



HANDOUT 1.3.1 – Turn & Talk

Formative Assessment Definitions

Directions: Read the following definitions of formative assessment. Underline important words or phrases that stand out in the definitions and discuss with a partner.

- 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 (CCSSO, 2006).
- Formative assessment “takes place day by day, and allows the teacher and the student to adapt their respective actions to the teaching/learning situation in question” (Allal & Lopez, 2005, p. 244).
- “Formative assessment...is defined as the process used by teachers and students to recognize and respond to student learning in order to enhance that learning, during the learning” (Bell & Cowie, 2000, p. 536).
- “Formative assessment is a planned process in which assessment-elicited evidence of students' status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics” (Popham, 2008, p. 6).
- Formative assessment is defined as assessment carried out during the instructional process for the purpose of improving teaching and learning (Shepard et al., 2005, p. 75).
- Assessment for Learning (AFL) is part of everyday practice by students, teachers, and peers that seeks, reflects upon, and responds to information from dialogue, demonstration, and observation in ways that enhance ongoing learning (Third International Conference on Assessment for Learning, Dunedin, New Zealand, 2009).

Module 1
Overview of Formative Assessment