

<b>Title:</b>	Indicators of Use of Formative Assessment
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**Audience:** **Teachers, instructional coaches, principals**, district leaders, state education department employees, **professional development providers**, local/state board members, higher education faculty, and comprehensive centers staff.

**Description:** This 1-page document provides a quick summary of key indicators of formative assessment practices in the classroom. The indicators here are primarily aspects of formative assessment practice that are observable during instruction.

**How It Was Used:** To summarize an overall vision of formative assessment practices that could be observed in a classroom.

At the opening professional development for year 2 of the work with Syracuse elementary math coaches, this document was used as part of a discussion around assuming a coaching role with teachers, and observing and providing feedback on teachers' uses of formative assessment practices.

**Key Lessons:** Teachers / coaches found it easy to focus on the indicators that they could control (i.e. in which the teacher is the focus). It was much more difficult for incorporate the practices – and therefore see indicators of – student involvement in the FA process.

**Recommendations:** Use this document in combination with the Formative Assessment planning tool to provide a comprehensive view of formative assessment practices in instruction. (This document points only to the observable aspects of formative assessment practices. There are other practices, equally vital to the process and not observable in the classroom, that are outlined more clearly in the FA Planning Tool.)

Spend time developing a shared understanding of each of these indicators, particularly the ones related to student involvement. The time investment in reaching a shared vision/understanding of these indicators will pay off in more effective instruction.

# Indicators of Use of Formative Assessment

## Learning Goals and Success Criteria

1. Goal(s) is/are clear and attainable with the lesson, and written in student-friendly language.
2. Teacher shares learning goal(s) for the lesson with students, and spends time to ensure that all students understand the goal.
3. Success criteria are clear and understandable to students, and observable by both teacher and student.
4. Teacher shares criteria for success with students, and spends time to ensure that all students understand the criteria.
5. Teacher discusses/illustrates meeting the criteria through the use of exemplars.
6. Students are involved in developing initial criteria (optional, depending on class readiness).

## Eliciting Evidence

7. Teacher uses some combination of formative assessment strategies during lesson (including, but not limited to):
  - Asks questions orally (with wait time)
  - Listens to discussion
  - Chooses carefully targeted instructional tasks
  - Asks question, gathers written responses
  - Prepares and gathers end-of-lesson student summaries / response to prompts
  - Uses public student-response tools, such as white boards or multiple choice cards (e.g., a, b, c, d cards)
  - Observes student groups working
  - Elicits / Listens to explanations
  - Analyzes student representations

## Using Evidence:

8. Teacher shows evidence of adjusting instruction based on the evidence.
9. Teacher uses evidence to plan the next lesson. Decisions are informed by evidence gathered.

## Feedback:

10. Teacher provides *descriptive* feedback to the students (e.g., individual or class).

## Self and Peer Assessment:

11. The lesson contains opportunities for student self- and/or peer-assessment.
12. Teacher clarifies to students the process of self- and/or peer-assessment.
13. Teacher uses the student self- or peer-assessment during instruction to gather additional information about student learning.