



## Module 3 References

These references and more information can be found on [Arizona Promising Practices](#).

### **Assessments to Guide Adolescent Literacy Instruction**

This document provides a research-based overview of the types of literacy assessments that can help direct teaching and learning at all levels, with special attention to assessments in the classroom.

Authors: Joseph K. Torgesen and Debra Houston Miller

Publication Date: 2009

Publisher: Center on Instruction

### **Communicating Learning Goals and Success Criteria with Students**

This brief explains including students as part of the Learning Goals and Success Criteria assessment process through understanding the indicators and using them to monitor their own learning.

Author: Nancy Gerzon

Publication Date: October 2020

Publisher: WestEd

### **Connecting Formative Assessment Research to Practice: An Introductory Guide for Educators**

This brief is intended to enhance the knowledge of district and school personnel to implement effective formative assessment practices. It defines formative assessment, examines the research, and outlines the components needed to develop a high-quality, research-based formative assessment plan.

Publication Date: 2009

Publisher: Learning Point Associates

### **Formative and Summative Assessments in the Classroom**

This article defines formative and summative assessment and offers examples and strategies. It further discusses the importance of balancing assessments.

Authors: Catherine Garrison and Michael Ehringhaus

Publication Date: August 2013

Publisher: Association for Middle Level Education

### **Formative Assessment for Students with Disabilities**

This report provides teachers, both special education and general education, with an introduction to the knowledge and skills they need to confidently and successfully implement formative assessment for students with disabilities in their classrooms.

Authors: Susan Brookhart and S. Lazarus

Publication Date: February 2017

Publisher: Council of Chief State School Officers

### **Formative Assessment That Truly Informs Instruction**

This paper discusses varied purposes of assessment and highlights the central importance of teacher decision making in the process of assessment that informs instruction and improves student learning.

Publication Date: October 2013

Publisher: National Council of Teachers of English

### **Formative Assessment the Student Role**

The rubric language of the Formative Assessment Dimensions is primarily targeted at educators. This document is intended to provide information specific to the important role of students in the process.

Publication Date: January 2018

Publisher: WestEd

### **Formative Assessment: An Enabler of Learning**

This article explains formative assessment as a powerful practice of collaboration between teacher and students to move students' learning forward.

Author: Margaret Heritage

Publication Date: Spring 2011

Publisher: Center on Standards and Assessment Implementation

### **The Impact of Formative Assessment and Learning Intentions on Student Achievement**

This brief begins with an analysis of current research linking formative assessment to academic performance and then moves into a discussion of learning objectives' impact on student outcomes.

Publication Date: August 2014

Publisher: Hanover Research

### **The Power of Evidence Use in Formative Assessment**

This brief discusses how the process of eliciting, interpreting, and responding to evidence of student learning creates the conditions for teachers and students to shift their conception of learning itself to be one that arises out of and promotes collective knowledge.

Authors: Barbara Jones and Nancy Gerzon

Publication Date: October 2020

Publisher: WestED

### **The Student Role in Advanced Formative Assessment Practice: Self-Assessment, Peer Feedback, and Discourse**

This paper identifies three critical components of the student role in advanced formative assessment practice and discusses how implementing self-assessment, peer feedback, and discourse help students gain confidence to be able to make decisions about the status of their own learning, to extend that learning, and to envision next steps.

Authors: Nancy Gerzon and Barbara Jones

Publication Date: October 2020

Publisher: WestED

### **Using the Formative Assessment Rubrics, Reflection and Observation Tools to Support Professional Reflection on Practice (Revised)**

The purpose of this document is to provide guidelines and resources for use in observations and reflections on formative assessment practices.

Author: Caroline Wylie and Christine Lyon

Publication Date: February 2016

Publisher: Council of Chief State School Officers