Formative Assessment to Inform Instruction

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Committee on Fostering School Success for English Learners: Toward New Directions in Policy, Practice, and Research

Public Information-Gathering Session

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Two Views of the Learner

Past-to-Present: Retrospective

Present-to-Future: Prospective

Heritage, 2013
Two Views of the Learner

Past-to-Present: Retrospective
Language Displays

Present-to-Future: Prospective
Language Development

Rea-Dickins, 2008
Language Learning as Progression
(Bailey & Heritage, 2014)

Emergent  Maturing  Consolidated
Formative Assessment

• Assessment for Learning (Black & Wiliam, 1998; Black, Harrison, Lee, Marshall & Wiliam, 2003; Gipps, 1994)
• Proximate to Learning (Erickson, 2007)
• Assessment in the flow of activity and interactions in the classroom (Heritage & Heritage, 2014; McNamara, 2001; Swaffield, 2011)
Assess and Assist
Assessment of language in the context of content learning through socially-engaged processes
Learner Engagement

- Importance of learner engagement in assessment (e.g., Shepard, 2001; Tunstall & Gipps, 1996)
- Learning through self-assessment and peer feedback (cf. Mackey, Gass & McDonough, 2000; Rea-Dickins 2006)
A Key Professional Skill

Teachers require the professional knowledge and skills to: plan for assessment; observe learning; analyse and interpret evidence of learning; give feedback to learners and support learners in self-assessment. Teachers should be supported in developing these skills through initial and continuing professional development.

(Assessment Reform Group, 2002)
I didn’t have this level of knowledge [about language] – definitely not. I’ve always been told that language development is important – I remember learning that throughout my teacher education program that I went through, but it was not explicitly taught like this. I gained a much deeper understanding of that progression and all the different elements to look at.

Heritage & Bailey, 2015
Future Directions

Formative assessment specifically with ELLs

Role of self-assessment and peer feedback

Teacher capacity
References


