

Dylan Wiliam Embedded Formative Assessment

Dylan Wiliam Embedded Formative Assessment Understanding Dylan Wiliam's Embedded Formative Assessment Dylan Wiliam embedded formative assessment is a concept that has revolutionized the way educators approach teaching and learning. Rooted in the belief that assessment should not merely be a tool for grading students but a continuous process that informs instruction, Wiliam's approach emphasizes the importance of integrating assessment seamlessly into everyday teaching practices. By embedding formative assessment into lessons, teachers can better understand student progress, identify misconceptions early, and tailor their instruction to meet learners' needs. This comprehensive strategy fosters a more dynamic and responsive learning environment, ultimately leading to improved student outcomes.

The Foundations of Dylan Wiliam's Embedded Formative Assessment The Philosophy Behind Embedded Formative Assessment Dylan Wiliam advocates for a shift from traditional summative assessment—such as end-of-term exams—to formative assessment that occurs in real-time during lessons. The core principles include:

- Assessment for Learning (AfL): Using assessment as a tool to promote learning rather than just measure it.
- Feedback Loops: Providing timely, specific feedback that students can use to improve.
- Teacher Adaptability: Adjusting teaching strategies based on ongoing assessment data.
- Student Involvement: Encouraging learners to participate actively in their assessment process.

How Embedded Formative Assessment Differs from Traditional Methods Traditional assessments often occur after instruction, serving primarily as a measurement of student achievement. In contrast, embedded formative assessment:

- Happens during the learning process.
- Provides immediate insights into student understanding.
- Encourages a more interactive classroom dynamic.
- Supports differentiated instruction tailored to individual or group needs.

Key Strategies in Dylan Wiliam's Embedded Formative Assessment

1. Clarifying Learning Intentions and Success Criteria Before starting a lesson, teachers should clearly articulate what students are expected to learn and how

they will know they have succeeded. This can be achieved through:

- Explicitly stating learning objectives.
- Sharing success criteria with students.
- Using visual aids or checklists.

2. Employing Effective Questioning Techniques Questioning is a fundamental tool in embedded formative assessment. Effective questions include:

- Open-ended questions that promote discussion.
- Scenarios that challenge students to apply knowledge.
- Diagnostic questions that reveal misconceptions.

3. Utilizing Think- Pair-Share and Peer Assessment Involving students in assessing each other's understanding fosters active engagement. Techniques include:

- Think-Pair-Share: Students think individually, then discuss with a partner before sharing with the class.
- Peer Feedback: Students review each other's work based on clear criteria.

4. Implementing Exit Tickets and Quick Checks Quick, informal assessments at the end of a 2 lesson help gauge understanding. Examples include:

- Short written reflections.
- Multiple- choice quizzes.
- One-minute papers summarizing key concepts.

5. Using Visual and Interactive Tools Visual aids can make assessment more accessible and engaging. Examples include:

- Concept maps.
- Response boards or clickers.
- Interactive whiteboards.

The Pedagogical Benefits of Embedded Formative Assessment Enhancing Student Engagement and Motivation When students see their progress and understand their learning journey, they become more motivated.

Embedded assessment:

- Provides immediate feedback.
- Makes learning more transparent.
- Encourages a growth mindset.

Improving Teaching Effectiveness Teachers gain real-time insights into student understanding, enabling:

- Prompt clarification of misconceptions.
- Differentiation of instruction.
- Better planning for subsequent lessons.

Facilitating Differentiated Learning Embedded formative assessment allows teachers to tailor their teaching to meet varied student needs by:

- Identifying specific areas where students struggle.
- Adjusting pace and content accordingly.
- Providing targeted support or extension activities.

Practical Implementation of Dylan Wiliam's Embedded Formative Assessment

Step 1: Planning with Assessment in Mind Effective embedding begins with lesson planning that integrates assessment strategies. Teachers should:

- Define clear learning goals.
- Select appropriate formative assessment techniques.
- Anticipate potential misconceptions.

Step 2: Incorporating Assessment Throughout the Lesson Assessment should be woven into every stage of the lesson, including:

- Opening activities to activate prior knowledge.
- During instruction to check understanding.
- Closing

activities to consolidate learning. Step 3: Analyzing and Responding to Data Post-assessment analysis involves: - Reviewing student responses promptly. - Identifying common misconceptions. - Adjusting subsequent instruction based on findings. Step 4: Providing Effective Feedback Feedback should be: - Specific and actionable. - Timely, ideally during the lesson. - Focused on learning goals rather than just grades. Step 5: Encouraging Student Self-Assessment and Reflection Students should be involved in evaluating their own learning by: - Setting personal goals. - Reflecting on their understanding. - Using rubrics or checklists to self-assess. Challenges and Solutions in Implementing Embedded Formative Assessment Common Challenges - Time constraints within lessons. - Teachers' unfamiliarity with assessment techniques. - Student resistance or anxiety. - Lack of resources or training. Strategies to Overcome Challenges - Prioritize key assessment techniques that offer maximum impact. - Provide professional development focused on formative assessment strategies. - Foster a classroom culture that views assessment as a learning tool. - Use technology to streamline quick checks and feedback. The Impact of Dylan Wiliam's Embedded Formative Assessment on Student Outcomes Research indicates that effective embedded formative assessment can lead to: - Significant improvements in student achievement. - Greater student engagement and motivation. - Enhanced critical thinking and problem-solving skills. - Improved self-regulation and independence in learning. Evidence from Educational 3 Studies Studies have shown that classrooms implementing Wiliam's strategies experience: - Higher test scores. - Increased retention of knowledge. - Better classroom behavior and participation. Conclusion: Embracing Embedded Formative Assessment for Educational Success Dylan Wiliam's embedded formative assessment offers a powerful framework for transforming classrooms into vibrant, responsive learning communities. By integrating assessment seamlessly into daily lessons, teachers can gain immediate insights into student understanding, provide targeted feedback, and adapt their instruction in real-time. This approach not only enhances student achievement but also fosters a love for learning and self-improvement. Schools and educators committed to implementing these strategies will find that the benefits extend beyond test scores, cultivating lifelong learners equipped with the skills to succeed in an ever-changing world. Key Takeaways - Embedded formative assessment is central to effective teaching and learning. - Clear learning intentions and success criteria

guide assessment practices. - Questioning, peer assessment, and quick checks are vital tools. - Real-time data informs instructional adjustments and personalized support. - Overcoming challenges requires professional development and a supportive classroom culture. - The impact includes higher achievement, engagement, and lifelong learning skills. By embracing Dylan Wiliam's principles, educators can create classroom environments that prioritize continuous, responsive assessment—ultimately leading to more meaningful and lasting student learning experiences.

What is embedded formative assessment according to Dylan Wiliam? Embedded formative assessment is a process integrated into regular teaching activities that provides ongoing feedback to both students and teachers, helping to identify learning gaps and inform immediate instructional adjustments, as emphasized by Dylan Wiliam. How does Dylan Wiliam suggest teachers implement embedded formative assessment in the classroom? Dylan Wiliam recommends strategies such as questioning techniques, peer assessment, and quick checks for understanding that are seamlessly incorporated into lessons to monitor student learning continuously.

What are the key benefits of using embedded formative assessment as per Dylan Wiliam? The key benefits include improved student achievement, increased engagement, better identification of learning needs, and more responsive teaching practices that adapt to student progress.

Can embedded formative assessment be used across different subjects according to Dylan Wiliam? Yes, Dylan Wiliam emphasizes that embedded formative assessment is versatile and can be effectively applied across all subjects to enhance learning outcomes.

4 What role does feedback play in Dylan Wiliam's concept of embedded formative assessment? Feedback is central; it must be timely, specific, and actionable to help students understand their progress and guide their next steps, fostering a growth mindset.

How does Dylan Wiliam differentiate embedded formative assessment from summative assessment? Embedded formative assessment is ongoing and integrated into daily teaching to inform instruction, whereas summative assessment evaluates student learning at the end of a unit or course for final judgment.

Dylan Wiliam Embedded Formative Assessment: Unlocking the Power of Continuous Learning

In the realm of educational improvement, few concepts have had as profound an impact as Dylan Wiliam embedded formative assessment. This approach, rooted in the principles of formative assessment but specifically embedded into daily

teaching practices, aims to foster an environment where students are actively involved in their learning process, and teachers can adapt their instruction in real-time. Wiliam's work emphasizes that assessment should be more than just a tool for grading; it should be an integral part of teaching and learning, supporting ongoing growth and understanding. This article delves into the core ideas behind Dylan Wiliam embedded formative assessment, its theoretical foundations, practical strategies, and how educators can implement it effectively in diverse classroom contexts. --- Understanding Embedded Formative Assessment: The Concept and Its Origins What is Embedded Formative Assessment? Embedded formative assessment refers to the deliberate incorporation of assessment practices into everyday teaching activities with the purpose of providing immediate feedback, guiding instruction, and supporting student learning. Unlike traditional summative assessments, which occur after a learning cycle and often evaluate student achievement at a point in time, embedded formative assessment is continuous and seamlessly integrated into lessons. Dylan Wiliam, a renowned educational researcher and practitioner, advocates that embedded formative assessment is not a standalone activity but a mindset—a way of teaching that consistently seeks to understand where students are in their learning and how to help them progress. Origins in Wiliam's Educational Philosophy Wiliam's approach draws heavily from the work of black and wiliam (1998), who first articulated the importance of formative assessment in improving student achievement. Wiliam emphasizes that effective assessment practices are embedded into the normal flow of instruction, rather than being viewed as separate or additional tasks. His focus is on making assessment an integral part of teaching—hence the term "embedded." --- Theoretical Foundations of Dylan Wiliam Embedded Formative Assessment Key Principles 1. Assessment for Learning (AfL): Wiliam's embedded formative assessment is rooted in the AfL framework, which asserts that assessment should be used to inform and improve learning rather than merely evaluate it. 2. Feedback Loops: Continuous feedback, both from teacher to student and vice versa, is Dylan Wiliam Embedded Formative Assessment 5 central. These feedback loops help identify misconceptions and guide next steps. 3. Student Engagement: Active student participation in assessing their own understanding fosters metacognition and ownership of learning. 4. Teacher Adaptability: Teachers must be responsive and

flexible, adjusting instruction based on assessment insights gathered during lessons. The Five Key Strategies (The Wiliam Model) Wiliam identifies five core strategies that underpin embedded formative assessment:

- Clarifying, sharing, and understanding learning intentions and success criteria.
- Engineering effective classroom discussions, questions, and tasks.
- Providing feedback that moves learners forward.
- Activating students as instructional resources for one another.
- Activating students as owners of their own learning.

These strategies are designed to be embedded into daily practice, making formative assessment a natural part of teaching.

--- Practical Strategies for Implementing Embedded Formative Assessment

1. Clarify and Share Learning Goals
Why it matters: Students need to understand what they are supposed to learn and how they will know they've succeeded.
How to do it:
 - Use clear, concise learning intentions.
 - Develop success criteria collaboratively with students.
 - Use visual aids, rubrics, or checklists to make success criteria explicit.
 - Regularly revisit and revise goals as necessary.
2. Use Effective Questioning Techniques
Why it matters: Questions are powerful tools to probe understanding, reveal misconceptions, and stimulate thinking.
Strategies:
 - Ask open-ended questions that require explanation.
 - Use wait time to allow students to think.
 - Incorporate questioning as a routine part of lessons.
 - Use formative assessment questions to check understanding continuously.
3. Implement Think-Pair- Share and Peer Feedback
Why it matters: Engaging students in discussing concepts encourages deeper understanding and reflection.
How to do it:
 - Pose a question or problem.
 - Have students think individually.
 - Pair students to discuss their ideas.
 - Share insights with the class or larger groups.
 - Encourage constructive peer feedback aligned with success criteria.
4. Use Exit Tickets and Quick Checks
Why it matters: These quick formative assessments provide immediate insight into student understanding.
Examples:
 - Short written reflections.
 - Multiple-choice quizzes.
 - One-sentence summaries.
 - Thumbs- up/down or traffic light systems.
5. Offer Timely and Actionable Feedback Principles:
- Focus on specific aspects aligned with learning goals.
- Be constructive and encouraging.
- Provide next steps or questions to guide further thinking.
- Encourage self-assessment and reflection.
6. Adjust Teaching Based on Assessment Data Implementation:
- Use the information gathered to reteach, enrich, or extend concepts.
- Differentiate tasks based on student needs.
- Engage students in setting new goals based on their progress.

--- The Role of

the Teacher and Students in Embedded Formative Assessment Teachers as Facilitators and Responders In embedded formative assessment, teachers are active facilitators who:

- Continuously monitor student understanding.
- Adapt instruction dynamically.
- Foster a classroom environment where mistakes are viewed as learning opportunities.
- Use assessment data to inform future planning.

Students as Active Dylan Wiliam Embedded Formative Assessment 6 Participants Students are empowered to:

- Take ownership of their learning.
- Engage in self-assessment and reflection.
- Collaborate with peers to deepen understanding.
- Develop metacognitive skills that enable them to judge their own progress.

--- Challenges and Solutions in Embedding Formative Assessment Common Challenges

- Time constraints limiting assessment opportunities.
- Resistance from students or colleagues unfamiliar with the approach.
- Difficulty in interpreting assessment data effectively.
- Balancing assessment with curriculum demands.

Strategies to Overcome Challenges

- Integrate assessment seamlessly into activities to save time.
- Provide professional development focused on formative assessment strategies.
- Use simple, consistent assessment tools.
- Foster a classroom culture that values learning over grades.

--- Evidence of Effectiveness and Impact Research consistently shows that embedded formative assessment, particularly when aligned with Wiliam's strategies, leads to:

- Increased student achievement.
- Greater student motivation and engagement.
- Improved classroom climate.
- Enhanced teacher confidence in assessment practices.

The key is consistency and fidelity to core principles, ensuring that assessment remains a tool for learning rather than a hurdle.

--- Conclusion: Embedding Formative Assessment for Sustainable Improvement Dylan Wiliam embedded formative assessment represents a paradigm shift from traditional assessment models toward a more dynamic, responsive, and student-centered approach. By embedding assessment practices into everyday teaching, educators can create a continuous feedback loop that promotes deep learning, critical thinking, and self-regulation among students. While challenges exist, the strategies outlined—grounded in Wiliam's core principles—offer practical pathways to transform classrooms into vibrant learning communities where assessment is truly a tool for learning, not just measurement. Embracing this approach requires commitment, reflection, and a willingness to adapt, but the potential benefits for student achievement and classroom culture make it a worthwhile pursuit for educators dedicated to excellence.

formative assessment, student achievement, instructional strategies, assessment for learning, professional development, learning progressions, feedback techniques, classroom assessment, instructional design, educational research

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that Work Diagnostic Learning Progressions Framework Teachers Learning from Professional Development in Elementary Science Embedding Formative Assessment in the Writing Curriculum Assessment in Singapore: Strategies and methods for classroom practice A Collection of Papers on Self-study and Institutional Improvement: Organizational effectiveness and future directions *Dylan Wiliam Dylan Wiliam Dylan Wiliam Dylan Wiliam Dylan Wiliam Solution Tree Dylan Wiliam Solution Tree Authors Kate Jones Dylan William Xiang Wang Jasmin Decristan Dylan Wiliam Julie Marie Nicholson Kate Wolfe Maxlow Kavita L. Seeratan Andrew Hopkins Falk Lesley Reid Poh Guan Toh*

if we want our students to thrive in the complex unpredictable world of the 21st century we must concentrate on increasing educational achievement by increasing the quality of the teachers in our schools embedded formative assessment faces this challenge head on by making a case for the important role of formative assessment as a process not a tool in increasing teacher quality and thus student learning author dylan wiliam provides over fifty practical techniques for classroom formative assessment emphasizes the instructional side of the process and explores in depth the use of classroom questioning learning intentions and success criteria feedback collaborative and cooperative learning and self regulated learning to engineer effective learning environments from the back cover

effective classroom formative assessment helps educators make minute by minute day by day instructional decisions but putting it into practice requires both a robust collection of techniques and an understanding of how to use them in embedding formative assessment authors dylan wiliam and siobhan leahy deliver a clear practical guide for teachers centred on the five key strategies for improving teacher practice and student achievement 1 clarifying sharing and understanding learning intentions and success criteria 2 engineering productive discussion and activities that elicit evidence of learning 3 providing feedback that moves learners forward 4 activating students as learning resources for each other and 5 activating students as owners of their own learning then for each strategy the authors provide an overview of the strategy and a number of very practical formative assessment techniques for implementing it in f 12 classrooms along with guidance on

when and how to use the specific techniques they provide tips cautions and enhancements to sustain formative assessment a student reflection form peer observation form and self reflection checklist accompany each strategy no known practice is more effective than classroom formative assessment for producing a significant positive impact on student achievement william and leahy provide the necessary tips and techniques to put it into practice immediately

effective classroom formative assessment helps educators make minute by minute day by day instructional decisions this clear practical guide for teachers centers on five key instructional strategies along with an overview of each strategy and practical formative assessment techniques for implementation in k 12 classrooms the authors provide guidance on when and how to use the techniques tips cautions and enhancements to sustain formative assessment educators will learn how to clarify share and understand learning intentions and success criteria engineer productive discussions and activities that elicit evidence of learning provide feedback that moves learners forward activate students as learning resources for each other activate students as agents of their own learning contents techniques tips cautions and enhancements acknowledgments about the authors introduction chapter 1 why formative assessment should be a priority for every teacher chapter 2 your professional learning chapter 3 strategy 1 clarifying sharing and understanding learning intentions and success criteria chapter 4 strategy 2 engineering effective discussion tasks and activities that elicit evidence of learning chapter 5 strategy 3 providing feedback that moves learning forward chapter 6 strategy 4 activating students as learning resources for one another chapter 7 strategy 5 activating students as owners of their own learning conclusion resources appendix references index

developed as a companion to embedded formative assessment 2nd edition this handbook guides k 12 teachers through the process of developing effective formative assessments inside its pages you ll find tried and tested classroom strategies practical how tos and exercises designed to guide implementation the book also includes discussion questions that can be answered as teams or used for individual reflection learn how to implement the strategies of formative assessment in the

classroom explore research that states classroom formative assessment is the most impactful and cost effective approach to raising student academic achievement review the five key strategies of classroom formative assessment gain more than 50 practical techniques for classroom formative assessment clarify and share learning intentions and success criteria elicit evidence of student achievement and give feedback that moves learning forward understand that teacher quality remains the most important determinant of student engagement and learning contents chapter 1 understanding formative assessment chapter 2 clarifying sharing and understanding learning intentions and success criteria chapter 3 eliciting evidence of learners achievement chapter 4 providing feedback that moves learning forward chapter 5 activating students as instructional resources for one another chapter 6 activating students as owners of their own learning appendix observation tools references and resources

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written under the guidance and with the support of dylan wiliam kate jones writes about five formative assessment strategies in action in the classroom with a foreword from professor john hattie building on the highly successful work of wiliam and siobhan leahy ideas are shared and misconceptions with formative assessment are addressed with lots of practical advice formative assessment in action focuses on five evidence informed strategies that the teacher can use to support their learners to make progress formative assessment can help both the teacher and student understand what

needs to be learned and how this can be achieved during the learning process formative assessment can identify students progress as well as highlighting gaps in their knowledge and understanding therefore giving the teacher useful insight as to what feedback and instruction can be provided to continue to move learners forward formative assessment takes place during the learning process it continually informs the teacher and student as to how learning can move forward as it is happening this is different to summative assessment which focuses on the evaluation of student learning at the end of the process there s a range of case studies from different subjects and key stages to show how formative assessment can be embedded across a curriculum successfully

effective classroom formative assessment helps educators make minute by minute day by day instructional decisions this clear practical guide for teachers centers on five key instructional strategies along with an overview of each strategy and practical formative assessment techniques for implementation in k 12 classrooms the authors provide guidance on when and how to use the techniques tips cautions and enhancements to sustain formative assessment

this dissertation implementation of curriculum embedded formative assessments in two english for academic purposes writing courses in hong kong by xiang wang  was obtained from the university of hong kong pokfulam hong kong and is being sold pursuant to creative commons attribution 3 0 hong kong license the content of this dissertation has not been altered in any way we have altered the formatting in order to facilitate the ease of printing and reading of the dissertation all rights not granted by the above license are retained by the author abstract formative assessment has been increasingly acknowledged as a powerful instrument to facilitate students learning across disciplines and levels of education however it is a relatively new concept in second language l2 writing in fact some key formative assessment strategies such as teacher providing feedback on students drafts and students evaluating their own works have been widely used in l2 writing classrooms however the literature on l2 writing has rarely examined these strategies from the perspective of formative assessment therefore this study aimed to fill the gap by drawing on the formative assessment literature to examine some

writing instructional strategies in english for academic purposes eap courses a two phase qualitative study design was adopted for the investigation the first phase aimed to understand what curriculum embedded formative assessments cefas were conducted in 2 eap courses to facilitate students learning of essay writing and how the teachers and students experienced and perceived the cefas participants were 2 teachers and 12 of their students in 2 first year eap classes in a university in hong kong the main data sources included classroom observation semi structured teacher interviews and student interviews and relevant documents such as students drafts peer evaluation forms course handbooks classroom handouts and relevant university documents the second phase of the study conducted approximately 5 months after the first one was focused on the participants reflection on the practices and usefulness of the cefas data were collected through semi structured interviews with the 2 participant teachers 7 of the participant students and a coordinator of one of the concerned eap courses the findings revealed that 3 kinds of formative assessment strategies were conducted to varying extents in the classes evaluation of a sample essay teacher feedback on students first drafts and students peer evaluation the thesis described how these strategies were conducted in the two classes how the students were engaged in them and how the teachers and students perceived them a qualitative analysis of the data identified 6 factors influencing the implementation of cefas in the eap writing classrooms which were teacher factors student factors classroom atmosphere curriculum factors impact of summative assessment and sociocultural factors this study builds a bridge between two significant fields of research that is formative assessment and i2 writing instructions the findings add new perspectives to both fields the identification of the factors that influence the practices of cefas in eap writing in hong kong may provide an exploratory framework for understanding the implementation of cefas within similar contexts finally the study may raise eap writing teachers awareness of effective ways to conduct formative assessments doi 10 5353 th b4979928 subjects academic writing study and teaching higher china hong kong educational tests and measurements china hong kong

this book provides teachers and school leaders with practical effective and proven assessment strategies that are immediately implementable in classrooms you ll learn about 20 high impact formative assessment strategies with details on

how they can be applied to a variety of content areas and grade levels including mathematics science language arts social studies and various electives in this accessible book these experienced authors demonstrate the how and why along with a framework for folding these new ideas into job embedded professional development 20 formative assessment strategies that work provides the full toolkit for implementing managing and modifying these assessment strategies in your school and classrooms today

in collaboration with two other research organizations the authors integrate principles of the bear assessment system with universal design for learning principles to develop and validate learning progressions and an aligned universally designed formative and summative classroom assessment system for promoting conceptual understanding of number sense operations for students with math learning disabilities mld this research will help to create an effective and validated formative assessment system for meaningfully and validly diagnosing and promoting student learning outcomes on constructs central to number sense and operations for whole numbers up to and including elementary fractions the assessment system will offer a powerful tool that will provide teachers cutting edge research and empirically based resources for validly monitoring student knowledge and progress meaningfully interpreting evidence about student learning from formative assessments including what students know and do not know about the target constructs and successfully using formative data to adjust subsequent instruction these tools will enable teachers to intervene with students who are struggling mathematically although developed specifically for students with learning disabilities in math the system will be useful to all those who seek ways to assess and enhance students conceptual understanding of early foundational math and facilitate access to stem content for diverse student populations contains 1 footnote

formative assessment the assessment of student understanding to inform learning has been shown to be a teaching practice that has powerful positive effects on student learning pedagogical content knowledge pck teachers knowledge specific to teaching particular subject matter has been posited as an important resource for teachers engaging in formative assessment

however no research has been conducted into the role of pck in teachers formative assessment practice this study examined relationships between teachers formative assessment and pedagogical content knowledge in the context of a professional development program that engaged eleven elementary science teachers in analysis of samples of their students work related to electric circuits it investigated both the ways that teachers pck contributed to their formative assessment practice as well as the opportunities created through formative assessment for teachers to build pck analyses showed that teachers both used and built pedagogical content knowledge through their engagement in formative assessment teachers built knowledge of student understanding though interpretation of the student work and used that knowledge in subsequent interpretation the assessment tasks supplied by the pd and the corresponding student work provided evidence of a range of and patterns in student thinking in general teachers made productive use of the evidence available in the work and used multiple approaches to interpretation that created opportunities to build different kinds of pck however when teachers were engaged in the task of interpreting larger sets of work in focused ways and constructing a rubric their approach to interpretation obscured the patterns available in the work and constrained their opportunities to build pck teachers used knowledge of the local curriculum and instructional strategies as they engaged in formative assessment knowledge derived from their own science learning experiences in the pd and their concurrent teaching practice through their talk and collective analysis teachers co constructed an orientation toward the nature of classroom science in which students were responsible for applying concepts provided by the teacher to appropriate situations patterns in teachers talk about assessment were consistent with this orientation there was also evidence that teachers expressed pck was consistent with this orientation more often however teachers did not describe classroom practice to a level of detail that supported connections to a specific orientation the findings provide support for proposals that pck is an important resource for teachers formative assessment practice as well as providing evidence that formative assessment represents an important opportunity for teachers to build pck future research and professional development in this area needs to consider the role of material resources such as curriculum and assessment tools as well as the role of teachers orientations to the nature of

classroom science

this study investigates teachers experience of using formative assessment to enhance pupil learning in writing teachers were presented with a cognitive resource comprising formative assessment principles strategies and techniques they were asked to integrate this with existing practice in teaching and assessing writing and to reflect on the process a mentored action research approach was adopted in a project which involved ten class teachers and five promoted staff working in upper primary classes in three scottish schools teachers maintained reflective lesson logs and gathered examples of pupil texts over the course of one academic year these were used to focus discussion in 45 semistructured interviews with the teachers pupil comments collected during lesson plenary sessions and interviews with promoted staff provided data triangulation qualitative data in the form of transcribed interviews and documents were managed and organised using nvivo software and subjected to interpretive interactional analysis the findings of the study indicated that the primary teachers were able to integrate a variety of formative assessment techniques and strategies with existing practice and thereby enhance pupil learning this involved the teachers in calling upon their prior knowledge of individual pupils and experience of teaching and assessing writing pupil learning gains were evidenced by improved skills in text production the development of writer s voice increased feelings of pupil self efficacy and enhanced metacognitive development a model is proposed for sharing with pupils a hierarchy of learning goals in writing through crafting coaching and open writing contexts teacher salience skills were shown to be important for the realisation of pupil learning gains the project findings also indicated that as formative assessment principles became embedded into practice a more permeable relationship developed between teachers formative and summative assessment understandings and practices

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