



# Reflection Protocol: Formative Assessment Implementation

Adapted with permission from:  
Heritage, Jones, Pastore & Osmundson, 2011

**Directions:** Use Handouts 7.3.1 and 7.3.2 (Reflection Protocol: Formative Assessment Implementation) to assess your level of formative assessment implementation. Handout 7.3.1 contains descriptions of four levels of implementation, while Handout 7.3.2 has the elements of each component of the formative assessment process, but has empty cells where you can jot notes and provide evidence of your practice. Use these Handouts in a way that supports careful reflection of your current practice.

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## HANDOUT 7.3.1 – Your Turn

**Learning Goal:** a concept, process, or skill that students are expected to learn during the course of a lesson (may be several periods).

Learning Goal Elements	Implementation Level			
	1	2	3	4
<b>Connected to the Big Idea</b>	Learning goal is not connected to a big idea/essential learning in the domain	Learning goal is somewhat connected to a big idea/essential learning in the domain	Learning goal is mostly connected to a big idea/essential learning in the domain	Learning goal is clearly connected to a big idea/essential learning in the domain
<b>Builds Understanding</b>	Learning goal does not develop understanding of underlying concepts and/or acquisition of skills	Learning goal develops vague understanding of underlying concepts and/or acquisition of skills	Learning goal develops adequate understanding of underlying concepts and/or acquisition of skills	Learning goal develops deep understanding of underlying concepts and/or acquisition of skills
<b>Engages Higher Order Thinking</b>	Learning goal does not engage higher order thinking processes	Learning goal somewhat engages higher order thinking processes	Learning goal mostly engages higher order thinking processes	Learning goal clearly engages higher order thinking processes
<b>Feasible</b>	Learning goal is too broad and cannot be accomplished in the course of a lesson (may be several periods)	Learning goal is somewhat manageable but it may not be accomplished in the course of a lesson (may be several periods)	Learning goal is mostly manageable and may be accomplished in the course of a lesson (may be several periods)	Learning goal is clearly manageable and can be accomplished in the course of a lesson (may be several periods)
<b>Understandable</b>	Learning goal is written in language the students cannot understand	Learning goal is written in language the students can somewhat understand	Learning goal is written in language the students can mostly understand	Learning goal is written in language that students can clearly understand
<b>Communicated to Students</b>	Learning goal content is not clearly explained to students	Learning goal content is vaguely explained to students	Learning goal is mostly explained to students	Learning goal is clearly explained to students
<b>Relates to Prior Learning</b>	No connections are made for students between the current learning goal and prior learning	Connections between current learning goal and prior learning are vague	Connections between current learning goal and prior learning are mostly evident	Connections between current learning goal and prior learning are clearly made
<b>Overall Implementation Level</b>				



## HANDOUT 7.3.1 – Your Turn

**Success Criteria:** the indicators for meeting a learning goal; the guides to learning while the students are engaged in the learning tasks.

Success Criteria Elements	Implementation Level			
	1	2	3	4
<i>Aligned with Learning Goals</i>	There is no alignment between success criteria and learning goals	Success criteria are vaguely aligned to learning goals	Success criteria are mostly aligned to learning goals	Success criteria are clearly and effectively aligned to learning goals
<i>Focused on Student Learning</i>	Success criteria do not relate to what students will say, do, make or write to show evidence of learning	Success criteria somewhat relate to what students will say, do, make or write to show evidence of learning	Success criteria mostly relate to what students will say, do, make or write to show evidence of learning	Success criteria clearly and effectively relate to what students will say, do, make or write to show evidence of learning
<i>Provide Students Opportunities to Show Learning</i>	Success criteria do not provide opportunities for students to indicate their current status relative to the learning goals	Success criteria reflect only one way for students to indicate their current status relative to the learning goals	Success criteria mostly reflect ways for students to indicate their current status relative to the learning goals	Success criteria clearly and effectively reflect ways for students to indicate their current status relative to the learning goals
<i>Communicated to Students</i>	Success criteria are not communicated in language students can understand	Success criteria are communicated in language students can somewhat understand	Success criteria are communicated in language students can mostly understand	Success criteria are communicated in language student can fully understand
<i>Referenced During Lesson</i>	Success criteria are not referenced during the course of the lesson	Success criteria are infrequently referred to during the lesson	Success criteria are sometimes referred to during the lesson	Success criteria are frequently referred to during the lesson
<b>Overall Implementation Level</b>				

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## HANDOUT 7.3.1 – Your Turn

***Formative Assessment Strategy:*** the means of collecting data on student learning in relation to the specific learning goal and success criteria that are the focus of the current lesson.

Formative Assessment Strategy Elements	Implementation Level			
	1	2	3	4
<b><i>Multiple Approaches</i></b>	No formative assessment strategies are used to collect data on student learning during the lesson	One formative assessment strategy is used to collect data on student learning during the lesson	More than one formative assessment strategy is used to collect data on student learning during the lesson	Multiple formative assessment strategies are used to collect data on student learning during the lesson
<b><i>Aligned with Learning Goals and Success Criteria</i></b>	There is no alignment between the formative assessment strategies used and the learning goal and success criteria	The formative assessment strategies are somewhat aligned with the learning goal and success criteria	The formative assessment strategies are mostly aligned with the learning goal and success criteria	The formative assessment strategies are fully aligned with learning goal and success criteria
<b><i>Appropriate for Purpose</i></b>	The formative assessment strategies are generally not appropriate for the purpose of generating data in relation to the success criteria	The formative assessment strategies are somewhat appropriate for the purpose of generating data in relation to the success criteria	The formative assessment strategies are mostly appropriate for the purpose of generating data in relation to the success criteria	The formative assessment strategies are clearly appropriate for the purpose of generating data in relation to the success criteria
<b><i>Strategically Placed</i></b>	The formative assessment strategies are not strategically placed during the course of the lesson	The formative assessment strategies are somewhat strategically placed during the course of the lesson	The formative assessment strategies are generally strategically placed during the course of the lesson	The formative assessment strategies are consistently strategically placed during the course of the lesson
<b><i>Reflective of Student Learning Progress</i></b>	The formative assessment strategies provide no opportunities for students to show where they are in their learning during the lesson	The formative assessment strategies provide opportunities for students to partially show where they are in their learning during the lesson	The formative assessment strategies provide opportunities for students to generally show where they are in their learning during the lesson	The formative assessment strategies provide opportunities for students to clearly show where they are in the learning during the lesson
<b>Overall Implementation Level</b>				

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## HANDOUT 7.3.1 – Your Turn

**Use of Evidence:** results from the teacher’s interpretation of the data (what a student says, does, makes, or write); used to determine whether, and to what degree, a student meets the identified learning goal based on the success criteria.

Evidence Elements	Implementation Level			
	1	2	3	4
<b>Interpretation of Data</b>	The data are not interpreted in relation to the learning goal and success criteria, and do not result in evidence of learning	The data are vaguely interpreted in relation to the learning goal and success criteria, resulting in insufficient evidence of student learning	The data are generally interpreted in relation to the learning goal and success criteria, resulting in limited evidence of student learning	The data are effectively interpreted in relation to the learning goal and success criteria, resulting in clear evidence of student learning
<b>Actionable Detail</b>	Evidence does not provide the level of detail needed to inform responsive action	Evidence provides a level of detail that can only limitedly inform responsive action	Evidence provides a level of detail that can generally inform responsive action	Evidence provides a level of detail that can clearly and effectively inform responsive action
<b>Reflects a Range of Student Understanding</b>	Evidence does not provide information about a range of student understanding or skills	Evidence provides some information about a range of student understanding or skills	Evidence mostly provides information about a range of student understanding or skills	Evidence effectively provides information about a broad range of student understanding or skills
<b>Supports Student Understanding of Learning</b>	Evidence does not enable students to know where they are in relation to success criteria	Evidence somewhat enables students to know where they are in relation to success criteria	Evidence mostly enables students to know where they are in relation to success criteria	Evidence clearly enables students to know where they are in relation to success criteria
<b>Overall Implementation Level</b>				

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## HANDOUT 7.3.1 – Your Turn

**Responsive Action:** what teachers do, based on evidence, with the intention of moving student learning forward.

Instruction Action Elements	Implementation Level			
	1	2	3	4
<b>Based on Decision Making*</b>	The teachers' decisions about next steps are not based on evidence	The teachers' decisions about next steps are vaguely based on evidence	The teachers' decisions about next steps are mostly based on evidence	The teachers' decisions about next steps are completely based on evidence
<b>Appropriate</b>	The teacher takes no appropriate action based on evidence (e.g., to continue as planned, scaffold, give student feedback, shift focus)	The teacher takes vaguely appropriate action based on evidence (e.g., to continue as planned, scaffold, give student feedback, shift focus)	The teacher takes generally appropriate action based on evidence (e.g., to continue as planned, scaffold, give student feedback, shift focus)	The teacher takes clearly appropriate action based on evidence (e.g., to continue as planned, scaffold, give student feedback, shift focus)
<b>Overall Implementation Level</b>				

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## HANDOUT 7.3.1 – Your Turn

***Descriptive Feedback:*** feedback to students that provides suggestions, hints, or cues that they can use to move their own learning forward.

Descriptive Feedback Elements	Implementation Level			
	1	2	3	4
<b><i>Aligned with Learning Goal and Success Criteria</i></b>	The teacher feedback to students is not aligned with the learning goal and success criteria	The teacher feedback to students is somewhat aligned with the learning goals and success criteria	The teacher feedback to students is mostly aligned with the learning goal and success criteria	The teacher feedback to students is clearly aligned with the learning goal and success criteria
<b><i>Provides Student Direction</i></b>	The feedback provides no clues, hints or suggestions to students about what they can do to progress from their current learning status toward the desired learning goal	The feedback sometimes provides clues, hints or suggestions to students about what they can do to progress from their current learning status toward the desired learning goal	The feedback frequently provides clues, hints or suggestions to students about what they can do to progress from their current learning status toward the desired learning goal	The feedback consistently provides clues, hints or suggestions to students about what they can do to progress from their current learning status toward the desired learning goal
<b>Overall Implementation Level</b>				

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## HANDOUT 7.3.1 – Your Turn

***Self-Assessment:*** students’ reflection on and monitoring of their learning using the success criteria.

Self-Assessment Elements	Implementation Level			
	1	2	3	4
<b><i>Student Involvement</i></b>	There is no evidence of students being involved in self-assessment	There is some evidence of students being involved in self-assessment	There is mostly evidence of students being involved in self- assessment	There is clear evidence of students being involved in self-assessment
<b><i>Students Monitor Learning with Success Criteria</i></b>	There is no evidence of students reflecting on and monitoring their learning using success criteria	There is some evidence of students reflecting on and monitoring their learning using success criteria	There is mostly evidence of students reflecting on and monitoring their learning using success criteria	There is clear evidence of students reflecting on and monitoring their learning using success criteria
<b>Overall Implementation Level</b>				

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## HANDOUT 7.3.1 – Your Turn

**Peer Assessment:** the process of students evaluating their peers’ learning against the success criteria and providing constructive feedback they can use to move their learning forward.

Peer Assessment Elements	Implementation Level			
	1	2	3	4
<b>Student Involvement</b>	There is no evidence of student involvement in peer assessment	There is some evidence of student involvement in peer assessment	There is general evidence of student involvement in peer assessment	There is clear evidence of student involvement in peer assessment
<b>Success Criteria Used to Review Peer Learning</b>	There is no evidence of students using success criteria to review peer learning and provide feedback	There is some evidence of students using success criteria to review peer learning and provide feedback	There is mostly evidence of students using success criteria to review peer learning and provide feedback	There is clear evidence of students using success criteria to review peer learning and provide feedback
<b>Collaborative Classroom Culture</b>	The classroom culture does not support student collaboration, and students do not feel safe in providing and receiving feedback	The classroom culture somewhat supports student collaboration, and students sometimes feel safe in providing and receiving feedback	The classroom culture mostly supports student collaboration, and students mostly feel safe in providing and receiving feedback	The classroom culture effectively supports student collaboration, and students feel safe in providing and receiving feedback
<b>Opportunities to Provide Peer Feedback</b>	The teacher provides no opportunities for students to give peer feedback	The teacher provides limited opportunities for students to give peer feedback	The teacher provides some opportunities for students to give peer feedback	The teacher provides regular opportunities for students to give peer feedback
<b>Opportunities to Use Peer Feedback</b>	The teacher provides no opportunities for students to use peer feedback to improve their learning	The teacher provides limited opportunities for students to use peer feedback to improve their learning	The teacher provides some opportunities for students to use peer feedback to improve their learning	The teacher provides regular opportunities for students to use peer feedback to improve their learning
<b>Overall Implementation Level</b>				

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## HANDOUT 7.3.1 – Your Turn

**Classroom Climate:** the attitudes, beliefs, structures, and opportunities that characterize teacher/student and student/student interactions in the classroom.

Classroom Climate Elements	Implementation Level			
	1	2	3	4
<b>Shared Responsibility for Learning</b>	Teacher and students do not share responsibility for learning	Teacher and students share some responsibility for learning	Teacher and students share most responsibility for learning	Teacher and students share all responsibility for learning
<b>Positive Interactions Modeled</b>	Teacher does not model positive interactions for students	Teacher occasionally models positive interactions for students	Teacher frequently models positive interactions for students	Teacher consistently models positive interactions for students
<b>Supportive Collaborative Relationships</b>	Teacher/student and student/student relationships show little to no evidence of collaboration	Teacher/student and student/student relationships show minimal evidence of collaboration	Teacher/student and student/student relationships show moderate evidence of collaboration	Teacher/student and student/student relationships show strong, consistent evidence of collaboration
<b>Mutual Trust</b>	No or very limited evidence of mutual trust between teacher/students, student/student	Limited evidence of mutual trust between teacher/students, student/student	Moderate evidence of mutual trust between teacher/students, student/student	Strong evidence of mutual trust between teacher/students, student/student
<b>Intellectual Rigor</b>	Intellectual rigor is absent in classroom interactions and activities	Intellectual rigor is low in classroom interactions and activities	Intellectual rigor is moderate in classroom interactions and activities	Intellectual rigor is high in classroom interactions and activities
<b>Expectation that All Students Learn</b>	Little to no expectation that all students will learn	Limited expectations that all students will learn	Moderate expectations that all students will learn	Strong expectations that all students will learn
<b>Overall Implementation Level</b>				

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