

Formative Assessment in Teacher Preparation at a California State University

Brent Duckor, Ph.D. and Carrie Holmberg, Ed.D.

**May 21, 2025 12-12:45pm (PDT),
Michigan Assessment Consortium Meeting**



Meet the Directors



Dr. Brent Duckor

Executive Director IAEP Center

brent.duckor@sjsu.edu

Brent Duckor, Ph.D., is a Professor at SJSU's College of Education who serves in the Department of Teacher Education and the Ed.D. Leadership program.

His training in the Quantitative Methods and Evaluation program at UC Berkeley's Graduate School of Education informs his mixed methods research and applied policy focus. Dr. Duckor's expertise with the deep principles and practices of assessment, testing and evaluation spans K-12 to higher education.



Dr. Carrie Holmberg

Assistant Director IAEP Center

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Carrie Holmberg, Ed. D., is a Senior Lecturer in the Department of Teacher Education and preservice teacher educator at San José State University. She taught at a Title I comprehensive high school in Silicon Valley for nearly a decade and has extensive experience mentoring new teachers. Carrie has twice earned her National Board Certification. She also worked with the Stanford Partner School Induction Program and the Santa Cruz/Silicon Valley New Teacher Program for many years.

Topics

- 1. Building FA Capacity in the Teaching Profession**
- 2. Embedding FA in Core Courses**
- 3. Embedding FA in Clinical Practice**
- 4. The TPA Connection to FA Capacity Building in HEIs**
- 5. Embedding FA in Part of Accreditation Story**

An aerial photograph of the San Jose State University campus, featuring a large central building with a clock tower, surrounded by greenery and other campus buildings. The entire image is overlaid with a semi-transparent blue filter.

Building FA Capacity in the Teaching Profession

California Teacher Preparation Landscape

48.9%

of all new teaching credentials issued in California in '22-'23 were prepared by CSU campuses

8%

of all teachers in the United States are prepared by the CSU

5th

largest Education Master's Degree program in the CSU is SJSU



Diving Deep into FA at SJSU

EDTE 282: Assessment and Evaluation	184X Clinical Practice	CalTPA Cycle 2
Group work: Team teaching of core concepts	Focus on analysis of 1:1 interactions because developmentally appropriate	Description or copy of Informal Assessment
Focus on scaffolds for differentiation of formative feedback (i.e., Progress guides)	Collection of video evidence	Student self-assessment and corresponding rubric
Anchored in big ideas of assessment (NRC Assessment Triangle)	Group reflection on video data	Description or blank copies of formal assessment of corresponding rubric
Connect learning goals, performance tasks, tools for making sense of student responses	Role plays	Re-teaching or extension
	Debriefs of class teaching	Describe instruction based on assessment analysis

SJSU teacher preparation pathways

Multiple Subject

Semester 1

EDTE 208b: Sociology/Multicultural Education
 EDTE 262b: Second Language Learners
 EDEL 108D: Math Methods
 EDTE 224: Ed. Psych.
 EDTE 294: Health/Special Ed.

Semester 2

EDEL 143Ab: Phase 1 Student Teaching/Seminar
 EDEL 108A: Literacy Methods
 EDTE 260: Learning Environments
 EDEL 108B: Science Methods

Semester 3

EDEL 143B: Phase 2 Student Teaching/Seminar
 EDEL 108C: Social Studies Methods

Single Subject

Semester 1

EDTE 208 (b): Educational Sociology
 EDTE 224: Educational Psychology
 EDTE 282: Assessment/Evaluation: Theory and Methods
 EDTE 294: Health/Special Ed.
 EDTE 262b: Second Language Learners

Semester 2

Subject Area Methods Course (e.g., art, English, math, science)
 EDSC 184X: Phase 1 Student Teaching/Seminar
 EDTE 260: Learning Environments

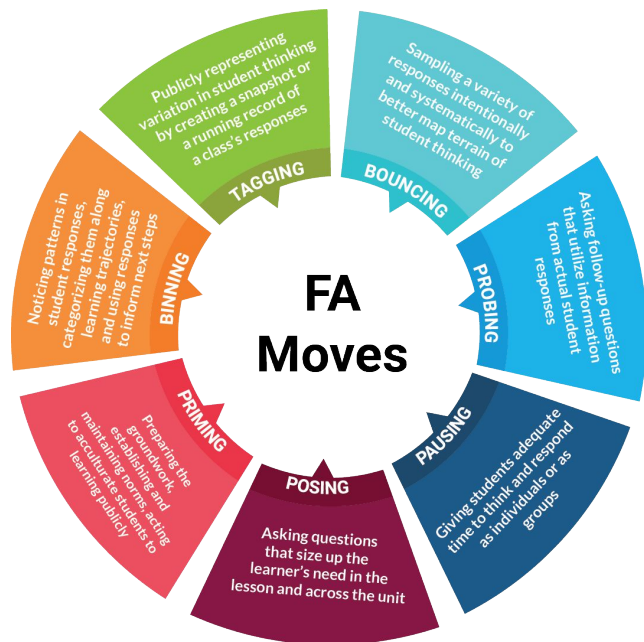
Semester 3

EDSC 184Y/Z: Phase II Student Teaching/Seminar (offered by subject-area department)
 EDSC 3## Content-area Seminar (if offered by subject-area department)

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Embedding FA in Core Courses

Foundation Course EDTE 282: Linking Statewide Professional Standards in Course Content Objectives



EDSC 182 – Assessment and Evaluation in Secondary Schools
San José State University
On-Line Course
SUMMER 2020

Course and Contact Information

Instructors: Brent Duckor, PhD and Carrie Holmberg, EdD
Office Location: by Zoom
Mobile/Cell: Duckor: (510) 375-1917 Holmberg: (650) 215-0700
Email: brent.duckor@sjsu.edu carrie.holmberg@sjsu.edu
Office Hours: by appointment
Class Days/Time: Mondays and Wednesdays 4:00 PM – 7:45 PM by Zoom

Learning Outcomes

Course Content Objectives

- Credential candidates will be able to:
- Understand and explain the purposes of classroom assessment (TPE5, TPE4, TPE1)
 - Identify the research-based principles and practices that underlie formative assessment during instruction (TPE5, TPE2, TPE4, TPE1)
 - Apply assessment principles to develop rubrics, scoring guides, and progress indicators to support classroom learning (e.g. textbooks, curriculum guides and Internet resources). (TPE1, TPE 5)
 - Analyze student work from the perspective of psychological theories of learning and cognition and discuss this work with colleagues. (TPE3, TPE6)
 - Critique and self-assess video-based lessons based on the principles of educational assessment. (TPE5)
 - Develop lesson and/or unit plans that implement the principles of embedded informal and formal assessment to support all learners (TPE1, TPE5)
 - Demonstrate, use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum (TPE 3)
 - Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, etc. (TPE 4)
 - Use visible research-based assessment strategies/principles as a means to develop more equitable learning activities for students from diverse backgrounds, including English language learners, and traditionally underrepresented groups. (TPE2, TPE4, TPE5)

EDTE 282: Linking Teacher Performance Expectations to Course Content Objectives

Understand and explain the **purposes of classroom assessment** (TPE5, TPE4, TPE1)

Identify the research-based principles and practices that underlie formative assessment during instruction (TPE5, TPE2, TPE4, TPE1)

Apply **assessment principles to develop rubrics, scoring guides, and progress indicators** to support classroom learning (e.g. textbooks, curriculum guides and Internet resources).
(TPE1, TPE 5)

Analyze student work from the perspective of psychological theories of learning and cognition and discuss this work with colleagues. (TPE3, TPE6)

EDTE 282: Linking Teacher Performance Expectations in Course Content Objectives

Use **digital tools and learning technologies** across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, etc. (TPE 4)

Use visible research-based assessment strategies/principles as a means to develop more equitable learning activities for students from diverse backgrounds, **including English language learners, and traditionally underrepresented groups.** (TPE2, TPE4, TPE5)

EDTE 282: Cross-fertilizing Course Content Objectives

Credential candidates will be able to:

Design learning activities that engage and support **all learners**. (TPE 1, TPE5)

Develop lessons that use **students' backgrounds and prior experience** as the foundation of learning. (TPE 2, TPE4, TPE5)

Develop lessons that integrate strategies to **support English language learners** in content area learning. (TPE1, TPE5)



EDTE 282: Performance Tasks Demonstrate Competencies

Progress Guides

FA-LPs

Lesson Overview	
Unit Title: Holiday Concert	Grade Level: 6-8 th Grade
Lesson Title: Listen, evaluate, and apply in preparation for the Holiday Concert	Duration: 45 min
Summary	During this lesson, students will listen to a recording that we took during the previous rehearsal. Students will then evaluate the performance, using the CMIA A Jazz performance Rubric about to scaffold responses that use academic language. We will then tune, and warm up by playing scales that integrate elements of the piece.
Background	Our Holiday concert is in a few weeks and the group has found out that they have been accepted to perform on the main stage at Grayland. We are 3 months into the school year, and the students are familiar with reading and identifying notes within a staff. The students are also familiar with reading rhythms and identifying dynamics within their music. (DOR Level 2) The students will be listening to a recording of themselves from a previous class where we recorded the three songs they will be performing. The students will be listening to their recordings and critically evaluate their performance while listening to their individual performance, and their performance as an ensemble.
CA Music Standards	<ul style="list-style-type: none"> 1.A Analyze and describe significant musical events perceived and remembered in a given art example. 4.A Analyze and Critically Assess
ELD Standards	<p>Part I: Interacting in Meaningful Ways</p> <p>A. Collaborative</p> <ol style="list-style-type: none"> 1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics. 3. Offering and supporting opinion and negotiating with others in communicative exchanges. <p>B. Interpretive</p> <ol style="list-style-type: none"> 5. Listening actively to spoken English in a range of social and academic contexts
Unit Essential Questions	How can self evaluation be applied to improve our ensemble's musical performance?
Student Learning Objectives	<p>Blooms—Students will engage in higher order thinking by:</p> <ul style="list-style-type: none"> Assessing a recorded performance. Evaluating areas for growth and improvement. Applying academic content knowledge in order to improve a performance.

Checkmark a level that best describes your work at the moment	Student Response	Next steps
Excelling	<ul style="list-style-type: none"> ○ I can write questions that sound natural and reflect what I've learned about Japanese communication. ○ I clearly understand how culture shapes the way we ask questions. 	<ul style="list-style-type: none"> ○ To go even deeper, I will... <ol style="list-style-type: none"> 1. 2.
Proficient	<ul style="list-style-type: none"> ○ I can write questions that are mostly clear and correct. ○ I understand how they connect to cultural ideas and real conversation, and I can improve with further connections 	<ul style="list-style-type: none"> ○ To improve my work, I will... <ol style="list-style-type: none"> 1. 2.
Developing	<ul style="list-style-type: none"> ○ I'm learning how to structure my questions and connect them to culture. ○ My explanation includes ideas on how they're useful in cultural conversation. 	<ul style="list-style-type: none"> ○ To improve my work, I will... <ol style="list-style-type: none"> 1. 2.
Emerging	<ul style="list-style-type: none"> ○ I'm starting to form questions using what we've practiced. ○ I'm still working on how to express ideas clearly and connect to culture. 	<ul style="list-style-type: none"> ○ To improve my work, I will... <ol style="list-style-type: none"> 1. 2.
Beginning	<ul style="list-style-type: none"> ○ I shared some ideas and made an effort to try. ○ I'm figuring out how to form full questions and understand the cultural part. 	<ul style="list-style-type: none"> ○ To improve my work, I will... <ol style="list-style-type: none"> 1. 2.

Question Maps

[illegible]

EDTE 282: Performance Tasks Demonstrate Competencies

<p>Unforgivable: <i>Sweat</i> by Lynn Nottage</p> <p>EQ: How do we decide which actions are forgivable? Forgiveness is often considered a virtue; however, are there times when it's better not to forgive?</p>	<p>PERSPECTIVE</p> <p>Choose a character you identify with. Write a 1/2–1 page journal entry describing a conflict you're having with another character. Include what is it that you want (i.e. character's objective)? What obstacle does the other character present to you (i.e. what's their conflicting objective)? Explain your emotional response and feelings to this conflict. (If time, same task for character you don't like).</p> <p>DOK 1, 2 Formal Journal Entry</p> <p>Who do you think hired Cynthia and what do you think their reasoning was?</p> <p>DOK 3/4 Small Group Discussion, Freewrite</p> <p>Imagine you are a documentary filmmaker directing a project on Reading, PA and how the factory shutdown impacted the lives of the workers. Formulate 6-8 thoughtful questions to ask the characters in your interviews. (Tip: Think about what kind of story you want to tell and which questions will get your interviewees talking)</p> <p>DOK 3 Interview Qs</p>	<p>EVIDENCE</p> <p>Pretend you will play a character in <i>Sweat</i>. After choosing a character, make a social media profile of them, you may use templates provided or create something. Identify the following key characteristics. Let these guide your project: nicknames? Where they're from? Line work? Relationship status? Family members? Job? Occupation? Traits? Cite where in the text you find your answers.</p> <p>DOK 3 Social Media Profile</p> <p>Do you think Chris and Jason will eventually forgive each other? What makes you think so? (Use textual evidence) What are the themes or topics in the play?</p> <p>DOK 1, 2 Class Debate or Discussion</p> <p>DOK 3 Class Debate or Discussion</p> <p>Let's examine the significance of Jason's offensive tattoos. Does Jason get the "Nazi" tattoos out of spite at Chris wanting to leave Reading and Cynthia getting her promotion? Or do you think he does it because he truly becomes a Nazi?</p>
<p>CONNECTION</p> <p>Provide your own definition of a transgression and forgiveness. Has there ever been an instance in your life in which you felt you could not forgive someone? Did you end up forgiving them? What prompted you to do so (or not to do so)? You may share in as much or as little detail as you feel comfortable (So know I am a mandatory reporter at start of semester)</p> <p>DOK 1 Daily Journal</p> <p>In what way(s) do you relate to the issues the characters in <i>Sweat</i> have? You may share in as much or as little detail as you feel comfortable (So know I am a mandatory reporter at start of semester)</p> <p>DOK 3 Daily Journal</p> <p>Compare and contrast <i>Sweat</i> with the Hip hop lyrics we studied during the last unit. What similarities and differences do you notice in the superficial and deep content (i.e. conflicts, tones, motifs, themes, etc.)?</p> <p>DOK 3 Formal Journal Entry</p>	<p>RELEVANCE</p> <p>This play opened in Washington D.C. in January of 2015. Considering your knowledge of historical events around this time and your current observations/experiences, who do you think this play was written for? Who do you think should read/see it? (author's intentions)</p> <p>DOK 3 Freewrite, Think-P-Sh</p> <p>Why is it important we read this play and discuss the issues it brings to the table—racism, transgression & forgiveness, cultural misunderstandings, etc.?</p> <p>DOK 4 Formal Journal Entry or Pair-Share</p> <p><i>"It's choose which question to do for longer essay and which for shorter one"</i></p> <p>In what ways is <i>Sweat</i> a narrative—that is, recounting a story of the past—and in what ways is <i>Sweat</i> a warning—telling us to not do something? What do you think <i>Sweat</i> is asking its audience to consider? Consider some of the topics it brings up: misunderstanding, forgiveness, racial tensions & racism, difference, dreams vs reality.</p> <p>DOK 4 Short Essay or Essay*</p>	<p>SUPPOSITION</p> <p>Suppose our high school were to put on this play, what kind of reactions might it generate? From whom? What kind of pushback might it receive (i.e. from admin, staff, parents, etc.)? Do you think it is a possibility? Why or why not?</p> <p>DOK 3/4 Freewrite, Think-P-Sh</p> <p>What if Tracey got the promotion instead of Cynthia? Would the conversation still be about race? How would it be different? Would Tracey be treated differently by her higher-ups?</p> <p>DOK 3/5 Pair-Share</p> <p>Suppose Jason and Chris never forgive each other and garner resentment for each other for the rest of their lives. What might their worldviews/beliefs and trajectories look like? How might that influence their actions and beliefs of those around them?</p> <p>DOK 3/4 Short Essay or Essay*</p>

Question Mapping and other strategies for aligning FA with Learning Goals

EDTE 282: Performance Tasks Demonstrate Competencies

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Background	Our Holiday concert is in a few weeks and the group has found out that they have been accepted to perform on the main stage at Disneyland. We are 3 months into the school year, and the students are familiar with reading and identifying notes within a staff. The students are also familiar with reading rhythms and identifying dynamic markings within their music. (DOK Level 2) The students will be listening to a recording of themselves from a previous class where we recorded the three songs they will be performing. The students will listen to their recordings and critically evaluate their performance while listening to their individual performance, and their performance as an ensemble.
CA Music Standards	<ul style="list-style-type: none">1.4 Analyze and describe significant musical events perceived and remembered in a given aural example.4.0 Analyze and Critically Assess
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Student Learning Objectives	Blooms—Students will engage in higher order thinking by: <ul style="list-style-type: none">Assessing a recorded performance.Evaluating areas for growth and improvement.Applying academic content knowledge in order to improve a performance.

**FA Lesson Planning
Templates to focus
attention on minute by
minute during
instruction**



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Embedding FA in Clinical Practice

EDTE 184XYZ: FA in Clinical Practice

Phase 1 & 2 Student Teaching

FA capacity building

- ❑ Micro teaching with focus on FA moves
- ❑ Progress Guide and CFU Designs
- ❑ Peer-to-peer video analysis
- ❑ Role play

San José State University
College of Education/Secondary Education
EDSC 184X, Student Teaching Seminar Phase I, Sections 10 & 11, Spring 2019

Course and Contact Information

Instructors:	Brent Duckor, Ph.D and Carrie Holmberg, Ed.D.	
Office Location:	SH 436	
Telephone:	Dr. D.: (510) 375-1917	Dr. H.: (650) 215-0700
Email:	Brent.Duckor@sjsu.edu Carrie.Holmberg@sjsu.edu	
Office Hours:	By appointment	
Class Days/Time:	Wednesday, 7:00-9:45 PM	
Classroom:	Room 213, Sweeney Hall	
Prerequisites:	Program Director Consent	
Number of Course Units:	5 units	

Course Description

Student teaching is organized into two phases and completed during two different semesters. Phase I is of shorter duration than Phase II and is designed to provide students with the experiences they need to be successful in Phase II. During the Phase I semester, student teachers work with their mentor teacher two periods each day, with an additional time set aside each week to confer, debrief or plan. At the end of the semester, the mentor teacher and university supervisor complete a formative evaluation and debrief the first semester experience with the student teacher.

Upon successful completion of this course, students will be able to:

1. Design sequenced lessons plans forming a unit of study to improve student learning.
2. Deliver clear, well-planned lessons with a strong teacher presence to engage students in learning.
3. Analyze their own teaching through reflection of their teaching and students' learning.

Course Learning Outcomes (CLO)

This course is designed to prepare educators who will commit themselves to the goals of excellence and equity in education, i.e. to making every effort to ensure that each student has equitable access to an excellent education. It will also reinforce the CTC mission to prepare educators with the highest level of performance skills necessary to teach effectively in a multicultural and technological society. Finally, it aims to prepare teachers who, according to the philosophical vision of the Secondary Education Department, are "critical and reflective practitioners who are prepared to: 1) make informed and thoughtful decisions in their daily practice; 2) serve in diverse educational contexts; 3) promote equity, respect for persons, and social justice; and 4) provide fair-minded and responsive instruction for ethnically and linguistically diverse populations."

FA in Clinical Practice Phase 1 Student Teaching

Exemplars of Practice

❏ Micro teaching with focus on moves

❏ Sarah's coded moves video

❏ CCEE [Tagging Module](#)



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FA in Clinical Practice Phase 1 Student Teaching: Emphasizing innovations and new approaches to feedback

Our candidates know how and are able to engage in:

- **designing,**
- **constructing and**
- **using**

FA tools to improve feedback practices



**“Engaging, motivating, and supporting
students through feedback”
(Kappan, 2023)**

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The TPA Connection: To FA Capacity Building in HEIs

TPA: Three Models in California

FAST

- Developed and used by CSU, Fresno
- Projects:
 - Lesson Plan
 - Site Visitation
 - Teaching Sample
 - Holistic Proficiency
- Scored by faculty/supervisors at CSU Fresno using rubrics aligned with TPEs.

EDTPA

- Developed by Stanford, managed by Pearson
- 3 tasks:
 - Planning,
 - Instructing,
 - Assessing
- Scored by national pool of vetted scorers

CALTPA

- Developed by CTC
- 2 instructional cycles:
 - Learning about students and planning instruction and
 - Assessment-driven Instruction
- Scored by vetted California educators

CalTPA Cycle 2: Focus on “Informal Assessment”

Task description:

- Description or copy of Informal Assessment
- Student self-assessment and corresponding rubric/progress guide
- Description or blank copies of formal assessment of corresponding rubric/progress guide
- Re-teaching or extension
- Describe instruction based on assessment analysis

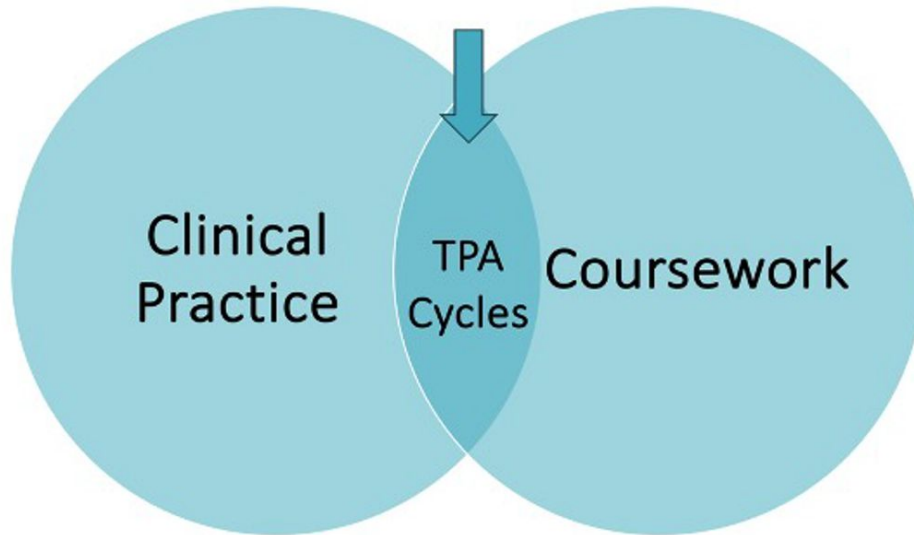
Informal Assessment

1. Describe one informal assessment you plan to implement during the lessons. Explain how the selected informal assessment is aligned to the content-specific student learning goal(s) and how the assessment will provide the students opportunities to demonstrate content knowledge.
2. Identify what you expect from the student responses to the selected informal assessment and how you plan to monitor student understanding of content during the learning sequence. If you provide instructional adaptations (accommodations and/or modifications) for the student(s) during the informal assessment, explain why.

Be specific. Informal assessment should be age and/or developmentally appropriate. If the informal assessment involves questioning, list the questions you plan to ask. If the informal assessment is a running record, describe how you plan to document student reading ability. If your students are working [collaboratively](#) in groups, provide the set of instructions/expectations for learning. If students engage in peer assessment, provide guiding questions. If you are observing student work, provide the observation guide.

From the CalTPA Performance Assessment Guide

Formative for Candidates: Embedded in the Program



The CalTPA is designed with the expectation that candidates are to be supported during coursework and clinical practice by faculty mentors, cooperating teachers, and peers.

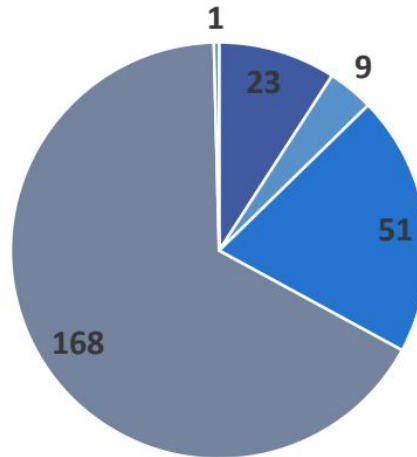
Programs are required to provide multiple formative opportunities for candidates to prepare for the TPA tasks/activities. (Program Standard 5B)

An aerial photograph of the San Jose State University campus, featuring a large, historic building with a prominent tower in the foreground, surrounded by greenery and pathways. In the background, a city skyline is visible against a backdrop of rolling hills. The entire image is overlaid with a semi-transparent blue filter.

Embedding FA in Licensure Exams as Part of Accreditation

Accreditation in Numbers

Number of Commission Approved Program Sponsors = 252



■ CSU ■ UC ■ Private/Independent ■ LEA ■ Other



Where is TPA Nexus?

Some Applicable Standards

Common Standard 2 – Candidate Support

Common Standard 4 – Continuous Improvement

Program Standard 2 – Preparing Candidates Toward Mastery of the TPEs

Program Standard 3 – Clinical Practice (organization of clinical practice experience, criteria for school placements, criteria for selection of program supervisors, and criteria for district employed supervisors)

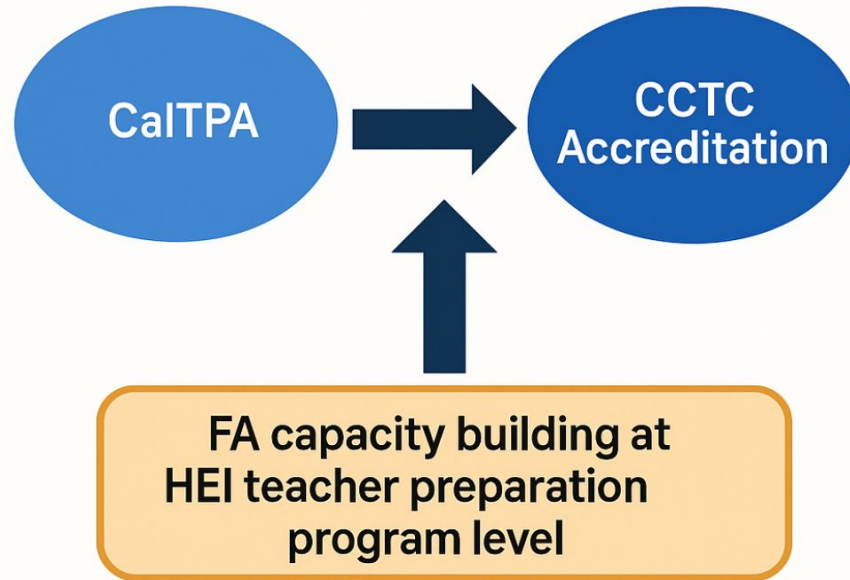
Program Standard 5 – Implementation of the TPA

Program Standard 6 – Development of the IDP

Induction Standard 3 – Development of the Individual Learning Plan (ILP)



CalTPA and CCTC Accreditation



Linking FA to accreditation, TPA & SJSU's program offerings

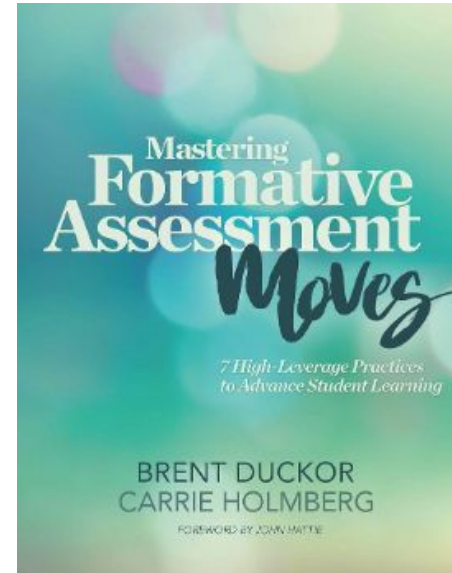
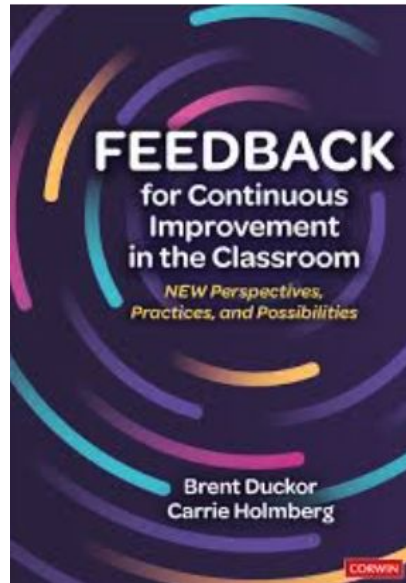


It's all about “right-sized” resources





“Textbooks” as eBooks



Articles as “primers”

March 1, 2014 • 12 min • Vol. 71 • No. 6

Formative Assessment in Seven Good Moves



Brent Duckor



By listening carefully to what students say and thinking deeply about how to better guide them, teachers can become accomplished formative assessors.

Abstract ▾



PREMIUM RESOURCE



7 High-leverage Formative Assessment Moves to Support ELLs

**Brent Duckor
and Carrie Holmberg**

In our 2017 book, *Mastering Formative Assessment Moves* (ASCD), we outlined seven high-leverage formative assessment strategies that promote ambitious teaching and deeper learning. Since then, we've been working with pre- and in-service teachers who are implementing the new English Language Development Standards (2014) in California, and we have begun to see how these strategies

can serve as the natural bridge to help English language learners reach greater proficiency in their understanding of academic language.

Research tells us that the assessment choices teachers make in their classrooms matter. John Hattie's findings (2009, 2012) remind us that student achievement outcomes can be mapped to specific high-leverage practices. We know, after years of top-down reforms, that formative assessment is more than just a buzzword. For teachers working with English language learners, these sound formative assessment



ENGAGING, MOTIVATING, AND SUPPORTING STUDENTS THROUGH FEEDBACK

By Brent Duckor, Carrie Holmberg | Jan 29, 2024 | Feature Article



Progress guides encourage students to persist in learning by connecting where they are now with what's next.

Learning takes time and effort, and real progress requires us to engage, motivate, and support learners as they improve. Much of our students' work represents a first attempt at describing, explaining, and applying ideas about a topic. For some, the process of making a first attempt and then trying and trying again is seemingly effortless. It is easy to wish that all students would effortlessly engage and require less hand-holding and coaching. But in fairness, few of us teachers were the imaginary “self-motivated” students we wish we had. With a little introspection, we too can remember times we felt disengaged, unmotivated, and unable to make progress at school.

Diving Deeper into FA at the IAEP Center

Modules

FA Moves: Module 1 Introduction



Introduction

This module provides you with an overview of the "Formative Assessment Moves" framework and focuses on assessment for learning aimed at deeper learning. It introduces each move--priming, posing, pausing, probing, bouncing, tagging, and binning--and sets the stage for the next modules in the learning pathway.

In this module, you'll explore:

- A 20-25 minute video explaining the FA Moves
- Video clips of "FA in Action" in authentic classroom settings
- Checks for understanding and a Glossary to help you clarify content
- A PDF of References

Learning Objectives

- Differentiate between assessment OF learning and assessment FOR learning
- Analyze the research basis for formative assessment
- Identify the 7 formative assessment moves aimed at deeper learning
- Integrate formative assessment moves with high-leverage instructional practices



"The Seven Formative Assessment Moves Framework" by Duckor and Holmberg (2017)

Webinars



The Power of Posing, Pausing, and Probing to Advance Deeper Learning

Date: February 25, 2021

DESCRIPTION

In this session, participants will learn how to use the first three of seven research-based, high-leverage formative assessment moves that can be employed in online, hybrid, and face-to-face learning environments.

PRESENTERS

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Resource Type

Media, Professional Learning

Type of Audience

Site Administrator / Instructional Coach, Systems Leadership, Teacher

Topic Area

Continuous Improvement, Equity, LCAP

KEYWORDS

Formative Assessment, Leading Forward

Podcasts



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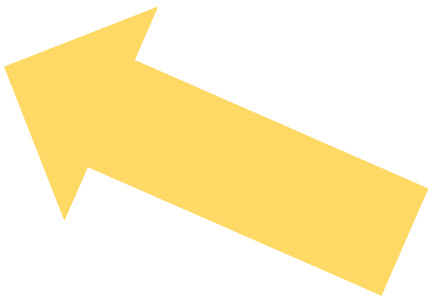
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Thank you!



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