010 11:01 am

I've gathered assessments from teachers in my content team planning and have changed them to fit the needs of my students. One of the most helpful things I have found is when a colleague will email their assessments or put them in a public "p" drive for access. This way I can readily change a format on my computer and save it for future use - as opposed to reworking a hard copy.

re: Authentic Assessment For ELL (discussion)

h_shellenberger Jan 13, 2010 8:13 pm

Thank you Lindsey. Sharing is so important. Hopefully our Wiki discussions will encourage teachers to share their achievements/assessments and put them in a public "p" drive. Thanks for sharing Lindsey.

re: Authentic Assessment For ELL (discussion)

trina_roythress Jan 14, 2010 7:40 am

A lot of us get great examples of authentic assessment in very informal ways when we visit each others' classrooms and schools. We get ideas when we see student work displayed in classrooms and hallways and when we attend meetings with teachers outside our own areas. With our new authentic assessment awareness, we are now talking more about rubrics and practical use of these ideas along with adaptation for our own classrooms.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Topic Starter</th>
<th>Replies</th>
<th>Views</th>
<th>Last Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLARE CMS Summer Institute in 2010</td>
<td>cjjoy</td>
<td>0</td>
<td>70</td>
<td>Wednesday, December 02, 2009 11:05 AM by cjjoy</td>
</tr>
<tr>
<td>FLARE Language Learning Targets (LLTs) feedback</td>
<td>cjjoy</td>
<td>63</td>
<td>471</td>
<td>Thursday, April 28, 2010 7:20 PM by molecular</td>
</tr>
<tr>
<td>CMS online discussion April 1, 2010</td>
<td>cjjoy</td>
<td>105</td>
<td>656</td>
<td>Thursday, April 01, 2010 7:31 PM by tooSlysh</td>
</tr>
</tbody>
</table>

Users browsing this forum:
cjjoy

cjjoy

Show Topics

Watch Forum | Mark this forum as read | Rss Feed
• NC FALCON (Formative Assessment Learning Community’s Online Network)

• Sharing the information with the FLARE teachers through online discussion forum

• FLARE team will be actively participating in the state-wide formative assessment initiative
What we have learned...

- Budgets
- Contracts
- Clearer and better vision for the upcoming Year 2 and 3
- Better communication tools with all FLARE teachers
- Continuous and more streamlined Assessment Literacy
- Active participation in the local and state formative assessment
Implementation of FLARE in Garden Grove Unified School District

Karina Martir
Newcomers:

**ELD students** are those who have been in the U.S. for less than five years total and have not been born in the U.S.

Long-Term:

Students who have been in the U.S. more than five years or were born in the U.S. and have not been reclassified as Fluent English Proficient.
Systematic ELD is a focused approach to ELD instruction. This Focused Approach instruction provides a framework for designing and implementing an effective English Language Development program and/or provides access to mainstream curriculum for all English Learners. Systematic ELD is part of a comprehensive framework for English Learner instruction for how to plan, teach and monitor ELD instruction at each level.
Constructing Meaning is a focused approach that seeks to optimize language and content learning for long-term English learners. Recurring themes in Constructing Meaning are knowing students' needs, identifying discipline-specific language, connecting listening, speaking, reading and writing, and building receptive and expressive academic language.
## Systematic ELD Instruction

**Goal**
Develop solid English language foundation needed to fully engage in academic and real life situations.

**Purpose**
Teach students language necessary to move from one assessed English-proficiency level to the next.

**Content**
- Determined by students’ ELD levels.
- Follows a scope/sequence of language skills.
- Taught in functional contexts.

**Teachers Need**
- Knowledge of L2 levels, L2 learning, pedagogy
- Tools to assess and plan
- Collaboration time
- Scheduled time to teach language

## English Language Arts Instruction

<table>
<thead>
<tr>
<th>Grade Level ELA</th>
<th>Reading Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal</strong></td>
<td>Intensively teach literacy skills to accelerate achievement for students reading two years below grade level</td>
</tr>
<tr>
<td><strong>Teachers Need</strong></td>
<td>Knowledge to diagnose and teach PA, decoding, fluency, comp, spelling oral lang. development, and writing</td>
</tr>
</tbody>
</table>

## Content
Math, H/SS, Science, PE, Art

**Goal**
Achieve grade level content standards

**Teachers Need**
- Knowledge of content being taught
- Effective instructional practices

## Constructing Meaning: Language Instruction for Content Learning

**Purpose**
Focused language support to equip students to construct and express meaning. This is based on an analysis of cognitive and linguistic demands of upcoming content instruction.

**Content**
Determined by content objective and students’ English language knowledge.

**Teachers Need**
- Tools to identify language demands of lesson
- Tools to plan language instruction for content learning
- Support through collaborative planning

## Comprehensible delivery of content instruction:
- Utilizes instructional strategies and techniques to make content comprehensible (e.g. SIOP, GLAD, SDAIE, etc.)
- Maximizes teachable moments throughout the entire instructional day for both content and language
7-12 ELD Program

- **ELD Basics**: Students scoring Beginning on the California English Language Development Test (CELDT); *offered 7-12*
- **ELD A**: Students scoring Early Intermediate on the CELDT; *offered 7-12*
- **ELD B**: Students scoring Intermediate on the CELDT; *offered 7-12*
- **ELD C**: Students scoring high Intermediate to Early Advanced on the CELDT; *offered 9-12*
**Entrance Criteria for ELD**

**7-12 Placement and Instructional Sequencing: ELD Entrance Criteria**

- Profiles below depend on L1 & L2 proficiency. Students with higher literacy levels in L1 and/or L2 may be placed higher than their time in country would indicate.
- ELD students are those who have been in the U.S. for less than five years total and have not been born in the U.S. Should a student with more than 5 years in the U.S. need ELD support it will be provided through the UA piece of their ELA class.

<table>
<thead>
<tr>
<th>CST ELA</th>
<th>CELDT</th>
<th>Milestones Placement</th>
<th>Express Placement Assessment for ELD</th>
<th>7 or 8</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>FBB (0-267 raw score)</td>
<td>Beginning</td>
<td>0 – 1.5</td>
<td>Less than 3 out of 5 correct in Beginning</td>
<td>Basics &amp; Basics Cont Voc</td>
<td>Basics &amp; Basics Cont Voc</td>
</tr>
<tr>
<td>FBB or BB</td>
<td>Early Intermediate</td>
<td>1.6 – 2.4</td>
<td>4 to 5 correct in Beginning</td>
<td>A &amp; Level A Cont Voc</td>
<td>A &amp; Level A Cont Voc</td>
</tr>
<tr>
<td>BB</td>
<td>Early Intermediate</td>
<td>2.5 – 3.4</td>
<td>Early Intermediate/Intermediate</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>Lower Basic</td>
<td>Early Inter/Intermediate</td>
<td>+ 3.5</td>
<td>Intermediate</td>
<td>Holt+</td>
<td></td>
</tr>
<tr>
<td>Upper Basic</td>
<td>Early Inter/Intermediate</td>
<td>N/A</td>
<td>N/A</td>
<td>Holt+</td>
<td>ELD/Eng 1P Or ELA 1P</td>
</tr>
<tr>
<td>Basic, Pro &amp; Adv OR Have passed CAHSEE</td>
<td>Intermediate</td>
<td>N/A</td>
<td>N/A</td>
<td>See ELA placement chart. ELD support is provided through the Universal Access materials &amp; supplements.</td>
<td></td>
</tr>
</tbody>
</table>
### Exit Criteria for ELD

**ELD Exit Criteria Grades 7-12**

- **ELD Basics and A** may be repeated for up to 20 credits each class to reinforce English proficiency. Under special circumstances, **ELD B** may also be taken for up to 20 credits with pre-approval by the Office of 7-12 Instructional Services.
- **Students may not be concurrently enrolled in multiple levels of ELD courses. Acceleration may happen at any level due to student EL development; however, summer school may not be taken for advancement.**
- **ELD students are those who have been in the U.S. for less than five years total and have not been born in the U.S. Should a student with more than 5 years in the U.S. need ELD support it will be provided through the UA piece of their ELA class.**

<table>
<thead>
<tr>
<th>ELD Level</th>
<th>Express Placement Assessment for ELD</th>
<th>Milestones Placement</th>
<th>CELDT L&amp;S</th>
<th>CST-ELA</th>
<th>DWA Spring Writing Sample</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basics (2 periods plus Basics Content Vocabulary)</td>
<td>4 to 5 correct in Beginning</td>
<td>0 – 1.5</td>
<td>Beginning</td>
<td>FBB (0-267 raw score)</td>
<td>0</td>
<td>-Score of 1 on the District Writing Sample</td>
</tr>
<tr>
<td>A (2 periods plus Level A Content Vocabulary)</td>
<td>Beginning/Early Intermediate</td>
<td>1.6 – 2.4</td>
<td>Beginning to Early Intermediate</td>
<td>FBB or BB (0-267/268-299)</td>
<td>1</td>
<td>-Score of 1 on the District Writing Sample</td>
</tr>
<tr>
<td>B (2 periods)</td>
<td>Early Intermediate/Intermediate</td>
<td>2.5 – 3.4</td>
<td>Early Intermediate</td>
<td>BB (268-299)</td>
<td>1 – 2</td>
<td>-Score of 2 on the District Writing Sample</td>
</tr>
<tr>
<td>C** (1 period grades 9-12)</td>
<td>Intermediate/Early Advanced</td>
<td>+ 3.5</td>
<td>Early Intermediate/Intermediate</td>
<td>B and Above (Lower Basic: 300-325; Upper Basic: 326-349)</td>
<td>1 – 2</td>
<td>-Score of 2 on the District Writing Sample (Students could go into ELD 1)</td>
</tr>
<tr>
<td>ELD 1P** (1 period grades 9-12)</td>
<td>n/a</td>
<td>N/A</td>
<td>Intermediate</td>
<td>Upper Basic</td>
<td>2</td>
<td>(All students mainstreamed) Long-term-EL support within the classroom</td>
</tr>
</tbody>
</table>
# Overview of ELD Pacing Guides

<table>
<thead>
<tr>
<th>Reading</th>
<th>Language Function(s)</th>
<th>Language Tools (Bricks, Mortar, Written Conventions)</th>
<th>Reading Comp. &amp; Lit. Analysis &amp; Response</th>
<th>Application Goal</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quarter 1 Benchmark</td>
<td>Oral Assessment: SWBAT</td>
<td>Process Writing: SWBAT</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• All 7th graders take the core ELA class AND a Companion Class (Advanced, E [for EL’s reading at grade level], ER [for EL’s reading two or more years below grade level) and R [for EO’s reading two or more years below grade level]

• 8th graders take the core ELA class AND have the option to take a Companion Class.
• Description of E and ER
  – Both are ELD classes that use the Holt textbook
  – Both are based on students’ needs in regards to Language; NOT standards based
  – E focuses on the building of academic language with fluent accuracy
  – ER focuses on the building of academic language with fluent accuracy AND a focus on reading development through the use of language
  – Systematic ELD is used by the teacher to help guide instruction for maximum student achievement
<table>
<thead>
<tr>
<th>Unit/Concepts</th>
<th>Minimum Course of Study</th>
<th>Materials</th>
<th>Language Function(s)</th>
<th>Language Tools (Brick, Mortar, Written Conventions)</th>
<th>Written Application Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Oral Assessment:**

**Process Writing:**
• Across 7-12 Science and Social Science, Pacing Addendums have been created to allow teachers to incorporate Constructing Meaning to the core curriculum.

• ELA will begin the creation of the Pacing Addendums in 2010-11. The delay was due to the small number of teachers trained in Constructing Meaning.
<table>
<thead>
<tr>
<th>Quarter 1 Standards</th>
<th>Functions for Production (Bold denotes dominant function)</th>
<th>Sample Products</th>
<th>Sentence Frames</th>
<th>Structured Oral Language Practice Routine(s) (CM Binder Tab 3)</th>
<th>Correlating Thinking Map(s)</th>
</tr>
</thead>
</table>
| I & E 1b. Identify and communicate sources of unavoidable experimental error. | Does the textbook provide language of dominant function for production? | **Elaboration/Description** | • Conduct an experiment in class and have students compare their results.  
• **Conduct classroom discussion** on the sources of unavoidable experimental error. | • One error was caused by ____.  
• As a result of ____ , ____ happened.  
• ____ can be identified by ____. | • Talking Stick Prompt: What is one source of error in this experiment? (CM Binder p 3.4) | Circle Map |
| I & E 1c. Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions. | Does the textbook provide language of dominant function for production? | **Elaboration/Description** | • Conduct an experiment in class and have students compare their results.  
• **Conduct classroom discussion** on the reasons for inconsistent results and sources of error. | • ____ suggests that ____.  
• ____ is associated with ____.  
• In essence ____ causes ____ . | • Think (write) - Pair - Share  
Prompt: Why do you think your group had different results than the other groups in class? (CM Binder p 3.5) | Circle Map |
| I & E 1f. Distinguish between hypothesis and theory as scientific terms. | Does the textbook provide language of dominant function for production? | **Compare and Contrast** | • **Venn diagram/double bubble** to create a paragraph. | • A hypothesis and a theory are different because ____ is ____ and ____ is ____ .  
• The differences between a hypothesis and theory are ____ .  
• The primary distinction between a hypothesis and a theory is ____. | • Think (write) – Pair – Share  
Prompt: How does a hypothesis become a theory? (CM Binder p 3.7) | Double Bubble Map |
| I & E 1j. Recognize the issues of statistical variability and the need for controlled tests. | Does the textbook provide language of dominant function for production? | **Cause and Effect** | • Conduct an experiment in class and have students compare their results.  
Conduct classroom discussion on the variability of the results. | • If ____ , then ____ .  
• ____ has been caused by ____ . Which in turn results in ____ .  
• Due to ____ , ____ occurred. | • Give One Get One  
Prompt: What is one reason why we need to do controlled experiments? | Multi-Flow Map |
<table>
<thead>
<tr>
<th>Quarter 1 Standards</th>
<th>Function for Production</th>
<th>Sample Products</th>
<th>Sentence Frames</th>
<th>Structured Oral Language Practice Routine(s) (CM Binder Tab 3)</th>
<th>Correlating Thinking Map(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1.2 Analyze the philosophy of government expressed in the Declaration of Independence with an emphasis on government as a means of securing individual rights.</td>
<td>Elaboration and Description</td>
<td>• Primary Source Analysis of the Declaration of Independence and Common Sense</td>
<td>Elaboration and Description:</td>
<td>• Whip around&lt;br&gt;• Talking Sticks&lt;br&gt;• Think pair-share</td>
<td>Circle Maps&lt;br&gt;Tree Map&lt;br&gt;Brace Map&lt;br&gt;Double Bubble</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Circle maps of the Enlightenment thinkers&lt;br&gt;• Matrix of the Declaration of Independence&lt;br&gt;• Tree map on the parts of the Declarations of Independence</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 8.2.3 Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states, and the status of Americans' Indian nations under the commerce clause. | Elaboration and Description | • Circle maps of Plans and brick words<br>• Double Bubble<br>• New Jersey and Virginia Plans or Articles and Constitution<br>• Coat of Arms for Articles of Confederation<br>• Tree map of the parts of the Constitution<br>• Summary that compare and contrast the Articles of Confederation and the Constitution | Elaboration and description:<br>• ______ is frequently referred to as ______.<br>• ______ tends to ______. This suggests it ______.<br>Compare & Contrast:<br>• While ______ and ______ are both ______, there are several major differences between them. | • Clock Buddies<br>• Lines of Communication<br>• Three step interview | Circle Map<br>Tree Map<br>Double Bubble
<table>
<thead>
<tr>
<th>Quarter 1 Standards</th>
<th>Reading Selection</th>
<th>Functions for Production (Bold denotes dominant function)</th>
<th>Sample Products</th>
<th>Sentence Frames</th>
<th>Structured Oral Language Practice Routine(s) (CM Binder Tab 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.R.A 3.6 Analyze an author’s development of time and sequence including the use of foreshadowing</td>
<td>“The Most Dangerous Game” (p. 4-25)</td>
<td></td>
<td>Summarize the sequence of events in the story</td>
<td>Sequence: First Rainsford ( ), Then ( ). Eventually Rainsford ( ). Elaboration and Description: Rainsford’s philosophy on the value of life can be described as ( ). He exhibits ( ), which illustrates ( ).</td>
<td>Talking Chips, Think/Write-Pair-Share, Give One, Get One</td>
</tr>
<tr>
<td>R.C. 2.3 Generate relevant questions on readings that can be researched</td>
<td>“Can Animals Think?” (p. 26-31)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.R.A 3.4 Determine characters’ traits by what the characters say about themselves in dialogue and dramatic monologue</td>
<td>“Thank You Ma’am” (p. 86-94)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R.C. 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation and evaluation</td>
<td>“Feeding Frenzy” (p. 96, 100-103)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
With the Science and Social Science Pacing Addendums the creation and incorporation of formative assessments for English Learners will be more effective and more easily implemented.

Summer of 2010 will reunite previous members of our FLARE team with new content teachers to create focused EL Formative Assessments.

Fall of 2011 will add the Assessment Toolbox to the pacing addendums.
Formative Assessment – A state perspective

Dr. Sarah McManus, North Carolina DPI
NC FALCON: Helping Students Soar to Success

Sarah McManus, Ph.D.
Section Chief, Testing Policy and Operations/Accountability Services Division
Historical Perspective

NC Blue Ribbon Commission on Testing and Accountability Recommendations (January 2008)
http://www.ncpublicschools.org/docs/acre/basis/accountabilityfinalreport.pdf

State Board of Education’s Framework for Change (2008)
http://www.ncpublicschools.org/docs/acre/basis/overview.pdf

NCDPI’s Response to the Framework for Change (October, 2008)
http://www.ncpublicschools.org/docs/acre/basis/whitepaper.pdf
Teaching and Learning

**Essential Standards**

- **Summative Assessment** (Classroom, Statewide)
- **Benchmark Assessment** (Classroom, School, District)
- **Formative Assessment** (Classroom)
Definition of Formative Assessment

Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve intended instructional outcomes (CCSSO FAST SCASS, 2006).
Formative Assessment Model

Where Am I Going?

Clear Learning Targets
Criteria for Success

Formative Assessment

How Do I Close the Gap?

Descriptive Feedback
Adjust Instruction

Collect and Document Evidence
Analyze Evidence

Where Am I Now?
Learning gains have been $\frac{1}{2}$ to 1 standard deviation on standardized tests.
NC FALCON
North Carolina’s Formative Assessment Learning Community’s Online Network

ACRE
Accountability and Curriculum Reform Effort in Response to A Framework For Change

PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction
• Available 24/7
• One consistent message
• Blended learning opportunities
• Reflective activities
• Hands-on activities
• Self-Assessment
• Collaboration through PLCs
# Formative Assessment Plan Example

## Formative Assessment Plan

**Grade/ Subject:** Elementary Mathematics—Grade 2  
**Big Idea / Objective:** Understand the use of non-standard units in measurement of length, mass, and capacity.

<table>
<thead>
<tr>
<th>Learning Target</th>
<th>Criteria for Success</th>
<th>Collecting Evidence</th>
<th>Documenting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can explain length using words or pictures.</td>
<td>I will be able to identify the longest side of an object. I will explain that length is the longest side of an object or draw a picture that shows the longest side of an object. I will line up the items from end-to-end.</td>
<td>Using Exit Tickets, have students draw pictures illustrating the concept of length or write sentences explaining length.</td>
<td>Reading through the tickets, sort the documents based on who did and who did not understand.</td>
</tr>
<tr>
<td>I can measure the length of an object using items from the classroom (markers, paperclips, etc.)</td>
<td>I will use the same item to measure from end-to-end. I will not have any gaps or overlaps. I will tell at least one thing that is the same and one thing that is different about measuring the length of an object using different items from the classroom.</td>
<td>Using teacher or peer observation, observe students measuring the length of different objects in the room. Each object should be measured using at least three different items.</td>
<td>On a roster, use symbols to record if students could or could not demonstrate each measure.</td>
</tr>
<tr>
<td>I can tell how using different items to measure the length of the same object is the same or different.</td>
<td></td>
<td>Ask students questions. Listen for students to communicate the similarities and differences between measuring the length of the same object using different items. Ex: What would be important to think about if you decided to measure using paperclips of different sizes?</td>
<td>Create a chart with student names on the side with similarities and differences across the top. Record if students are able to identify the similarities and differences in measuring using different items.</td>
</tr>
</tbody>
</table>

1. **What misconceptions do you think students might have?**

2. **What will you do to address the misconceptions to move learning forward (e.g., how will you adjust instruction, what descriptive feedback will you provide)?**

---

North Carolina Department of Public Instruction  
October 12, 2009

Public Schools of North Carolina
Flash Interactive Components
## Drag and Drop Activity

<table>
<thead>
<tr>
<th>Formative</th>
<th>Benchmark</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of Unit Test</td>
<td>Group History Report</td>
<td>Un-graded Classwork or Homework</td>
</tr>
<tr>
<td>Interviews</td>
<td>Mid-term Assessments</td>
<td>Teacher Observations</td>
</tr>
<tr>
<td>Writing Tests</td>
<td>Learning Activities</td>
<td>Technology Test</td>
</tr>
<tr>
<td>Teacher-Student Conference</td>
<td>Vocabulary Quiz</td>
<td>9 Weeks or Quarterly Assessments</td>
</tr>
<tr>
<td>NC End-of-Grade</td>
<td>Teacher or Textbook Quizzes, Tests</td>
<td>Descriptive Feedback</td>
</tr>
<tr>
<td>Check Progress</td>
<td></td>
<td>English Language Proficiency Test</td>
</tr>
<tr>
<td>Restart</td>
<td></td>
<td>Discussions</td>
</tr>
<tr>
<td>Print</td>
<td></td>
<td>Graded Role Play</td>
</tr>
<tr>
<td>Show Answers</td>
<td></td>
<td>NC End-of-Course</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Questioning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Reflections/Journals</td>
</tr>
</tbody>
</table>

Public Schools of North Carolina
Vignettes

Administrator’s Role in Formative Assessment

Is It Formative Assessment or Is It Not?

Review the four short classroom vignettes.

Determine whether or not each is an example of formative assessment.

How would you support this teacher in his/her implementation of formative assessment to make it more effective?

Think about the conversation you would have with the teacher.

Click the continue button when you are ready for reviewing the vignettes.

Public Schools of North Carolina
## Classroom Application

### Administrator's Role in Formative Assessment

**Analysis of Formative Assessment in My School**

<table>
<thead>
<tr>
<th>Where is my school going?</th>
<th>Where is my school now?</th>
<th>How do I close the gap?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers communicate clear learning targets and criteria for success to students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers collect, document, and analyze evidence of learning for every student.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers use a variety of methods to collect and document evidence of learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson plans show that teachers anticipate misconceptions and strategies for addressing them</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers provide descriptive feedback to help students close their learning gaps.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers are assisting students in becoming peer and self assessors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are able to articulate the learning expectations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are able to describe what they must do in order to be successful.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students use descriptive feedback to close learning gaps.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Online Learning Communities

Re: Identification of Learning Targets
by Lydia Stewart - Saturday, 19 December 2009, 11:45 AM

Goals are essential to any successful endeavor. Goals should be clear, concise and attainable for academic disciplines.

"The purpose of this module is to create a common understanding of North Carolina’s vision for a Comprehensive Balanced Assessment System which includes formative, benchmark, and summative assessments."

This goal sentence in FALCON presents the mission of this innovative concept that will impact NC teachers and students in the 21st century learning environment.

Re: Identification of Learning Targets
by Susan Maynor - Saturday, 26 December 2009, 01:54 PM

Does all this go back to good, basic teaching?

"Formative Assessment" is a process not an objective summation.

It is most commonly compared to getting your driver’s license. Yes, you take a written "test" but the real "test" is whether you can actually safely drive a car.

The process of learning to drive cannot be taught from reading a book. Practice, experience, trial and error with appropriate "feedback" helps the student "master" the process of "learning to drive safely."

The same idea can be transferred to any learning concept. Learning is a process not rote memorization. The old "hands on" or kinetic approach that has been used in the past is close to "formative assessments." The most important aspect of the "formative assessment" process is "trial and error" method with constructive feedback each step of the way to the learner.
Thank you!
Comments & Insights

Dr. Margaret Heritage, UCLA, CRESST
Discussion

Margaret Heritage
CRESST/UCLA

CCSSO National Conference on Student Assessment
June 20, 2010
Detroit, MI
Themes That Emerged

- Underlying models for creating assessment
- Language to support deep conceptual understanding and procedural knowledge
- The nature and use of formative assessment
- Teacher knowledge
- Professional support
Student’s Current Learning Status

Formative Assessment

Gap

ZPD

Instructional Adjustments/Feedback

Learning Goal

Scaffolding/ Instruction
Teacher Knowledge

Knowledge about the structure of the discipline/language - road map

Knowledge about how students learn – pedagogical content knowledge

Understanding the learning of concept/skill/language in advance of instruction

Knowledge of likely outcomes of assessment to anticipate different paths of action

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

- Implementation included support: state and local
- Clear performance descriptors linked to progression
- Resources to support interpretation and action
- Professional support
QUESTIONS?