The Affect of the Effect: Formative Assessment in Secondary English/Language Arts Education

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IMPROVING STUDENT LEARNING
Formative assessment (FA) is a term encompassing all those activities undertaken by teachers, and/or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.

(Black & Wiliam, 1998, pp. 7-8)
Research on the effect of FA on the improvement of student learning

- 0.4 to 0.7 (Black & Wiliam, 1998)
- 0.2 to 0.25 (Kingston & Nash, 2011)
- 0.17 for mathematics
- 0.09 for science
- 0.32 for English/Language Arts (ELA)
Empirical research

- Characteristics of FA in science education (Bell & Cowie, 2001)
- Assessments for learning with secondary science and math teachers (Wiliam et al., 2004)
- Embedded formative assessment with middle school science teachers (Yin et al., 2008)
Empirical research

- Effects of professional development on math teaching and student achievement (McGatha et al., 2009)
- FA intervention for student understanding of mathematical principles (Phelan et al., 2011)
Empirical research

- Actual classroom assessment practices of secondary science, social studies, math, and English teachers (McMillan, 2001)
- Assessment for instructional practices in secondary English and math (Hodgen & Marshall, 2005)
Empirical research

- ELA teachers using assessment data to guide instruction (Fisher et al., 2006)
- Creation of error analysis tool for use in secondary writing teachers’ assessment practices (Frey & Fisher, 2013)
From Fisher et al., 2006; Frey & Fisher, 2013; FitzPatrick, 2008; Gorlewski, 2010; Hunter et al., 2006; Lawrence et al., 2009; Murphy, 1997; Murphy & Smith, 2013; Noskin, 2013; Pappageorge, 2013; VanDeWeghe, 2006
IMPLICATIONS FOR FUTURE RESEARCH
Thank you!

Questions? Comments? Suggestions? Please contact me:

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SELECTED REFERENCES


SELECTED REFERENCES (continued)


