**10 Dimensions of Formative Assessment**

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| **Dimension** | **Dimension Description** |
| **Learning Goals***: Learning Goals should be clearly identified & communicated to students, & should help students make connections among lessons within a larger sequence.* | Learning goals should be aligned to state grade-level standards, although this dimension focuses on how the teacher identifies the learning goals for a particular lesson, communicates them to the students, and uses them in a way that supports learning. Research suggests that when students understand the intended learning of a lesson they are better prepared to engage with the content and learning is positively impacted.  |
| **Criteria for Success:** *Criteria for Success should be clearly identified and communicated to students.* | This focuses on how the teacher identifies the criteria for success for a particular lesson and communicates them to the students. Research suggests that when students understand what quality work actually looks like they are more able to demonstrate their own learning. The focus is primarily on the sharing of explicit expectations (e.g., rubrics, preflight checklists, exemplars etc.) that communicate quality. Criteria for success are integrated into the lesson, are accessible to students, and support student learning. |
| **Tasks and Activities that Elicit Evidence of Learning:** *The focus is on those things with which students engage that potentially produce evidence of student learning (excluding classroom discussions).* | Teachers need to use a range of tasks and activities to collect relevant evidence of student thinking. When students are engaged in tasks and activities (on their own, with another student, or in a small group) the work products provide evidence of student understanding. In order to be effective, students need to have access to appropriate support from either the teacher or from peers to complete the task. In addition, the teacher needs to have a mechanism for synthesizing evidence from students, whether through a formal review process or informal on- the-fly review. |
| **Questioning Strategies to Elicit Evidence of Learning:** *The focus is on one way that a teacher can collect evidence of student progress through classroom questioning.* | Teachers need to use a range of questioning strategies to collect relevant evidence of student thinking, from more students, more often, and more systematically. Teachers can elicit evidence of student thinking by the types of questions students ask of the teacher and peers, as well. |
| **Extending Thinking During Discourse:** *Students should be provided with ongoing feedback helping them develop ideas & understanding of the content.* | This dimension focuses on the teacher’s role to provide ongoing feedback during class discussions. It is characterized as an exchange between a teacher and one or more students, or among multiple students where additional prompts or questions sustain the conversation to support deeper thinking.  |
| **Descriptive Feedback:** *Students should be provided with evidence-based feedback that is linked to the intended instructional outcomes and criteria for success.* | This dimension focuses on the teacher’s role to provide individualized feedback to students. Research suggests that student learning improves when students are provided with descriptive feedback that is connected to clear targets. Students are provided with opportunities to use the feedback or apply it to their work in meaningful ways and requires that students are not only given feedback and provided with time to review it, but are also provided with structured opportunities to understand what the feedback means for their specific learning, to internalize the feedback, and to move their performance forward. |
| **Peer Feedback:** *Peer assessment is important for providing students an opportunity to think about the work of their peers.* | Research suggests that opportunities to review the work of a peer and to provide feedback are very beneficial to the person providing the feedback, as well as to the person receiving the feedback. Peer feedback must be both meaningful and beneficial to students. It is important to provide structure and support for the peer feedback process. |
| **Self-Assessment:** *This is important because it provides students with an opportunity to think meta-cognitively about their learning.* | Self-assessment is important because it provides students with an opportunity to think meta-cognitively about their learning, internalize learning goals, and self-regulate. Research suggests that improved understanding of one’s own learning is a critical strategy that can lead to improvements in learning. |
| **Collaborative Culture of Learning:** *A classroom culture in which teachers and students are partners in learning should be established.* | A classroom culture in which teachers and students are partners in learning should be established. Research suggests that classrooms that promote thinking and learning, student autonomy, and students as learning resources for one another are more successful in encouraging lifelong learners. There is a sense that the teacher welcomes all responses as evidence of student engagement and students know how to engage in productive discussions, argue ideas while respecting others, engage others in dialogue, and monitor their own participation. |
| **Use of Evidence to Inform Instruction:** *A process used by teachers & students during instruction providing feedback to adjust ongoing teaching & learning.* | Evidence can come from how a teacher collects and uses evidence from classroom questioning, tasks and activities, student self-assessment, and student peer assessment. This dimension focuses on the teacher’s use of evidence to adjust instruction across the lesson(s) as a whole. |

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| **Dimension** | **Student Role in Each Dimension** |
| **Learning Goals***: Learning Goals should be clearly identified and communicated to students, and should help students make connections among lessons within a larger sequence.* | While the focus is on the teacher’s presentation of learning goals, the rubric notes that the goals should be appropriate for and accessible to the specific group of students. At the highest levels the students should readily understand the learning goals and the teacher should be checking in on student progress towards the goals. |
| **Criteria for Success:** *Criteria for Success should be clearly identified and communicated to students.* | In order to reach the higher levels of this dimension, students have to be involved in some way to internalize the success criteria in order to meaningfully use and apply them. |
| **Tasks and Activities that Elicit Evidence of Learning:** *The focus of this dimension is on those things with which students engage that potentially produce evidence of student learning (excluding classroom discussions).* | While the teacher is the person who selects the tasks and ensures they are connected to the learning goals, the evidence of their appropriateness will come from students and their ability to engage with the tasks. |
| **Questioning Strategies to Elicit Evidence of Learning:** *The focus of this dimension is on one way that a teacher can collect evidence of student progress through classroom questioning.* | This dimension focuses strongly on how the teacher choreographs the classroom discussion, but it is only through attending to student responses that the teacher is able to make inferences about student thinking and adjust instruction appropriately. |
| **Extending Thinking During Discourse:** *Students should be provided with ongoing feedback that helps them develop ideas and understanding of the content.* | As noted above, it is at the highest levels of the rubric that the students engage in back-and-forth discussions with the teacher and each other, extending thinking on the topic. In some cases the student may be the initiator of the feedback loop where they identify areas of confusion or underdeveloped ideas and prompt a discussion by asking a question. |
| **Descriptive Feedback:** *Students should be provided with evidence-based feedback that is linked to the intended instructional outcomes and criteria for success.* | For this dimension the focus is on the teacher as the provider of feedback (student-to-student feedback is in the Peer Assessment dimension) but in order for the higher levels of the rubric to apply there must be evidence that the students attend to the feedback by revising work. |
| **Peer Feedback:** *Peer assessment is important for providing students an opportunity to think about the work of their peers.* | While the dimension focuses on the teacher’s role in ensuring that students are successful in engaging with the peer assessment task, the focus is on the ways in which the process allows students to support peers’ learning. |
| **Self-Assessment:** *Self-assessment is important because it provides students with an opportunity to think metacognitively about their learning.* | While the dimension focuses on the teacher’s role in ensuring that students are successful in engaging with the self-assessment task, the focus is on the ways in which the process allows students to meaningfully reflect on or assess their own learning. |
| **Collaborative Culture of Learning:** *A classroom culture in which teachers and students are partners in learning should be established.* | This dimension directly targets the ways in which students and teachers work together, evidenced by a clear focus on learning, collaboration, respect, and an appreciation of multiple viewpoints. |
| **Use of Evidence to Inform Instruction:** *Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.* | This dimension focuses on the teacher’s use of evidence to adjust instruction, but evidence will come from observing students’ written and verbal responses to determine whether the teacher capitalizes on opportunities. |

Adapted from *The Formative Assessment Rubric, Resources, and Observation Protocol (FARROP)* developed by FAST SCASS of CCSSO, 2016.