

Title:	Formative Assessment Classroom Observation and Lesson Planning Tool
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- Audience:** **Teachers, instructional coaches, principals, district leaders**, state education employees, **professional development providers**, local/state board members, **higher education faculty**, and **comprehensive center staff**.
- Description:** The Formative Assessment Classroom Observation and Lesson Planning Tool supports the use of classroom formative assessment practices. It can be used as a structure for lesson planning, as an observation tool or as a tool around which to focus professional development work in formative assessment.
- How it was used:** Initially, NYCC staff used this tool to help solidify Syracuse math coaches' (called ISTs, or instructional support teachers) understanding of the complete formative assessment cycle. ISTs then used this tool in a variety of ways in their own work with teachers: some used it to co-plan lessons together, some used it to observe and make notes about their teachers' instructional practices, and some used it as a framework for understanding formative assessment during inservice work with their teachers.
- Key lessons:** As this tool evolved over several months of use initially with the ISTs, it became increasingly important to represent *all* aspects of formative assessment practices on the tool. This helped teachers and ISTs see the connections between all parts of the formative assessment cycle, and served as a reflection of coaches' increased understanding of these connections. The tool provided a useful bridge between theory and practice by laying out a series of prompts that reflect the entire formative assessment cycle.
- In the New York Formative Assessment Project, this tool was shared on the first day of teacher training. However, this tool was re-introduced and put in active use only after many months of professional development on the various attributes of formative assessment. Even so, ISTs needed a number of training sessions with the technical assistance team to figure out how they each individually would use the tool and develop strategies to re-introduce and use the tool with their teachers.
- Recommendations:** This tool is a valuable centerpiece for bridging theory to practice around formative assessment implementation. However, substantive work to understand each of the attributes of formative assessment needs to accompany the introduction and use of this tool.
- If teachers have had experience implementing the various attributes of classroom formative assessment prior to introducing this tool, allow 4-10 weeks of work using the tool before users are comfortable and facile with the tool. If the knowledge and classroom experience is not yet in place, much more time is needed to implement the tool effectively – as much as 6-8 months.

Formative Assessment in the Classroom

1. Math Learning Goal

2. Success Criteria

3. How I will gather evidence of learning in this lesson: (These should align with criteria in RH column above.)

Start of lesson:	Middle of lesson:	End of lesson:

4. When in the lesson will I offer feedback to students?

5. How will I encourage students to assess their own learning?

Formative Assessment in the Classroom

Learning Goals and Success Criteria

	Yes	No
6. Teacher shared learning goals for lesson with students	Yes	No
7. Goals were clear and manageable for the lesson	Yes	No
8. Teacher shared criteria for success with students	Yes	No
9. Success criteria were clear and understandable by students	Yes	No
10. Teacher discussed criteria through the use of exemplars	Yes	No
11. Students were involved in developing initial criteria	Yes	No

If yes, describe:

Points for discussion

Eliciting Evidence

	Yes	No
12. Teacher used FA strategies during lesson (Circle below)	Yes	No
Asking questions orally (with wait time)	Asking question, written	
Listening to discussion	Observation	
Listening to explanations	Instructional tasks	
Analysis of student representation	Multiple choice (e.g., a, b, c, d cards)	
End of lesson student review	Other:	

If yes, describe:

Points for discussion

Formative Assessment in the Classroom

Using Evidence:

13. Teacher showed evidence of adjusting instruction based on the evidence.

Yes

No

If yes ...
... describe the adjustment made and for whom (e.g., whole class, small group, individual)

Points for discussion

14. Teacher indicated that evidence will be used to plan the next lesson.

Yes

No

If yes ...
...describe how teacher plans to use evidence

Feedback:

15. Teacher provided feedback to the students (e.g., individual or class)

Yes

No

If yes ...
circle any of the following features of feedback observed:

- a) clear and descriptive
- b) based on success criteria
- c) related to student interpretation
- d) helped the student(s) know how to move forward in learning
- e) gave students chance to use the feedback

Points for discussion

Formative Assessment in the Classroom

Self and Peer Assessment:

16. Evidence of self-assessment	Yes	No
17. Teacher supported students in process of self-assessment	Yes	No
18. Teacher provided opportunity for peer-assessment	Yes	No
19. Teacher supported students in process of peer-assessment	Yes	No
20. Teacher made use of either student self- or peer-assessment during instruction	Yes	No

If yes, describe:

Points for discussion

21. How will formative assessment data inform next instructional steps?