**FORMATIVE ASSESSMENT: STUDENT**

*Assessment* ***for*** *learning*

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| Classroom feedback loop informs instruction; may include PLC/common assessments |
| **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. |
| **Purpose** | Clarify learning goals and success criteria within a broader progression of learningEngage in self-assessment and peer feedbackMonitor learning relative to learning goalsUse evidence and actionable feedback to move learning forward |
| **Users of Results** | Student, student to student teams, student and teacher team |
| **Frequency and Relationship to Instruction** | Minute-by-minuteDailyIntegrated and/or embedded and ongoing during learning and teachingContinuous monitoring of progress of learning  |
| **Methods: Obtaining Evidence of Learning** | Opportunities to gather evidence of learning during ongoing instruction For example:* Questioning or discussion with peers and with teacher
* Analysis of peer work including oral and written products
* Teacher/ student interactions
* Student/student interactions
* Student self-reflection on progress towards learning goals
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| **Assessment Data** | Qualitative data- evidence of student thinkingStudent’s current learning status relative to learning goals For example:* What comes next in my learning?
* Is the learning goal clear?
* What gaps in my understanding do I have?
* Am I ready to move on? How can I extend my learning?
* How does this learning fit with other ideas I have?
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| **Actions Based on Data****S=Student, T=Teacher, SSP=Student Support Professional, A=Administrator (School/District), ST=State, F=Family** | Continue to assess progress towards learning goals and success criteria and discuss/plan next steps(S, T)Provide actionable feedback to peers (S) |