

# Formative Assessment: Teacher

## WHAT IS THE DEFINITION AND PURPOSE?

Formative assessment is an ongoing process used by all students and **teachers** during **learning and teaching** to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become more self-directed learners. The purpose of a formative student assessment is to:

1. Clarify learning goals and success criteria within a broader progression of learning.
2. Elicit and analyze evidence of student thinking.
3. Provide actionable feedback.
4. Use evidence and actionable feedback to move student learning forward by adjusting learning strategies, goals or next instructional steps.
5. Monitor student learning relative to learning goals.
6. Monitor progress with respect to specifically targeted interventions.

## WHEN IS THIS ASSESSMENT ADMINISTERED?

This assessment is real time and actionable, meaning it can be minute-by-minute, daily, integrated, and/or embedded and ongoing during learning and teaching. It can be planned or unplanned.

## WHAT DATA DO THESE ASSESSMENTS PROVIDE?

Qualitative and/or quantitative data-evidence of student thinking that identifies students' current learning status relative to learning goals.

## WHAT ARE EXAMPLES OF THESE ASSESSMENTS?

Examples of teacher-led formative assessment include, but are not limited to, the following:

- Exit Ticket
- Written/Computer-based quiz
- Whiteboard Check
- Write a Summary/Journal Entry
- 3-2-1
- Signaling (e.g., thumbs up/down for a true/false question)
- Student-to-Student discussion
- Teacher feedback specific to success criteria
- MathSpace
- Albert I.O.
- Read180
- System 44

## WHAT DO I DO WITH THE ASSESSMENT DATA?

Who	Action	How
Student	Assess progress towards learning goals and success criteria	<ul style="list-style-type: none"> <li>• What comes next in my learning?</li> <li>• Is the learning goal clear?</li> <li>• What gaps in my understanding do I have?</li> <li>• Am I ready to move on?</li> <li>• How can I extend my learning?</li> <li>• How does this learning fit with other ideas I have?</li> </ul>
	Provide actionable feedback to peers	<ul style="list-style-type: none"> <li>• What did my peer do well?</li> <li>• How can my peer improve?</li> </ul>
Family	Receive information regarding student performance	<ul style="list-style-type: none"> <li>• Review overall grade or assessment results to ask:                             <ul style="list-style-type: none"> <li>◦ Is my child on track?</li> <li>◦ What are my child's strengths?</li> </ul> </li> <li>• Where can my child improve?</li> </ul>
Teacher	Create formative assessments	<ul style="list-style-type: none"> <li>• What do we want all students to know?                             <ul style="list-style-type: none"> <li>◦ Identify standards aligned to my curriculum map that need to be assessed.</li> <li>◦ Identify learning targets within the standard.</li> </ul> </li> <li>• How will we know if they learn it?                             <ul style="list-style-type: none"> <li>◦ Develop items aligned to learning targets and rigors of standard.</li> <li>◦ Establish criteria for success.</li> </ul> </li> </ul>
	Assess progress towards learning goals	<ul style="list-style-type: none"> <li>• Where is the student on a learning progression? (social/emotional, literacy, math)</li> <li>• What comes next in student learning? (individual/class)</li> </ul>
	Adjust planning and instruction based on student need (reteach/enrichment)	<ul style="list-style-type: none"> <li>• Are the learning goals and success criteria clear and complete?</li> <li>• Are the students aware of the learning goals and success criteria?</li> <li>• What misconceptions are present?</li> <li>• What needs reteaching or differentiation (gaps/extend)? What do my students need?</li> <li>• What strengths can I build on?</li> <li>• Did my pacing allow sufficient time for students to master content?</li> <li>• Does my future instruction need refinement/adjustments?</li> <li>• How should I group my students?</li> </ul>

**WHAT DO I DO WITH THE ASSESSMENT DATA?**

Who	Action	How
Teacher	Provide actionable feedback to class	<ul style="list-style-type: none"> <li>• Determine steps for the students to improve their work.</li> <li>• Provide students with at least one strength and one area to improve.</li> </ul>
	Embed additional formative assessments in the content, if needed	<ul style="list-style-type: none"> <li>• What did the formative assessments reveal about my teaching?</li> <li>• Should I make any adjustments?</li> </ul>
Site Student Support Professionals (e.g., reading/math specialist)	Support and monitor intervention or enrichment goals	<ul style="list-style-type: none"> <li>• As I work with this student, determine if the intervention or enrichment is successful. If yes, continue; if no, reevaluate.</li> <li>• How can I best support the teachers to ensure students are mastering the skills?</li> </ul>
PLC (Professional Learning Community)	Work together to create formative assessments	<ul style="list-style-type: none"> <li>• What do we want all students to know?                             <ul style="list-style-type: none"> <li>◦ Identify standards aligned to my curriculum map that need to be assessed.</li> <li>◦ Identify learning targets within the standard.</li> </ul> </li> <li>• How will we know if they learn it?                             <ul style="list-style-type: none"> <li>◦ Develop items aligned to learning targets and rigors of standard.</li> <li>◦ Establish criteria for success.</li> </ul> </li> </ul>

Who	Action	How
PLC (Professional Learning Community)	Use formative assessment data to identify grade level trends of student progress toward mastery of state standards, including strengths and areas of refinement	<ul style="list-style-type: none"> <li>• What are the strengths and needs of our students?</li> <li>• How successful was our Tier 1 instruction?</li> <li>• Do any modifications to our Tier 1 instruction need to be made?</li> <li>• How will we respond when some students do not learn?                             <ul style="list-style-type: none"> <li>◦ Which students need reteaching and how and when will I do it?</li> </ul> </li> <li>• How will we extend the learning for students who are already proficient?</li> <li>• Which students need enrichment and how and when will I do it?</li> </ul>
Site Administration	Use formative assessment data to identify grade level trends of student progress toward mastery of state standards, including strengths and areas of refinement	<ul style="list-style-type: none"> <li>• Do I see any patterns in each grade level?</li> <li>• Do I see any patterns across the grade levels?</li> <li>• Do I see any areas of concern?</li> <li>• How successful is Tier 1 instruction in each grade level?</li> <li>• Do any modifications to our Tier 1 instruction need to be made?</li> <li>• Should we focus our resources on continued Tier 1 instruction or Tier 2?</li> <li>• Do I have teachers who need additional supports?</li> </ul>

**WHAT DO I DO WITH THE ASSESSMENT DATA?**

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	Work with teachers to create formative assessments	<ul style="list-style-type: none"> <li>• What do we want all students to know?                             <ul style="list-style-type: none"> <li>◦ Identify standards aligned to my curriculum map that need to be assessed.</li> <li>◦ Identify learning targets within the standard.</li> </ul> </li> <li>• How will we know if they learn it?                             <ul style="list-style-type: none"> <li>◦ Develop items aligned to learning targets and rigors of standard.</li> <li>◦ Establish criteria for success.</li> </ul> </li> </ul>
District Student Support Professionals (e.g., coaches/specialists)	Work with teachers to analyze formative assessments and data	<ul style="list-style-type: none"> <li>• What are the strengths and needs of our students?</li> <li>• How successful was our Tier 1 instruction?</li> <li>• Do any modifications to our Tier 1 instruction need to be made?</li> <li>• How will we respond when some students do not learn?                             <ul style="list-style-type: none"> <li>◦ Which students need reteaching and how and when will I do it?</li> </ul> </li> <li>• How will we extend the learning for students who are already proficient?                             <ul style="list-style-type: none"> <li>◦ Which students need enrichment and how and when will I do it?</li> </ul> </li> <li>• How can I support schools and staff?</li> </ul>

Who	Action	How
District Administration	Review school- and district-level data aggregated and disaggregated	<ul style="list-style-type: none"> <li>• What district trends are evident in the data?</li> <li>• What school trends are evident in the data?</li> <li>• Which sites may need additional supports and/or resources to meet the needs of their students?</li> <li>• How can we support schools and staff to improve achievement?</li> </ul>

