

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 that develop state, district and school leaders' ability to support teacher learning, by sharing member states' initiatives related to formative assessment, and by enhancing the expertise of members. Target members are state directors who have responsibility for formative assessment, whether through professional learning, curriculum development and/or assessment. The group works together to identify resources that would be of value to support their work at the state level and to share successful strategies that they are using.

2018-2019 Highlights:

In the 2018-2019 program year, FAST met with a series of national experts and engaged with other CCSSO groups in cross-collaborative work. Examples include the following:

- **Guest Speakers:**
 - Linda Darling-Hammond, Stanford University
 - Mary Pitman, The New Teacher Project
 - Diep Nguyen, WIDA
 - Christine Lyon, Educational Testing Service
 - Valerie Mill, Oakland Schools, MI
 - Norma Silva, former UCLA Lab School Principal
 - Sue Brookhart, Duquesne University
 - Gretchen Morgan, Center for Innovation in Education
 - Marie Mancuso, WestEd
- A highlight this year was a return visit to the UCLA Lab School which provided an opportunity to see formative assessment in action with expert teachers and to consider the school and leadership roles that are needed to support such work. This visit spurred productive conversation around how to develop, sustain and learn from pockets of promising practice.
- The FAST collaborative this year took the CCSSO focus on equity seriously and explored it through a presentation from Linda Darling-Hammond in the Fall that focused on issues of equity and formative assessment, and through a series of working sessions with Diep Nguyen which focused on the relationships among ideas of funds of knowledge, funds of identity and formative assessment. The work is culminating in a policy brief that is targeting state-level curriculum and professional learning directors.
- Cross collaborative work. Below are the joint sessions, webinars, and collaborative work the FAST led with other CCSSO groups in the 2018-19 membership year.
 - Two joint session with the Math collaborative: (1) Student-Centered, Culturally Relevant Pedagogy and Implications for Formative Assessment (Linda Darling-Hammond) and (2) The Opportunity Myth: What Students Can Show Us About How School Is Letting Them Down – and How to Fix It (Mary Pitman, TNTP)
- **FAST Developed Resources**
 - Using Funds of Knowledge and Funds of Identity to Support Formative Assessment by Diep Nguyen, WIDA (in process)

- Case Study on Peer Feedback in the Formative Assessment Process by Julie Eilertsen (high school ELA teacher, in process).
- Drawing on student funds of knowledge and funds of identity to enhance use of formative assessment practices by Diep Nguyen (WIDA).
- Updated the tri-fold “Distinguishing formative assessment from other educational assessment labels”.
- Updated the Formative Assessment Rubrics, Reflection and Observation Tools to Support Professional Reflection on Practice (FARROP) to reflect new emphases from the revised FAST SCASS definition.

2019-2020 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;
- Continuing the systems thinking around scaling up and explore the development of a case study that focuses on issues of scaling;
- Expand the case study resources of formative assessment implementation from expert practitioners for members to use in state-led professional learning on formative assessment;
- Explore the ways in which state members can support state, district and school-level leaders work with teachers around the ideas of funds of knowledge and funds of identify and how they intersect with formative assessment to more fully address the learning needs of individual students within each state.

Anchor documents

- [Revising the Definition of Formative Assessment](#)
- [An Integrated Approach to Defining a System-Level Theory of Action for Formative Assessment](#)

Biography of Advisor:

Caroline Wylie is a Research Director in the Student and Teacher Research Center, and Senior Research Scientist at ETS. Her current research centers on issues around balanced assessment systems, with a focus on the use of formative assessment to improve 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. Currently she is the research lead for the K-12 Winsight™ Assessment System at ETS.

CCSSO Liaison:

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

He received her B.A. in Politics from the Catholic University of America in Washington, DC. Ryan originates from Portland, Maine.

2018-2019 State Members Included:

AR, DE, HI, ID, IA, KS, MD, MI, MO, NM, OK, OR, SC, UT, WI, WY

2018-2019 Partners Included:

CIE, Curriculum Associates, Michigan Assessment Consortium, NWEA, Pearson, SmarterBalanced, WIDA

