

Formative Assessment for Students and Teachers (FAST)

The Formative Assessment for Students and Teachers (FAST) State Collaborative on Assessment and Student Standards (SCASS) was formed in 2006 and since then has been committed to establishing formative assessment as a component of a balanced assessment system so that teachers have the ongoing information they need to guide student learning day-by-day. The FAST SCASS supports state members by creating a range of resources for state use, building member capacity to be the primary experts in their state on formative assessment, and serving as a network for members to share ideas and experiences related to implementing formative assessment.

A list of the FAST SCASS's accomplishments in 2016-2017 follows:

- Received funding from the William and Flora Hewlett Foundation to provide grants to member states for formative assessment implementation
- Conducted a content validation study on a peer observation protocol for formative assessment practice and developed professional learning modules to support its use; the William and Flora Hewlett Foundation provided funding
- Created a brief for state use on the role of formative assessment in the Every Student Succeeds Act (ESSA)
- Partnered with the ASES SCASS to create a groundbreaking [resource](#) on formative assessment for students with disabilities which includes video examples of practice
- Engaged in deep learning about formative assessment with prominent international scholars
- Developed a Theory of Action to support state formative assessment implementation
- Collaborated with the Innovative Learning Network and the Stanford Center for Assessment, Learning and Equity to refine performance tasks for formative use
- Engaged in deep learning with national experts about the role of discipline-specific learning progressions for formative assessment.

Goals for the 2017-2018 membership year include the following:

- Creating a resource on lessons learned from the Hewlett grant work to support state implementation of formative assessment
- Developing a brief for member states on the interface between formative and summative assessment in a balanced assessment system
- Continuing to build member expertise by engaging with top experts in formative assessment
- Developing a resource on formative assessment for students with severe cognitive disabilities in collaboration with the ASES SCASS
- Collaborating with content SCASSs to focus on disciplinary-specific formative assessment

Advisor: Margaret Heritage

Margaret Heritage is an internationally recognized expert in formative assessment. Currently, she is an independent consultant in education and a senior advisor to WestEd. She spent 22 years at the University of California, Los Angeles (UCLA), first as principal of the laboratory school of UCLA's Graduate School of Education and Information Studies, and then as an assistant director at the National Center for Research on Evaluation, Standards and Student Testing. Her work is published in peer-reviewed journals, edited books, and practitioner journals. Her most recent book, *Formative Assessment in Practice: A Process of Inquiry and Action*, and a co-authored book, *English Language Learners and the New Standards*, are published by Harvard Education Press.