

Title:	Formative Assessment Concept Map
Created by:	Syracuse Middle School Math Coaches

Audience: **Teachers, instructional coaches, principals, district leaders,** state education employees, **professional development providers,** local/state board members, **higher education faculty,** comprehensive centers and education agencies

Description: This document, created by a small group of Syracuse math coaches, presents a visual representation of their understanding of the implementation of formative assessment practices. The coaches created this document in the spring of their second year of work, so this graphic represents a more sophisticated understanding that developed over their two years. Note that the graphic also includes examples of common teacher misconceptions that coaches anticipated they would encounter while working with teachers.

How it was used: This document was one example of evidence used by NYCC staff to evaluate the nature and extent of the coaches' understanding of the cycle of formative assessment.

Key lessons:

- Providing opportunities for the coaches to create a visual representation of the process deepened their individual and collective understanding of the formative assessment cycle. The creation of the concept maps helped them refine their approach to coaching, depending on where their teachers were in relation to the different aspects of formative assessment.
- The members of the group that created this concept map experienced a significant shift in their thinking when discussing this map: from seeing the teacher as the primary assessor of learning to seeing the student as an equally important assessor of the learning. The coaches' understanding of this student role developed in the latter part of the 2nd year of their work. It became clear that arriving at an understanding of the unique roles of teacher and student, each as an assessor, takes time to unpack, and takes even longer to learn to implement fully in classrooms.
- This chart provided structure for future formative assessment professional development that the coaches subsequently provided in district. The process of developing the concept map helped refine their organization and design of professional development to ensure coverage of concrete instructional aspects as well as larger conceptual understanding about formative assessment.
- This process allowed the coaches to clarify misconceptions that they had had, and that teachers shared. As a result, they developed strategies to address these misconceptions more directly with teachers.

Formative Assessment is an ongoing process that partners students and teachers willing to devote time and energy that focuses on using evidence to move students forward/deeper in their learning

