
INFORMative Assessment: Formative Assessment to Improve Math Achievement

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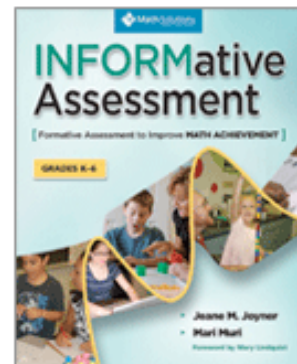
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Pedagogical Knowledge: Books

DESCRIPTION

INFORMative Assessment: Formative Assessment to Improve Math Achievement, by Jeanne M. Joyner and Mari Muri, describes a model of formative assessment for teaching and learning that describes the typical components of formative assessment and includes student self-assessment and responsibility as important components that can be implemented in classrooms to promote improved student achievement.



The book argues that formative assessment is powerful, providing teachers the daily information they need to make thoughtful shifts during lessons in response to student understanding. Strategies and practices that may be implemented in classrooms to promote and unpack student understanding are described. Reflection opportunities for the reader are included throughout the book and are designed to engage the reader in activities tied to the topics being discussed. The book is divided into six sections:

- Section I: What is INFORMative Assessment?
- Section II: What Will I Assess?
- Section III: How Do I Assess?
- Section IV: How Can I Support My Students in Assessing Themselves?
- Section V: How Do Good questions Lead to Quality Inferences and Feedback?
- Section VI: What Are the Next Steps in an INFORMative Assessment Journey?

STAGE 1 LEADERSHIP DEVELOPMENT

INFORMative Assessment: Formative Assessment to Improve Math Achievement, by Jeanne M. Joyner and Mari Muri, supports stage 1 development of leaders working to recognize and model the importance of aligning content expectations and instructional practices with the form and content of assessment.

Chapter 1 describes a process for using the book in a section called *How Do I Use This Resource?* and includes:

- The Model: The INFORMative Assessment Model for Teaching and Learning is unique in that it includes student self-assessment and responsibility as a critical component. Chapters 2 through 9 provide information about the model.
- The chapters provide information about the components of the model and implementing the model.
- The reflections at the end of each chapter, called INFORMing My Practice, provide a place to record the changes in thinking, questions, frustrations, and successes of the reader along the journey.

An additional resource, the National Council of Teachers of Mathematics Assessment Research Brief: Five “Key Strategies” for Effective Formative Assessment, considers separately the role of the teacher and the students to build a comprehensive framework for formative assessment. Three processes are identified as central to the five key strategies:

1. Establishing where learners are in their learning
2. Establishing where they are going
3. Establishing how to get there

STAGE 2 LEADERSHIP DEVELOPMENT

INFORMative Assessment: Formative Assessment to Improve Math Achievement, by Jeanne M. Joyner and Mari Muri, supports stage 2 development of leaders working to assist teachers in developing and implementing formative assessments that will optimize learning opportunities for every student. A book study group might use this resource to learn about formative assessment and to develop a plan for implementing formative assessment opportunities for their students.

A group of teachers might begin their journey of assessment by focusing their work using *Contents: An INFORMative Assessment Journey Perspective* to discuss *Where We’ve Been...Where We’re Going*. Participants might work with partners or small groups to discuss their own level of knowledge for the activities described in the *Moving Forward* column. Next, participants might individually complete the activity in chapter 1 entitled *Are My Beliefs and Actions Congruent?* As the leader facilitates the work of the group, the reflection prompts and assessment tips provide opportunities to engage participants in self-reflection or group discussions.