

**FORMATIVE ASSESSMENT:** Effective teachers use a variety of formative assessments to monitor student understanding, adjust instruction to meet students' needs, evaluate the effectiveness of instruction, and plan for future instruction. (AQTS 2.8)

	Ineffective	Developing	Effective	Exemplary
TEACHER	<ul style="list-style-type: none"> <li>• <u>Progress checks</u>: does not check for understanding</li> <li>• <u>Feedback</u>: does not give students feedback about their learning</li> <li>• <u>Assessments</u>: administers assessments only at the end of the week/chapter/unit</li> <li>• <u>Adjustments</u>: does not use assessments to adjust, improve, or plan for future lessons</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Progress checks</u>: monitors students progress at the end of the lesson only</li> <li>• <u>Feedback</u>: gives students limited feedback about their learning</li> <li>• <u>Assessments</u>: uses minimal assessments to determine student mastery</li> <li>• <u>Adjustments</u>: uses assessments to adjust, improve, and plan for future lessons</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Progress checks</u>: monitors individual student progress related to the standards-based learning target throughout each lesson</li> <li>• <u>Feedback</u>: gives students specific and timely feedback about their individual understanding of the learning target</li> <li>• <u>Assessments</u>: plans and uses differentiated assessment methods to check for student understanding of the daily learning target</li> <li>• <u>Adjustments</u>: uses daily formative assessments to adjust, improve, and plan for future instruction</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Progress checks</u>: continuously monitors and adjusts individual student progress throughout the lesson</li> <li>• <u>Feedback</u>: provides students with feedback while supporting them in understanding their own progression against a target or a standard (e.g., data notebooks, etc.)</li> <li>• <u>Assessments</u>: designs assessments that incorporate collaboration and dialogue between the student and the teacher</li> <li>• <u>Adjustment</u>: offers a variety of ways for students to demonstrate understanding</li> </ul>
STUDENT	<ul style="list-style-type: none"> <li>• <u>Understanding</u>: do not understand the learning target</li> <li>• <u>DOK</u>: do not ask and answer questions at any level</li> <li>• <u>Explain/Demonstrate</u>: can not explain or demonstrate learning</li> <li>• <u>Assessments</u>: do not regulate or assess learning</li> <li>• <u>Goal setting</u>: do not set goals, self-assess, or self-regulate learning</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Understanding</u>: demonstrate some understanding of the learning target</li> <li>• <u>DOK</u>: ask and answer questions at DOK levels I and II, when prompted</li> <li>• <u>Explain/Demonstrate</u>: limit explanation or demonstration of learning to one way</li> <li>• <u>Assessment</u>: are beginning to assess and regulate their own learning</li> <li>• <u>Goal setting</u>: are beginning to set goals for learning</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Understanding</u>: communicate understanding of the learning target</li> <li>• <u>DOK</u>: ask and answer questions at various DOK levels without prompting</li> <li>• <u>Explain/Demonstrate</u>: explain or demonstrate learning in a variety of ways</li> <li>• <u>Assessment</u>: measure and track individual learning growth</li> <li>• <u>Goal setting</u>: set goals based on teacher feedback and self-assessments</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Understanding</u>: actively engage in problem-based learning/performance tasks</li> <li>• <u>DOK</u>: ask and answer questions at a variety of DOK levels between teacher/student and student/student</li> <li>• <u>Explain/Demonstrate</u>: choose various methods to demonstrate mastery of a standard/learning target</li> <li>• <u>Assessment</u>: create their own formative questions and invite critique/opportunities to defend thinking, and can assess peers' understanding of a learning target</li> <li>• <u>Goal setting</u>: set formal standards-based goals for learning</li> </ul>