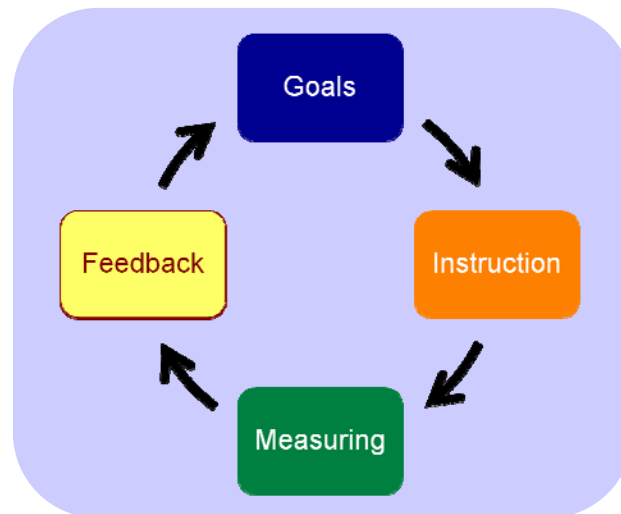


Formative Assessment Best Practices Worksheet

Formative Assessment Definition: an *ongoing* assessment *process* that provides *students and teachers* with *feedback* on progress toward *instructional goals*



Formative Assessment Cycle

There are four parts to the formative assessment cycle. First are instructional **GOALS**. These goals are based on relevant language learning targets, objectives or standards. It is best when these goals are shared by both teachers and students. Next is **INSTRUCTION**. Instruction is based on the pre-set learning goals and objectives. **MEASURING** is the third part of the assessment cycle. Measuring refers to the collecting of information about student learning. Are students meeting instructional goals? Are the instruments that are used to measure student language proficiency sufficient? The last part of the assessment cycle is **FEEDBACK**. This is a very important part of the cycle and often overlooked. What kind of feedback is provided to students? The goal of providing feedback is to promote action, action to set new goals or action to re-teach or re-instruct students to make sure they meet goals.



Formative Assessment Best Practices Checklist

I. Technically Sound				
A. Valid – measure important concepts				
1. Connected to meaningful learning targets & standards	No	Some	Mostly	Yes
2. Aligned to instructional goals	No	Some	Mostly	Yes
3. Focused on student learning needs	No	Some	Mostly	Yes
4. Appropriate measures of student performance	No	Some	Mostly	Yes
B. Reliable – provides consistent information				
1. Item quality has been examined	No	Some	Mostly	Yes
2. Information from assessment provides actionable results for teachers & students	No	Some	Mostly	Yes
II. Embedded & Ongoing				
A. Connected with curriculum				
1. Part of the instructional process, not distinct from it	No	Some	Mostly	Yes
2. Connected to lesson plans, learning goals, and meaningful standards	No	Some	Mostly	Yes
B. Not “one-time-wonders”				
1. Designed to be ongoing, iterative	No	Some	Mostly	Yes
2. A process, not just an event	No	Some	Mostly	Yes
III. Learning Goals				
A. Connected to learning goals and targets				
1. Aligned to standards and curriculum	No	Some	Mostly	Yes
2. Focused on student learning	No	Some	Mostly	Yes
3. Clear & explicit in what is assessed	No	Some	Mostly	Yes
4. Supports instructional goals	No	Some	Mostly	Yes
B. Organized to appropriate learning progressions				
1. Based on appropriately sequenced language functions, vocabulary and/or grammar	No	Some	Mostly	Yes
2. Appropriate measures of students’ current language learning goals	No	Some	Mostly	Yes
IV. Examples				
A. For teachers & students				
1. Rubrics, checklists, and rating scales have examples of each type of performance	No	Some	Mostly	Yes
2. Examples of “good student performance” are provided	No	Some	Mostly	Yes
V. Highlights Current Skills				
A. Current Skills				
1. Identifies with sufficient clarity, students’ current abilities & skills: vocabulary knowledge, grammatical control, comprehension skills, communication skills, or discourse capabilities	No	Some	Mostly	Yes



VI. Highlights Future Goals				
A. Future Goals				
1. Identifies with sufficient clarity, students' future language abilities & skills: vocabulary knowledge, grammatical control, comprehension skills, communication skills, or discourse capabilities	No	Some	Mostly	Yes
2. Highlights next steps for students	No	Some	Mostly	Yes
VII. Integrated				
A. Associated with other assessments used at the school, district and state				
	No	Some	Mostly	Yes
VII. Dynamic				
A. Fits well into classroom realities (e.g., scheduling, timing)				
	No	Some	Mostly	Yes
B. Easy to administer & score				
	No	Some	Mostly	Yes
IX. Rigorous PD				
A. Instrumentation development provided with adequate support				
	No	Some	Mostly	Yes
B. Structure in place to work with colleagues or professional learning communities in instrument development and scoring				
	No	Some	Mostly	Yes

Examples of Formative Assessments

Spontaneous	Planned
<ul style="list-style-type: none"> • Q & A during lessons • Observing students during an activity • Responding in to students' impromptu conversations 	<ul style="list-style-type: none"> • Short Tests and Quizzes • Homework exercises • Observation protocols • In class assignments or activities • In or out of class projects (e.g., science fair, essay) • Simulation (role play) activities • Checklists • Student Conference • Peer and self assessment
<u>Common sequencing:</u> Measuring, Feedback , Goals, Instruction	<u>Common sequencing:</u> Goals, Instruction , Measuring, Feedback