



*Charting the Course: Navigating Formative & Summative Assessment in the Classroom*

Session 3 – February 25, 2025

Welcome!



# Improved Student Learning Outcomes Through Tier 1 Supports



[WWW.NDSBL.ORG](http://WWW.NDSBL.ORG)

### WHAT WE DO

Your NDSBL team is a collaborative of Regional Education Associations (the NESC, SEEC, and CREA), supported by the ND DPI, who believe in equitable resources and learning opportunities for students and educators across ND. We are passionate about high-quality curriculum, instruction, and assessment practices that help educators understand and meet their students' needs and engage their students and stakeholders in the learning process.

### WHO WE DO IT FOR

**Educators:** Focused instructional time, clear learning progressions, & aligned curricula, instruction & assessments  
**Students:** Clear learning progressions, ownership of the learning, & actionable feedback  
**Stakeholders:** Refined communications of learning expectations and grading/reporting of K-12 content standards efforts!

### HOW WE DO IT

Developing a guaranteed and viable curriculum is a big lift for any school district. We want to support you with the foundational knowledge, skills and resources common to most schools so that you can get started and can focus your local resources on more customized classroom supports throughout your implementation journey. We also want to work with, learn from, and provide continued support to those schools well into their standards-based learning plan.

- ND Priority Standards & Proficiency Scales**
- English Language Arts
  - Essential Skills
  - Health
  - Math
  - Music (Coming soon!)
  - Science
  - Social Studies

- ND Standards-Based Learning Implementation Toolkit**
- Use this document to initiate and/or enhance your local standards-based teaching and learning efforts!

- Resources**
- Archived Webinars
  - Archived NDSBL Newsletters
  - Professional Learning Notices
  - FAQs

### CONTACT US

[ndsbl.info@k12.nd.us](mailto:ndsbl.info@k12.nd.us)

[www.ndsbl.org](http://www.ndsbl.org)

## North Dakota Standards-Based Learning School Leadership Series



The NDSBL School Leadership Series features student-centered support through resources that align curriculum, instruction, and assessment. Our facilitator brings valuable experience and insights to the conversations, helping leaders identify initial and next steps within the implementation process.

<b>Grade K-5 ND Math &amp; ELA Standards</b> <i>Priority Standards</i> <i>Proficiency Scales &amp; Student-Friendly Scales</i> <b>9:00 am Central Time</b> <a href="#">Join Zoom</a>	<b>Grade 6-12 ND Math &amp; ELA Standards</b> <i>Priority Standards</i> <i>Proficiency Scales &amp; Student-Friendly Scales</i> <b>10:00 am Central Time</b> <a href="#">Join Zoom</a>
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All participants are welcome! We encourage building and district leaders to attend with a Math & ELA school educator(s) for maximum collaboration in schools.

Wednesday <b>January 10, 2024</b>	<b>Session 1 - Let's Get Started</b> Introduction - Quality Instruction - Student Engagement
Wednesday <b>February 14, 2024</b>	<b>Session 2 - Now Meets Next</b> Formative Checks - Student Evidence - Aligned Assessments
Wednesday <b>March 13, 2024</b>	<b>Session 3 - All Students, All Levels</b> Data Informed Practice - Intervention - Enrichment
Wednesday <b>April 10, 2024</b>	<b>Session 4 - Standards-Based Learning Processes</b> Guaranteed & Viable Curriculum Journey



This **FREE VIRTUAL** series is made available through **Regional Education Association** collaboration and is supported by the **ND Department of Public Instruction**.

Facilitator: Melissa Stanley [melissa.stanley@k12.nd.us](mailto:melissa.stanley@k12.nd.us)

Questions? [ndsbl.info@k12.nd.us](mailto:ndsbl.info@k12.nd.us)



## NORTH DAKOTA STANDARDS-BASED LEARNING SCHOOL LEADERSHIP SERIES II

Responsive Implementation of Standards-Based Learning Processes

### SCOPE + SEQUENCE

- SESSION 1**  
Monday, October 7th 2024  
10:30am-11:30am
- SESSION 2**  
Monday, November 4th 2024  
10:30am-11:30am
- SESSION 3**  
Monday, December 2nd 2024  
10:30am-11:30am

[Click to join virtually!](#)

### FACILITATOR

Melissa Stanley, Associate Director of High Quality Instruction, Central Region Education Association



This virtual series is offered at NO COST through ND Regional Education Association collaboration and is supported by the ND Department of Public Instruction.

QUESTIONS? [ndsbl.info@k12.nd.us](mailto:ndsbl.info@k12.nd.us)



### DESCRIPTION

You've completed the NDSBL Leadership Series Part I "Now What?"

- Part II of the Leadership Series will advance:
- Development of action steps for implementation to make practical, sustainable change
  - Strategies to look more closely at school strengths and growth opportunities
  - SBL practices to provide direct focus on instruction for student success

The NDSBL Leadership Series Part I is a prerequisite to this opportunity. Missed it? Click here to view recordings and presentations for use with your leadership team in preparation for Part III!

### COURSE TOPICS

Implementing standards-based teaching and learning processes in schools involves a systematic approach to ensure **consistency, alignment, and effectiveness**.

- Establish a Guaranteed & Viable Curriculum
- Create Standards Mapping for Instruction
- Align School Resources for Instruction
- Intentionally Plan for Quality Core Instruction
- Track Student Performance
- Examine Evidence for Learning and Growth
- Provide Student Tracking to Empower Learners
- Develop Scales Aligned Assessments
- Design Communications with Stakeholders

**AUDIENCE:** K-12 leadership teams including educators, instructional coaches, and building and district leaders

NORTH DAKOTA STANDARDS-BASED LEARNING

## CHARTING THE COURSE:

Navigating Formative and Summative Assessment in the Classroom



### DESCRIPTION

Educators will navigate the use of assessments to guide students in learning, provide ongoing feedback, plan growth opportunities, evaluate achievement, and advance students to the next level.

To navigate assessment processes, participants will:

- Apply learned concepts to classroom instruction for quality assessment.
- Improve assessment practices.
- Self-assess learning through reflection and goal-setting for improvement.
- Integrate and synthesize assessment knowledge to implement formative & summative practices.

### SCOPE + SEQUENCE

- PART 1**  
Tuesday, January 14, 2025  
10:00am-11:00am CST
- PART 2**  
Tuesday, February 4, 2025  
10:00am-11:00am CST
- PART 3**  
Tuesday, February 25, 2025  
10:00am-11:00am CST

[Click to register and join virtually!](#)

### FACILITATOR

Melissa Stanley  
Associate Director of High Quality Instruction  
Central Region Education Association

### COURSE TOPICS

- How do Educators Define Formative and Summative Assessment?
- Assessment: Purpose, Process & Strategies
- Most Effective Assessment Practices
- Alignment of Assessments to North Dakota Standards
- Steps to Implement Quality Assessments



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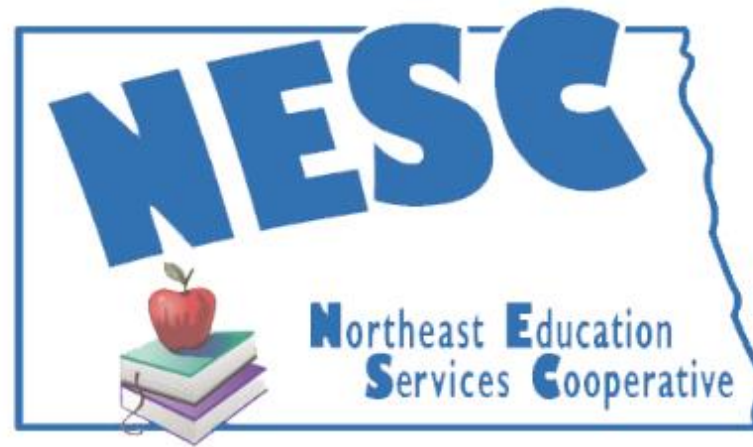


# Opportunities





NORTH DAKOTA DEPARTMENT OF  
**PUBLIC INSTRUCTION**



# NDSBL Charting the Course Series

Tuesday January 14, 2025	<b>Session 1 – Defining Assessment, Examining Perspectives &amp; Making Connections</b>
Tuesday February 4, 2025	<b>Session 2 – Classroom Checks for Understanding &amp; Feedback for Learning</b>
Tuesday February 25, 2025	<b>Session 3 – Steps to Guide, Student &amp; Teacher Roles, and a Process for Checks for Understanding</b>



# Introductions

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- Name(s)
- Role(s)
- School
- Wonderings?



# Objectives

## Session 3

### Steps to Guide,

### Student & Teacher Responsibilities,

### Process for Checks for

### Understanding

**Revisit** guaranteed & viable curriculum

**Examine** current assessment practices

**Integrate** assessment knowledge to implement formative & summative practices

**Apply** new learning to quality classroom instruction and assessment

**Reflect** and self-assess to set goals for improvement



# STEPS to GUIDE Implementation Formative Checks for Understanding



An illustration of six hands of different skin tones (light beige, tan, brown, and dark brown) reaching towards the center. Each hand is attached to a sleeve of a different color: green, blue, purple, red, orange, and yellow-green. The hands are arranged in a circle, with the text 'Come together to become better.' centered over them.

**Come together to become better.**

# Perspectives on Formative Assessment

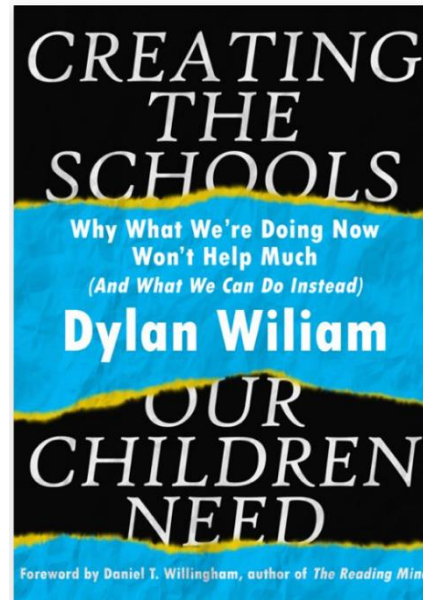
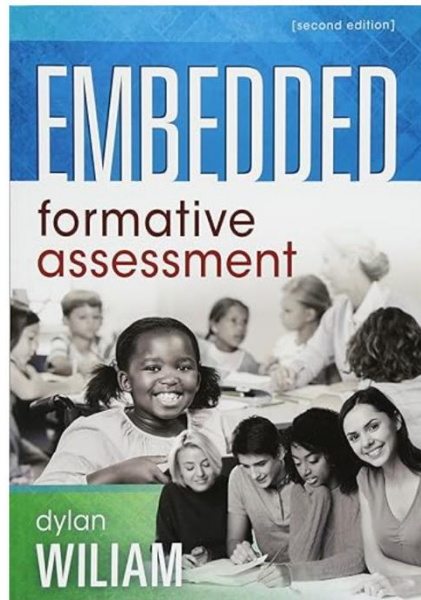


# Dylan Wiliam

**Quote:** Formative assessment is  
*“the bridge between teaching and learning.”*

## Central Ideas:

- ✓ **Formative assessment** involves making instructional decisions based on evidences of student learning in real time and is embedded practice that is part of teaching rather than an add-on.
- ✓ **Formative assessment** requires specific, actionable feedback focused on the task not the individual.



**Insight:** Wiliam demonstrates that formative assessment can yield **significant** learning gains for students.

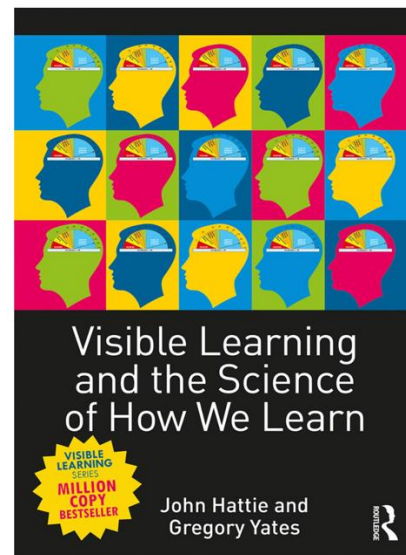
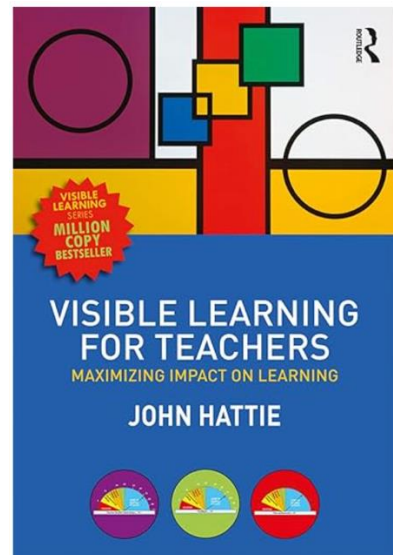
# John Hattie

**Quote:** *“The aim is not to prove learning has occurred but to improve the quality of learning as it is happening.”*

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## Central Ideas:

- ✓ **Formative assessment** has an effect size size of 0.68, making it one of the most impactful teaching strategies.
- ✓ The power of **formative assessment** lies in its ability to provide feedback that leads to improved instruction and improved student learning.

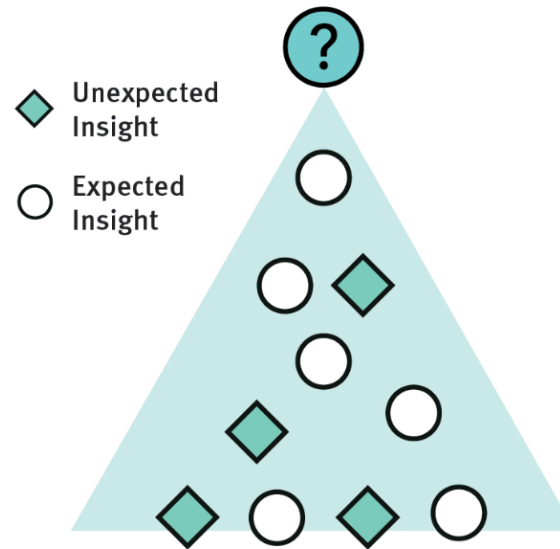


**Insight:** Hattie highlights that formative assessment works best when students understand the learning intentions and success criteria.

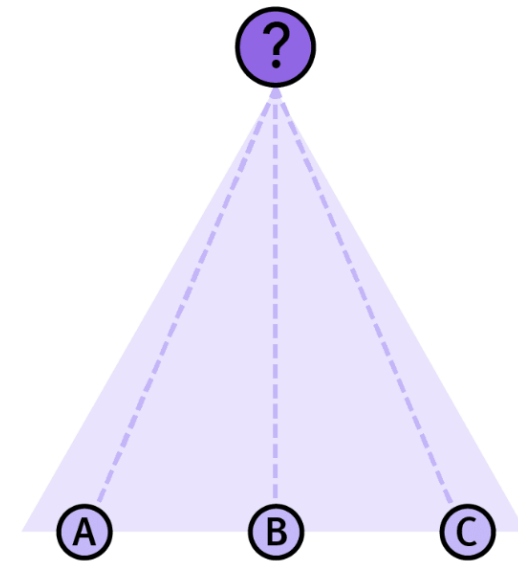
What **questions** do we need to ask to begin?

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### Open-Ended Questions



### Closed Questions







**HONOR EFFORTS**

**DRAFT PLAN**

**CONVERSATION**

**TRIAL LAUNCH**

**LAUNCH...**

**ASK QUESTIONS**

**OBSERVE**

**GATHER INPUT**

# Steps to Guide Successful Implementation

#1	Gather Input	Honor Work	Ask Questions
#2			
#3			
#4			
#5			
?			
?			

# Steps to Guide Successful Implementation

#1	Gather Input	Honor Work	Ask Questions
#2	Review Input	Informed discussion	Observe
#3			
#4			
#5			
?			
?			



# Steps to Guide Successful Implementation

#1	Gather Input	Honor Work	Ask Questions
#2	Review Input	Informed discussion	Observe
#3	Review observations	Ask Questions	Gather Input
#4			
#5			
?			
?			

# Steps to Guide Successful Implementation

#1	Gather Input	Honor Work	Ask Questions
#2	Review Input	Informed discussion	Observe
#3	Review Observations	Ask Questions	Gather Input
#4	Draft Plan	Trial Launch	Observe
#5			
?			
?			

# Steps to Guide Successful Implementation

#1	Gather Input	Honor Work	Ask Questions
#2	Review Input	Informed discussion	Observe
#3	Review observations	Ask Questions	Gather Input
#4	Draft Plan	Trial Launch	Observe
#5	Honor Work	Gather Input	Adjust Plan
?			
?			

**LET'S GET  
STARTED**



# Chat Pulse

To embed **steps to guide** formative practice & process, which might you need to consider?

1. Observe to determine current school practices.
2. Host conversations to seek input for desired school practices & needs.
3. Designate time to draft expectations & plan for communication with teachers & students.
4. Outline trial launch process with follow-up feedback for adjustments.
5. All of the above.

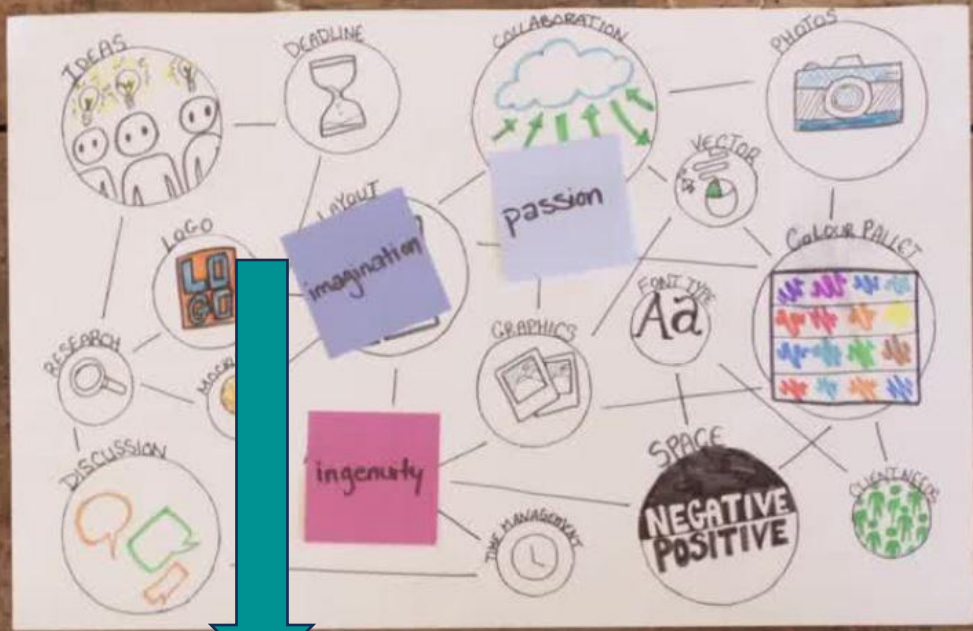
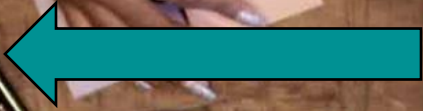
# Process for *Checks for Understanding* during learning

Plan  
**LEARNING  
TARGETS**

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# Checks for Understanding

Intentional  
Planning



Differentiation



Student  
Engagement





Math 3.NO.NBT.3		North Dakota Proficiency Scale Number and Operations (NO): Base Ten (NBT)	
Math Attributes			
Problem-Solving (P)	Connections (C)	Reasoning and Proof (R)	
3-5.MA.P Learners can develop and carry out a logical plan to problem-solve situations, reflect on the reasonableness of solutions, and explore alternate strategies with guidance.	3-5.MA.C Learners can make connections and summarize related ideas using supporting evidence.	3-5.MA.R Learners can reason logically based on experience and knowledge, citing evidence to support their reasoning and conclusions.	
4.0 Score			
I can (suggestions for going beyond): <input type="checkbox"/> Create multiple math problems that have an estimated answer close to a given number.			
3.5 Score	I know the content and can do the skills at the 3.0 Score, and I go beyond what was directly taught to me.		
3.0 Score			
I can: <input type="checkbox"/> Add and subtract within 1000.			
2.5 Score	I know some of the content and can do some of the skills at the 3.0 Score.		
2.0 Score			
I can understand essential vocabulary, such as: <input type="checkbox"/> Addition <input type="checkbox"/> Subtraction		I can: <input type="checkbox"/> Add and subtract within 100. <input type="checkbox"/> Write numbers in expanded form. <input type="checkbox"/> Use strategies to compose and decompose numbers using place value. <input type="checkbox"/> Use the standard algorithm.	
1.5 Score	I know some of the content and can do some of the skills at the 2.0 Score, but I make mistakes.		
1.0 Score			
<input type="checkbox"/> I know some of the content and can do some of the skills at the 2.0 Score with help.			

*“Class, today we will continue to work towards our BIG goal of adding & subtracting within 1000. To build our math skills to reach the goal, our learning target for today will be:  
Foundational Skill #2  
Write numbers in expanded form.”*



Engage students by establishing a learning target routine/procedure.





"Students  
who can  
identify  
what they  
are learning  
significantly  
outscore  
those  
who cannot."

Robert Marzano

Plan  
**LEARNING  
TARGETS**

**TEACH** using  
opportunities  
to respond &  
checks for  
understanding  
to gather  
evidence.





**Teachers teach**  
and almost  
immediately  
students are ready  
to show what they  
have learned.

# ✓ One Sentence Summary

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Ask students to write a one sentence summary of a learning prompt.

Student Evidence - post-its, white boards, notebooks, etc.

## Content/Course

- ✓ Math – Theorems
- ✓ Science – Lab findings
- ✓ Social Studies – Underground Railroad
- ✓ ELA – Why did the protagonist choose to disengage?

### 1 Sentence Summary

Harriet Tubman was an abolitionist and a conductor on the Underground Railroad who helped slaves escape to freedom.

Student evidence  
during learning to  
show you know

Plan  
**LEARNING  
TARGETS**

**TEACH** using  
opportunities  
to respond &  
checks for  
understanding  
to gather  
evidence.

Analyze the  
**EVIDENCE**  
for  
responsive  
teaching.



# IMPORTANT

Quality **feedback** provides the students with **instruction** to answer **3 BIG** questions:

1. What is the learning intention?
2. Where am I currently at with respect to the learning intention?
3. How will I work to make progress toward the learning intention?



Plan  
**LEARNING  
TARGETS**

**TEACH** using  
opportunities  
to respond &  
checks for  
understanding  
to gather  
evidence.

Analyze the  
**EVIDENCE**  
for  
responsive  
teaching.

Provide  
**FEEDBACK &**  
adjust  
instruction for  
student  
learning.



Who demonstrated knowing and needs praise, **feedback**, and **instruction** for advancement?

Who might need praise for effort, corrective **feedback**, and **instruction** to examine & revisit errors?

Who needs reset **feedback** and **instruction** for redirection to task?



Plan  
**LEARNING  
TARGETS**

**TEACH** using  
opportunities  
to respond &  
checks for  
understanding  
to gather  
evidence.

Analyze the  
**EVIDENCE**  
for  
responsive  
teaching.

Provide  
**FEEDBACK &**  
adjust  
instruction for  
student  
learning.

Adjust  
learning goals  
or set new  
**LEARNING  
GOALS**



**Math** **North Dakota Proficiency Scale**  
**3.NO.NBT.3** **Number and Operations (NO): Base Ten (NBT)**

**Math Attributes**

Problem-Solving (P)	Connections (C)	Reasoning and Proof (R)
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4.0 Score

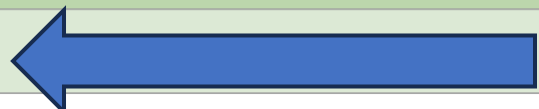
I can (suggestions for going beyond):

- Create multiple math problems that have an estimated answer close to a given number.

3.5 Score | I know the content and can do the skills at the 3.0 Score, and I go beyond what was directly taught to me.

3.0 Score

- I can:
- Add and subtract within 1000.



2.5 Score | I know some of the content and can do some of the skills at the 3.0 Score.

2.0 Score

I can understand essential vocabulary, such as:

- Addition
- Subtraction

I can:

- Add and subtract within 100.
- Write numbers in expanded form.
- Use strategies to compose and decompose numbers using place value.
- Use the standard algorithm.

1.5 Score | I know some of the content and can do some of the skills at the 2.0 Score, but I make mistakes.

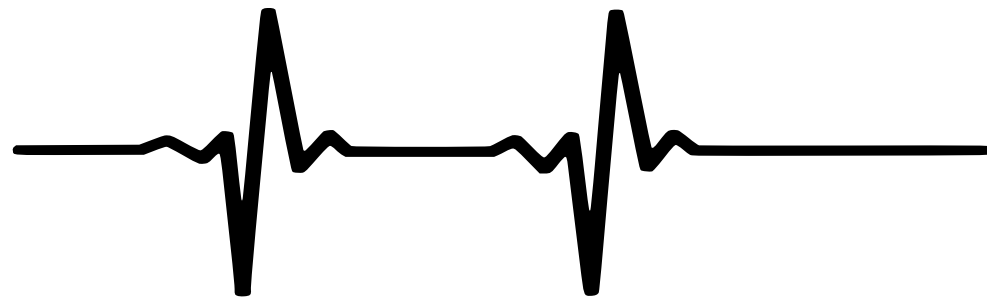
1.0 Score

- I know some of the content and can do some of the skills at the 2.0 Score with help.

“Class, our learning target for today will be a Level 3 task:  
*Add & subtract within 1000.*”

Engage students by establishing a learning target routine/procedure.





# Chat Pulse

To create a *Checks for Understanding* process to be used during learning, which might you need to consider?

1. Staff training for opportunities to respond, feedback, & checks for understanding
2. Designate staff time for practice, planning, & expectations.
3. Create necessary documents and storage for gathering student evidence.
4. Plan for support to use evidence for feedback & to change instruction.
5. All of the above.

# Student & Teacher Shared Responsibility

Teacher Responsibility	Formative Steps	Student Responsibility
	<i>Plan</i> <b>LEARNING TARGETS.</b>	
	<b>TEACH</b> <i>using opportunities to respond and checks for understanding.</i>	
	<i>Analyze the</i> <b>EVIDENCE</b> <i>for responsive teaching.</i>	
	<i>Provide</i> <b>FEEDBACK</b> <i>and adjust instruction for student learning.</i>	
	<i>Adjust learning goals or set new</i> <b>LEARNING GOALS.</b>	



# Teacher Responsibility

*Plan* **LEARNING TARGETS.**

Use the ND State Standards to plan learning target & success criteria.  
*What are the learning goals? What does proficiency look like?*

**TEACH** *using opportunities to respond and checks for understanding.*

Teach the learning target.  
Use formative assessment practices to gather evidence of student progress toward the learning goal.

*Analyze the* **EVIDENCE** *for responsive teaching.*

*Where is the student learning compared to the learning target?*  
Compare student evidence to the learning target to determine proficiency.

*Provide* **FEEDBACK** *and adjust instruction for student learning.*

*How do I get from here to the learning target?*  
Provide specific, actionable, immediate feedback to students on how to improve their learning and quickly adjust instruction to meet learner needs.  
*What is working and how can I close the gap between where student are now, and where they need to be?*

*Adjust learning goals or set new* **LEARNING GOALS.**

Close the learning gap with responsive teaching.  
Set new learning target and success criteria with the students.



# Student Responsibility

*Plan* **LEARNING TARGETS.**

Understand the learning target and success criteria.  
*Where am I going?*

**TEACH** *using opportunities to respond and checks for understanding.*

Show what you know.  
Partner with the teacher to understand their progress toward the learning goal.

*Analyze the* **EVIDENCE** *for responsive teaching.*

*Where am I now?*  
Interpret my evidence with the teacher to identify any learning gaps.

*Provide* **FEEDBACK** *and adjust instruction for student learning.*

*How do I get from here to the learning target?*  
Partner with the teacher to obtain feedback and learn skills to reach learning goals.

*Adjust learning goals or set new* **LEARNING GOALS.**

Set new learning target and success criteria with the teacher.

ACCEPT RESPONSIBILITY FOR YOUR  
LIFE. KNOW THAT IT IS YOU  
WHO WILL GET YOU WHERE  
YOU WANT TO GO,  
NO ONE ELSE.

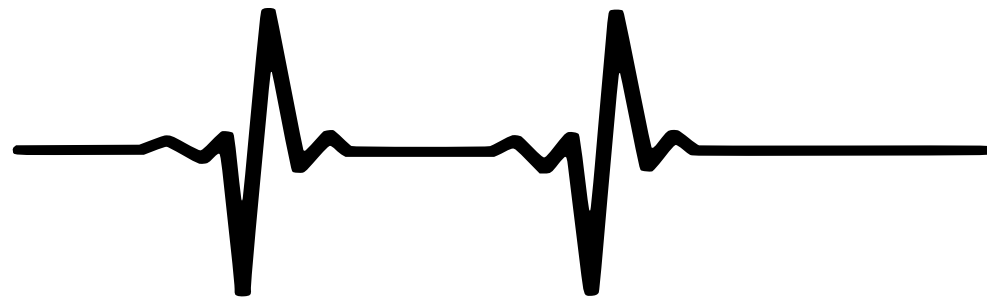
—LES BROWN



Responsibility  
educates.

*Wendell Phillips*





# Chat Pulse

**To embed student & teacher shared responsibility for formative assessment practice, which might you need to consider?**

1. Observe for evidence of current practice.
2. Host a staff conversation to seek input for responsibilities & expectations.
3. Engage students in the conversation for input & ideas.
4. Designate time to draft expectations and plan for timeline & communication with teachers and students.
5. All of the above.



Nancy Frey  
Douglas Fisher

# The Formative Assessment Action Plan

Practical  
Steps to More  
Successful  
Teaching  
and Learning



## Ever Middle School – Formative Assessment Process

- Process adopted from Nancy Frey and Douglas Fisher's book *"The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning"*

### Step 1 – Setting the Purpose for Learning

- Answers the question: *"Where am I going?"*
- Ensures that students understand the purpose of an assignment, task or lesson, including how they will be assessed.
- Examples: Verbally and visually communicating the objectives of the lesson, the tasks associated with meeting those objectives (agenda) and the assessments to be used to measure if objectives are met.

### Step 2 – Checking for Understanding

- Answers the question: *Where am I now?*
- Guides instruction and helps determine if students are making progress toward their goals/objectives.
- Examples: Strategies include, but are not limited to Questioning, Entrance ticket, Exit ticket, homework, classwork, practice quizzes, Rough Drafts, Thumbs-Up/Thumbs-Down, etc...
- Checking for understanding/formative assessment strategies are generally not used for grading purposes

### Step 3 – Feedback

- Answers the question: *"How am I doing?"*
- Provides students with valuable and constructive information about their successes and needs.
- Criteria: Feedback must be specific and timely to be valuable.
- Examples: Verbal or Written; Peer Feedback; Feedback using rubrics; Student conferencing

### Step 4 – Follow-Up to Feedback

- Answers the question: *"Where am I going next?"*
- Builds on feedback from step 3 and uses performance data to increase student achievement.
- This step is added to "Feedback" because feedback generally transfers responsibility back to the learner at the exact point they are experiencing difficulty. This is what we do to support students after we give them feedback.
- Examples: Tutoring, Re-teaching, Small Group Reinforcement, Peer Support, etc...



Daily formative practice during learning allows teachers to provide students with opportunities to **“show they know”** which quickly inform instruction for corrections or next steps.

Providing specific, immediate, & targeted feedback to students answers the question, **“What comes next for student learning?”**





Grace

Space

Time

Support



Daily formative practice has the power to transform student learning & improve performance on the journey from formative to **summative**.

During learning missing skills are taught before gap skills form on the road to **summative** tasks.

Teachers determine when to administer a **summative** assessment at the end of a chapter, unit, module, project, etc.

Are students well-positioned to succeed on a **summative** after formative practice?

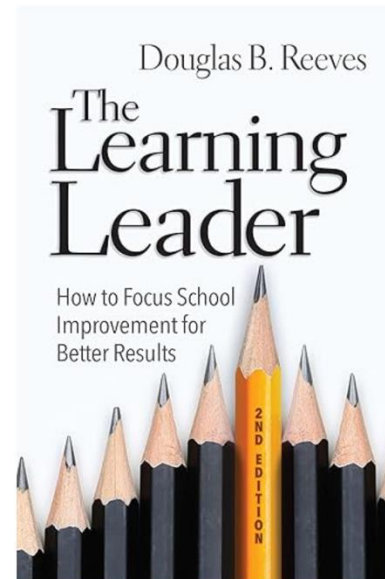
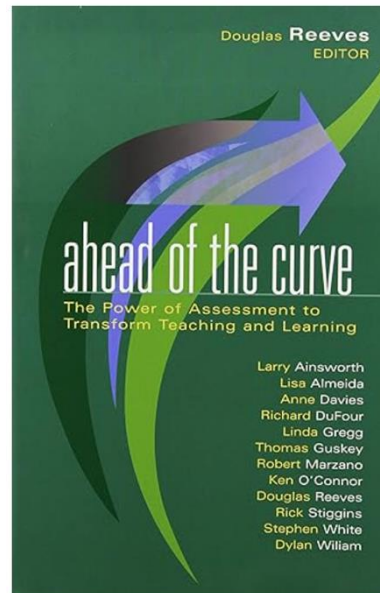
Should we anticipate an increase in student performance on a **summative** over students who have not experienced formative practice?

# Doug Reeves

**Quote:** “Summative assessments provide an important **snapshot of student performance** and must be used with other data for the whole story.”

## Central Ideas:

- ✓ **Summative assessments** are a great way to determine whether students have mastered the standards and competencies after the learning process has occurred.
- ✓ The value of **summative assessment** lies in guiding future teaching and learning rather than merely serving as an endpoint.



**Insight:** Summative assessments should complement formative assessments in an approach that prioritize learning outcomes.

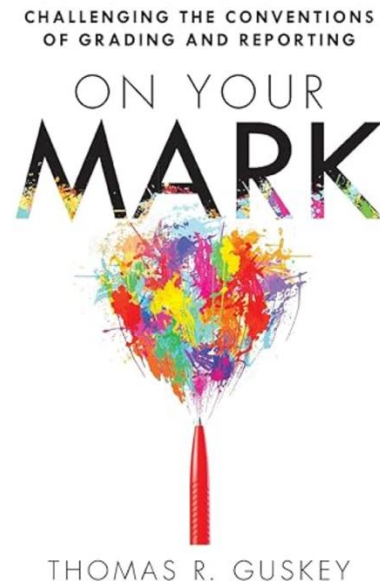
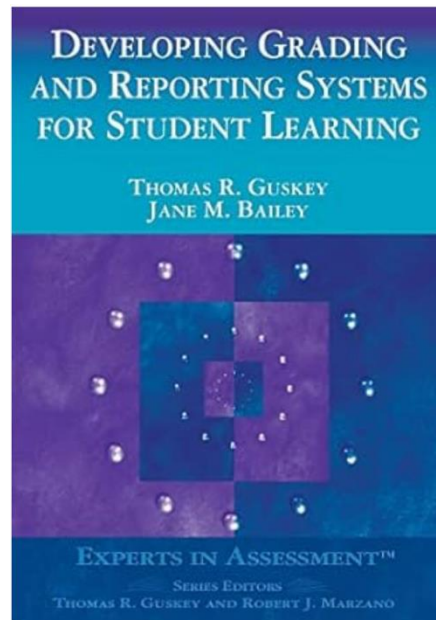


# Thomas R. Guskey

**Quote:** “Effective summative assessments are those that are tightly aligned with clearly articulated learning goals and standards.”

## Central Ideas:

- ✓ “**Summative assessment** is essential for helping us evaluate whether our educational goals and standards are being met.”
- ✓ While **summative assessments** summarize learning, their greatest value comes when results are used to inform decisions about teaching and learning improvements.



**Insight:** Guskey emphasizes the **feedback loop** from summative assessment data is essential for driving instructional improvement.

# Summative Assessment

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**Important** for determining level of performance at the end of a learning

**Important** for reporting and grading

**Important** for instructional in

**Charting the Course: Navigating formative to summative assessment in the classroom**



Choose one word that connects your present work to the suggested 1) steps to guide, 2) a process during learning, and 3) teacher & student responsibility.

**SHARE YOUR  
CONNECTION!**

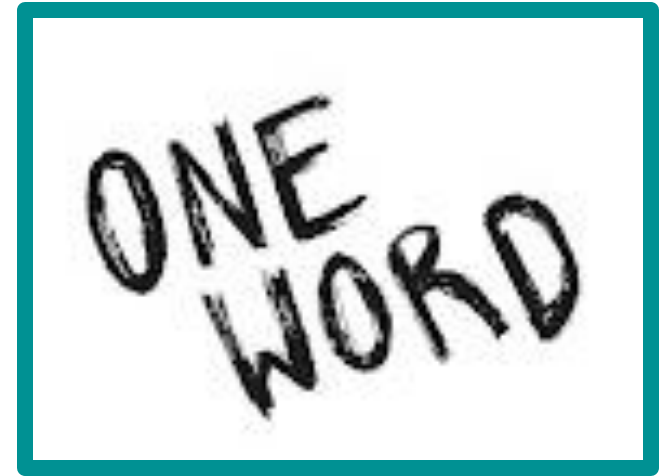


Accept  
Achieve  
Action  
Appreciate  
Attitude  
Balance  
Believe  
Brave  
Breathe  
Build  
Calm  
Can

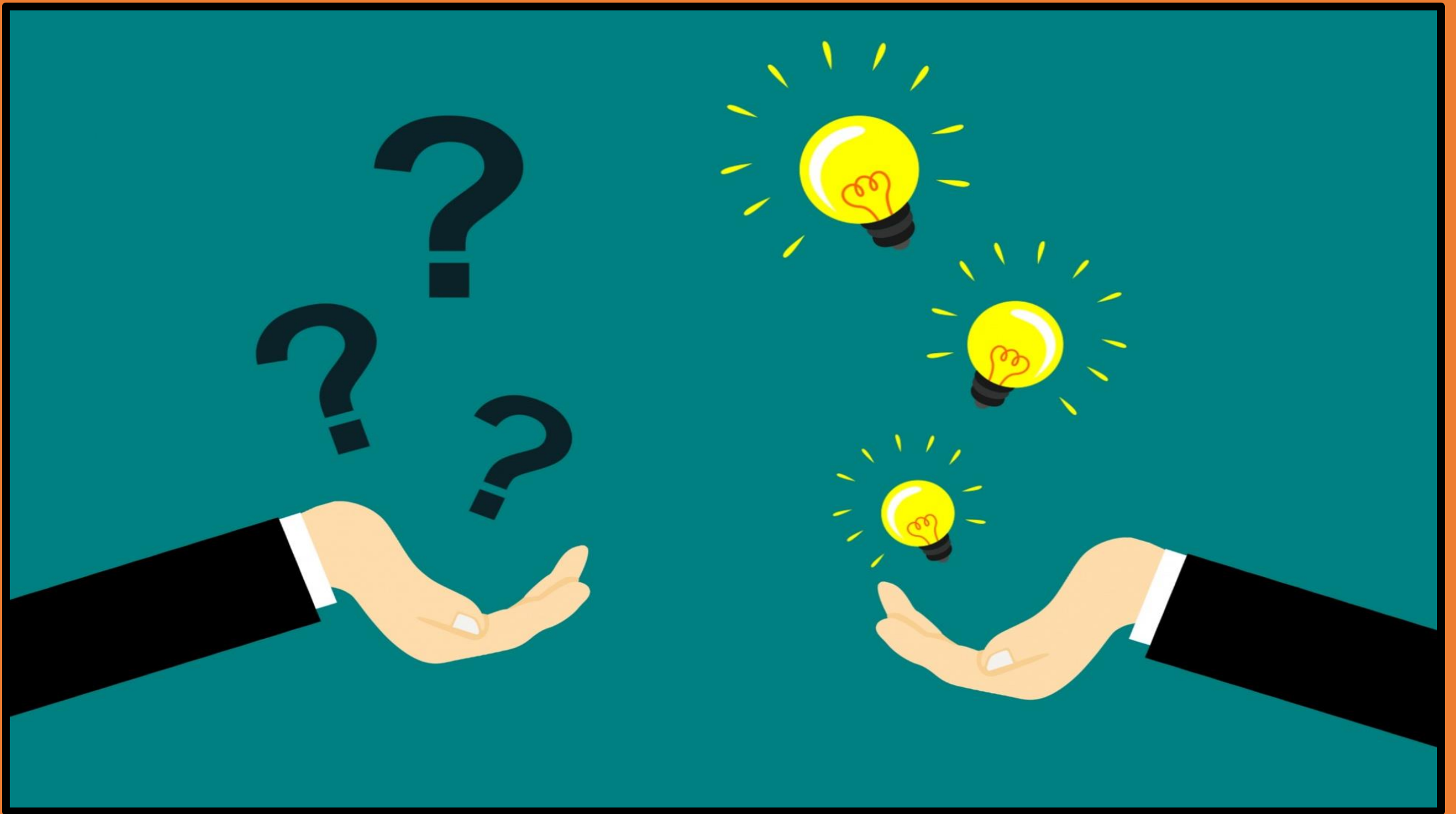
Change  
Confidence  
Consistency  
Courage  
Create  
Decide  
Discipline  
Dream  
Go!  
Grace  
Grow  
Encourage

Enough  
Focus  
Freedom  
Goals  
Gratitude  
Honesty  
Hope  
Inspire  
Imagine  
Lead  
Learn  
Motivation

Move  
No  
Now  
Pause  
Persist  
Possible  
Purpose  
Simplify  
Smile  
Strength  
Success  
Think



Try  
Understand  
Wait  
Win  
Work  
Yes!  
Zeal



Thank you

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Educators who focus on the **needs** of students and the **results** they are getting from daily instructional practices, are powerful beyond measure.

End of Session 3