



HANDOUT 1.4.4 – Try It Out

Formative Assessment in Your Classroom

Directions: In Lesson 4, you observed videos of teachers and students engaged in the process of formative assessment. In the spaces below, record situations, instances, or events in your classroom where you or other teachers and students engaged in components of the process of formative assessment. Share this information in your TLC before starting Lesson 5. You will continue to add to this later as you work through the Modules.

Example 1

What are the students engaged in that helps you understand where they are in their learning (i.e., what they currently understand/can do)? This may include an in-class task or group discussion.

What can you use as sources of evidence of their learning? This can include what students say, what they do, what they produce, etc.

How do you collect evidence of student learning, (e.g., observations, questioning, discussions with student[s]), review of work products)?

Other evidence of formative assessment in your classroom (e.g., feedback, closing the gap, collaborative classroom culture, peer- or self-assessment):



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Example 2

What are the students engaged in that helps you understand where they are in their learning (i.e., what they currently understand/can do)? This may include an in-class task or group discussion.

What can you use as sources of evidence of their learning? This can include what students say, what they do, what they produce, etc.

How do you collect evidence of student learning, (e.g., observations, questioning, discussions with student[s], review of work products)?

Other evidence of formative assessment in your classroom (e.g., feedback, closing the gap, collaborative classroom culture, peer- or self-assessment):

Module 1
Overview of Formative Assessment



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Example 3

What are the students engaged in that helps you understand where they are in their learning (i.e., what they currently understand/can do)? This may include an in-class task or group discussion.

What can you use as sources of evidence of their learning? This can include what students say, what they do, what they produce, etc.

How do you collect evidence of student learning, (e.g., observations, questioning, discussions with student[s], review of work products)?

Other evidence of formative assessment in your classroom (e.g., feedback, closing the gap, collaborative classroom culture, peer- or self-assessment):

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