Formative Assessment in the Teaching and Learning Cycle

The educator recognizes assessment as an integral part of the teaching and learning cycle and regularly uses it to plan or revise instruction and to help students set goals for learning.

Key Method

The educator creates a link between instructional planning, delivery of instruction, student evidence of learning gathered during instruction, analysis of the evidence, and planning for the next steps in instruction using the evidence. Educator supports students in self-assessing their learning and goal-setting in relation to the learning target.

Method Components

Planning Instruction

When planning instruction, educators include:

- Content standards that are the focus of an individual lesson or a full unit of study
- Student-friendly learning targets based on the content standards
- Learning activities aligned with the content standards and the learning targets
- Formative assessment processes to gather evidence of whether students achieved proficiency on the content standard
- Recognition that assessment is not a product or event that happens outside of the instructional process and is not solely used for grading.

Delivering Instruction

During instruction, the educator gathers evidence of student learning through a variety of methods that are seamlessly woven into the learning activities.

Analyzing Evidence of Learning

The educator and students engage in a process of analyzing the evidence of learning to determine students' level of proficiency toward mastering the content standard, including uncovering misconceptions.

Using Evidence to Plan Next Steps and Set Goals

The educator and students can use the learning target, the evidence from formative assessment processes, and proficiency criteria to set goals for the next steps in learning.

Supporting Rationale and Research

Chappuis, Jan. "Helping Students Understand Assessment." Educational Leadership, vol. 63, no. 3, Nov. 2005, pp. 39–43, https://drive.google.com/file/d/1bAj00ZceUInJABOWURfgXPivEK45QgRq/view?usp=sharing

Formative Assessment for Students and Teachers (FAST) SCASS, et al. Distinguishing Formative Assessment from Other Educational Assessment Labels. Council of Chief State School Officers, 2012. https://www.michigan.gov/documents/mde/CCSSO_Assessment__Labels_Paper_ada_601108_7.pdf

Oregon Education Association, et al. A New Path for Oregon: System of Assessment to Empower Meaningful Student Learning. https://digital.osl.state.or.us/islandora/object/osl%3A16866

Smoller, Fred. "Assessment Is Not a Four-Letter Word." Political Science and Politics, vol. 37, no. 4, 2004, pp. 871–874. Chapman University Digital Commons, doi:10.1017/S1049096504045305. https://digitalcommons.chapman.edu/cgi/viewcontent.cgi?article=1003&context=polisci_articles

Resources

Formative Assessment

Jan Chappuis: Overview of the Seven Strategies of Assessment for Learning

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Planning and Delivering Instruction
[Formative Assessment Lesson Planning Template](#)

[Quick-Guide to the Deliberate Acts of Teaching](#)

Eliciting, Analyzing, and Using Evidence
[Oregon Formative Assessment for Students and Teachers modules, Module 3](#)

[Evidence Gathering Routines](#)

[Planning to Elicit Evidence of Student Learning](#)

[Student Goal Setting Using Student Evidence](#)

[Evidence Gathering Routines](#)

[Teaching Students Self-Assessment](#)

[Analyzing Student Work](#)

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3 and receive a proficient rating for all components in Part 2.

Part 1. Overview Questions (Provide Context)

(175 - 250 words)

Please answer the following contextual questions to provide an understanding of your current situation. Please do not include any information that will make you identifiable to your reviewers.

Describe your classroom demographics and instructional content goals to provide the assessor an understanding of your classroom dynamics. Include information such as grade level, number of students, content area (if applicable), and special circumstances. Do not include personally identifiable information such as school name or student names.

Passing: Response provides the assessor a clear and concrete understanding of the classroom context of the educator and the specific instructional goals of the educator as it relates to the grade level, academic capabilities, and specific content area being taught.

(175 - 250 words)

In your own words, define formative assessment and the role it plays in teaching and learning. Include how formative assessment is different from summative assessment.

Passing: Response shows a clear understanding of formative assessment's role in planning for and adjusting instruction, including how to use the results of the assessment process with students.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential, please submit the following **four artifacts** as evidence of your learning. *Please do not include any information that will make you or your students identifiable to your reviewers.*

Artifact 1: Lesson Plan
Create a plan for a lesson you will teach that includes the content standard, learning targets, learning activities, accommodations, modifications, and formative assessment processes.

Artifact 2: Student Artifact
Submit one student work sample that shows the information gathered about student mastery of the content standard based on the formative assessment process. This could include the following (for ideas, see the Evidence Gathering Routines resource):
- Entrance or exit slip
- A short (five-minute) video of a classroom discussion
- Formative quiz or formative short written response
- Some other formative assessment process used to elicit accurate information about student understanding

Artifact 3: Analysis of Student Evidence,
- Analyze the formative assessment from the above lesson.
- This may be completed by the educator or the students or both.
- The analysis should clearly show the extent to which students are meeting the proficiency expectations of the content standard.

Artifact 4: Lesson Plan Based on Analysis
Write a lesson plan for the next learning activity that uses the analysis of the formative assessment process to support students not yet meeting the proficiency standard, addresses simple misconceptions, and/or extends and deepens the learning for students already at mastery. The plan should clearly relate to the analysis of student evidence.

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Part 2. Rubric

	Proficient	**Basic**	**Developing**
Artifact 1 Lesson Plan	The created lesson plan includes the academic content standard(s); a student-friendly learning target based on the standard; learning activities that explicitly connect to the target; appropriate formative assessment process aligned to the standard; any accommodations necessary for any students.	The created lesson plan includes the academic content standard(s); a learning target; learning activities that somewhat connect to the target; a formative assessment process.	The created lesson plan includes the content standard(s); learning activities; an assessment process.
Artifact 2 Student Artifact	Student artifacts demonstrate a strong and appropriate formative assessment process; artifacts clearly align with learning target; student level of mastery of content standard is easily identified.	Student artifacts demonstrate a formative assessment process; artifact somewhat aligns with learning target; student level of mastery of content standard is identifiable.	Student artifacts do not demonstrate a formative assessment process; artifact does not align with target; student level of mastery of content standard difficult to identify.

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Artifact 3: Analysis of Student Evidence	Analysis that clearly shows the extent to which each student is meeting the proficiency criteria. Educator has identified students who are meeting, exceeding, or developing the content standard.	Analysis begins to show the extent to which each student is meeting the proficiency criteria. Educator attempts to identify students who are meeting, exceeding, or developing the content standard.	Analysis does not show the extent to which each student is meeting the proficiency criteria. The educator does not identify or clearly understand which students are meeting, exceeding, or developing the content standard.
Artifact 4: Lesson Plan Based on Analysis	The lesson plan shows a clear link to the prior learning activity and clearly incorporates the analysis of student evidence to plan for the next steps in learning.	The lesson plan has some links to the prior learning activity and incorporates elements of the analysis of student evidence to plan for the next steps in learning.	The lesson plan has no or minimal links to the prior learning activity and does not incorporate elements of the analysis of student evidence to plan for the next steps in learning, or the incorporation of such evidence is not clear.

Part 3. Reflection

(350 - 500 words)

Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

How Do I Write a Good Personal Reflection?

Please answer the following reflective questions *Please do not include any information that will make you identifiable to your reviewers.*

1. How did this process deepen your understanding of the assessment cycle?

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2. What impact did your plan have on student learning? Include specific examples.
3. What impact did the accommodations and modifications have on students with disabilities and English language learners?
4. How has this project impacted your teaching? What will you do differently as you plan for future lessons?

Passing: Reflections answer all of the questions and cite specific examples from the planning and teaching of your lesson(s).