

	<b>Definition that explains the essence of formative assessment</b>
<b>Black &amp; Wiliam (2009)</b>	“Practice in a classroom is formative to the extent that <b>evidence</b> about student achievement is <b>elicited, interpreted, and used</b> by <b>teachers, learners, or their peers</b> , to make decisions about the next <b>steps</b> in instruction that are likely to be better, or better founded, than the decisions they would have taken in the absence of the evidence that was elicited” (Black & Wiliam, 2009, p. 9).
<b>Chappius, J. (2009)</b>	“The formal and informal <b>processes</b> <b>teachers and students</b> use to gather evidence for the purpose of <b>improving learning</b> ” (p. xx). It is the use of the information gathered, by whatever means, to adjust teaching learning that merits the “formative label.”
<b>Greenstein (2010)</b>	“A <b>systematic and planned process</b> used by <b>teachers and students</b> to gather <b>evidence</b> of learning, engage students in assessment, and <b>improve teaching and learning based on data</b> collected.”
<b>Heritage (2010)</b>	Formative assessment is a <b>process</b> that occurs <b>during teaching and learning</b> and involves both <b>teachers and students</b> gathering information so they can take <b>steps to keep learning moving forward</b> to meet the learning <b>goals</b> ” (Heritage, 2010, p. 8). See also page 6 at <a href="http://www.cse.ucla.edu/downloads/files/ARCC.Webinar.pdf">http://www.cse.ucla.edu/downloads/files/ARCC.Webinar.pdf</a>
<b>Marzano (2010)</b>	Formative assessment is a <b>process</b> tied to learning <b>goals</b> that is <b>“used while instruction is occurring”</b> (p. 8). An assessment can be formative or summative, <i>depending upon how it is used</i> .
<b>Moss &amp; Brookhart (2009)</b>	“An <b>active and intentional</b> learning <b>process</b> that partners <b>teachers and students</b> to <b>continuously</b> and systematically gather evidence of learning with the express <b>goal</b> of improving student achievement” (p. 6).
<b>Popham (2011)</b>	A <b>process</b> that “involves the gathering and analysis of assessment-elicited <b>evidence for</b> the purpose of determining when and how to <b>adjust</b> instructional activities of learning tactics in order to achieve learning <b>goals</b> .” It is more about teaching than testing and is an <i>instruction-enhancing</i> process.
<b>Wiliam (2011)</b>	Formative assessment is concerned with “regulating learning <b>processes</b> more effectively” (p. 36).

Common elements:

1. Yellow – process
2. Light blue – teachers and students active
3. Dark blue – occurs during learning & teaching
4. Green – evidence of learning elicited
5. Purple – evidence used to improve student learning
6. Red – in reference to learning goals/targets

## References

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