**FORMATIVE ASSESSMENT: TEACHER**

*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 learning  Elicit and analyze evidence of student thinking  Provide actionable feedback  Use evidence and actionable feedback to move student learning forward by adjusting learning strategies, goals or next instructional steps.  Monitor student learning relative to learning goals  Monitor progress with respect to specifically targeted interventions |
| **Users of Results** | Student, student to student teams, teacher |
| **Frequency and Relationship to Instruction** | Minute-by-minute  Daily  Integrated and/or embedded and ongoing during teaching and student learning  Continuous monitoring of progress towards student learning goals/mastery of standards |
| **Methods: Obtaining Evidence of Learning** | Opportunities to gather evidence of learning during ongoing instruction are intentionally planned or may occur in the moment  For example:   * Observation of classroom discourse * Questioning or discussion * Observation of students engaged in instructional tasks * Analysis of student work * Teacher/ student interactions * Student/student interactions * Student self-reflection |
| **Assessment Data** | Qualitative data- evidence of student thinking  Students’ current learning status relative to learning goals  For example:   * Where is the student on a learning progression? (social/emotional, literacy, math) * What comes next in student learning (individual/class)? * What misconceptions are present? * What needs reteaching or differentiated (gaps/extend)? * Are the learning goals and success criteria clear and complete? |
| **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)  Embed formative assessment in planned instruction, and adjust based on feedback (T, SSP)  Provide actionable feedback to class and/or individual students, check for follow-through (S, T)  Adjust planning and instruction based on student need (T, SSP)  Implement support/ enrichment and/or supplemental interventions (T, SSP)  Monitor intervention goals (T,SSP)  Continue, revise or conclude interventions (T, SSP) |