



# Formative Assessment: Making It Happen in the Classroom

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**Formative Assessment: Making It Happen in the Classroom** From Corwin

*A practical, in-depth guide to implementing formative assessment in your classroom!*

Formative assessment allows teachers to identify and close gaps in student understanding and move learning forward. This research-based book walks readers through every step of the process and offers illustrative examples across a range of subject areas and grade levels. This book explains how to:

- Clearly articulate learning progressions, learning goals, and success criteria
- Select strategies for assessment and provide quality feedback
- Engage students in self-assessment and self-management
- Create a classroom environment that values feedback as part of the learning process

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### Editorial Review

#### Review

*"A group of teachers and I were fortunate enough to work with Margaret Heritage on implementing formative assessment in our middle school. This book is the next best thing to that firsthand experience! Like us, the reader will experience many 'a-ha' moments that can be used immediately with students in the classroom to improve teaching and learning. Heritage clearly defines the process of formative assessment and uses real classroom applications to turn theory into practice. The reflection questions at the end of each chapter make this book an easy resource to implement in collaboration with colleagues, as well as a tool for self-assessment."* (Amanda Whitehead, Principal 2010-02-02)

*"This book provides a clear explanation of the what, how, and why of formative assessment. The approach is refreshingly common sense and practical, while at the same time grounded in theory and research. Heritage firmly situates formative assessment in the context of rich instruction, reflective practice, and a process for improving student learning."* (Eric W. Hart, Associate Professor 2010-02-05)

*"The most important and unique aspect of this book is the focus on feedback as part of the formative assessment process. It is important that teachers are giving feedback beyond grading, but few books offer suggestions on how to create common understanding of feedback at a building level. This book focuses on a purposeful feedback process that should be present in every aspect of instruction. It provides a template for truly understanding what formative assessment looks, sounds, and feels like."* (Douglas Wheeler, Principal 2010-02-05)

*"Throughout the book, Heritage weaves together the broad picture of formative assessment and the supporting research with a detailed look at various aspects of formative assessment as it plays out in instruction. She not only discusses each aspect in detail, she also provides examples embedded in everyday classroom contexts to help the reader see the connection between the material and the reader's practice."* (Susan Janssen, Senior Research Associate 2010-02-08)

*"In an era of unrelenting summative assessment, this book provides educators with the knowledge of how to use assessment to help students learn. Formative assessment has changed the culture of my classroom. This book provides a straightforward approach to uncovering what my students know, what they still need to learn, and how to use assessment as a tool for learning instead of a tool for evaluating."* (Shawn Morgan, Math Instructional Support Teacher 2010-02-04)

#### About the Author

**Margaret Heritage** is Assistant Director for Professional Development at the National Center for Research on Evaluation, Standards and Student Testing (CRESST) at UCLA, and leads the data use program of the Assessment and Accountability Comprehensive Center.

Prior to joining CRESST, she had many years of teaching and leadership experience in schools in the United Kingdom and the United States, including a period as a County Inspector of Education in the United Kingdom, and as principal at the UCLA laboratory school. She has also taught graduate classes in Education at the Department of Education at the University of Warwick, England, the University of California, Los Angeles, and at Stanford University.

Her current work focuses on data use for school improvement, learning progressions, formative assessment, and teachers' use of formative assessment evidence.

Margaret Heritage is the co-author (with Alison Bailey) of *Formative Assessment for Literacy, Grades K-6: Building Reading and Academic Language Skills Across the Curriculum*, published by Corwin Press.

## **Users Review**

### **From reader reviews:**

#### **Robert Miller:**

Book is usually written, printed, or illustrated for everything. You can learn everything you want by a guide. Book has a different type. As you may know that book is important matter to bring us around the world. Beside that you can your reading skill was fluently. A e-book *Formative Assessment: Making It Happen in the Classroom* will make you to be smarter. You can feel more confidence if you can know about every little thing. But some of you think that will open or reading a new book make you bored. It isn't make you fun. Why they can be thought like that? Have you in search of best book or ideal book with you?

#### **Theodore Rios:**

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#### **Curtis Salas:**

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#### **Doris Rice:**

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