**Formative Assessment of Standards Project (FASt)**

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**An NELRC project to advance the creation and use of CCR-aligned formative assessments in instruction**

**What is FASt?**

The Formative Assessment of Standards (FASt) Project is a professional development offering focused on building the capacity of instructors to create and use performance-based formative assessments to capture student progress on the College and Career Readiness Standards for English Language Arts (ELA), ESOL, or Math. Participation in FASt offers:

* increased familiarity and comfort using the CCR standards to guide instruction and assessment
* a learning community focused on figuring out what performance of the Standards looks like at various levels
* support for creating tools that capture evidence that students are able to apply CCR skills to real-life activities

This initiative is blended (online and in-person), interactive professional development designed for 24 participants across New England. The total time estimated for completion of all activities is 18-24 hours.

***Primary Objectives:***

* Strengthened instructor capacity and confidence in creating CCR-aligned formative assessment tools that capture student ability to apply what they’re learning to real-life activities
* Enhanced ability of students to understand indicators of progress and monitor their own learning
* Strengthened capacity to integrate CCR standards into instruction

***Secondary Objectives:***

* Expanded collection of sample CCR-aligned formative assessment tasks and tools for practitioner reference
* Enhanced cross-state collaboration
* A replicable PD model and materials that can be shared in states

**FASt Activities**

This project runs from January through April 2016 and features an online course, a 1-day kick-off training, coaching to develop CCR-aligned formative assessment tasks and tools, and participation in an online learning community. Participants will be expected to commit to the following:

* **January 2016.** Complete one of the LINCS on-line courses on formative assessment (or verify previous completion):
* Teachers of reading/writing or math take the LINCS facilitated course, “Teaching Excellence in Adult Literacy (TEAL): Formative Assessment” (Estimated 6 hours)
* Teachers of ESOL take the LINCS self-paced course, **“ELL-U: Formative Assessment to Inform Quality Adult ESL Instruction” (Estimated 2 hours)**
* **February 2016.** Participate in a 1-day project kick-off and training in Worcester, MA on Feb. 5 (snow date Feb. 19) **or** Concord, NH on Feb. 12 (snow date Feb 26). This training will prepare participants to apply what was learned in the courses to assessment of the CCR Standards. (Estimated 6 hours)
* **February – March 2016.** Participants develop performance-based formative assessment tasks with related rubric, checklist, or other observation form and get feedback (based on the established criteria) from the facilitator and peers through the online community of practice space. (Estimated 6 hours)
* **March 2016.** Partners pilot their own and each other’s assessments and share outcomes online for discussion in the learning community, with reflection about any revisions they would make. (Estimated 2 hours)
* **April 2016.** Participants revise and submit assessment tasks and tools for review. (Tasks/tools must meet the criteria to trigger stipend). (Estimated 2 hours)
* **April 2016.** Final webinar where participants share (across content areas) their assessment tasks/tools and what happened when they piloted them. General discussion of what would be helpful for other instructors. (Estimated 1 hour)

**Benefits to participation**

* Increased confidence and effectiveness in creating effective formative assessments
* Personalized coaching
* Participation in a learning community comprised of New England instructors
* $100 stipend upon completion
* Certificate of completion

**Who can participate?**

Anyone who teaches reading/writing, math, or ESOL to adult students could benefit from being part of this initiative. Priority will be given to distributed participation across the New England states and across the content areas.

To participate in FASt, instructors must:

* Confirm that they have the tech readiness to participate in the LINCS online course and online learning community
* Confirm that they are familiar with the College and Career Readiness Standards for their content area
* Have approval of a supervisor
* Have or set up an account with LINCS to participate in the online course
* Make a commitment for the entire initiative
* Although not required, participants are encouraged to apply with a partner, as the project includes peer work

**For more information**

For more information, please contact Andy Nash, NELRC Director, at anash@worlded.org.

**Application to Participate in the Formative Assessment of Standards Project (FASt)**

Applications will be accepted until December 4, 2015, and participants will be notified about acceptance on December 11, 2015.

**I. Applicant Information**

Name:

Organization:

Address:

Email:

Phone number:

1. Briefly describe your experience and comfort participating in online learning (e.g., courses, discussions).
2. Briefly describe your familiarity with the College and Career Readiness Standards.
3. Briefly describe what motivated you to consider participating in FASt, and what you hope to learn through your participation.
4. In what class will you be piloting the assessment tools you develop during this project?
5. Participants are encouraged to apply for FASt with a partner with whom they can exchange ideas and feedback. Do you have a partner in mind? \_\_\_\_\_\_ Yes \_\_\_\_\_\_\_ No

If yes, partner’s name and email:

**II. Requirements for Participation**

(Mark an “X” in front of each of the 3 requirements and indicate which kick-off you would attend.)

\_\_\_\_\_ I understand that if accepted to participate in FASt, I will be expected to:

* **January 2016.** Participate in the LINCS on-line course related to my focus content area (or verify past completion).
* **February 2016.** Participate in a 1-day training and project kick-off. I would attend (choose one):

\_\_\_\_\_\_ Worcester, MA on Feb 5, 2016 (snow date Feb. 19)

­­­­\_\_\_\_\_\_ Concord, NH on Feb. 12, 2016 (snow date Feb. 26)

* **February – March 2016.** With support, develop a CCR-aligned performance-based formative assessment task with related rubric, checklist, or other observation form and get feedback through the online learning community.
* **March 2016.** Pilot my assessment task/tools and share what happened with the learning community.
* **April 2016.** Revise and submit assessment task and tools for review.
* **April 2016.** Participate inthe final webinar to share across content areas.

­ \_\_\_\_\_ I understand that I will receive a $100 stipend only upon completion of these requirements

(online course, kick-off training, participation in the learning community, submission of piloted and reviewed assessment task/tools)

\_\_\_\_\_\_ My supervisor is aware that I am applying to participate in the above FASt activities.

**To Submit Your Application**

Please type right into this document, save it on your computer, and then email it to Andy Nash at [anash@worlded.org](mailto:anash@worlded.org). Deadline for applications is Friday, December 4, 2015.



**Teaching Excellence in Adult Literacy (TEAL): Formative Assessment**

Formative assessment refers to both the formal and informal processes that teachers and students use collaboratively to gather evidence of student learning for the purpose of improving learning. Formative assessment occurs *while the learning is taking place,* as opposed to a summative assessment that typically occurs at the end of a learning unit or course to determine what a student has learned. Formative assessment is a *process*, not a one-time event; it is assessment *for* learning, rather than assessment *of* learning, as with summative assessment. You can expect to complete this course in approximately 6 hours as you explore strategies for conducting informal and ongoing assessments of your adult education students’ progress and use that information to adjust your teaching to ensure that all students learn. By the end of the course, you will be able to:

* Define formative assessment and its benefits for classroom instruction
* Describe strategies for using formative assessment in the adult education classroom
* Identify a goal for using one or more formative assessment strategies

**Course Sections**

**Let’s get started**

* *Journal:* Rate your knowledge: What do you know about formative assessment?
* *Reading*: Face-to-face learning vs. online learning

**What is formative assessment?**

* *Readings:* TEAL Formative Assessment fact sheet and articles Questioning in the Mathematics Classroom, Illuminating Understanding, and Fair Assessment Practices
* *Video:* Formative Assessment: What Is It? Why Is It Important?

**Formative assessment: Let’s put it in context**

* Practicing Feedback: Writing
* Practicing Feedback: Math
* *Videos:* Teacher Feedback on Student Writing, and Teacher Feedback in Math

**Assignments: Choose one**

* + Use and reflect on a formative assessment technique
  + Reflect on your feedback practice
  + Explore formative assessment in greater depth

**Self-assessment**

* + *Questionnaire:* Answer 10 questions related to feedback in writing or in math

**Take time to reflect on your own goals and progress**

* + *Journal*: Set a personal teaching goal for using formative assessment techniques in your classes

**Course Dates:** January 12–February 9, 2016

**Instructors:** Writing: Peggy McGuire; Math: Amy Vickers

**Course Format:** Facilitated, asynchronous, online

**Estimated Completion Time:** Approximately 2 hours per week; 6 hours total

**Expectations of Course Participants:** Participants are expected to read and post at least once in each of the course discussion forums; submit the required journal activities; watch recorded presentations; read the background readings and resource pages of the course; set a goal for their professional growth; and complete assignments and the final evaluation. Participants must successfully complete course requirements to receive a certificate of completion.

**Registration:**



**ELL-U: Formative Assessment to Inform Quality Adult ESL Instruction**

Upon completing this online course, participants will be able to:

1. define formative assessment and explain its integral role in systematically planning and delivering adult ESL instruction,
2. select and design a variety of formative assessment activities that engage learners in setting their own goals and monitoring their own progress in English language development, and
3. use appropriate oral and written feedback techniques that inform learners of their progress toward meeting their goals in meaningful and comprehensible ways.

This course will take approximately 2 hours to complete.