PROFESSIONAL DEVELOPMENT PROGRAM IN FORMATIVE ASSESSMENT

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BACKGROUND

Several studies have demonstrated that substantial learning gains are possible when teacher introduce effective formative assessment into their classroom practice (e.g. Black & Wiliam, 1998; Hattie, 2009; National Mathematics Advisory Panel, 2008), but a strong research base supporting how effectively help teachers to implement a formative assessment practice is lacking (Schneider & Randel, 2010;Wiliam 2010).

Effective formative assessment (FA) can be conceptualized as practice based on an adherence to the "big idea" of using evidence about student learning to adjust instruction to better meet student needs, and a competent use of the following five key strategies (Wiliam 2010);

1. Clarifying, sharing and understanding learning intentions and criteria for success;

2. Engineering effective classroom discussions, questions, and tasks that elicit evidence of learning;

3. Providing feedback that moves learners forward;

4. Activating students as instructional resources for one and another;

5. Activating students as the owners of their own learning.

PROJECT DESCRIPTION

We are part of a larger project that uses an experimental design, with 40 randomly selected teachers in grade 4 and 7, to investigate the impact of a comprehensive (one day a week in 20 weeks) professional development program (PDP) in formative assessment on teachers' implementation of FA and on student achievement and motivation. In our part of the project we will investigate in which ways the teachers change their classroom practice, with respect to FA. An aim is to evaluate to what extent the PDP can be used to help teachers develop their formative assessment practice. Another aim is to contribute to the understanding of factors that are significant in the support of teachers' implementation of effective FA. The teachers' classroom practices have been observed and teachers have been interviewed before and after the PDP. The teachers' have also answered a questionnaire as an evaluation of the PDP. The framework of FA suggested by Wiliam and colleagues (see above) form the basis for analysis of the teachers' practices before and after the PDP.

EXPECTED RESULTS

We expect to identify interesting changes with respect to FA in the participating teachers' classroom practices, over time and between teachers. The identification of similarities, differences and patterns will help us understand the reasons for these possible changes, and offer indications for improved FA-programs in the future. The collection of data is completed and in February we expect to be able to present some preliminary results.

DISCUSSION – THE PROJECT CONTINUES

Based on the results and conclusions from this project, professional development program in formative assessment will be developed and researched.

On the poster, the content will be presented with the same structure as above; this will be done by text, photos and pictures. Preliminary results might be presented with tables.

REFERENCES

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