Using the Formative Assessment Rubrics, Reflection and Observation Tools to Support Professional Reflection on Practice

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FORMATIVE ASSESSMENT
FOR STUDENTS AND TEACHERS

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Preface

Peer observation of and reflection on teaching practice supports professional learning and continuous improvement. The *purpose of this document* is to provide guidelines and resources for use in observations and reflections on formative assessment practices. Sections of the document address:

1. **Background information on formative assessment;**
2. **Discussion of the value of informal self-reflection or peer observations as a way to improve formative assessment practice;**
3. **A set of rubrics for ten dimensions of formative assessment practice; and**
4. **Guidelines for how to use both the self-reflection and peer observation tools.**

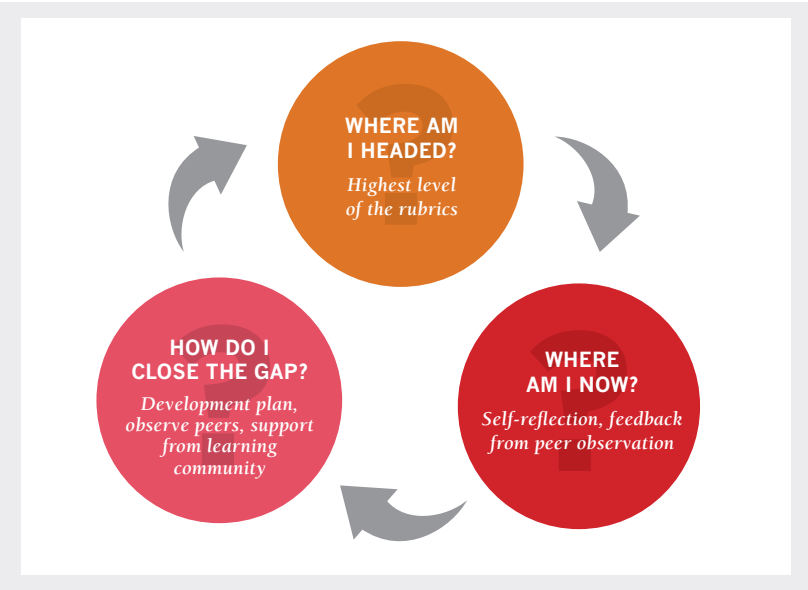
There is the parallel between *student learning* supported by formative assessment, and *teacher professional learning*, as shown in the figure below:

The concepts of formative assessment can be captured through a series of three questions that students and teachers are engaged in answering:

1. **Where am I headed?**
2. **Where am I now?**
3. **How do I close the gap?**

Students can answer in the following way: (1) clear learning goals provide the direction for where learning is headed; (2) ongoing formative assessment including self- and peer assessment provides information about where students are in their learning currently; and (3) closing the gap between intended and current learning can be done through teacher or student feedback, or a wide range of instructional adjustments or adaptations based on the evidence collected.

Improving teachers' formative assessment practice is an ongoing cycle that asks the same series of questions: (1) Where am I headed? (2) Where am I now? (3) How do I close the gap?



[1] Ramaprasad, A. (1983). On the definition of feedback. *Behavioral Science*, *28*(1): 4-13.

Wiliam, D. (2004, June). Keeping learning on track: Integrating assessment with instruction. Presented at the 30th International Association for Educational Assessment Conference, Philadelphia.

- Examining the rubrics provided in this document is one way to address question (1) Where am I headed? The rubrics reflect the ten dimensions of formative assessment that together form an integrated set of formative assessment practices.

- Using self-reflection against the rubrics and getting feedback from a peer observer are ways to address question (2) Where am I now?

- Developing a plan of action, observing peers who are experts in a particular area and/or getting support from a learning community are ways for advancing through the stages of implementation once areas of formative assessment are identified for improvement, and these help address question (3) How do I close the gap?

Included in this document is a set of rubrics and tools to support self-reflection and peer observation. The observational tool described in the document focuses on the general formative assessment strategies that teachers should employ. Effective instruction addresses content understanding, elicits student thinking in depth and makes adjustments in teaching as needed, while also using the formative assessment practices described in this document.

The rubrics and tools can be used within the context of school-based professional development, with formal or informal groups of teachers, or by individuals who are interested in improving formative assessment practice.

Advice: Skim through this entire document for a sense of what is included and then return to specific sections for a closer read as needed.

*These rubrics along with the reflection and observation tools have not been developed for summative evaluations. They should **not** be used for that purpose without first studying their validity and reliability, creating a training and certification system for observers, and developing a process to monitor observer accuracy on an ongoing basis.*

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1 What is Formative Assessment?

1. What is Formative Assessment?

In an effort to support the development of a common, research-based understanding of formative assessment the Formative Assessment for Students and Teachers (FAST) State Collaborative on Assessment and Student Standards (SCASS) published a definition of formative assessment in 2007:

> *"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."*

Central to this definition are several important ideas.

1. **Formative assessment is not** a test, assessment, or quiz given at the end of a learning period, but an ongoing process of collecting evidence of student learning during instruction to inform next steps in teaching and learning while there is still an opportunity to influence learning. Identifying areas of need at the end of a unit may influence subsequent instruction, but it is not the heart of formative assessment.

2. **The idea of "during instruction" can mean** both literally during a class period as students and teachers are engaged in a learning experience, and also more broadly, during an instructional sequence that may span several weeks. A teacher can make adjustments to the instructional plans to account for students' current understanding and to support them moving closer to the intended learning goals.

3. **The process of formative assessment includes** both students and teachers in the collection and consideration of evidence of learning; formative assessment is something teachers *do with* students.

The FAST SCASS further expanded on this definition by identifying five attributes of effective formative assessment, listed below.

1. **Learning Progressions.** Learning progressions should clearly articulate the sub-goals of the ultimate learning goal.

2. **Learning Goals and Criteria for Success.** Learning goals and criteria for success should be clearly identified and communicated to students.

3. **Descriptive Feedback.** Students should be provided with evidence-based feedback that is linked to the intended instructional outcomes and criteria for success.

4. **Self- and Peer Assessment.** Both self- and peer assessment are important for providing students an opportunity to think meta-cognitively about their learning.

5. **Collaboration.** A classroom culture in which teachers and students are partners in learning should be established.

For additional information the FAST SCASS has produced several publications[2]. There are also a variety of texts on formative assessment that represent the key ideas in a way that is congruent with the FAST SCASS definition[3].

[2] Council of Chief State School Officers. (2008). *Attributes of effective formative assessment*. A work product coordinated and led by Sarah McManus, North Carolina Department of Public Instruction, for the Formative Assessment for Students and Teachers (FAST) Collaborative. Washington, DC: Council of Chief State School Officers.

Council of Chief State School Officers. (2008). *Formative assessment: Examples of practice*. A work product initiated and led by Caroline Wylie, ETS, for the Formative Assessment for Students and Teachers (FAST) Collaborative. Washington, DC: Author.

[3] Heritage, M. H. (2010). *Formative assessment: Making it happen in the classroom*. Thousand Oaks, CA: Corwin.
Popham, W. J. (2008). *Transformative assessment*. Alexandria, VA: Association for Supervision and Curriculum Development

2 Why Use An Observation Tool?

2. Why Use An Observation Tool?

The primary motivation for using an observation tool focused on formative assessment is to improve teaching practice: specifically formative assessment practice. Just as student learning can be supported through the appropriate use of self-assessment and peer assessment, teaching practice can also be improved through self- or peer assessment[4]. In this document these activities are referred to as self-reflection and peer observation.

The rubrics for the dimension of formative assessment make explicit the characteristics of stronger and weaker formative assessment implementation along a number of relevant dimensions. Observing and discussing a peer's practice in the light of those rubrics helps make the rubrics more explicit and concrete, which may also help teacher's examine their own practice, both against the rubrics themselves and also in contrast to the practice of others. There are benefits to both the peer being observed, and also to the person doing the observation.

[4] Ross, J. A. & Bruce, C. D. (2007). Teacher self-assessment: A mechanism for facilitating professional growth. *Teaching and Teacher Education, 23*(2), 146-159.

Kohut, G.F., Burnap, C., Yon, M.G. (2007). Peer observation of teaching: Perceptions of the observer and the observee. *College Teaching, 55*(1), 19-25.

Wylie, E. C., Gullickson, A., Cummings, K., Noakes, L., Egelson, P., Norman, K., Veeder, S. (2012). *Improving Formative Assessment Practice to Empower Student Learning*. Corwin, A SAGE Company, Thousand Oaks, CA.

3 Becoming Familiar with the Rubrics for the Dimension of Formative Assessment

3. Becoming Familiar with the Rubrics for the Dimensions of Formative Assessment

Using the FAST SCASS definition of formative assessment, and the attributes of effective formative assessment, ten dimensions of formative assessment practice have been identified that could be observed during a lesson. The dimensions represent a set of integrated formative assessment practices. Focusing on just a single dimension likely would not result in a robust implementation of formative assessment. Rather an integrated approach is required. However, for the purpose of discussing practice it can be useful to separate them out and sometimes to focus on just a subset. They are listed below:

- I **Learning Goals**
- II **Criteria for Success**
- III **Tasks and Activities that Elicit Evidence of Student Learning**
- IV **Questioning Strategies that Elicit Evidence of Student Learning**
- V **Feedback Loops During Questioning**
- VI **Descriptive Feedback**
- VII **Peer Assessment**
- VIII **Self-Assessment**
- IX **Collaboration**
- X **Using Evidence to Inform Instruction**

The rubrics cluster into several groups as shown in the figure on this page. The first two dimensions focus on information teachers provide or develop with students about what the learning will be, or how teachers and students will know when it has been understood. They help teachers and students identify where they are headed.

The next two dimensions focus on ways of collecting evidence of student learning: through tasks and activities designed to elicit evidence of student thinking, through deliberate and planned questioning strategies; and through student self-assessment. These three dimensions help students and teachers understand where students are in their learning currently.

Feedback can be used to close the gap between current learning and intended learning. There are three dimensions that address distinct aspects of feedback: *Feedback Loops, Individualized Descriptive Feedback,* and *Peer Assessment*. The *Feedback Loops* dimension is specific to more informal feedback that often occurs in real-time during a lesson. The *Individualized Descriptive Feedback* dimension is specific to more formal feedback that tends to be given to individual students on a specific piece of work, either in written form or orally (e.g., during student/teacher conferences) by the teacher. The *Peer Assessment* dimension includes the role of student-to-student feedback. All of these dimensions center on the use of evidence to inform instruction. This work takes place in a supportive learning context, where *Collaboration* is valued (teacher to teacher, teacher to student, and student to student).

For each of the ten dimensions a rubric is provided and observation notes addressing particular aspects of the rubric. The rubric is organized as a table with a set of columns which, reading from left to right, describe a novice or incomplete implementation to a more expert level of implementation. Each rubric describes both the teacher role in a particular formative assessment dimension and also the student role. ***The rubrics describe the level of implementation of a particular aspect of practice, not the level of expertise of a teacher.***

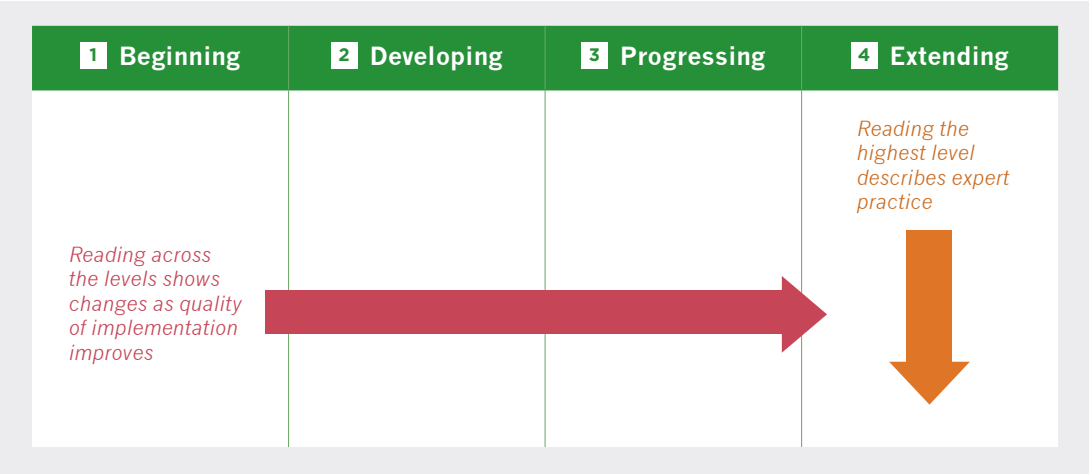
There are four levels or categories of implementation for each rubric. The levels are referred to both by names and by numbers to indicate a progression of skills and abilities:

1. **Level 1: Beginning**
2. **Level 2: Developing**
3. **Level 3: Progressing**
4. **Level 4: Extending**

For most teachers, regardless of level of expertise or experience, trying a new classroom approach for the first few times may result in a less than perfect implementation. This is not an indication of failure, or lack of effort, only an indication that more practice is required.

Becoming Familiar with the Formative Assessment Rubrics

Examine each of the ten dimensions of formative assessment before engaging in any classroom observations or reflections on practice (pages 29 - 48). Reading each one in turn, across the levels, will give a picture of what improving practice might look like on each dimension. Reading down through the highest levels of practice for each dimension provides a way to think about the breadth of the domain of formative assessment. The diagram that follows illustrates the structure of each rubric.



Read through the ten dimension rubrics and reflect on the questions below:

1. **How do the dimensions vary in terms of frequency of practice? Might some dimensions be observed in daily practice and other dimensions less frequently?**
2. **For which dimensions might students need more support, explanation/ scaffolding, or practice in order to benefit most fully?**
3. **Which dimensions—and rubrics—may need further resources in order to understand them more fully?**
4. **Will practice on any dimensions vary more than others depending on the age of students being taught or the content area? If so, which ones, and why?**
5. **Which dimensions seem to be most closely related to each other? Why?**

Before moving to the reflection and observation tools themselves, spend some time reading the rubrics, highlighting the key ideas, and talking with colleagues about them. Having a common understanding of each one will be important before moving on to considering classroom practice. Examining classroom practice deepens understanding of each rubric and results in more insightful classroom observations...

Some Things to Note About the Rubrics

When using the rubrics to self-evaluate performance or a peer observation, the evidence may not match exactly to the description of one level but rather cut across two. In such a case use professional judgment to select the level that is *most representative* of the observed practice.

The Role of Students in the Rubrics

Students are the ones who are doing the actual learning; so, they must have a central role in formative assessment. The dimensions were created to support teacher reflection and teacher learning around formative assessment and focus primarily on the teacher role in the process. The student role is still visible but seen through the lens of how the teacher can support and enhance the student role, or conversely, limit it.

Below are the ten dimensions and the specific aspects of student involvement and engagement with formative assessments across the ten dimensions. In some cases, the dimension may directly focus on the student role in the formative assessment process (e.g., peer assessment, self-assessment). In other cases, the degree to which students are involved may distinguish lower and higher levels on the rubric (e.g., in the *Feedback Loops During Questioning* dimension it is only at the higher two levels of the rubric that both students and teachers are engaged together in a true discussion, building off each other's comments, whereas at the lower levels, it is primarily the teacher who responds to the students' comments).

Dimensions	Student Role in Each Dimension
Learning Goals: *Learning Goals should be clearly identified and communicated to students, and should help students make connections among lessons within a larger sequence.*	While the focus is on the teacher's presentation of learning goals, the rubric notes that the goals should be appropriate for and accessible to the specific group of students. At the highest levels the students should readily understand the learning goals and the teacher should be checking in on student progress towards the goals.
Criteria for Success: *Criteria for Success should be clearly identified and communicated to students.*	In order to reach the higher levels of this dimension, students have to be involved in some way to internalize the success criteria in order to meaningfully use and apply them.
Tasks and Activities that Elicit Evidence of Learning: *The focus of this dimension is on those things with which students engage that potentially produce evidence of student learning (excluding classroom discussions).*	While the teacher is the person who selects the tasks and ensures they are connected to the learning goals, the evidence of their appropriateness will come from students and their ability to engage with the tasks.
Questioning Strategies to Elicit Evidence of Learning: *The focus of this dimension is on one way that a teacher can collect evidence of student progress through classroom questioning.*	This dimension focuses strongly on how the teacher choreographs the classroom discussion, but it is only through attending to student responses that the teacher is able to make inferences about student thinking and adjust instruction appropriately.
Feedback Loops During Questioning: *Students should be provided with ongoing feedback that helps them develop ideas and understanding of the content.*	As noted above, it is at the highest levels of the rubric that the students engage in back-and-forth discussions with the teacher and each other, extending thinking on the topic. In some cases the student may be the initiator of the feedback loop where they identify areas of confusion or underdeveloped ideas and prompt a discussion by asking a question.
Descriptive Feedback: *Students should be provided with evidence-based feedback that is linked to the intended instructional outcomes and criteria for success.*	For this dimension the focus is on the teacher as the provider of feedback (student-to-student feedback is in the Peer Assessment dimension) but in order for the higher levels of the rubric to apply there must be evidence that the students attend to the feedback by revising work.
Peer Assessment: *Peer assessment is important for providing students an opportunity to think about the work of their peers.*	While the dimension focuses on the teacher's role in ensuring that students are successful in engaging with the peer assessment task, the focus is on the ways in which the process allows students to support peers' learning.
Self-Assessment: *Self-assessment is important because it provides students with an opportunity to think meta-cognitively about their learning.*	While the dimension focuses on the teacher's role in ensuring that students are successful in engaging with the self-assessment task, the focus is on the ways in which the process allows students to meaningfully reflect on or assess their own learning.
Collaboration: *A classroom culture in which teachers and students are partners in learning should be established.*	This dimension directly targets the ways in which students and teachers work together, evidenced by a clear focus on learning, collaboration, respect, and an appreciation of multiple viewpoints.
Use of Evidence to Inform Instruction: *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.*	This dimension focuses on the teacher's use of evidence to adjust instruction, but evidence will come from observing students' written and verbal responses to determine whether the teacher capitalizes on opportunities.

4 Becoming Familiar with the Classroom Observation Tools

4. Becoming Familiar with the Classroom Observation Tools

In this document, two lenses are provided through which one can consider classroom practice: (1) self-reflection and (2) reflection on the practice of a peer.

Self-reflection allows a teacher to consider descriptions of quality formative assessment, to relate them to practice, and to establish goals for improved practice. Peer observation has two benefits: first the peer will benefit from an outside observer's perspective of the lesson and use of formative assessment, and the person providing the feedback benefits by engaging with the rubrics to provide the feedback, but also by observing practice that is not their own. Both ways of using the tools and rubrics are suggested below. The final part in this section addresses developing an action plan.

It is important to note that the observation is considered formative. The rubrics and observation tools are not accompanied by the infrastructure required to use them for summative purposes.

4.1 • Self-Reflection

Begin by reading through this section while referring to the forms on pages 50 and 51 and thinking about the four self-reflection steps.

1. **Complete each section of the Self-Reflection form for a particular lesson.**
2. **Repeat the process over a series of lessons within a one to two week period.**
3. **Review the set of forms from the series of lessons looking for patterns, strengths and areas for growth.**
4. **Reflect on the set of reflections and develop an action plan.**

The Teacher Self-Reflection Form (page 50) lists each of the ten dimensions and has space to provide a rating for each dimension, along with space to add evidence pertinent to each dimension. Apply *each rubric to a specific lesson rather than across time.* While the experience of the lesson is fresh, complete the self-reflection as soon as possible.

Formative assessment practice may vary from lesson to lesson. For example, teachers may not ask students to reflect on their own learning in every lesson. In order to get a more complete "read" on practice, complete the self-reflection form for several lessons within a short period of time.

The Self-Reflection form has space for some basic information about the lesson (the date and specific class period or lesson) along with space for a brief description that will help in the recollection of the specific lesson to which ratings apply. The form offers the flexibility to focus on all the dimensions or on a subset of them.

Example - Writing A Lessson Description

A teacher might note something like the following as a brief description of the lesson[5]:

> *"Students are writing Haiku. We began with a whole class discussion of the number of syllables in certain words and how to adjust the number of syllables in a line by modifying word choices. We reviewed a writing frame and students then worked independently to write three Haiku. At the end they each shared their favorite one with the class."*

This lesson summary is just 60 words, but is sufficiently detailed to help the teacher distinguish this lesson on haiku from an earlier one where the concept was introduced, or from a later one where the class moved on to another form of poetry.

The rest of the Self-Reflection Form lists the dimensions of formative assessment, and has space to note specific evidence from the lesson that relates to the dimension along with a column to rate the dimension. For the evidence, note the specific actions made by the teacher or the students, or statements made by the teachers or the students. ***Initially do not focus on assigning a rubric level to each dimension, just determine what practice(s) from the lesson are relevant***. Remember, there may not be evidence for every dimension in a single lesson.

Example - Writing Evidence For A Dimension

The teacher who described the haiku lesson might have the following notes for several of the dimensions:

> *Evidence from today's lesson specific to Learning Goals dimension: This was a continuation of a lesson on writing haiku.*

> *Evidence from today's lesson specific to Use of Evidence dimension: I collected evidence of student understanding of syllables during the initial class discussion. Since everyone seemed to understand clearly we moved on to writing three haiku. The review at the end, where I asked students to read their favorite one of the three allowed me to get a sense of the class, how well they followed the writing frame, who was struggling to complete the task, and who had been very creative. Based on this evidence, we will spend one more lesson on this topic, but some of the stronger students will need a specific challenge. I will ask them to do some research on the influence of Japanese culture on the elements of haiku and share their findings with the class.*

[5]This example of formative assessment practice was based on a classroom observation, Wylie, E.C., Lyon, C. (2012, April). *Quality instruction and quality formative assessment: The same or different?* Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.

Evidence from today's lesson specific to Feedback Loops dimension: *During the whole group discussion I showed students a series of flashcards with a single word initially. Students had to count the number of syllables and then on a signal from me, hold up fingers for the number of syllables. This allowed me to see who was correct, and for some words where students' answers varied, ask them to explain their thinking. This really brought the issue of pronunciation/word emphasis for people with different accents to the surface, which deepened everyone's thinking.*

Once evidence for each dimension is noted, turn to the dimension rubrics to think about what rubric level most closely matches the description of the evidence. Sometimes it will not be a perfect match. Remember, this is a description of what happened in a specific lesson, which may or may not be reflective of typical practice.

Example - Assigning A Rubric Level

Looking at the evidence that the teacher noted above for each of the three dimensions, and looking at the rubrics, this teacher decided for ***Learning Goals*** *in this lesson evidence matched the* ***"Beginning"*** *level. On reflection, she realized that although the students recognized that the lesson was a continuation of the poetry unit, she did not actually specify what the learning goals were for the lesson.*

In terms of the ***Use of Evidence*** *dimension, the teacher felt that her practice was represented by the highest levels of the rubric, either* ***"Progressing"*** *or* ***"Extending"****. She collected evidence of student understanding at both the start and the end of the lesson. Based on the initial assessment she decided to continue with the lesson as planned, and based on hearing each student's haiku at the end, decided that she needed to tweak her plans to stretch some of her high flyers.*

For the ***Feedback Loops*** *dimension, the teacher considered the rubric descriptions for the top two levels. The teacher decided on a level of* ***"Progressing"*** *given that the discussion was strong at the start of the lesson, but it was only for a relatively short amount of time.*

Remember when using the rubrics, the purpose is to examine practice, recognize strengths and identify areas of improvement. In any single lesson a profile of levels across the dimension will vary according to experience with formative assessment, and the specifics of any particular lesson. For this reason, it is important to complete the self-reflection form for several lessons to see what patterns emerge over time.

Reviewing dimensions across lessons: Evidence related to all ten dimensions may not be identified in a single lesson. For example, it is unlikely that students engage in peer assessment every day. However, by completing a series of self-reflections (e.g., across a week of teaching) and reviewing them some patterns may be noted that otherwise may be missed. One process for doing so is presented below:

- Gather four or five self-reflection forms, and lay them side-by-side.
- Read across the forms, focusing on a single dimension at a time to get a sense of how practice in this area varied over time.
- Respond to the *Reflection Questions* (page 51) and think about next steps for instruction.

Advice: When making plans to change practice, make plans specific and start small. Don't try to change too many things at once. Be clear with students about what is changing and why it is changing.

4.2 • Peer Observation

There are at least *three reasons for a peer observation.* In each case the observation process will play out a little differently.

1. **Requested observation for focused feedback.** A teacher might invite a peer to observe and to provide focused feedback on a specific dimension or two of the teacher's formative assessment practice. The purpose of this observation is driven by the requesting teacher's specific need or area of focus, and the observer would only collect evidence and provide feedback on the dimensions identified as relevant to the area of need specified by the requesting teacher.

   There are several distinct ***parts of the observation process***.

   First, the observer needs to understand the requested focus of the observation.

   Set-up of the observation: To help the observer capture relevant evidence during an observation, prior to the observation complete the *Observed Teacher's Description of Teaching Episodes* document (page 54). An episode is a "distinct instructional block within a lesson."

   Examples of an instructional episode could be "review of homework," "a warm-up activity," "whole group instruction," "small group discussion," "demonstration" or "lesson wrap-up."

   The purpose for identifying the episodes is two-fold:

   (1) Some dimensions of formative assessment practice are more likely to occur during certain types of episodes. For example, if a lesson does has no episodes related to whole class discussion or instruction and is entirely built around small group work, an observer may

be less likely to see questioning strategies but some of the peer assessment strategies are more likely to emerge. ***Knowing the planned episodes ahead of time helps orient the observer to what is expected to unfold in the lesson.***

(2) Identifying the episodes for the observer helps the observer recognize changes to instructional plans made during the course of the lesson. Even if the teacher being observed does not explicitly articulate to students during a lesson a reason for a change of plans, an observer who knows the planned episodes is more likely to notice deviations from that plan. While a deviation from the plan is not a guarantee that formative assessment evidence was used to adjust instruction, it is a possibility, and one that can be explored in the post-observation discussion.

The Observed Teacher's Description of Teaching Episodes is the place that the observed teacher can document the specific focus of the requested observation, e.g., "I want to better understand whether I call on all students in my class during a lesson or if I favor a specific subset."

Second, the observer will observe part or all of a lesson (depending on the specific focus).

Lesson Observation: Prior to the observation, the observer should prepare the *Peer Observation Note-Taking Form* (page 55), labeling the sections by the specific episodes provided by the teacher. The transition points between episodes may not always be clearly signaled but professional judgment should guide the observer. The observer may also want to take the dimension summary page (see page 59) to the observation as a handy reference guide, rather than try to reference the complete set of dimension rubrics during the observation.

The observer will use professional judgment on how extensive the observation notes need to be. If, for example, the requesting teacher has asked for feedback on explanation of learning goals and their use to wrap up a lesson, the observer may only take notes at the start and end of the lesson, and will only provide an evaluation of the *Learning Goals* dimension.

The observer should highlight interactions where clarity regarding the use of formative assessment in the lesson is needed. These instances can be discussed during the post-observation interview (see post-observation discussion prompts). For example, one suggested question focuses on the rationale for deviating from the original plan for the lesson.

Third, if necessary there will be a brief discussion with the observer.

Post-Observation Discussion: The purpose of the post-observation discussion is to provide an opportunity for the observer to become aware of decisions that might not have been

directly observable in the lesson. Prompts are suggested on page 56. For example, reacting to evidence of student learning to adjust instruction might be observable if the requesting teacher explicitly said to students something like, "OK, based on what I am hearing I think we need to step back and make sure we all understand the underlying phenomenon." But if the requesting teacher moved seamlessly to a review phase an observer might not recognize that the teacher was making an evidence-based decision.

Try to hold the post-observation discussion as soon as possible after the completion of the lesson in order to enhance recall of the details of the lesson. Allocate twenty to thirty minutes to allow sufficient time for discussion.

Finally, the observer will provide focused feedback.

Providing Feedback: Finally, the observer will take the narrative notes from the lesson, with the information collected during the interview, and select evidence relevant to the formative assessment dimensions that the requesting teacher identified

Notes for the observer moving from observation notes to levels on the dimensions:
One approach is to read the narrative highlighting evidence that relates to one or more dimension, and then copy/paste specific text into the ***Peer Observation Summary*** *form (page 57). Review the set of evidence for a dimension, along with the full set of rubric descriptors for the dimension before selecting a rubric level. When writing feedback it is important to focus on what happened during the lesson, not on what might have been done.*
Try to provide feedback to the observed teacher within a reasonable period of time, preferably within a week from the observation.

2 **Observation conducted as part of a regular observation-and-feedback cycle.** This type of observation will have many of the markers of the more focused observation, although a teacher may not have requested the observation. It may be part of a regular formative observation and feedback cycle conducted by a school coach, department head, or principal to provide ***an outside perspective on the breadth and depth of a teacher's formative assessment practice.*** Depending on the context the observer may choose to focus on a sub-set of dimensions or all of them. But the steps outlined above should not significantly change: identification of lesson episodes ahead of time; the actual observation; a brief discussion to clarify aspects of the lesson that were not obvious to the observer; and the subsequent sharing of feedback.

3 **To learn from a colleague.** The purpose of this observation is ***to learn from a colleague*** whose practice in one or more areas of formative assessment is strong. In this instance the observer may want to focus on a specific set of dimensions, or the observer may want to observe the breadth and depth of practice and consider how all of the dimensions play out in a lesson. In part this will depend on the colleague's strengths, the observer's needs, and the particular lesson. In this case a teacher

is asking to observe another teacher in order to learn from a colleague's practice. Ensuring that the person being observed is clear about the intent of the request is important. Asking a colleague to share the intended lesson episodes will be helpful to ensure that the observer will see a lesson that is likely to include the aspect of practice that the observer is most interested.

The post-observation discussion may differ from the discussions described above since the purpose is quite different. As the observer's purpose is ***not*** to provide feedback to a peer but to learn from the observation, in the follow-up discussion the observer may explore with the colleague observed how to apply what was observed to the observer's own teaching context. Or, the observer could journal privately about the observation in order to capture ideas about how to apply what was learned to practice, thus serving the dual purpose of peer observation and self-reflection.

Action Plans

Whether focusing on self-reflection or receiving feedback from peer observation, it is essential to take the learning from the experience and identify needed changes in practice and then put those changes into action.

Advice: Take time to reflect on what is learned from the process of being observed, or of observing a peer, and make a specific plan about how to incorporate the learning into instruction. Don't try to change too many things at once.

Periodically develop a new Action Plan to document progress and set new goals (see page 58 for the plan template that can be printed and responses can be hand-written or word processed directly into the template).

On the next page (page 24) is an example of a specific action plan that a teacher developed and revised over time, informed by both self-reflection on practice and observation of a peer. Note that the teacher only wrote in the action plan one thing to focus on at a time, and updated the plan weekly. Less frequent updates will also work, but not too infrequent. *(Note: The sample action plan here is not content specific. When teachers are developing their action plans, it will be important that the plan is very specifically related to content. For example, what the focus of the think-pair-share will be and why the teacher is using this particular strategy).*

Example of Specific Action Plan

Date	Plan	Check-in Date	Comment
4/5	Completed reflection after having done self-assessment over five lessons. Realized how few opportunities I provide for students to engage in self-assessment. Will develop a reflective question for each lesson for this week.	4/12	Students completed a "check in" at the end of each lesson to identify one thing they were confused about. Sorted index cards into groups and used them to plan next lesson. Realized more variety needed so that students are asked to think about what they do and do not understand using slightly different approaches each day.
4/12	This week I am revising my goal – still focusing on student self-assessment but want to incorporate that thinking into my instruction more during the lesson. Trying think-pair-share in several lessons...students write what they are unsure about and then talk with peers to clarify their understanding.	4/19	The think-pair-share seemed more effective during the lesson rather than a self-assessment during the end of the lesson rush. I will try to do "check ins" at the end of lessons where I know I have enough time for students to be thoughtful. I will continue to use think-pair-share during lessons where there is new content or ideas with which students can grapple.
4/19	Continuing with the routine of regular self-assessment, but now bringing in more of the peer component. Looking for opportunities for students to exchange alternative strategies so that they can hear other ways of approaching problems and also articulate their own thinking.	4/26	Struggling more with engaging peers to talk to each other about their own work. Going to peer observe a colleague since my chair said he has been very successful in supporting his students articulation of their mathematical reasoning and I think I can learn from that.
4/30	Based on peer observation, I really saw a different approach to classroom discussions. Realized I need to demonstrate more clearly that I value student contributions. I plan to pose a problem to be solved in each lesson this week to really get students talking to each other and to me, and to do some modeling.	5/5	Getting good discussion questions is really hard, but I've been partnering with a colleague teaching the same class as me. That's helped. Really learning about what students are thinking–more sophisticated than I expected–but with some holes there too. Helping me with my planning.

5 Using Frequency Indices to Support Self-Reflection

5 - Using Frequency Indices to Support Self-Reflection

In the Section 7 set of resources there are two additional forms to support self-reflection by focusing on two specific aspects of formative assessment: (1) use of evidence to inform instruction and (2) creation of structured opportunities for students to reflect on their own work or that of a peer. Different from the self-reflection process described earlier, the focus here is limited to *frequency* of practice rather than on the *quality*. While quality is important, a frequency check can be useful to motivate a subsequent more in-depth analysis or reflection.

1 Teachers' Use of Evidence to Inform Instruction.

At the heart of the definition of formative assessment is the idea that a teacher ***uses evidence of student learning to inform instruction***. Teachers' decisions are evidence-based. Teachers make lots of decisions every day. For example, a social studies teacher might decide to capitalize on a question about a current event by having an extended discussion on the topic even though that was not the plan for the day. This is, although likely appropriate, different from what we mean by an ***evidence-based*** decision to adjust instruction. In this context, we specifically mean using evidence of current student learning to make instructional decisions about the next step.

The table on page 52 is very simple with just three columns. Each row represents one instance of an evidence-based decision. More than one row may be used for a particular lesson, if there are multiple opportunities to consider evidence of student learning. Sources of evidence could range from the very informal (e.g., a class poll to see how many students feel that they are making sense of the newly presented information) to more formal evidence from a quiz, homework, or other assessment. There are many sources of evidence between these extremes, including discussions with individuals, groups, or the whole class, observation of work-in-progress, or exit tickets or other information collected at the end of the lesson. The middle column has space to make a brief note about the type of evidence used. The final column is to record the nature of the decision: in some instances the evidence may confirm that students are learning what was expected and so the decision may be to continue as planned. On other occasions, the evidence may identify something about what students do not yet understand, and a decision will be to intervene in some way, or to change plans to continue instruction. ***Unless evidence from a lesson supported or influenced a decision of what to do next it does not get recorded here.***

At the bottom of the page is space to reflect on how frequently evidence of student learning was used to inform instruction. There is no absolute number of how many times evidence should be used to inform instruction, but counting over a short period of time how often it happens may be an incentive to try to increase the number of occasions in a week. Completing this exercise once a quarter or so is recommended as a way of checking progress.

Remember, the Using Evidence to Inform Instruction dimension rubric provides a qualitative description of how practice will evolve from beginning to extending practice. Once the frequency counts have been determined on a couple of occasions, refer to the rubric for this dimension to consider quality of practice and not just frequency of practice.

2 Students' Opportunity to Self-Assess/Assess Peers' Work

The definition of formative assessment not only focuses on the teachers' use of evidence of student learning to inform instruction, but also on the students' role and how they can adjust learning in the light of evidence. Just as it can be informative to track the teacher's use of evidence of learning to inform decisions, it can also be useful to keep track of how often students have an opportunity to engage in either self- or peer assessment.

The term "structured occasion" is used for these opportunities for students to reflect on their own learning or that of their peers. Students could obviously reflect on what they understand or do not understand at any point during the lesson, but the focus here is on opportunities that are built into the lesson plan. A structured opportunity could range from a relatively brief and simple direction for students to write a reflective sentence in their learning journals to a more complex activity that involves reviewing exemplar projects using a rubric before reviewing a peer's work to provide feedback.

The table on page 53 is very simple with just three columns. Similar to the "use of evidence" index, more than one row may be used for a particular lesson, if there are multiple structured occasions within a lesson for students to reflect on their own learning or that of peers. The second column requires a brief note of one activity per row that was an opportunity for students to reflect on their own learning: an end-of-lesson reflection on a learning question, a class poll asking students about how confident they are in their understanding, or a reflective journal entry, to name just a few examples. The final column focuses on opportunities for peer assessment, such as peer review and feedback using a rubric, or less formal peer activities such as sharing ideas with an "elbow partner".

At the bottom of the page is space to reflect on how frequently the teacher engaged peers in reflecting on learning or supporting their peers through feedback. As for the use of evidence index, there is no absolute number of how many times these activities should be done, but by counting over a short period of time attention is brought to how often self-assessment/peer assessment occurs, which may provide motivation to increase the number of occasions in a week. Complete this exercise once a quarter or so as a way of checking progress.

*Remember, three of the dimension rubrics provided earlier focus on students' roles also provide a **qualitative** description of how practice will evolve from beginning to extending practice. The three dimensions are: **Using Evidence to Inform Instruction, Peer Assessment, and Self-Assessment**.*

Once the frequency counts have been determined on a couple of occasions, refer to rubrics for these three dimensions to consider quality of practice and not just frequency of practice.

6 Rubrics for the Dimensions of Formative Assessment

I. Learning Goals

Learning Goals should be clearly identified and communicated to students, and should help students make connections among lessons within a larger sequence. Learning goals should be aligned to state or district grade-level standards, although this dimension focuses on how the teacher identifies the learning goals for a particular lesson, communicates them to the students, and uses them in a way that supports learning. Research suggests that when students understand the intended learning of a lesson they are better prepared to engage with the content and learning is positively impacted. At the lower ends of the rubric, learning goals are not used, are used in a *pro forma* manner, or do not set appropriately challenging goals for students, while at the higher levels learning goals are integrated into the lesson and support student learning.

1 Beginning	2 Developing	3 Progressing	4 Extending
The lesson is presented in isolation without connecting to previous or future learning. **OR** Superficial procedural connections are made such as "we started this yesterday" or "we'll wrap this up tomorrow". The teacher does not present learning goals to students in any form. **OR** The teacher only presents an agenda for the day or lesson activities. **OR** The content of the learning goals is highly inappropriate for the students (the content is too challenging or too easy for students current standing, or does not align with the standard). **OR** The learning goals are expressed in language that is not accessible to students (e.g., uses language of the state standards only).	The lesson is presented with only isolated references made to previous or future learning. The learning goal focuses on what students should know or understand by the end of the lesson. The content of the learning goal is appropriate for students and is expressed in language that is accessible to students. The teacher presents the learning goal by writing the goal for the lesson on the board, but makes no verbal or direct reference to the learning goal at the start of the lesson. The teacher does not return to the learning goals in a meaningful way throughout the lesson.	The lesson is clearly presented in terms of previous or future learning. A larger sequence of learning is identified and the teacher shares where the current lesson fits within the larger sequence. The learning goal focuses on what students should know or understand by the end of the lesson. The content of the learning goal is appropriate for students and is expressed in language that is accessible to students. The teacher presents the learning goal by writing the goal for the lesson on the board, and makes verbal or direct reference to the learning goal at the start of the lesson. The teacher makes some reference back to the learning goals towards the end of the lesson, in a way that contributes to deepening student understanding.	The lesson is presented as part of a coherent sequence of learning with meaningful connections made to previous or future learning in a way that students clearly understand the connections. The learning goal focuses on what students should know or understand by the end of the lesson. The content of the learning goal is appropriate for students and is expressed in language that is accessible to students. The teacher presents the learning goal by writing the goal for the lesson on the board, and makes meaningful and appropriate reference to the learning goal at the start of the lesson. The teacher makes *multiple meaningful and appropriate* verbal references to the learning goal throughout the lesson in ways that support student learning, or summarizes progress toward the goals at the end of the lesson.

Learning Goals Observation Notes - Next Page

Observation Notes

Learning Goals

The judgment about whether the *connections made between previous, future and current learning* are *accessible* to students will depend on the age and abilities of the students. Evidence for the accessibility of the connections comes from both the observer's professional knowledge base and from observing student questions and discussion during the lesson. For example, if a lower elementary mathematics teacher makes extensive reference to the role of numbers in advanced mathematics courses in a way that is mostly confusing to younger students that would be considered to either be not accessible or not consistently accessible.

The judgment about whether the *language used to express the goals* is *accessible* to students will depend on the age and abilities of the students. For example, the language used by a second grade teacher to describe a particular learning goal will be different from the language used by a high school teacher. Evidence for the accessibility of the language comes from both the observer's professional knowledge base and from observing student questions and discussion during the lesson. Questions could also be posed directly to students to provide further evidence of how they understand the learning goal.

At the highest level of this rubric the teacher makes *"multiple meaningful and appropriate"* references to the learning goals. The professional judgment to be made here is whether those references to the learning goals support student learning. For example, a teacher may make reference to the learning goals to help students make connections between multiple aspects in a lesson and how those aspects collectively support their deepening understanding of the learning goal. Alternatively the teacher may highlight key vocabulary terms that are central to the learning goals.

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II. Criteria for Success

Criteria for Success should be clearly identified and communicated to students. This dimension focuses on how the teacher identifies the criteria for success for a particular lesson and communicates the criteria to the students. Research suggests that when students understand what quality work actually looks like they are more able to demonstrate their own learning. In this rubric, the focus is primarily on the sharing of explicit expectations (e.g., rubrics, preflight checklists, exemplars etc.) that communicate quality.

At the lower ends of the rubric, criteria for success are not used, are used in a *pro forma* manner, or do not hold students to sufficiently high expectations, while at the higher levels criteria for success are integrated into the lesson, are accessible to students, and support student learning.

1 Beginning	2 Developing	3 Progressing	4 Extending
The teacher does not provide criteria for success. **OR** The criteria for success are not *appropriate* for the learning goals or are not *appropriate* for students (too basic/complex). **OR** The criteria for success are expressed in language that is not *accessible* to students.	The teacher shares criteria for success with students. The criteria for success are *appropriate* for the learning goals and for students (not too basic/complex) and expressed in language that is *accessible* to them. The teacher does not provide a way for students to internalize the criteria/use the criteria effectively (e.g., develop the criteria themselves, explanations, time or support to use them) resulting in no students engaging with the criteria in meaningful ways.	The teacher shares criteria for success with students. The criteria for success are *appropriate* for the learning goals and for students (not too basic/complex) and expressed in language that is *accessible* to them. The teacher provides a way for students to internalize the criteria/use the criteria effectively (e.g., develop the criteria themselves, explanations, time or support to use them), but not all students seem to understand or engage with the process.	The teacher shares criteria for success with students. The criteria for success are *appropriate* for the learning goals and for students (not too basic/complex) and expressed in language that is *accessible* to them. The teacher provides a way for students to internalize the criteria/use the criteria (e.g., develop the criteria themselves, explanations, time or support to use them) effectively. The process ensures that students engage with the criteria in meaningful ways that support learning throughout the lesson (e.g., skillful and appropriate use of exemplars, students developing rubrics). This results in the majority of students engaging in and benefiting from the process.

Observation Notes

Criteria for Success

The judgment about whether the criteria for success is *appropriate* for the students (not too basic/ complex) will depend on the age and abilities of the students. For example, the expectations for what students will be able to do by the end of a lesson (criteria for success) will be different in second grade than the expectations for high school. Evidence for the appropriateness of the criteria comes from both the observer's professional knowledge base and from observable evidence that students are or are not progressing towards the criteria throughout the lesson. Questions could also be posed directly to students to provide further evidence of how they understand the criteria for success.

The judgment about whether the language used to express the criteria for success is *accessible* to students will depend on the age and abilities of the students. For example, the language used by a second grade teacher to describe a particular expectation will be different than the language used by a high school teacher. Evidence for the accessibility of the language comes from both the observer's professional knowledge base and from observing student questions and discussion during the lesson. Questions could also be posed directly to students to provide further evidence of how they understand the expectations for the lesson.

At the highest level of this rubric "the process ensures that students engage with the criteria in meaningful ways" refers to the ways in which the teacher uses the criteria for success to support learning. The professional judgment to be made here is whether those ways support student understanding and progress towards the expectations. For example, a teacher may not only discuss the levels of a rubric but also provide exemplars of different score levels, may engage students in a "scoring session" where they apply the rubric to stronger or weaker performances, may provide opportunities to discuss the independent features of stronger or weaker work, or may structure opportunities for students to apply criteria to their own or another's work. All of these examples may not be seen in a single lesson. Evidence may also include reference to previous lessons where some of these activities took place and are being built on in the current lesson.

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III. Tasks and Activities that Elicit Evidence of Student Learning

The focus of this dimension is on those things with which students engage that potentially produce evidence of student learning (except classroom discussions as this is discussed in *Questioning Strategies* and *Feedback Loops.*) Teachers need to use a range of tasks and activities to collect relevant evidence of student thinking. When students are engaged in tasks and activities (on their own, with another student, or in a small group) the work products provide evidence of student understanding. In order to be effective, students need to have access to appropriate support from either the teacher or from peers to complete the task. In addition, the teacher needs to have a mechanism for synthesizing evidence from students, whether through a formal or informal review process.

1 Beginning	2 Developing	3 Progressing	4 Extending
The teacher uses tasks or activities that are not connected to the learning goals or will not provide evidence of student progress toward those goals.	The teacher uses tasks or activities that are loosely connected to the learning goals and will provide limited evidence of student progress toward those goals.	The teacher uses well-crafted tasks and activities that are connected to the learning goals and will provide evidence of student progress toward those goals.	The teacher uses well-crafted tasks and activities that are tightly connected to the learning goals and will provide evidence of student progress toward those goals.
Most students are unclear about the task and time is wasted because extensive repeat explanations are needed.	Many students are unclear about the task and some time is wasted because repeat explanations are needed.	A few students are unclear about the task and time is used inefficiently because repeat explanations are needed.	Almost all students are clear about the task and are able to begin work efficiently.
The teacher does not review student work products during the lesson or does not make any reference to when student products will be reviewed.	The teacher occasionally or haphazardly reviews student work products during the lesson or makes a vague reference to when student products will be reviewed.	The teacher reviews student work products during the lesson in a way that provides insight into most students' progress or makes a reference to how work products will be reviewed later.	The teacher systematically reviews student work products during the lesson in a way that provides insight into all students' progress or makes a concrete reference to how student products will be reviewed.
The evidence collected cannot be used to make meaningful inferences about the class's progress on intended learning outcomes and to adapt/ continue instruction.	The teacher misses multiple *critical* opportunities to make inferences about student progress and/or adapt/ continue instruction accordingly.	The teacher occasionally misses *critical* opportunities to make inferences about student progress and adapt/ continue instruction accordingly.	The teacher uses student responses to make inferences about student progress and adjust/ continue instruction accordingly.

Observation Notes

Tasks and Activities to Elicit Evidence of Student Learning

Tasks and activities include anything that students engage in that potentially produces evidence of student learning (except classroom discussions as this is discussed in *Questioning Strategies* and *Feedback Loops*). Examples include worksheets, lab experiments, performance tasks, commercially produced formative assessment tasks, essays, quizzes, and/or journaling.

There are references across the levels to whether students are clear or unclear about the task. The focus here is not on the clarity of the learning goals, but rather on whether the students are clear procedurally about how to begin the task itself.

There are references in the rubric to a teacher missing or capitalizing on "critical opportunities". There may be instances when an observer will identify incidents where the observer might have acted in a different way, or taken the discussion in a different direction, but these differences will not materially impact student outcomes. The professional judgment to be made here is whether there was a significant or critical missed opportunity that a teacher ought to have identified and addressed. The result is that missing the opportunity negatively impacts student learning or, conversely, capitalizing on the opportunity positively impacts student learning. For example, students may be working independently on a performance task but a large percentage of the class has their hand raised for help and most are at the same point in the task, however, the teacher fails to pick up on this or that this is a systemic class-wide issue that would benefit from discussion or an adaption to plans.

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IV. Questioning Strategies That Elicit Evidence of Student Learning

The focus of this dimension is on one way that a teacher can collect evidence of student progress (i.e., through classroom questioning). Teachers need to use a range of questioning strategies to collect relevant evidence of student thinking, from more students, more often, and more systematically. Often teachers ask questions only to a few interested students, answer their own questions, or limit student thinking by the type of questions asked. If a teacher has weak questioning strategies, opportunities are lost to gain valuable insights into student learning. Teachers can elicit evidence of student thinking by the types of questions students ask of the teacher and peers, as well.

1 Beginning	2 Developing	3 Progressing	4 Extending
The teacher asks very few questions designed to assess student progress.	The teacher asks some questions at appropriate points to assess student progress.	The teacher asks questions at appropriate points to assess student progress.	The teacher asks questions at appropriate points to assess student progress.
The teacher provides inadequate wait time and/or often answers own questions.	The teacher *inconsistently* provides adequate wait time to allow all students to engage with the questions. The teacher sometimes answers own questions.	The teacher provides appropriate wait time to allow all students to engage with the questions.	The teacher provides appropriate wait time to allow all students to engage with the questions.
The teacher uses questioning strategies that provide evidence from only a few students or the same students in the class.	The teacher *inconsistently* uses questioning strategies to collect evidence of learning from *more* students (e.g., whiteboards, exit tickets, etc.) but implementation may not be consistent or structured in a beneficial way.	The teacher uses effective questioning strategies to collect evidence of learning from *all* students in systematic ways (e.g., whiteboards, exit tickets, etc.)	The teacher uses effective questioning strategies to collect evidence of learning from *all* students in systematic ways (e.g., whiteboards, exit tickets, etc.)
The evidence collected cannot be used to make meaningful inferences about the class's progress on intended learning outcomes and to adapt/ continue instruction.	The teacher misses multiple *critical* opportunities to make inferences about student progress and/or adapt/ continue instruction accordingly.	The teacher occasionally misses *critical* opportunities to make inferences about student progress and adapt/ continue instruction accordingly.	The teacher effectively uses student responses, probing for more information as necessary, to make inferences about student progress and adjust/continue instruction accordingly.

Observation Notes

Questioning Strategies that Elicit Evidence of Student Learning

When a teacher is using questions to elicit evidence of student thinking, often a teacher may directly ask students to explain their reasoning or focus on "why". In addition, questions are not exclusively recall or factual questions, but require higher order thinking from the students.

At the lower levels of this rubric, questioning strategies are described as being used "inconsistently." This refers to instances when a teacher is using some questioning techniques that provide opportunities to collect evidence from multiple students at a time or encourages deeper engagement with the content, but not on a consistent basis, even when the opportunity to do so exists. For example, a teacher may start off a discussion period by asking students to call on the next person to respond in order to engage different students in the discourse, but quickly lapse back into just calling on a few students who seem most involved in the discussion.

Across the levels of the rubric, reference is made to a teacher missing or capitalizing on "critical opportunities". There may be instances when an observer will identify incidents where the observer might have acted in a different way, or taken the discussion in a different direction, but these differences will not materially impact student outcomes. The professional judgment to be made here is whether there was a significant or critical missed opportunity that a teacher ought to have identified and addressed. The result is that missing the opportunity negatively impacts student learning or, conversely, capitalizing on the opportunity positively impacts student learning. For example, a student might ask a question that is clearly connected to the learning goals of the lesson and that indicates a misunderstanding, misconception or confusion, but the teacher fails to pick up on this and does not address it, nor indicate that the issue will be addressed later.

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V. Feedback Loops During Questioning

Students should be provided with ongoing feedback that helps them develop ideas and understanding of the content. This dimension focuses on the teacher's role to provide ongoing feedback during class discussions.

The rubrics include three dimensions that address distinct aspects of feedback: *Individualized Descriptive Feedback*, *Feedback Loops* and *Peer Assessment*. This dimension is specific to more informal feedback that often occurs in real-time during a lesson.

1 Beginning	2 Developing	3 Progressing	4 Extending
The teacher asks none or very few questions designed to encourage classroom discourse during the lesson. **OR** The teacher asks questions from students, but discourse focuses on a statement of correct or incorrect rather than deeper/meaningful exploration of ideas.	The teacher asks questions designed to encourage classroom discourse at a few points during the lesson. The teacher only occasionally builds on student responses or encourages students to build on each other's responses. Occasional feedback loops are short and often end abruptly and do not allow a full exploration of ideas and concepts.	The teacher asks questions designed to encourage classroom discourse at multiple points during the lesson. The teacher and students frequently build on other students' responses, clarify student comments, push for more elaborate answers, or engage more students in thinking about the problem. *Feedback loops* sustain the conversation, rarely end with the teacher indicating correct or incorrect responses, and allow for deeper/more meaningful exploration of some ideas.	The teacher asks questions designed to encourage classroom discourse consistently throughout the lesson and integrates questioning and discussion seamlessly into instruction. The teacher and students consistently build on other students' responses, clarify student comments, push for more elaborate answers, or engage more students in thinking about the problem. Extended feedback loops are used to support students' elaboration and to have students contribute to extended conversations. Classroom discourse is characterized by the consistent use of feedback/probes that encourage deeper/more meaningful exploration of ideas.

Observation Notes

Feedback Loops During Questioning

The *Feedback Loops* dimension focuses on how the teacher uses classroom discussions to deepen student understanding. This dimension differs from the *Questioning Strategies to Elicit Evidence* of *Student Learning* where the focus is on one way that a teacher can collect evidence of student progress (i.e., through classroom questioning.) In an extended discourse period, either or both dimensions could be relevant.

A feedback loop is characterized as an exchange between teacher and one or more students, or between multiple students where additional prompts or questions sustain the conversation to support deeper thinking. At the higher ends of this rubric, feedback loops are defined as "extended," referring to classroom discourse that results in ongoing discussions that deepen the knowledge of all students with respect to specific concepts or topics. For example, a teacher or student might ask what other students in the classroom think, ask if other students agree or disagree with the first student, or use a question/prompt to help students build on their ideas.

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VI. Individualized Descriptive Feedback

Students should be provided with evidence-based feedback that is linked to the intended instructional outcomes and criteria for success. This dimension focuses on the teacher's role to provide individualized feedback to students. Research suggests that student learning improves when students are provided with descriptive feedback that is connected to clear targets and that provides guidance on how to improve work.

The rubrics include three dimensions that address distinct aspects of feedback: *Individualized Descriptive Feedback*, *Feedback Loops* and *Peer Assessment*. The *Individualized Descriptive Feedback* dimension is specific to more formal feedback that tends to be given to individual students on a specific piece of work, either in written form or orally (e.g., during student/teacher conferences) by the teacher.

1 Beginning	2 Developing	3 Progressing	4 Extending
The teacher provides no descriptive feedback. **OR** The teacher provides descriptive feedback (*written or individualized oral feedback*) on a specific piece of work, but also includes a score or a grade. **OR** Feedback seems disconnected to intended learning goals.	The teacher provides descriptive feedback (*written or individualized oral feedback*) on a specific piece of work without a score or a grade that supports the learning goals and/or reflects the criteria for success.	The teacher provides descriptive feedback (*written or individualized oral feedback*) on a specific piece of work without a score or a grade that supports the learning goals and/or reflects the criteria for success.	The teacher provides descriptive feedback (*written or individualized oral feedback*) on a specific piece of work without a score or a grade that supports the learning goals and/or reflects the criteria for success.
There is no opportunity for students to internalize the feedback (review the feedback and/or ask questions).	There is no opportunity for students to internalize the feedback (review the feedback and/or ask questions).	Students are provided with opportunities to internalize the feedback (review the feedback and/or ask questions).	Students are provided with opportunities to internalize the feedback (review the feedback and/or ask questions).
There is no opportunity for students to use the feedback in a meaningful way (apply it to the current or next assignment).	There is no opportunity for students to use the feedback or apply it to their work *in meaningful ways* (apply it to the current or next assignment).	There is no opportunity for students to use the feedback or apply it to their work *in meaningful ways* (apply it to the current or next assignment).	Students are provided with opportunities to use the feedback or apply it to their work *in meaningful ways* (apply it to the current or next assignment).

Observation Notes

Individualized Descriptive Feedback

The highest level of this rubric "students are provided with opportunities to use the feedback or apply it to their work in meaningful ways" requires that students are not only given feedback and provided with time to review it, but are also provided with structured opportunities to understand what the feedback means for their specific learning, internalize the feedback, and move their performance forward. For example, a teacher may provide time for students to "strive for the next level" where students examine their work, a rubric, and teacher feedback to revise a performance with the goal of moving up one level on the rubric. Evidence may also include reference to homework assignments or other opportunities to revise work prior to a final grade.

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VII. Peer Assessment

Peer assessment is important for providing students an opportunity to think about the work of their peers. Research suggests that opportunities to review the work of a peer and to provide feedback are very beneficial to the person providing the feedback, as well as to the person receiving the feedback.

The rubrics include three dimensions that address distinct aspects of feedback: *Individualized Descriptive Feedback*, *Feedback Loops* and *Peer Assessment*. This dimension includes the role of student-to-student feedback, while various approaches to teacher feedback are addressed in *Feedback Loops* and *Individualized Descriptive Feedback*.

1 Beginning	2 Developing	3 Progressing	4 Extending
Students are not provided with any opportunities to engage in the assessment of their peers' work. **OR** Students are asked to mark their own work for a summative grade.	The teacher asks students to assess a peers' work and provide feedback to improve the quality of the work. The peer assessment task does not appear to be *meaningful* to most students (students do not take the task seriously or perceive value in the task). The peer assessment task lacks *structure* and does not *support* students (e.g., students do not understand the task, the task is not modeled, no exemplars of feedback are provided). Most students struggle to complete the peer assessment and cannot provide feedback that supports learning. The peer assessment does not have an impact on the quality of student work due to the quality of the feedback or lack of structure for using the feedback (time to read and revise).	The teacher asks students to assess a peers' work and provide feedback to improve the quality of the work. The peer assessment task appears to be *meaningful* to most students. The peer assessment task is *structured* in a way (e.g., the task is modeled for students, exemplars of feedback are provided) that *supports* some students to complete the peer assessment and provide feedback that supports learning, but the support may not be adequate for all students. The peer assessment has a limited impact on the quality of student work due to the quality of the feedback or structures for using feedback (time to read and revise).	The teacher asks students to assess a peers' work and provide feedback to improve the quality of the work. The peer assessment task appears to be *meaningful* to all students. The peer assessment task is *structured* in a way (e.g., the task is modeled for students, exemplars of feedback are provided) that *supports* all students to complete the peer assessment and provide feedback that supports learning. The peer assessment has a positive impact on the quality of all student work due to the high quality of the feedback and structures put in place for the use of the feedback (time to read and revise).

Observation Notes

Peer Assessment

The rubric makes reference to whether the peer assessment activity is *meaningful* to students. This requires a professional judgment on the part of the observer. Observers may draw on evidence from student comments about the peer assessment task, the degree to which students seriously engage with the task, how they appear to view its importance, and if there is follow-through to address any identified deficiencies to make a judgment. An observer may want to ask students about what they think of the task.

The rubric refers to the importance of structure and support for the peer assessment process. Depending on how familiar students are with peer assessment there may be evidence of direct support for the tasks such as the teacher reminding students about what it means to engage in peer assessment, why they are doing it, or reminders about what is appropriate feedback for a peer. In other cases if students are more experienced with this task, the teacher may only make a brief reference to previous discussions, or it may be clear from how students approach the task that they no longer need any direct support but can immediately engage with the task. The amount of structure in a peer assessment task will also vary according to students' ages and experiences, but it should be clear whether students are expected to provide written or oral feedback to their peers and when that feedback is to be provided.

The rubric requires a professional judgment about the impact of the peer assessment in terms of whether the information is used by the students receiving the feedback.

Additional Notes: _____

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VIII. Self-Assessment

Self-assessment is important because it provides students with an opportunity to think meta-cognitively about their learning. Research suggests that improved understanding of one's own learning is a critical strategy that can lead to improvements in learning.

1 Beginning	2 Developing	3 Progressing	4 Extending
Students are not provided with any opportunities to engage in self-assessment of their work or thinking. **OR** Students are asked to mark their own work for a summative grade.	The teacher asks students to assess their own learning. The self-assessment task does not appear to be *meaningful* to most students (students do not take the task seriously or perceive value in the task). The self-assessment task lacks *structure and does not support* students (e.g., students do not understand the task, the task has not been modeled for students, students have not been provided with examples) Most students struggle to complete an honest self-assessment. The self-assessment does not have an impact on the quality of student work or instruction.	The teacher asks students to assess their own learning. The self-assessment task appears to be *meaningful* to most students. The self-assessment task is *structured* in a way (e.g., modeled for students, exemplars provided) that *supports* some students to complete an honest self-assessment but the support may not be adequate for all students. The self-assessment has a limited impact on the quality of student work or instruction.	The teacher asks students to assess their own learning. The self-assessment task appears to be *meaningful* to all students. The self-assessment task is *structured* in a way (e.g., modeled for students, exemplars provided) that *supports* all students to complete an honest self-assessment. The output of the self-assessment provides evidence to: (1) The student by helping the student identify ways to improve their work. **OR** (2) The teacher by providing evidence about student perceptions of their learning in a way that can be used to direct next instructional steps.

Observation Notes

Self-Assessment

The rubric makes reference to whether the self-assessment activity is *meaningful* to students. This requires a professional judgment on the part of the observer. Observers may draw on evidence from student comments regarding the self-assessment task, the degree to which students seriously engage with the task, how they appear to view its importance, and if there is follow through to address any identified deficiencies in order to make judgments. An observer may want to ask students about what they think of the task.

The rubric refers to the importance of *structure and support* for the self-assessment process. Depending on how familiar students are with self-assessment there may be evidence of direct support for the tasks such as the teacher reminding students about what it means to engage in self-assessment, why they are doing it, or how the information will be used. In other cases if students are more experienced with this task, the teacher may only make a brief reference to previous discussions, or it may be clear from how students approach the task that they no longer need any direct support but can immediately engage with the task. The amount of structure in a self- assessment task will also vary according to students' ages and experiences.

The rubric requires a professional judgment about the impact of the self-assessment in terms of whether the information is something for students to reflect on, or if the teacher will have an opportunity to see the self-reflections to inform next steps. It is not necessary for both actions to take place, but there must be a clear purpose to the self-assessment.

Additional Notes: _____

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IX. Collaboration

A classroom culture in which teachers and students are partners in learning should be established. Research suggests that classrooms that promote thinking and learning, student autonomy, and students as learning resources for one another are more successful in encouraging lifelong learners.

1 Beginning	2 Developing	3 Progressing	4 Extending
The classroom climate is characterized by an overall perception that the teacher is "in charge".	The classroom climate is characterized for the most part by an overall perception that the teacher is "in charge".	The classroom climate is characterized for the most part by an overall perception that the teacher and students are supporters of learning.	The classroom climate is characterized by an overall, consistent perception that the teacher and students are supporters of learning.
Student-to-student collaboration is not evident.	Limited student-to-student collaboration is evident.	Some student-to-student collaboration is evident.	Student-to-student collaboration is evident.
Student participation is limited to when the teacher asks a question, and the teacher does not capitalize on student responses or student questions to deepen learning.	Student participation is limited to when the teacher asks a question, and the teacher rarely capitalizes on student responses or student questions to deepen learning.	Student participation is encouraged and the teacher often capitalizes on student responses or student questions to deepen learning.	Student participation is spontaneous (while respectful), and the teacher often capitalizes on student responses or student questions to deepen learning.
Multiple viewpoints or approaches are not sought.	Multiple viewpoints or approaches are rarely sought.	Multiple viewpoints or approaches are occasionally sought.	Multiple viewpoints or approaches are consistently sought.
The teacher does not promote an attitude of "we can all learn".	The teacher does not promote an attitude of "we can all learn" or is not convincing.	For the most part, the teacher promotes an attitude of "we can all learn".	The teacher consistently promotes an attitude of "we can all learn".

Observation Notes

Collaboration

Student collaboration can include a wide variety of practices, including student cooperative groups or pair work, or less formal structures (e.g., students assisting each other is part of the classroom culture and expectations even when students are not organized into explicit groups).

The distinction between a classroom where the teacher is in charge and one where the teacher supports learning may be observed in part through the teacher's role. Does the teacher act as a facilitator and allow students to take responsibility for their learning?

Additional Notes: _____

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X. Use of Evidence to Inform Instruction

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. This dimension focuses on the teacher use of evidence to adjust instruction across the lesson(s) as a whole.

1 Beginning	2 Developing	3 Progressing	4 Extending
There is little or no attempt by the teacher to collect evidence of student learning in the lesson that is connected to the learning goals or criteria for success. **OR** The collection of evidence is so minimal or inconsistent that there is no way for the teacher to gain insight into student learning. The teacher does not have evidence of student learning to analyze. The teacher has no basis for modifying instructional plans.	There is some evidence that the teacher collects evidence of student learning that is weakly connected to the learning goals or criteria for success. The teacher does not analyze the evidence to identify patterns of understanding/ misunderstanding or make inferences about student strengths and weaknesses. The information is not used to shape instructional decisions. (Observable evidence for this level is characterized by “lost opportunities.”)	The teacher uses several ways that are connected to the learning goals or criteria for success to collect evidence of student learning. There is some evidence that the teacher is analyzing the evidence to identify patterns of understanding/ misunderstanding or making inferences about student strengths and weaknesses. The information, identified patterns, and inferences are used to shape instructional decisions.	The teacher skillfully uses multiple ways that are connected to the learning goals or criteria for success to systematically collect evidence of student learning throughout the lesson. There are multiple sources of evidence that indicate the teacher is analyzing the evidence to identify patterns of understanding/ misunderstanding and to make inferences about student strengths and weaknesses. The information, identified patterns, and inferences are used in powerful ways to shape instructional decisions and advance student learning.

Observation Notes

Use of Evidence to Inform Instruction

Some evidence for this dimension may not be directly observable during the lesson but emerge from a post-observation discussion as the teacher reflects on what was learned during the lesson and where it will go in subsequent lessons.

At the Progressing level there is evidence that teachers are using information gained about student learning to inform their next instructional decisions. However, there is still some room for growth either in terms of collecting more targeted evidence, or making more nuanced decisions. The difference between this level and the Extending level is in the quality of the evidence collected and the decisions made.

Additional Notes: _____

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7 Resources for Observations

Teacher Self-Reflection Form

Referring to the rubrics, note relevant evidence from a specific, recent lesson and consider your performance.

Name: _____ **Date:** _____ **Class Period:** _____

Nature of Observation: ☐ Targeted set of dimensions. If so, which:_____

☐ All 10 dimensions of formative assessment

Dimensions of Formative Assessment	Rubric Level
Learning Goals: Learning goals were clearly identified and communicated to students.	
*Evidence from today's lesson specific to Learning Goals dimension:*_____	
Criteria for Success: Criteria for success were clearly identified and communicated to students.	
*Evidence from today's lesson specific to Criteria for Success dimension:*_____	
Tasks & Activities to Elicit Evidence of Learning: Tasks and activities during the lesson provided opportunities for the teacher to collect evidence of student understanding.	
Evidence from today's lesson specific to Tasks & Activities dimension: _____	
Questioning Strategies to Elicit Evidence of Learning: Questioning strategies were used to collect evidence of student thinking, from more students, more systematically.	
Evidence from today's lesson specific to Questioning Strategies dimension: _____	
Feedback Loops During Questioning: Feedback loops during questioning were used to deepen student thinking.	
Evidence from today's lesson specific to Feedback Loops dimension: _____	
Descriptive Feedback: Students were provided with evidence-based feedback that is linked to the intended instructional outcomes and criteria for success.	
Evidence from today's lesson specific to Descriptive Feedback dimension: _____	
Peer Assessment: Peer Assessment provided students an opportunity to think meta-cognitively about the work of their peers.	
Evidence from today's lesson specific to Peer Assessment dimension: _____	
Self-Assessment: Self-Assessment provided students an opportunity to think meta-cognitively about their learning.	
Evidence from today's lesson specific to Self-Assessment dimension: _____	
Collaboration: A classroom culture was established in which teachers and students are partners in learning.	
Evidence from today's lesson specific to Collaboration dimension: _____	
Use of Evidence to Inform Instruction: Formative assessment was used to provide feedback to adjust ongoing teaching and learning.	
Evidence from today's lesson specific to Use of Evidence dimension: _____	

Reflection After Completing Multiple Teacher Self-Reflection Forms

Name: _____ **Date Range:** _____ **Class Period:** _____

As you look at a series of self-reflection forms, consider the following questions.

1. Looking across the dimensions, for which ones do you consistently use the higher rubric levels (Progressing or Extending)?
2. Looking across the dimensions, for which ones do you consistently use the lower rubric levels (Not Present/Beginning or Evolving)?
3. Are there dimensions for which you rate inconsistently, sometimes higher, sometimes lower? Is this evidence of emerging proficiency or more related to how often this practice is used in your instruction? Does it make sense to incorporate it into instruction more frequently (remember, it may not be an aspect of practice that you would want to use daily)?
4. Looking at the patterns in the rubric levels, what might be your areas of strength or weakness?
5. Based on your analysis, what might be an area of focus for future lessons? From what sources of support might you be able to draw?

Advice: Write responses to these questions and not just think about them. It may be helpful to talk to peers in a learning community or other context about the learning from the process and how the learning will move forward.

Teacher's Use of Evidence to Inform Instruction

Complete the form below for one class, for 1 week.[6]

Name: _____ **Date Range:** _____ **Class Period:** _____

Date	Evidence	Nature of Decision

End of Week Reflection: Look at your entries in the table above, reflect on how often evidence of student learning was used to inform your instructional decisions... more or less frequently than expected? How might the number of occasions increase?

[6] Modify as necessary if you meet infrequently with the class.

Students' Opportunity to Self-Assess/Assess Peers' Work

Complete the form below for one class, for 1 week.[7]

Name: _____ **Date Range:** _____ **Class Period:** _____

Date	Nature of Student Self-Assessment	Nature of Peer Assessment

End of Week Reflection: Look at your entries in the table above, reflect on how often students were engaged in reflecting on or assessing their own learning or supporting the learning of peers through peer assessment and feedback? Were both strategies used more or less frequently than expected? How might the number of occasions increase for one or both strategies?

[7] Modify as necessary if you meet infrequently with the class.

Observed Teacher's Description of Teaching Episodes

In the tables below, please identify the focus of the observation, the lesson goal or purpose, and the main "episodes" during the lesson that will be observed on_____. The purpose is to provide the observer with a sense of what will be happening in the lesson.

"Episode" refers to distinct instructional blocks within the lesson. For example, review of homework might be the first episode of the lesson, or a warm-up activity. Other kinds of episodes could be "whole group instruction," "small group discussion," "demonstration" or "lesson wrap-up."

Name: _____ **Date** _____ **Class Period:** _____

If a peer has been asked to observe in order to provide targeted feedback on one or two specific dimensions, note them below.

Targeted dimensions for feedback are: _____

_____

_____

Lesson Goal or Purpose: _____

Episode	You may have as few as two episodes in a lesson or as many as eight. Add more lines as needed.
1	
2	
3	
4	
5	
6	

Peer Observation Note-Taking Form

Name: _____ **Date** _____ **Class Period:** _____

Episode	Type narrative notes for each section, following the episodes as much as possible. Use best judgment to determine transition points.
1	*From teacher description of teaching episodes write name of episode 1:* _____
2	*From teacher description of teaching episodes write name of episode 2:* _____
3	*From teacher description of teaching episodes write name of episode 3:* _____
4	*From teacher description of teaching episodes write name of episode 4:* _____
5	*From teacher description of teaching episodes write name of episode 5:* _____
6	*From teacher description of teaching episodes write name of episode 6:* _____

Post-Observation Discussion Prompts

General

The purpose of the post-observation discussion is to collect evidence to support the higher inference aspects of the formative assessment observation. For example, a teacher's decision to act on evidence of student learning may not be obvious unless the teacher's thinking is explicitly articulated: "Based on what I am hearing from everyone I think we need to readjust and…" The purpose of this interview is to collect evidence that may not have been obvious during the lesson.

1. **What was the learning goal(s) for the lesson? Did students achieve that goal? How do you know?**
2. **What evidence of student learning was collected? What is the next step?**
3. **Episodes in this lesson did not follow the original plan. Talk a little about what happened and how or why the plan changed?**

Targeted Observation

1. **You asked me to watch/listen for _____ How do you think it went?**
2. **Share collected evidence. How does this compare with how you planned it?**
3. **What are you learning about _____ (dimensions) and the impact on student learning during this lesson?**
4. **When might you apply or re-apply this learning?**

Peer Observation Summary Form

Name: _____ **Date:** _____ **Class Period:** _____

Nature of Observation: ☐ Targeted set of dimensions. If so, which:_____

☐ All 10 dimensions of formative assessment

Dimensions of Formative Assessment	Rubric Level
Learning Goals: Learning goals were clearly identified and communicated to students.	
Evidence from today's lesson specific to Learning Goals dimension: _____	
Criteria for Success: Criteria for success were clearly identified and communicated to students.	
Evidence from today's lesson specific to Criteria for Success dimension: _____	
Tasks & Activities to Elicit Evidence of Learning: Tasks and activities during the lesson provided opportunities for the teacher to collect evidence of student understanding.	
Evidence from today's lesson specific to Tasks & Activities dimension: _____	
Questioning Strategies that Elicit Evidence of Learning: Questioning strategies were used to collect evidence of student thinking, from more students, more systematically.	
Evidence from today's lesson specific to Questioning Strategies dimension: _____	
Feedback Loops During Questioning: Feedback loops during questioning were used to deepen student thinking.	
Evidence from today's lesson specific to Feedback Loops dimension: _____	
Descriptive Feedback: Students were provided with evidence-based feedback that is linked to the intended instructional outcomes and criteria for success.	
Evidence from today's lesson specific to Descriptive Feedback dimension: _____	
Peer Assessment: Peer Assessment provided students an opportunity to think meta-cognitively about the work of their peers.	
Evidence from today's lesson specific to Peer Assessment dimension: _____	
Self-Assessment: Self-Assessment provided students an opportunity to think meta-cognitively about their learning.	
Evidence from today's lesson specific to Self-Assessment dimension: _____	
Collaboration: A classroom culture was established in which teachers and students are partners in learning.	
Evidence from today's lesson specific to Collaboration dimension: _____	
Use of Evidence to Inform Instruction: Formative assessment was used to provide feedback to adjust ongoing teaching and learning.	
Evidence from today's lesson specific to Use of Evidence dimension: _____	

Action Plan

Name: _____

Date	Plan	Check-in Date	Comment

Advice: Make the plan as specific as possible, with a short-time frame, and not one that has too many separate elements being attempted at the same time.

Summary of Ten Dimensions of Formative Assessment

Dimensions	Description
Learning Goals	*Learning Goals should be clearly identified and communicated to students, and should help students make connections among lessons within a larger sequence*. Learning goals should be aligned to CCSS, or state or district grade-level standards, although this dimension focuses on how the teacher identifies the learning goals for a particular lesson, communicates them to the students, and uses them in a way that supports learning. Research suggests that when students understand the intended learning of a lesson they are better prepared to engage with the content and learning is positively impacted. At the lower ends of the rubric, learning goals are not used, are used in a *pro forma* manner, or do not set appropriately challenging goals for students, while at the higher levels learning goals are integrated into the lesson and support student learning.
Criteria for Success	*Criteria for Success should be clearly identified and communicated to students*. This dimension focuses on how the teacher identifies the criteria for success for a particular lesson and communicates them to the students. Research suggests that when students understand what quality work actually looks like they are more able to demonstrate their own learning. In this rubric, the focus is primarily on the sharing of explicit expectations (e.g., rubrics, preflight checklists, exemplars etc.) that communicate quality. At the lower ends of the rubric, criteria for success are not used, are used in a pro forma manner, or do not hold students to sufficiently high expectations, while at the higher levels criteria for success are integrated into the lesson, are accessible to students, and support student learning.
Tasks and Activities to Elicit Evidence of Learning	*The focus of this dimension is on those things with which students engage that potentially produce evidence of student learning* (excluding classroom discussions) Teachers need to use a range of tasks and activities to collect relevant evidence of student thinking. When students are engaged in tasks and activities (on their own, with another student, or in a small group) the work products provide evidence of student understanding. In order to be effective, students need to have access to appropriate support from either the teacher or from peers to complete the task. In addition, the teacher needs to have a mechanism for synthesizing evidence from students, whether through a formal review process or informal on-the-fly review.
Questioning Strategies to Elicit Evidence of Learning	*The focus of this dimension is on one way that a teacher can collect evidence of student progress through classroom questioning.* Teachers need to use a range of questioning strategies to collect relevant evidence of student thinking, from more students, more often, and more systematically. Often teachers ask questions only to a few interested students, answer their own questions, or limit student thinking by the type of questions asked. If a teacher has weak questioning strategies, s/he loses opportunities to gain valuable insights into student learning. Teachers can elicit evidence of student thinking by the types of questions students ask of the teacher and peers, as well.
Feedback Loops During Questioning	*Students should be provided with ongoing feedback that helps them develop ideas and understanding of the content.* This dimension focuses on the teacher's role to provide ongoing feedback during class discussions. The rubrics include three dimensions that address distinct aspects of feedback: this dimension is specific to more informal feedback that often occurs in real-time during a lesson.
Descriptive Feedback	*Students should be provided with evidence-based feedback that is linked to the intended instructional outcomes and criteria for success.* This dimension focuses on the teacher's role to provide individualized feedback to students. Research suggests that student learning improves when students are provided with descriptive feedback that is connected to clear targets and that provides guidance on how to improve work. The rubrics include three dimensions that address distinct aspects of feedback: this dimension is specific to more formal feedback that tends to be given to individual students on a specific piece of work, either in written form or orally (e.g., during student/teacher conferences) by the teacher.
Peer Assessment	*Peer assessment is important for providing students an opportunity to think about the work of their peers.* Research suggests that opportunities to review the work of a peer and to provide feedback are very beneficial to the person providing the feedback, as well as to the person receiving the feedback. The rubrics include three dimensions that address distinct aspects of feedback: this dimension includes the role of student-to-student feedback, while various approaches to teacher feedback are addressed in *Feedback Loops* and *Individualized Descriptive Feedback*.
Self-Assessment	*Self-assessment is important because it provides students with an opportunity to think meta-cognitively about their learning.* Research suggests that improved understanding of one's own learning is a critical strategy that can lead to improvements in learning.
Collaboration	*A classroom culture in which teachers and students are partners in learning should be established.* Research suggests that classrooms that promote thinking and learning, student autonomy, and students as learning resources for one another are more successful in encouraging lifelong learners.
Use of Evidence to Inform Instruction	*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.* This dimension focuses on the teacher use of evidence to adjust instruction across the lesson(s) as a whole.

Using the Formative Assessment Rubrics, Reflection and Observation Tools
to Support Professional Reflection on Practice

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