

How did you engage with the Revised Student Growth Goals this past school year?



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<https://www.menti.com/al2apfxac3vf>

Culturally Responsive Formative Assessment for Student Growth Goals: What, Why, and How

Katie Taylor

Director, Educator Effectiveness Office

Serena O'Neill

Mathematics Assessment Specialist, Assessment Development

With Maja Wilson

ELA Assessment Specialist, Assessment Development



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A background image showing a group of young children in a classroom. In the foreground, a young girl with dark skin and braided hair, wearing a bright yellow long-sleeved shirt, has her arms raised high with her palms facing forward. She has a joyful expression. Behind her, another child with light skin and long brown hair is also visible, looking towards the camera. The image is partially covered by a semi-transparent teal overlay on the left side where the text is located.

Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



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Equity Statement

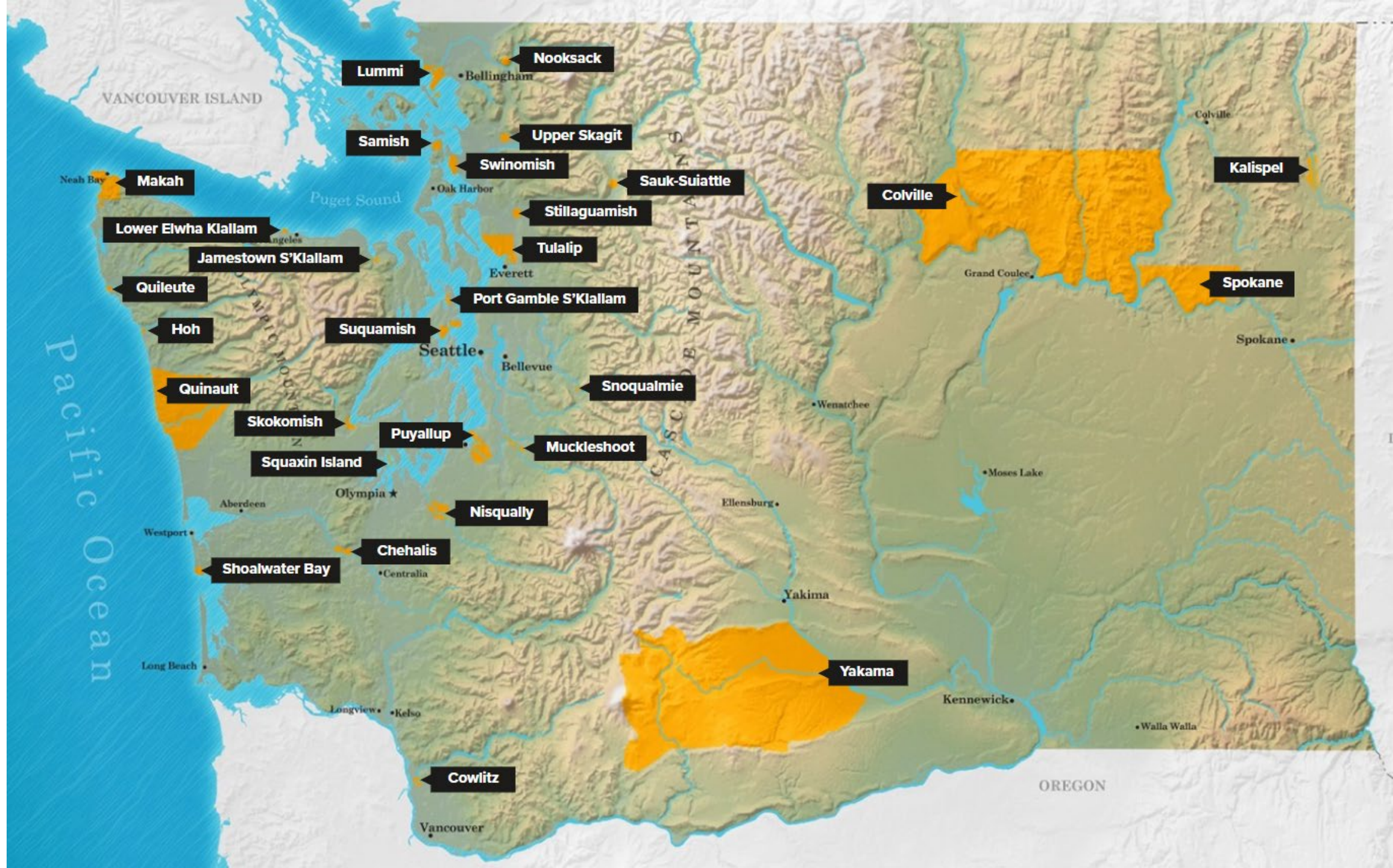
Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

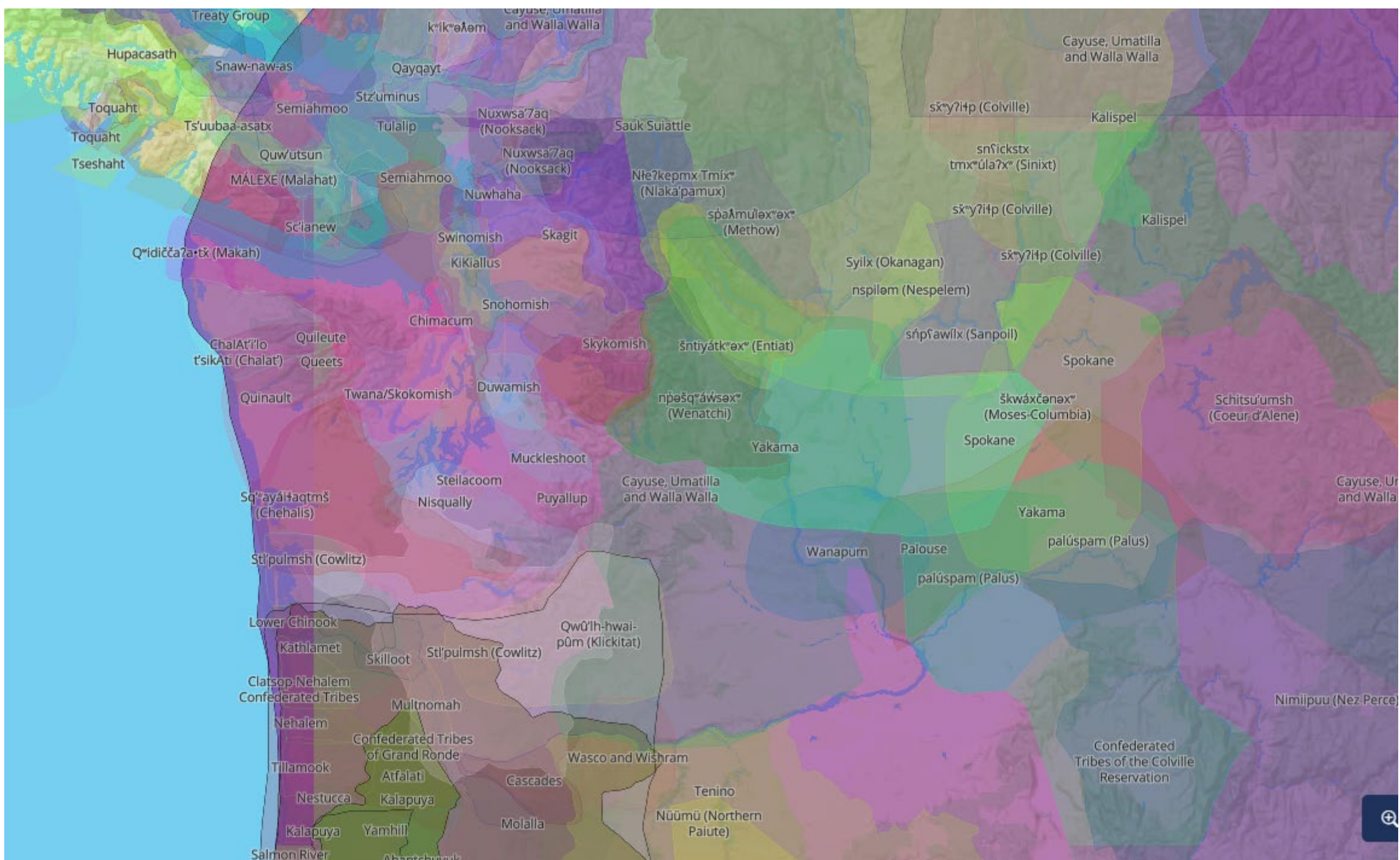
Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

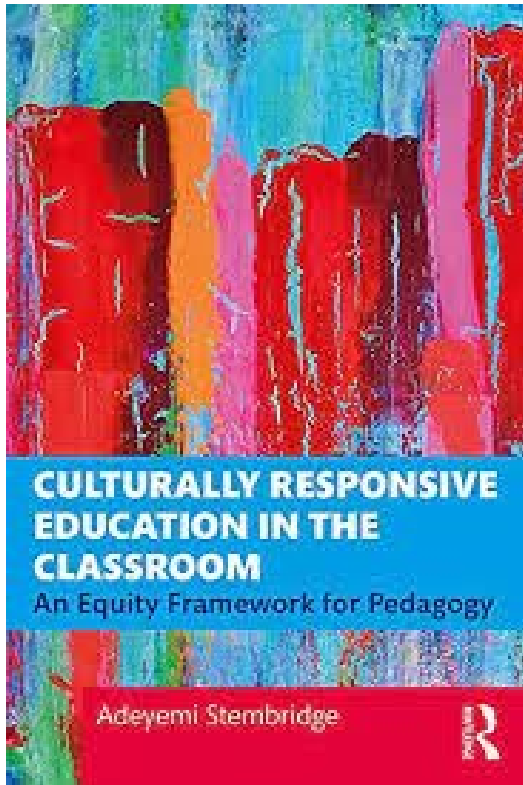


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Student Growth Goals and Culturally Responsive Formative Assessment

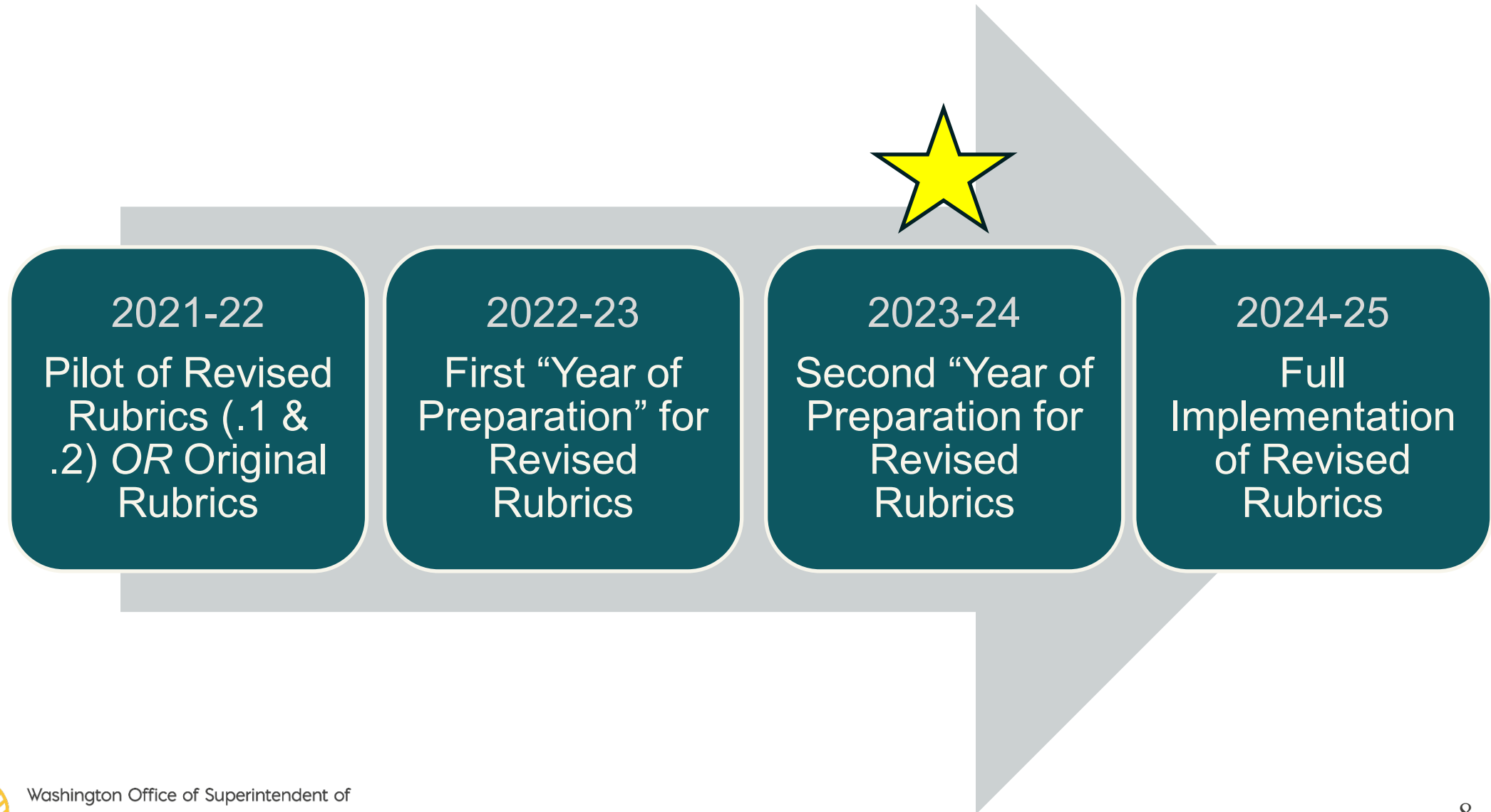


"The richest and most dynamic learning experiences happen when the focus of instruction is on facilitating students' thinking at the level of conceptual understanding because only then can they find the most authentic experiences of cognitive agency."

--Dr. Adeyemi Stenbridge, *Culturally Responsive Education in the Classroom*, 124



Where we've been – where we are headed



Critical attributes of Revised SGGs

- Address a critical learning standard
- Include both cognitive and social/ emotional engagement
- Use both formative and summative assessments
- Involve students in assessing their own learning
- Provide an opportunity for students to share how they are experiencing the learning
- (3.1 only) Asks for input from families of students of focus

And...A unit of study, rather than a year-long process

What is Culturally Responsive Formative Assessment?

Works toward understanding the aspects of learning that lie beneath performance



Layers of the lived experience:

- relationships, emotions, motivations, meanings, values, aspirations, community, culture, and language

Layers lie beneath the surface and may not be visible and are interwoven in our experiences and reflections



The product of culturally responsive formative assessment:

- Never a score
- Never a judgment
- Never a statement of achievement that involves the good/bad binary

Instead, the product of culturally responsive formative assessment involves **understanding of the aspects of learning that lie beneath performance.**



Aspects of learning that lie beneath performance

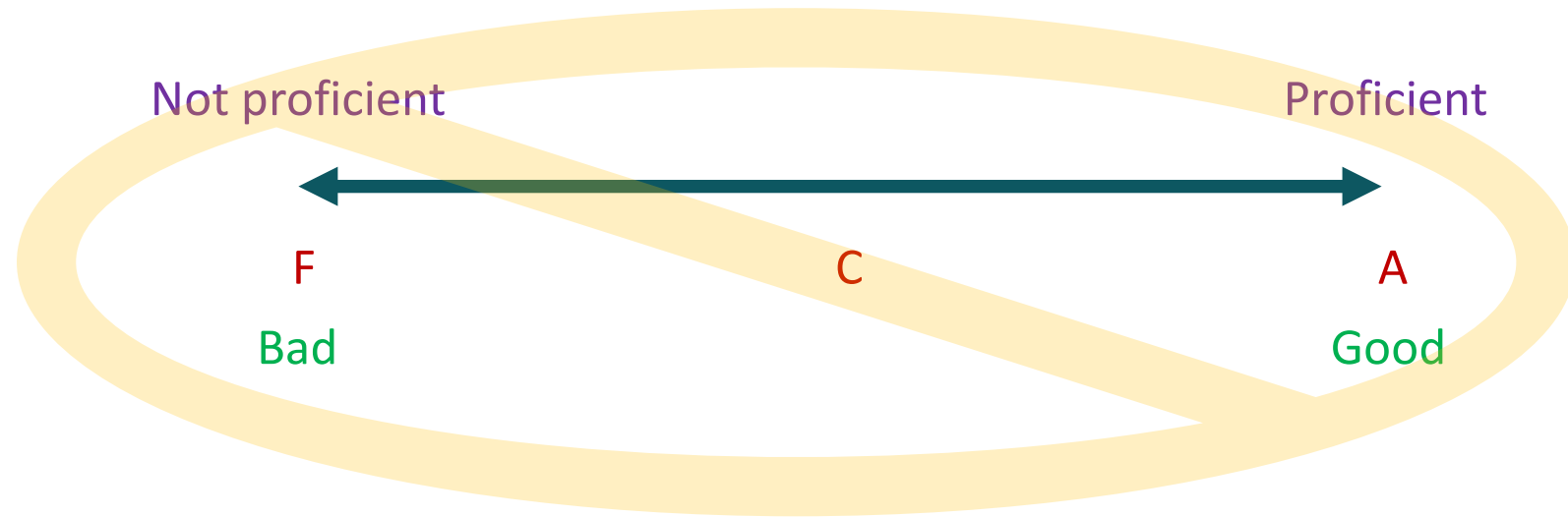


- Funds of knowledge
 - Culture, experiences, interests, identities, languages, backgrounds, motivations, aspirations, values, feelings, and relationships
- Decision-making
 - Strategies and approaches, logic of the learner
- Academic processes (e.g., scientific or writing process):
 - Understandings and engagement
- Conceptual Understandings
 - The experiential basis for understandings



The tools of culturally responsive formative assessment:

- Not a scale



Instead, the tool of culturally responsive formative assessment is **inquiry** based on *questions, conversations, and observations*.



Questions that begin a Culturally Responsive Formative Assessment Inquiry



Take some time to read sections of, or skim, the document



Circle, highlight, or jot down key words that resonate or challenge you in the document

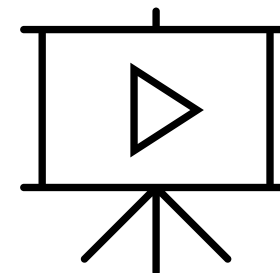


Questions the Begin Culturally Responsive Formative Assessment

- Talk about it!
- *How are you thinking about this in the work you do?*



CRFA Example In Action



- As you watch the video, consider:
 - *How does the example of culturally responsive formative assessment form the basis for all of the critical attributes in the revised student growth goal process?*
- Blank Student Growth Goal Critical Attribute Chart
 - Use the blank chart to take notes on the critical attributes discussed during the video example



CRFA Example In Action

This video is excerpted from SGG Module 6.

In the video, a high school English teacher (Maja Wilson) tells her administrator (Patricia Beuke) about a culturally responsive formative assessment inquiry that led her to create a student growth goal. She also describes the teaching ideas that result from the culturally responsive formative assessment inquiry – and how these lead to the artifacts she collects to show evidence of student growth.



- https://drive.google.com/file/d/1MJX3NpyCN30_W5Z-jK-fVd1hLKIdYRI6/view?usp=sharing



Kristin's story – Partner Discussion

- What did you hear, notice, or connect as you listened to the video?
- What questions do you still have?



Kristin's story – Partner Discussion



WHAT DID YOU HEAR, NOTICE, OR
CONNECT AS YOU LISTENED TO
THE VIDEO?



WHAT QUESTIONS DO YOU STILL
HAVE?



WHAT ABOUT SUMMATIVE
CLASSROOM ASSESSMENT?



Summative assessment simply means *summing up* – or *describing* – the learning.

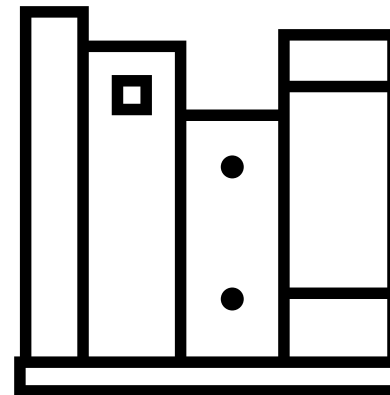
While summative assessments are typically associated with end-of-unit tests, projects, or essays (or even state summative tests), summative assessment doesn't need to involve scores at all.

In fact, a score is a limited, uni-dimensional description of student learning.

***Summative assessment can also refer to:
any description of the students' learning based artifacts,
conversations, self-reflections, and observations
that take place over a period of time.***



Additional Resources



- [Revised Student Growth Goal Rubrics](#)
- [Revised Student Growth Goal Modules](#)
 - Module 6: Summative and Formative Assessment
- [Questions the begin Culturally Responsive Formative Assessment](#)
- [Culturally Responsive Formative Assessment FAQ](#)
- [Culturally Responsive Formative Assessment ELA and Math Examples](#)
- [Assessment Terms for Student Growth Goals](#)



Reflections

Based on what you've heard and seen today:

- What about culturally responsive formative assessment has extended your thinking?
- Where are you feeling challenges?





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