



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.

Module 7
Moving Forward with Formative Assessment



HANDOUT 7.3.2 – 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
<i>Connected to the Big Idea</i>				
<i>Builds Understanding</i>				
<i>Engages Higher Order Thinking</i>				
<i>Feasible</i>				
<i>Understandable</i>				
<i>Communicated to Students</i>				
<i>Relates to Prior Learning</i>				
Overall Implementation Level				

My Strength/s:

My Areas/Opportunities for Improvement:

Module 7

Moving Forward with Formative Assessment



HANDOUT 7.3.2 – 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>				
<i>Focused on Student Learning</i>				
<i>Provide Students Opportunities to Show Learning</i>				
<i>Communicated to Students</i>				
<i>Referenced During Lesson</i>				
Overall Implementation Level				

My Strength/s:

My Areas/Opportunities for Improvement:

Module 7
Moving Forward with Formative Assessment



HANDOUT 7.3.2 – 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
<i>Multiple Approaches</i>				
<i>Aligned with Learning Goals and Success Criteria</i>				
<i>Appropriate for Purpose</i>				
<i>Strategically Placed</i>				
<i>Reflective of Student Learning Progress</i>				
Overall Implementation Level				

My Strength/s:

My Areas/Opportunities for Improvement:

Module 7

Moving Forward with Formative Assessment



HANDOUT 7.3.2 – 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
<i>Interpretation of Data</i>				
<i>Actionable Detail</i>				
<i>Reflects a Range of Student Understanding</i>				
<i>Supports Student Understanding of Learning</i>				
Overall Implementation Level				

My Strength/s:

My Areas/Opportunities for Improvement:

Module 7

Moving Forward with Formative Assessment



HANDOUT 7.3.2 – 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
<i>Based on Decision Making*</i>				
<i>Appropriate</i>				
Overall Implementation Level				

Module 7

Moving Forward with Formative Assessment



HANDOUT 7.3.2 – 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
<i>Aligned with Learning Goal and Success Criteria</i>				
<i>Provides Student Direction</i>				
Overall Implementation Level				

My Strength/s:

My Areas/Opportunities for Improvement:

Module 7

Moving Forward with Formative Assessment



HANDOUT 7.3.2 – 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
<i>Student Involvement</i>				
<i>Students Monitor Learning with Success Criteria</i>				
Overall Implementation Level				

My Strength/s:

My Areas/Opportunities for Improvement:

Module 7

Moving Forward with Formative Assessment



HANDOUT 7.3.2 – 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
<i>Student Involvement</i>				
<i>Success Criteria Used to Review Peer Learning</i>				
<i>Collaborative Classroom Culture</i>				
<i>Opportunities to Provide Peer Feedback</i>				
<i>Opportunities to Use Peer Feedback</i>				
Overall Implementation Level				

My Strength/s:

My Areas/Opportunities for Improvement:

Module 7

Moving Forward with Formative Assessment



HANDOUT 7.3.2 – 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
<i>Shared Responsibility for Learning</i>				
<i>Positive Interactions Modeled</i>				
<i>Supportive Collaborative Relationships</i>				
<i>Mutual Trust</i>				
<i>Intellectual Rigor</i>				
<i>Expectation that All Students Learn</i>				
Overall Implementation Level				

My Strength/s:

My Areas/Opportunities for Improvement:

Module 7

Moving Forward with Formative Assessment