

The Educational Partners LLC
With Superior Solutions LLC
Your partners in educational Excellence!



**Adequate Yearly Progress for All Our Students is Our Goal
Common Formative Assessments is Our Solution**

**Common Formative and Summative Assessments:
The Impact on Student Achievement...**

© 2007 The Educational Partners LLC

**Common Formative and Summative Assessments:
The Impact on Student Achievement...
By Sally Jessup**

© 2007 The Educational Partners LLC
Visit Us Online at youreducationpartners.com

Common Formative and Summative Assessment: The Impact on Student Achievement...

Impact of Common Formative and Summative Assessments on Student Achievement



Research says that teachers often spend up to a third of our professional time on assessment related activities (Herman & Dorr-Bremme, 1982; Crooks, 1988, Stiggins & Conklin, 1992) (qtd. in Stiggins, Teams, 1999). "Yet we know from research...that few teacher-designed tests and assessments meet the most basic (assessment) standards..." (Wiggins, 1996). We also know that that only a "few (of us) were taught to meet the standards of good (assessment) practice during (our) undergraduate or graduate-level training (Schafer & Lissitz, 1987, Stiggins & Conklin, 1992)" (qtd. in Stiggins, Teams, 1999).

Therefore, we may lack some of the skills that we need to be good



assessors, so there is "the danger that student progress may be mismeasured, day to day, in classrooms across the nation. This

means that all the critically important day-to-day instructional decisions made by students, teachers, and parents may be based on misinformation about student success. The result is the misdiagnosis of student needs, students' misunderstanding of their own ability to learn, miscommunication to parents and others about student progress, and virtually no effective assessment *for learning* in classrooms" (Stiggins, 2002). Nor can we count on unit tests or quizzes in textbooks to measure the state standards, benchmarks, and grade level content expectations that our students must learn because these resources were not designed for just our state or just our students. Therefore, their alignment with our students' instructional needs is, at times, tenuous at best.

What is the answer? "The solution is straightforward ...a school must



use assessments that actually measure the content that teachers teach" (Marzano, 2003) and students must learn to master the state expectations. The best way to do this is to have "teachers...work together to develop assessment techniques, reflect

Common Formative and Summative Assessment: The Impact on Student Achievement

upon their practice, analyze data on student achievement, and generate new strategies for becoming more effective in achieving their shared goals” (DuFour, 1999). In this way the “dimension of professional growth (that teachers need to become assessment literate) can be handled efficiently, flexibly, and effectively by using learning teams, in which teachers and administrators take joint responsibility for developing their collective assessment literacy” (Stiggins, Teams, 1999) by designing and using common formative assessments that are based upon the State Standards, Benchmarks, and Grade Level Content Expectations.

Research says “professional development — when closely aligned with the school and district standards and assessments that students are measured against — produces greater returns on investment (Sykes, 1999). This approach starts with the student in mind (with) staff development that is coherent and sustained over time, focusing on student learning, engaging students, incorporating higher-order thinking, and building a learning community that produces greater results for educators and students (Garet, et al., 2001; Wenglinski, 2000)” (qtd. in Killion, 2002

Elementary; Killion, 2002, High school). Everyone benefits from this professional development model.

As the teachers are coached through the process of developing professional learning communities and become assessment literate designing common assessments to be used on an ongoing basis throughout instruction:



- ✚ “Teachers benefit because their students become more motivated to learn. Furthermore, their instructional decisions are informed by more accurate information about student achievement. Teachers also benefit from the savings in time that result from their ability to develop and use classroom assessments more efficiently” (Stiggins, 2002).
- ✚ “Parents benefit...in seeing higher achievement and greater enthusiasm for learning in their children. They also come to understand that their children are learning to manage their

Common Formative and Summative Assessment: The Impact on Student Achievement

own lifelong learning” (Stiggins, 2002).

- ✚ “School administrators and instructional leaders benefit from the reality of meeting accountability standards and from the public recognition of doing so” (Stiggins, 2002).



Most of all, students “benefit from assessment for *learning in several* critical ways:

- ✚ First, they become more confident learners because they get to watch themselves succeeding (Stiggins, 2002).
- ✚ This success permits them to take the risk of continuing to try to learn. The result is greater achievement for all students - especially low achievers, which helps reduce the achievement



gap between middle-class and low-socioeconomic-status students (Stiggins, 2002).

- ✚ Furthermore, students come to understand what it means to be in charge of their own learning - to monitor their own success and make decisions that bring greater success. This is the foundation of lifelong learning” (Stiggins, 2002).

Given all of this, it is little wonder that Rick Stiggins says, “If we seek excellence in education, then the time has come to invest whatever it takes to ensure that every teacher is gathering dependable information about student learning day to day and week to week and knows how to use it to benefit students. This action must be central to all future school improvement efforts, because, if assessment is not working effectively in our classrooms every day, then assessment at all other levels (district, state, national, or international) represents a complete waste of time and money” (Stiggins, *Assessment, Student Confidence, and School Success*, 1999). Therefore, effective common summative and formative assessments are an important key to academic success for all students.

Common Formative and Summative Assessment: The Impact on Student Achievement

References:

- Bransford, J., Brown, A., & Cocking, R. (Eds.) (1999). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.
- Covey, Stephen (1989). *The 7 Habits of Highly Effective People*, New York, New York: Fireside
- Deming, W. E. (1986). *Out of the Crisis*. Cambridge, MA: Massachusetts Institute of Technology Center for Advanced Engineering Study.
- DuFour, R. (1997). Functioning as Learning Communities Enables Schools to Focus on Student Achievement. *Journal of Staff Development*, 18, 56-57.
- DuFour, R., & Eaker, R. (1998). *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- DuFour, Rick. (Summer, 1999). [AUTONOMY](#). *Journal of Staff Development*, v20 no3
- DuFour, Rick. (February, 1999). Help Wanted: Principals Who Can Lead Professional Learning Communities. *NASSP Bulletin*, v83 no604
- DuFour, R. (2001). [How to launch a community?](#). *Journal of Staff Development*, 22(3), 50-51.
- Du Four, Rick. (Summer; 2002). [Bring the Whole Staff on Board](#). *Journal of Staff Development*, 23 no3
- DuFour, R. (2004). What Is a "Professional Learning Community"? *Educational Leadership*, 61(8), 6-11.
- Garmston, R., & Wellman, B. (1999). *The Adaptive School: A Sourcebook for Developing Collaborative Groups*. Norwood, Massachusetts: Christopher-Gordon Publishers, Inc.
- Gelb, M. J. (1995). *Thinking for a Change*. New York, York: Harmony Books
- Hargrove, T. (2004). No Teacher Left Behind: Supporting Teachers As They Implement Standards-Based Reform In a Test-Based Education Environment. *Education (Chula Vista, Calif.)*, 124(3), 567-572.
- Jacobs, H. H. (1997). *Mapping the Big Picture*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Jessup, S., & Tibbetts, G. (2004). *Using Data to Help Create a Collaborative Culture Focused on Results*. The Educational Partners: Farmington Hills, MI. (In-service).
- Killion, J. (2002). [What Works in the Elementary School Results-Based Staff Development](#). The national Staff Development Council
- Killion, J. (2002). [What Works in the High School Results-Based Staff Development](#). The national Staff Development Council
- Marzano, R. J. (1997). An array of strategies for classroom teachers. *Momentum (Washington, D.C.)*, 28, 6-10.
- Marzano, R. J. (1998). What are the general skills of thinking and reasoning and how do you teach them?. *The Clearing House*, 71(5), 268-273.
- Marzano, R. J. (1999). Building curriculum and assessment around standards. *High School Magazine*, 6(5), 14-19.
- Marzano, Robert. (January, 2002). In search of the standardized curriculum. *Principal*, (Reston, Va.) 81 no3
- Marzano, R. J. (2003). Using Data: Two Wrongs and a Right. *Educational Leadership*, 60(5), 56-60.
- Marzano, R. and Marzano, J. (2003). [The Key to Classroom Management](#). *Educational Leadership*. 61 no1 S 2003 WN: 0324403461002
- Meisels, S. J., Atkins-Burnett, S., Xue, Y., Nicholson, J., Bickel, D. D., and Son, S-H. (2003). Creating a system of accountability: [The impact of instructional assessment on elementary children's achievement test scores](#), *Education Policy Analysis Archives*, 11(9)
- Mid-continent Research for Education and Learning . [Sustaining School Improvement—Professional Learning Communities Report](#). (2003)
- Mitchell, R. (2005). Building a Better Assignment. *Journal of Staff Development*, 26(1), 42-47.
- Organization for Economic Co-Operation and Development. (2005). [Policy Brief: Formative Assessment: Improving Learning in Secondary Classrooms](#). <http://www.oecd.org/dataoecd/19/31/35661078.pdf>

Common Formative and Summative Assessment: The Impact on Student Achievement

- Schmoker, M. (1999). *Results: The Key to Continuous Improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Schmoker, M. (2000). Standards versus sentimentality: reckoning--successfully--with the most promising movement in modern education. *NASSP Bulletin*, 84(620), 49-60.
- Schmoker, M. (2003). [First Things First: Demystifying Data Analysis](#). *Educational Leadership*, 60(5), 22-24.
- Scholtes, P. R. (1988). *The Team Handbook: How to Use Teams to Improve Quality*. Madison, WI: Joiner Associates Inc.
- Shulman, L.(1987). Knowledge and Teaching: Foundations of the New Reform. *Harvard Educational Review*, 57 (1): 1-22
- Stiggins, R. J. (1995). Assessment literacy for the 21st century. *Phi Delta Kappan*, 77, 238-245.
- Stiggins, R. J. (1999) [Assessment, Student Confidence, and School Success](#). *Phi Delta Kappan*. V81 no3 p191-8
- Stiggins, R. J. (1999). Barriers to effective student assessments. *The Education Digest*, 64(6), 25-29.
- Stiggins, R. J. (1999). [Teams](#). *Journal of Staff Development*, 20(3), 17-21.
- Stiggins, R. J. (2002). [Assessment Crisis: the Absence of Assessment for Learning](#). *Phi Delta Kappan*. V 83 no10
- Stiggins, R. J. (2004). [New Assessment Beliefs for a New School Mission](#). *Phi Delta Kappan*, 86(1), 22-27.
- Stiggins, R. J. (September, 2005). [Assessment for Learning Defined](#). *ETS/Assessment Training Institute's International Conference: Promoting Sound Assessment in Every Classroom*, Portland OR.
- Stiggins, R. J. & Chappuis, S. (2005). [Putting Testing in Perspective: Its for Learning](#). *Principal Leadership*, 6(2)
- Wellman, B., & Lipton, L. (2004). *Data-Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry*. Sherman, CT: MiraVia, LLC.
- Wiggins, G. (2004). [Assessment as Feedback](#). *New Horizons for Learning Online Journal*, 10(2)
- Wiggins, G. (1997) Practicing What We Preach in Designing Authentic Assessments. *Educational Leadership*. V54 pl 18-25
- Wiggins and McTighe. (2005). *Understanding by Design Expanded Addition*. Association for Supervision & Curriculum Development

Visit us online at
youreducationalpartners.com