**FORMATIVE ASSESSMENT: STUDENT**

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

|  |  |
| --- | --- |
| 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 learning  Engage in self-assessment and peer feedback  Monitor learning relative to learning goals  Use 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-minute  Daily  Integrated and/or embedded and ongoing during learning and teaching  Continuous 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 |
| **Assessment Data** | Qualitative data- evidence of student thinking  Student’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? |
| **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) |