



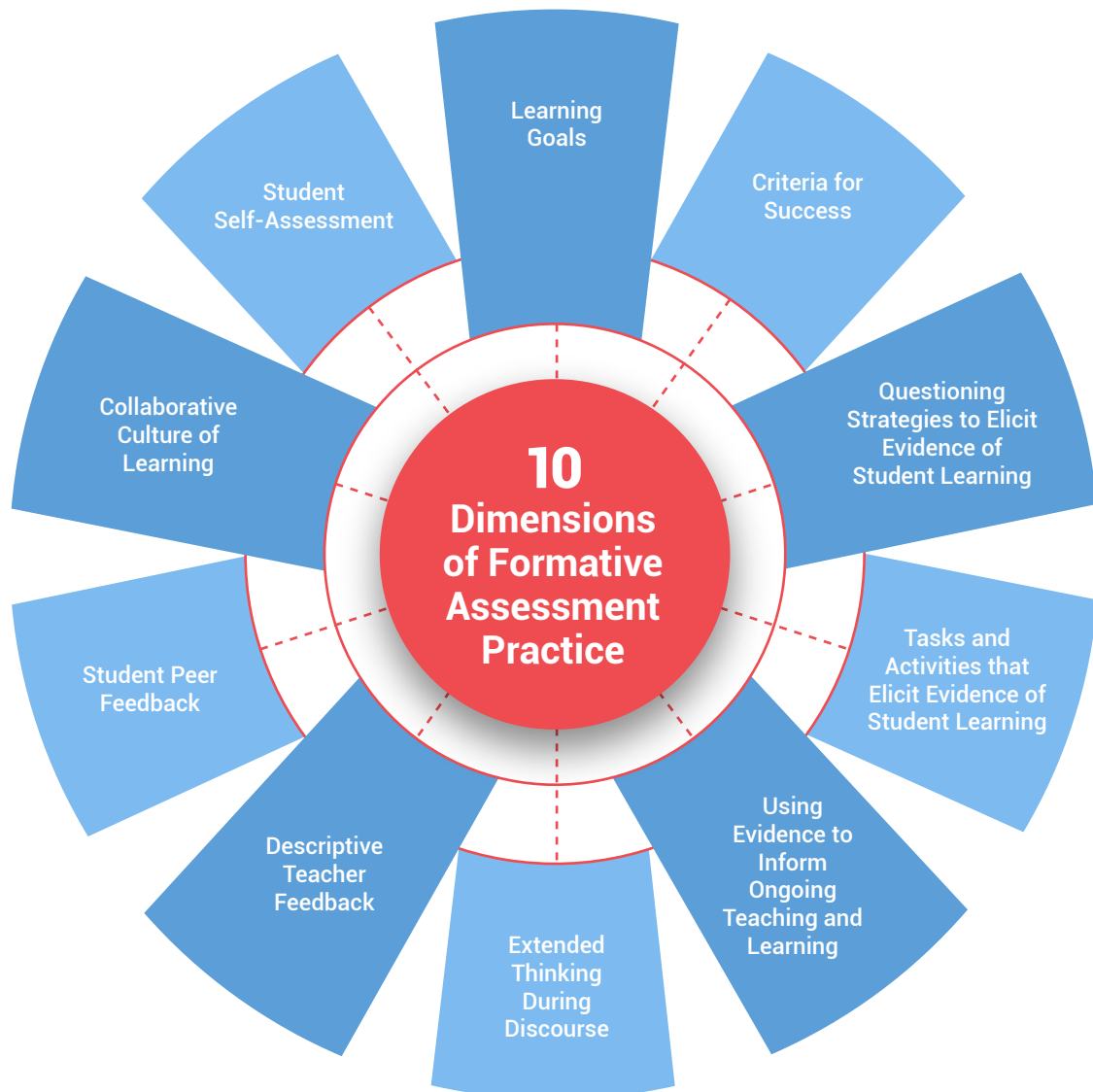
FORMATIVE ASSESSMENT THE STUDENT ROLE

The following ten dimensions represent a set of integrated formative assessment practices that could be observed during a lesson. With the goal of making explicit the characteristics of strong formative assessment implementation, a corresponding **rubric** has been created for each dimension.

Formative Assessment Definition

Formative assessment is a planned, 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.

This definition was created by the **Council of Chief State School Officers (CCSSO)** through the **Formative Assessment for Students and Teachers State Collaborative on Assessment and Student Standards (FAST SCASS)**.



Because the rubric language is primarily targeted at educators, this document is intended to provide information specific to the important role of students in the process.

The Student Role in Formative Assessment

For students to be active participants in their own learning, they must take an active role in formative assessment.

The following table outlines the student role in a fully implemented formative assessment environment.



Learning Goals

Teachers identify “lesson-sized” learning goals that should be clearly identified and communicated to students and should help students make connections among lessons within a larger sequence.

1

Students...
Engage with learning goals so they understand the intended learning and are prepared to interact with content.

Refer to the learning goals at various times throughout the lesson as they check their progress.



Criteria for Success

Teachers clearly identify criteria that are aligned to learning goals and communicated to students.

2

Students...
Help develop or explore success criteria so they internalize what is expected.

Refer to success criteria throughout the lesson as they provide feedback to peers and as they self-assess.



Questioning Strategies to Elicit Evidence of Learning

Teachers choreograph the classroom discussion and build on student responses in order to advance learning.

3

Students...
Engage fully in classroom questioning routines by sharing and building on peer ideas.

Understand that questioning is not about “getting it right,” but about sharing current understanding and exploring ideas to move learning forward.



Tasks and Activities to Elicit Evidence of Learning

Teachers plan for tasks and activities that produce evidence of student learning (excluding classroom discussions).

4

Students...
Participate fully in individual or small group learning tasks.

Articulate how learning tasks will support them in meeting goals.

Are willing to share both what they know and what they don't know related to tasks.



Using Evidence to Inform Ongoing Teaching and Learning

Teachers use evidence to adjust ongoing teaching and learning and to improve students' achievement of intended instructional outcomes.

5

Students...
Are comfortable receiving feedback.

Work with teachers to use evidence of their understanding in order to move their own learning forward.



Extended Thinking During Discourse

Teachers develop classroom routines and strategies (e.g. providing wait time, encouraging students to ask probing questions) that extend student capacity to extend thinking during discourse.

6



Descriptive Teacher Feedback

Teachers provide evidence-based feedback that is linked to the learning goal and criteria for success. They scaffold supports so that students are able to use feedback effectively.

7



Student Peer Feedback

Teachers model effective feedback, and develop structures in which giving and receiving peer feedback is a routine feature of learning.

8



Collaborative Culture of Learning

Teachers establish a classroom culture in which teachers and students are partners in learning.

9



Student Self-Assessment

Teachers model effective self-assessment practices and ensure students have regular opportunities to evaluate and consider next steps in their learning.

10

Students...

Participate in discussions that have give-and-take with teacher and peers.

Build on student and teacher responses by sharing clarifying comments, providing feedback, or asking probing questions.

Direct questions to one another and respond accordingly.

Students...

Apply teacher feedback to take next steps in their own learning.

Use the feedback they received to revise existing work or address new aspects of work.

Students...

Review and provide feedback to the work of peers (aligned to criteria).

Receive and apply structured feedback.

Students...

Demonstrate a clear focus on learning and collaboration.

Articulate classroom norms and how they support learning.

Demonstrate respect and appreciation for multiple viewpoints.

See themselves as learning resources for one another.

Students...

Routinely self-assess and clarify progress toward learning goals.

Independently select learning strategies that will help them move forward.

Monitor and adjust learning tactics.

Adapted from: Wylie and Lyon (2016). Using the Formative Assessment Rubrics, Reflection and Observation Tools to Support Professional Reflection on Practice, p. 20. <http://bit.ly/2uRExjM>. Special thanks to Nancy Gerzon and the WestEd team for their contributions.

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