

» [home](#) » [PERC 2012 Abstract Submissions](#) » [Detail Page](#)

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Abstract Title: **Helping American middle & high school science teachers to change to formative assessment**

Abstract: This study presents a model, as well as its application, for the development of formative assessments in the classroom in a rurally located, city high-needs district in Ohio. Authors wrote common formative assessments (CFAs) for the teachers in seven categories: sixth, seventh, and eighth grade (middle school), and physical science, biology, environmental science, and physics (high school). Teachers provided feedback, CFAs were changed as necessary, and teachers analyzed the CFA at the both the beginning and the end of the quarter. Emphasis in the analysis was on what student thinking (expressed in writing) reveals. The pretests reveal what students think at the beginning, giving the teacher an idea of what ideas might already exist, right or wrong; the posttest should reveal to the teacher whether the instruction succeeded. Results indicate changes not only in the way teachers view their pedagogical approaches, but also in how teachers consider student personal epistemologies.

Abstract Type: Contributed Poster Presentation

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Poster Sort

Research Population: K-12 Inservice teachers

Research Focus: Assessment of learners

Data Collection: Classroom / in situ observations

Research Methods: Experimental or quasi-experimental design

Comment Box: Research supported in part through grants from the Ohio Department of Education, grants 60018325 (2008-2009), 60021887 (2009-2010), 60028273 (2010-2011), and 60032359 (2011-2012)

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