

FORMATIVE TOOLS AND PROCESSES
Assessment FOR Learning

- ✓ Instructionally embedded
- ✓ Frequent
- ✓ Connected to learning targets
- ✓ Happens while material is being taught
- ✓ Penalty Free – Isn't used for grades

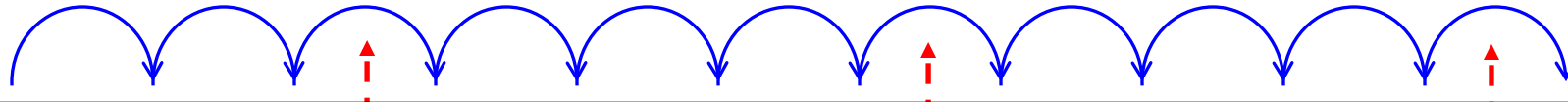
Ongoing Checking for Understanding

*Classroom / Common
Formative Task(s) or Test(s)*

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INSTRUCTIONAL PROGRAM

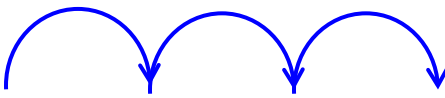
*Grade/Course – School – District
Summative Assessment*

*Grade/Course – School – District
Summative Assessment*

*Grade/Course – School – District –
State Summative Assessment*

SUMMATIVE ASSESSMENTS
Assessment OF Learning

- ✓ Aligned to curriculum pacing
- ✓ Periodic
- ✓ Connected to standards
- ✓ Occurs after material has been taught
- ✓ Scored or graded

What is it?	What are the characteristics?	What does it look and sound like?	
		For students?	For teachers?
FORMATIVE INSTRUCTIONAL TOOLS AND PROCESSES: ASSESSMENT FOR LEARNING			
 <p>Ongoing assessment <i>for learning</i> is a planned process in which teachers or students use assessment-based evidence to adjust what they are currently doing.</p>	<ul style="list-style-type: none"> Classroom-based Connected to daily learning target “In the moment” – during or immediately after instruction All students participate Penalty-free (not scored or placed in grade book) 	<p>All students:</p> <ul style="list-style-type: none"> Respond to questions using white boards or other multi-response technique Participate in “think-pair-share” Show “traffic signals” (e.g., 3 fingers – I could teach it; 2 fingers – I sort of understand or am unsure; 1 finger – I really don’t understand) Complete an exit slip/ticket out the door, one-minute essay, journal entry, etc. 	<p>Teacher:</p> <ul style="list-style-type: none"> Checks white board and traffic signal responses, and listens to pair-share conversations to decide when to go on and when to review/reteach Collects monitoring notes / anecdotal records specific to learning targets, and uses them to support individual students or groups of students Reviews exit slips (etc.), and groups students if needed for immediate reteaching / extension
<p style="text-align: center;">Classroom / Common Formative Task(s) or Test(s)</p> <p>Formative tasks or tests are short-cycle assessments <i>for learning</i> used by teachers and students to gauge student progress toward mastery of learning targets aligned to standards. They help students monitor their own learning and help teachers inform their decisions about next instructional steps.</p>	<ul style="list-style-type: none"> Classroom-based; may be common across same grade or course Connected to weekly or other short-term learning targets Frequent (e.g., every 1-3 weeks) All students participate Penalty-free; evaluated only through descriptive feedback 	<p>All students:</p> <ul style="list-style-type: none"> Complete a task or take a short quiz to demonstrate understanding of specific learning targets Analyze their own results to identify targets they understand, those they need practice at, and those for which they need further instruction Set short-term learning goals for targets in which they need more teaching 	<p>Teacher(s):</p> <ul style="list-style-type: none"> Develop tasks or quizzes tied to weekly or short-term learning targets Use results to group students for focused reteaching / intervention Analyze results in teacher teams to identify common misunderstandings and discuss teaching strategies Help students analyze their own results and set learning goals
SUMMATIVE ASSESSMENTS: ASSESSMENT OF LEARNING (**May provide formative information for instructional planning or programmatic decisions**)			
<p style="text-align: center;">Grade/Course – School Summative Assessments</p> <p>Assessments <i>of learning</i> that allow teachers to check student mastery of standards, collaboratively discuss student understandings and misunderstandings, determine ways to teach more effectively, and identify students for focused intervention and systematic follow-up.</p>	<ul style="list-style-type: none"> Classroom or school-based; common across same grade or course Connected to paced standards and underpinning learning targets Periodic (e.g., every 6-12 weeks) All students participate Scored / graded 	<p>All students:</p> <ul style="list-style-type: none"> Take a common test at the end of an instructional period (e.g., quarter, trimester) Analyze their own results to identify standards and targets they have mastered and those in which they need further instruction Set learning goals for standards / targets in which they need more instruction 	<p>Teachers/Teacher Teams:</p> <ul style="list-style-type: none"> Develop tests with selected and constructed response items tied to paced standards and learning targets Analyze results by grade-level or course to discuss student understanding; determine strategies for teaching / reteaching; and identify students for intervention and follow-up Help students analyze their own results and set learning goals
<p style="text-align: center;">District – State Summative Assessments</p> <p>Assessments <i>of learning</i> that allow teachers, administrators, program-level decision makers, and policy makers to evaluate student mastery of standards.</p>	<ul style="list-style-type: none"> District- or state-wide; common across same grade or course Connected to state standards Usually annual All students participate Scored on common scale 	<p>All students:</p> <ul style="list-style-type: none"> Take the annual district and/or state assessment at the designated time Review their own results to identify standards they mastered and those in which they need further support Set annual performance goals 	<p>Teachers and Administrators:</p> <ul style="list-style-type: none"> Administer district and state tests Analyze results by grade-level/course and school to determine areas of strength and areas of need Help students and parents understand their results and set goals