



## Local Assessment Strategy

### Formative Assessment is Assessment *for* Learning

Formative assessment (assessment *for* learning) 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 (CCSS, 2006). Formative assessment allows teachers to adjust instruction that increases student confidence, motivation, and learning (Stiggins, Arter, Chappuis, and Chappuis, 2004; Wiliam, 2007).

**The research shows that by consistently using assessment *for* learning, teachers can see an increase in student achievement, especially for low-achieving students.**

#### How does assessment *for* learning help students?

*(Taken from Assessment Manifesto by Rick Stiggins, 2009)*

When students have information about how and when they are improving academically, they are empowered to take ownership of their own learning by receiving regular updates on their status and growth. Students are able to see evidence of their success and areas of growth to better understand the next steps they need to take.

With assessment *for* learning, students may self-assess their performance repeatedly. These self-assessments should help the student understand how to improve for next time. By having access to regular, continuous feedback, students learn that if they try, success is possible.

This type of assessment also uses learning trajectories that identify what has been learned and what will be learned next. This allows students to have a clear understanding of what they have learned, are currently learning, and will learn. This also provides an opportunity for students to monitor their own academic growth, which encourages them to believe that they can succeed with hard work.

Research shows that student academic outcomes improve significantly when formative assessment is used. Some studies indicate a half to a full standard deviation gain in student achievement (Black and Wiliam, 1998; Hattie and Timperley, 2007).

**“Assessments become far more than merely one-time events attached to the end of the teaching. They become part of the learning process by keeping students posted on their progress and confident enough to continue striving.”**

*-Rick Stiggins*

## Assessment and Curriculum Resources

### [Standards Maps](#)

Resource for educators to gain a deeper understanding of a particular standard by:

- seeing vertical progressions
- expectation statements (“Students will demonstrate command by...”)
- vocabulary
- sample instructional/assessment tasks

### [Assessment Literacy Modules](#)

Training modules to support assessment literacy for teachers with the ultimate goal of improving student learning.

### [Local Assessment Strategy Video](#)

Learn what Balanced Assessment Systems are, why they are important, and the impact they can have on student achievement through this video.