

## Featured Presenter



Margaret Heritage joined WestEd as Senior Scientist in October 2014 after 22 years at UCLA, where she served as principal of the laboratory school of the Graduate School of Education and Information Studies, then as an Assistant Director at the National Center for Research on Evaluation, Standards and Student Testing (CRESST) UCLA. Before joining UCLA, she worked for many years in schools in the United Kingdom. She taught in the Department of Education at the University of

Warwick, England, and has taught in the Departments of Education at UCLA and Stanford University.

Her current work is focused on formative assessment and how to support teachers' effective implementation at scale. Her publications on the topic of formative assessment include *Formative Assessment in Practice: A Process of Inquiry and Action*; *Formative Assessment: Making It Happen in the Classroom*; and *Formative Assessment for Literacy and Academic Language* (co-authored with Alison Bailey). Her most recent book, *English Language Learners and the New Standards*, is co-authored with Aida Walqui and Robert Linquanti and is published by Harvard Education Press.

## Featured Presenter Recommends Key Resources

Earle, L., M. & Katz, S. (2014). Challenging conceptions of assessment. In S. Swaffield. (Ed). *Unlocking assessment: Understanding for reflection and application*. London: Routledge.

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77, 81-112.

Heritage, M. & Heritage, J. (2013). Teacher Questioning: The Epicenter of Instruction and Assessment. *Applied Measurement in Education*, 26, 176-190. Taylor & Francis: Philadelphia, PA.

Heritage, M. (2010). *Formative assessment and next-generation assessment systems: Are we losing an opportunity?* The Council of Chief State School Officers: Washington, DC.

Marshall, B., & Drummond, M. J. (2006). How teachers engage with assessment for learning: Lessons from the classroom. *Research Papers in Education* 18(4), 119-32.

Swaffield, S. (2011). Getting to the heart of authentic assessment for learning. *Assessment in Education: Principles, Policy & Practice*, 18(4), 433-449.