
An Examination of Four State-Led Formative Assessment Initiatives in the Northeast and Islands Region

Formative assessment has become a topic of great interest to education policymakers and practitioners within the Northeast and Islands Region and nationwide. In response to a request from the REL-NEI Governing Board, this project will describe and compare four separate formative assessment initiatives in Connecticut, Massachusetts, New York, and Vermont. Each of these initiatives has been state-led and administered in schools within one or more districts for over a year.

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PROJECT OBJECTIVES

- Describe the goals, structures, and implementation methods of state-led formative assessment initiatives in Connecticut, Massachusetts, New York, and Vermont.
- Describe the views of state, district, and school initiative leaders on initiative implementation efforts and how well they have worked.
- Examine the roles that state education agencies (SEAs) have played in four states to help districts and schools build capacity in formative assessment.

METHODOLOGY

- Review public documents to assemble a description of the policy and program components of each state-led formative assessment initiative.
- Interview initiative leaders at state education agencies (SEAs) and at one district and school within each state to describe and compare their views of initiative implementation within their jurisdictions.

AUDIENCE & APPLICATION

- REL-NEI Governing Board members.
- Other stakeholders in the Northeast and Islands Region and nationwide who are interested in formative assessment and the role SEAs can play in building school and district capacity in formative assessment.

FINAL PRODUCTS

- Issues & Answers Report to be published by the Institute of Education Sciences.

What Are Fast-Response Projects?

Fast-Response Projects are short-term projects that respond to regional and national needs and priorities and provide research-based knowledge to inform policy and practice. They use methods such as research syntheses, mining of existing data sets, and descriptive studies.



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(Pending Publication)

Contact Information

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