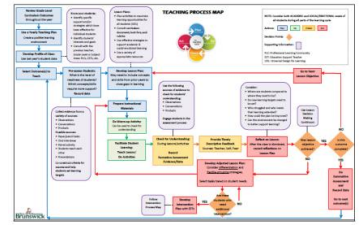




FORMATIVE ASSESSMENT TO INFORM INSTRUCTION K – 12



Name:
School:
Grade:
Subject:

INTEGRATING PRACTICES	<p align="center">SUSTAINING</p> <p>Efforts to sustain formative assessment are undertaken to maximize its benefits. I am committed to and use formative assessment in my teaching.</p>	<ul style="list-style-type: none"> All parts of the “plan, do, check, act” learning cycle are constant in my practice. My students regularly set goals and assess themselves and are encouraged to take a leadership role in the process. I consistently use formative assessment to: <ul style="list-style-type: none"> plan prior to instruction - gather insight into the depth of what students know; provide support during instruction - use data to target areas of misunderstanding, and to address students who need additional challenge; monitor between instruction - adjust the pace, change the setting, provide specific feedback, provide opportunities for choice, adjust learning materials and resources; and verify after instruction and adjust instruction - readdress the learning objective as needed, identify remaining gaps, provide opportunities to reflect on learning. 	Date: <u>Reflections/Next Steps</u>
	<p align="center">DOING</p> <p>Commitment to and use of formative assessment is high. I am regularly embedding formative assessment in my teaching practice.</p>	<p><u>Every</u> week, I commit to:</p> <ul style="list-style-type: none"> plan based on evidence I have of learning and student input (such as focusing on student responses to feedback and engaging students in assessing the work of peers and student self-reports). do by facilitating student learning in a variety of instructional approaches (such as co-constructing criteria, embedding metacognition strategies, guided practice, mini lessons, and modelling). check learning of all students, record triangulated data, and provide feedback including self- and peer-assessment (such as using statements rather than questions to encourage more thoughtful answers). act on evidence gathered from students to reflect, adjust instruction, and intervene (such as using learning logs, exit cards, or other ways of collecting responses from students). 	Date: <u>Reflections/Next Steps</u>
BUILDING CAPACITY	<p align="center">IMPROVING</p> <p>Commitment to and use is moderate and expanding. I am increasing my use of formative assessment and developing practices in my teaching.</p>	<p>I include many aspects of the “plan, do, check, act” learning cycle in my teaching, however, there are some aspects I am continuing to develop. I work to involve my students in the assessment process with practices such as:</p> <ul style="list-style-type: none"> sharing the learning intention of lessons with my students; communicating what quality work looks like; asking students to share what they have learned; using rubrics to discuss quality. 	Date: <u>Reflections/Next Steps</u>
	<p align="center">LEARNING</p> <p>I am beginning to use formative assessment in my teaching. I am aware of the benefits of formative assessment.</p>	<p>I understand each part of the “plan, do, check, act” learning cycle.</p> <p>I work to include “plan, do, check, act” in my teaching, but I may only do some parts of the learning cycle or only do some components of each.</p>	Date: <u>Reflections/Next Steps</u>
BUILDING AWARENESS	<p align="center">WILLING</p> <p>Commitment to and use of formative assessment is emerging. I have some awareness of the benefits of formative assessment.</p>	<p>I want to learn how to better use formative assessment.</p> <p>I am aware of the parts of the “plan, do, check, act” learning cycle, but I am not sure how to make these part of my teaching. I am interested in improving my instructional practices and I believe formative assessment will help.</p>	Date: <u>Reflections/Next Steps</u>
	<p align="center">KNOWING</p> <p>Commitment to and use of formative assessment is limited. I have minimal knowledge about formative assessment and its benefits.</p>	<p>I have read the Formative Assessment foldout. I have minimal knowledge of formative assessment and its benefits to goal setting, co-constructing criteria, gathering evidence from a variety of sources and using these to plan my teaching.</p>	Date: <u>Reflections/Next Steps</u>