



Using Formative Assessment to Improve Teaching and Learning

KSDE Great Ideas in Education 2026

Kansas leads the world in the success of each student.

Welcome!

- District Level?
- Building Admin?
- Classroom?
- Test Coordinators – shout out!
 - DTC?
 - BTC?



Let's get started!



<https://ahaslides.com/BL3QQ>



Aha Slides!

- Free-mium site
- Offers multiple ways to engage audience (students)
- Can upload slideshow to make interactive
- Ahaslides.com





Formative Assessment

What is it?

- Quick check-ins
- Gathered multiple times throughout a lesson
- Provides basic feedback
- Only formative if you instruction changes based on feedback
- The place where assessment becomes more about *teaching* and less about *testing*.



Types of Formatives



Common/Interim/Benchmark Assessments

- More formal
- Which standards are students struggling with?
- What can be done right now to improve student learning?
- Can be used by students for goal setting purposes

Classroom Assessment

- Quick diagnosis of student needs
- Monitor progress of individual students
- What misconceptions are prevalent?
- What comes next?
- What can be done to help this student meet their targets?



Activity time!

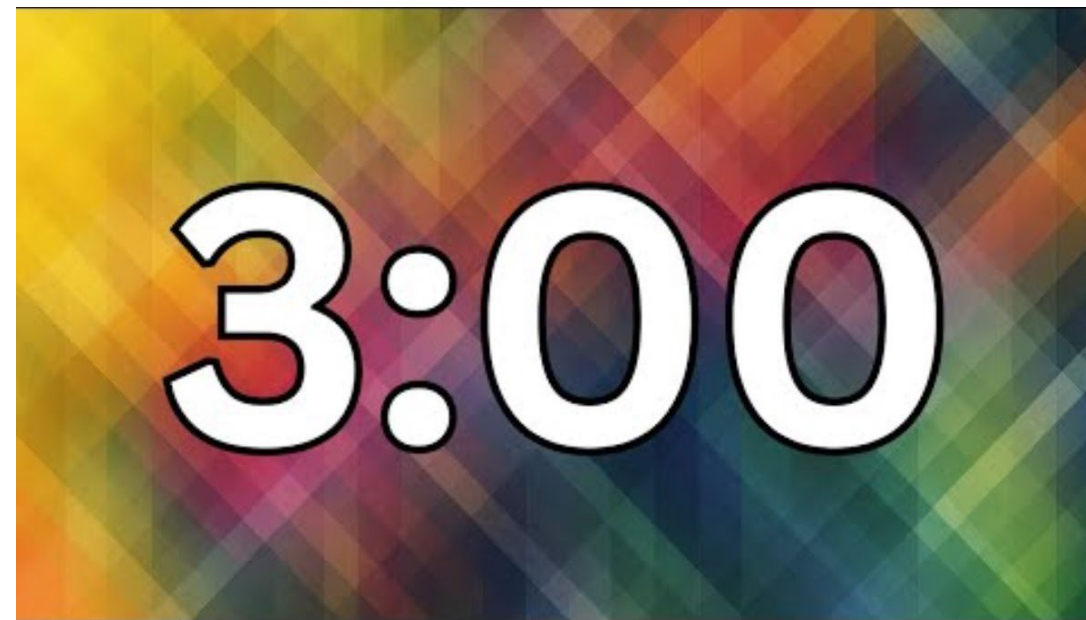
Rally Table

Brainstorm as many formative assessments as you can.
Include traditional, technology-based, etc.

Things to remember:

No talking.

Each person writes and then passes the paper.



Discuss

- Which examples give the most immediate feedback to guide instruction?
- When do formative assessments become summative?





Now what?

Data is important!

- Assessments can't be formative if you don't do anything with the results.
- It's time to dig in!
- Remember to keep the discussion focused on instructional decision-making and not just reviewing scores.



Scenario 1: 2nd Grade Math (Classroom Exit Ticket)

Data: Students completed an exit ticket on two-digit addition with regrouping.

Question	% Correct
Problem 1	90%
Problem 2	88%
Problem 3	85%
Word Problem	42%

Discussion Questions

1. Is the primary issue computation or mathematical reasoning?
2. What misconceptions might students have about word problems?
3. Who needs reteaching, and who is ready to move on?
4. What would tomorrow's lesson look like based on these results?



Scenario 2: 5th Grade Benchmark Reading Assessment

Data: Benchmark proficiency by strand

Strand	% Proficient
Literary Text	74%
Informational Text	69%
Vocabulary	71%
Inferencing	38%

Discussion Questions

1. Which skill requires the greatest instructional focus?
2. Is this a Tier 1 issue affecting most students?
3. What instructional practices currently address inferencing?
4. How can support be embedded without abandoning grade-level standards?



Scenario 3: 7th Grade Math Benchmark Assessment

Data: Benchmark results for proportional relationships.

Performance Band	Students
Advanced	8
Proficient	37
Basic	41
Below Basic	14

Additional Item Analysis

Unit Rates: 78% correct

Tables: 72% correct

Graphs: 36% correct

Equations: 33% correct

Discussion Questions

1. What does item analysis reveal that overall proficiency does not?
2. Where should instructional efforts focus?
3. How should students be grouped?
4. What supports are needed for the Below Basic group?
5. How will enrichment be provided for Advanced students?



Scenario 4: Cross-Grade PLC Scenario

Data

Across grades 3-8, benchmark reading data show:

Grade Band	Vocabulary	Inferencing
Grades 3-5	72%	44%
Grades 6-8	69%	41%

Discussion Questions

1. What trend appears across grade levels?
2. Is this a vertical alignment issue?
3. What instructional practices should be consistent across grades?
4. What evidence would demonstrate improvement?



Scenario 5: "What Do We Do Next?" Data Team Challenge

Data

A benchmark indicates:

- 65% of students met proficiency.
- 20% are within five points of proficiency.
- 15% scored significantly below proficiency.

Reflection Questions

1. Which students require a change in instruction?
2. Which students require a change in support?
3. Which students require a change in intervention?
4. How do we know our instructional response is the right one?



Summary

- Formatives are only useful if you **use** the data to **change** instruction and **improve** student learning.





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