

Formative Assessment Considerations

GRADES 1-12

ELA	Math
<p style="text-align: center;">AREA OF FOCUS</p> <p>V Formative Assessment</p>	<p style="text-align: center;">AREA OF FOCUS</p> <p>V Assessment of Mathematical Content, Practices, and Language</p>
<p style="text-align: center;">GUIDELINES</p> <p>14 Materials provide teacher guidance for consistent formative assessment and feedback strategies that support students' language proficiencies and content understandings.</p>	<p style="text-align: center;">GUIDELINES</p> <p>15 Guidance for recognizing and attending to student language produced to inform instructional decisions</p>
<p style="text-align: center;">SPECIFICATIONS</p> <p>14a Teacher materials guide formative assessment and feedback strategies for teachers during student-led discussions and presentations. Teachers are guided to assess students' oral language abilities, content knowledge and disciplinary practices and to determine how students need to be supported in developing concepts, practices, and the oral language to express them.</p> <p>14b Materials provide teacher guidance regarding avoiding assumptions about students' background knowledge, language resources or lack of them based on language proficiency scores or grades; instead, teachers should be guided to ask questions that tap into knowledge and to engage in formative assessment of students' content knowledge and language knowledge and when called for, build "just needed" background understandings or language forms and functions at the point where they are required.</p>	<p style="text-align: center;">SPECIFICATIONS</p> <p>15a Guidance that instructs teachers to avoid interpreting lower level language proficiency as lower level mathematics proficiency</p> <p>15b Includes a range of assessments for formative purposes that enable students to draw on and make use of their existing language resources Rubrics specifically identify and describe typical mathematical content, practice, and language achievements</p> <p>15c Summative assessment tools specifically identify, describe, and measure mathematical and language successes, errors, and misconceptions and be scored in an integrated way</p>



Description of resource and intended audience:

When incorporated into classroom practice, formative assessment activities provide in-the-moment evidence of student learning. Assessment activities should result in feedback to students and adjustment of teaching that is contingent on the assessment data gathered in the moment. The formative assessment results should primarily be used as a guide for teachers in scaffolding student learning, so as to close the gap between the learning goals and what the student can currently do.

Materials needed: Varies depending on activity used for assessment.

Approximate time needed: Varies depending on activity and what is being assessed.

Instructions:

Review your formative assessment tools and practices using the questions below. Consider your students' needs and the demands of your lessons. If you are unable to answer yes to every question, how might you make adjustments to your formative assessments so that they provide valuable information, benefit your students, and are unbiased towards their languages and cultures?

Question	Answer		
1) Do your formative assessments provide opportunities for informative, timely, and actionable feedback for students to help them improve and grasp upcoming content?	Yes	No (Write down some ideas about the following reflection questions)	
		How might you adjust your assessments to allow for feedback that helps students progress in their learning of content?	
		How might you adjust your assessments to allow for feedback that helps students progressively develop discipline-specific language?	
How might you adjust your assessments so that the feedback can be provided to students in a timely manner?			



Question	Answer	
<p>2) Do your formative assessments allow you to collect evidence (Learning Logs, Collect and Display Posters, Exit Ticket, Post-It note answers, Know/Want to Know Chart, QuickWrite, etc) that allow you and your students to reflect on, build on, and make connections with emerging disciplinary understandings and language over the course of a unit?</p>	<p>Yes</p>	<p>No (Write down some ideas about the following reflection questions)</p> <p>How might you adjust your assessments to create bridges between current disciplinary understandings and language use and new disciplinary understandings and language over a the course of a unit?</p>
Question	Answer	
<p>3) Are students able to understand and use the feedback generated as a result of the formative assessments to improve their disciplinary understandings and language? (Examples of formative assessment tools: whole group processing of information - while individuals adjust their notes, Round Robin Charts/Gallery Walk Charts)</p>	<p>Yes</p>	<p>No (Write down some ideas about the following reflection questions)</p> <p>How might you support students in seeing formative assessments as a normal part of learning and benefit from it?</p> <p>How might you adjust your assessments so that it produces feedback that is easy to understand and useful for improving learning?</p>



Question	Answer		
4) Do the formative assessments provide you with data that is tied to learning goals and performance criteria and that will inform your instruction with regard to both content and language in a timely manner?	Yes	No (Write down some ideas about the following reflection questions)	
		How might you adjust your assessments so that learning goals and performance criteria is clearly articulated?	
		How might you adjust your assessments so that you quickly obtain data that will help you make necessary adjustments to your instruction of content?	
How might you adjust your assessments so that you get information about necessary adjustments to your instruction for language acquisition within the content area?			
Question	Answer		
5) Are your formative assessments easy to implement?	Yes	No (Write down some ideas about the following reflection questions)	
		How might you adjust your assessments so that they are easy to implement?	
Question	Answer		
6) Do you analyze the content and language demands of your lessons and do your formative assessments focus on critical language/ concepts/skills in meaningful contexts?	Yes	No (Write down some ideas about the following reflection questions)	
		What adjustments must you make so that the assessments focus on the critical language / concepts / skills?	
What adjustments must you make so that the assessments are based in meaningful contexts?			



Question	Answer	
7) Do your formative assessments align to state-level content and language standards?	Yes	No (Write down some ideas about the following reflection questions)
		What adjustments must you make to align your assessments to state-level content and language standards?
Question	Answer	
8) Do your formative assessments provide opportunities for students to provide their best effort?	Yes	No (Write down some ideas about the following reflection questions)
		What adjustments must you make to allow all students to participate and show their content knowledge?
Question	Answer	
9) Do your formative assessment feedback result in student learning?	Yes	No (Write down some ideas about the following reflection questions)
		What adjustments can you make to ensure that your feedback results in student content and language development?
Question	Answer	
10) Do your students understand why they are participating in the assessments process?	Yes	No (Write down some ideas about the following reflection questions)
		How can you help your students understand why they are participating in the assessments process?
		How can you help your students buy-in to the assessments process?
	What adjustments can you make to your practices in using assessments so that the students understand why they are participating?	



Question	Answer		
11) Do your students understand how they will be judged / performance criteria? Teachers can use Success Criteria that is decided with students before the task.	Yes	No (Write down some ideas about the following reflection questions)	
		How can you help your students to understand how they will be judged?	
		How can you involve your students in the assessments planning process, when appropriate, so that they understand why they are being judged?	
Question	Answer		
12) Are your formative assessments unbiased in regards to languages and cultures?	Yes	No (Write down some ideas about the following reflection questions)	
		How can you adjust your assessments so that they are unbiased towards your students?	
		How can you take into account and build on students' developing cultural and linguistic understandings as a result of your assessments?	