

Formative Assessment for Students and Teachers (FAST) Collaborative

The Formative Assessment for Students and Teachers (FAST) collaborative aims to advance the implementation of formative assessment in each member state through the development of resources, by sharing member states' initiatives related to formative assessment, and by enhancing the expertise of members.

The FAST collaborative offers three in-person meetings that are supplemented by three online webinars to sustain and extend the work. Additionally, FAST members are invited to participate in monthly professional learning community webinars to discuss research and practice related to formative assessment. Engagement with experts in the field of formative assessment is a regular feature of FAST meetings.

2017-2018 Achievements:

In the 2017-2018 program year, FAST met with a series of national experts and engaged with other CCSSO groups in cross-collaborative work. Examples include the following:

- Revised the FAST definition of formative assessment, which has been widely used at the national level, and created an accompanying paper explaining the rationale for the revisions.
- **Guest Speakers:**
 - Marilyn Strutchens, *Professor, Auburn University*
 - Christine Harrison, *Reader, King's College, London, UK*
 - Paul Leather, *Director of State and Local Partnerships, National Center for Innovation in Education*
 - Bronwen Cowie, *Professor, University of Waikato, New Zealand*
 - Edward Silver, *Senior Associate Dean for Research and Graduate Studies, University of Michigan*
 - Jill Willis, *Senior Lecturer, Queensland University of Technology, Australia*
- **Cross collaborative work**

Below are the joint sessions, webinars, and collaborative work the FAST led with other CCSSO groups in the 2017-18 membership year.

- Joint session with Assessing Special Education Students (ASES) collaborative: Small group work focused on formative assessment for students with disabilities.
- Joint session with ASES: "Getting into Action"
- **FAST Developed Resources**
 - Developed *An Integrated Approach to Defining a System-Level Theory of Action for Formative Assessment*, intended to guide states' implementation of formative assessment and support evaluation of implementation efforts;
 - Developed *Fundamental Insights about Formative Assessment*, to provide leaders at the state, district, and school levels with fundamental insights about formative assessment in order to promote effective implementation.

2018-2019 Goals

To be successful, every student must experience high-quality instruction in their classrooms, and teachers need the support to have access to these high-quality instructional materials. To achieve this goal, FAST works to ensure that states are able to provide teachers with high-quality professional learning that results in effective high-quality, standards-based instruction which meets the needs of each and every student.

- Enhance expertise in formative assessment by engaging in collaborative conversations with state members, and learning from experts and researchers in formative assessment, including exemplar teacher practitioners.
- Create a complementary resource to *An Integrated Approach to Defining a System-Level Theory of Action for Formative Assessment* focused on an ecological theory of action for equity and formative assessment.
- Create case studies of formative assessment implementation from expert practitioners for members to use in state-led professional learning on formative assessment.
- Revise the *Formative Assessment Rubrics, Reflection and Observation Tools to Support Professional Reflection on Practice* (FARROP) to reflect the new dimensions of the revised FAST SCASS definition.

Spotlight on Equity

A focus on equity is central to CCSSO's 2017-2020 strategic plan and our work with our members. CCSSO and state chiefs are committed to each child—regardless of background—graduating ready for college, careers, and life. In 2017, CCSSO and the Aspen Institute released [Leading for Equity: Opportunities for State Education Chiefs](#), which set forth ten commitments and a series of actions state chiefs can take to advance equity. Each of CCSSO's collaboratives is a venue for working with national experts and collaborating with peer states to identify concrete strategies for advancing relevant commitments found in the report. Equity will play a major role in the agenda of the collaboratives over the next membership year. Examples of equity commitments from [Leading for Equity](#) the FAST collaborative addresses through its work are:

- **Equity Commitment Number 1, Part B)** Proactively initiate and lead conversations about equity.

Biography of Advisor

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 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. Before joining UCLA, Heritage worked for many years in schools in the United Kingdom and the United States. She was a member of the faculty in the Department of Education at the University of Warwick, England, and has taught in the Departments of Education at UCLA and Stanford University. Her work is published in peer-reviewed journals, edited books and practitioner journals. Her most recent books are *Using*



Assessment to Enhance Learning, Achievement, and Academic Self-Regulation (Routledge) with Heidi Andrade and *Self-Regulation in Learning: The Role of Language and Formative Assessment* (Harvard Education Press) with Alison Bailey.

Caroline Wylie is the Research Director for the K-12 group (within the Student and Teacher Research Center) and Senior Research Scientist at ETS. She is a transplant from Northern Ireland, and attended Queen's University, Belfast for her undergraduate degree in Applied Mathematics and Physics, a postgraduate certificate in mathematics teaching, and a doctorate in educational assessment. Early work at ETS included serving as the lead ETS developer of the National Board for Professional Teaching Standards (NBPTS) certificates for middle and high school science teachers and elementary school art teachers. Her current research centers on issues around balanced assessment systems, with a focus on the role of formative assessment to support classroom teaching and learning. She has led studies related to the creation of effective, scaleable and sustainable teacher professional development focused on formative assessment, on the formative use of diagnostic questions for classroom-based assessment, assessment literacy and on the role of learning progressions to support formative assessment in mathematics and science. Her work is published in peer reviewed journals and edited books. She was an author of the 2015 revised Classroom Assessment Standards.

CCSSO Liaison:

Ryan MacDonald serves as Program Associate on the Innovation Lab Network (ILN) team at the Council of Chief State School Officers (CCSSO). Ryan joined CCSSO in 2015 as part of the ILN and Education Data and Information Systems teams. As part of the ILN team, he manages the programmatic and technical support to the Innovation Lab Network (ILN). He is committed to supporting the implementation and scaling of student-centered learning especially for historically underserved students.

He received his B.A. in Politics from the Catholic University of America in Washington, D.C. Ryan originates from Portland, Maine.

2017-18 State Members:

AZ, AR, HI, ID, IA, KS, KY, MD, MI, MO, NC, OH, OR, SD, WI, WY

2017-18 Industry Partners:

American College Testing Program (ACT), Apple, Curriculum Associates, Education Testing Service (ETS), Michigan Assessment Consortium, Northwest Evaluation Association (NWEA), Pearson, Renaissance Learning, Smarter Balanced, Stanford Research Institute (SRI), WIDA Consortium