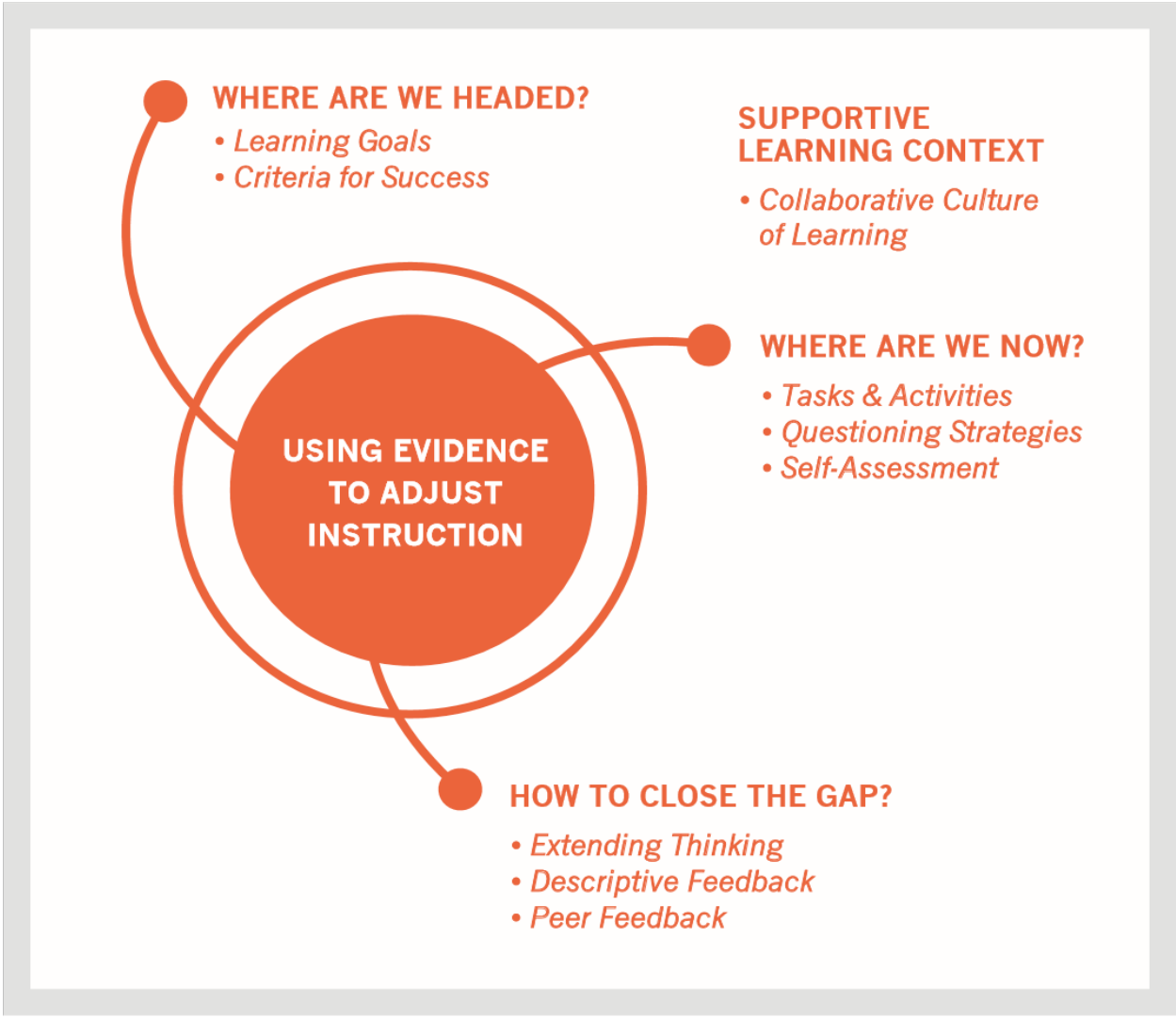
Decision Makers Guide to the Formative Assessment Process

with Administrator Observational Rubrics

Decision Makers Guide to the Formative Assessment Process with Administrator Observational Rubrics (Walk-Through)

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.

Formative assessment is the deliberate process used by teachers and students during instruction that provides actionable feedback used to adjust ongoing teaching and learning to improve students' achievement of intended learning outcomes.



A Collaborative Culture of Learning: 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.

Collaborative Culture of Learning Administrator Observational Rubric

1 Not Observed	2 Beginning	3 Developing	4 Progressing	5 Extending
No student-to-student or student-to-teacher dialogue is observed.	The classroom climate is characterized by an overall perception that the teacher is in charge of the learning.	The classroom climate is characterized for the most part by an overall perception that the teacher is in charge of the learning.	The classroom climate is characterized for the most part by an overall perception that the teacher and students are equally responsible for the learning.	The classroom climate is characterized by an overall, consistent perception that the teacher and students are equally responsible for the learning.
	Student-to-student collaboration is not evident.	Minimal student-to student collaboration is evident.	Some student-to-student collaboration is evident.	Student-to-student collaboration is evident and spontaneous or a preference of the students when they are given a choice.
	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 and 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 sought throughout the lesson.
	The teacher does not demonstrate a growth mindset through comments and questions.	The teacher does not demonstrate a growth mindset through comments and questions, or the teacher is not convincing.	For the most part, the teacher demonstrates a growth mindset through comments and questions.	Throughout the lesson, the teacher and students demonstrate a growth mindset through their comments and questions.

Instruction

For personalized and differentiated instruction the techniques utilized in the formative assessment process naturally facilitate the formation of targeted and intensive support groups during core instruction. All students participate in core instruction to minimize the learning gap and provide an equitable education for the entire classroom population. As learning targets are addressed, the need for differentiation will become evident as students who are exceeding and students needing extra support with the goals of the target are identified.

CORE instruction is the foundation of Personalized Learning. It is characterized by high expectations for all students and takes place in an academic environment that is safe, challenging, engaging, and allows students to take academic risks without fear of failure. Core Instruction honors student voice and choice. CORE instruction involves the students in the creation of assessment tools that are flexible and that clearly articulate standards and criteria for meeting those standards. All students participate in high quality CORE instruction.

TARGETED instruction takes place when a student's progress indicates a need for supportive structure, albeit scaffolding or enhancing student learning by exploring content at a differentiated level. For TARGETED instruction, the teacher creates flexible small groups of similarly-skilled/needs-alike students, allowing the teacher to focus increased attention to each student, and provide feedback within the context of collaborative peer learning experiences.

INTENSIVE support is provided to students who require focused support for a limited amount of time. INTENSIVE support is distinguished from TARGETED support by intensification of enrichment or scaffolding, time, and expertise. INTENSIVE instruction is typically provided to one-to-one or small groups of similarly-skilled and needs-alike students. INTENSIVE support may be provided by expert teachers and specialists

Guiding the Formative Assessment Process

Establishing Learning Goals: Learning Goals should be clearly identified and communicated to students, and should help students make connections among lessons within a larger sequence. In West Virginia, the learning goals for all students in grades K-12 are the West Virginia College- and Career-Readiness Standards. The Early Learning Standards Framework encompasses the learning goals for all students enrolled in WV Universal Pre-K. *https://webtop.k12.wv.us/0/apps/tree/*

Learning Goals: Administrator Observation Rubric

1 Not Observed	2 Beginning	3 Developing	4 Progressing	5 Extending
The teacher does not present learning goals to students in any form.	The focus of the lesson is presented in isolation and without connecting to previous learning, to future learning, or to a broader purpose for the learning.	The focus of the lesson is presented with only isolated references made to previous learning, to future learning, or to a broader purpose for the learning.	The focus of the lesson is clearly presented in terms of previous or future learning. A larger sequence of learning is identified, and the teacher explains how the current lesson fits within the larger sequence or how it contributes to a broader purpose for the learning.	The focus of 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 facilitates students' clear understanding of the connections or in a way that contributes to a broader purpose for the learning.
The teacher only presents an agenda for the day or for the lesson activities.	Superficial procedural connections are made (e.g., "We started argumentation yesterday" or "We'll wrap up problem-solving strategies tomorrow"), or a topic is identified without providing specific goals.	The learning goals focus on what students should know, understand, or be able to do by the end of the lesson. The content of the learning goals is appropriate for students and is expressed in language that is accessible to students, ***but*** opportunities for students to internalize the learning goals are not provided.	The learning goals focus on what students should know, understand, or be able to do by the end of the lesson. The content of the learning goals is appropriate for students and is expressed in language that is accessible to students, and opportunities for students to internalize the learning goals are provided.	The learning goals focus on what students should know, understand, or be able to do by the end of the lesson. The content of the learning goals is appropriate for students and is expressed in language that is accessible to students; opportunities for students to internalize the learning goals are provided; and the teacher checks for understanding.
The teacher describes the task instead of sharing the learning goals.	The content of the learning goals is highly inappropriate for the students.	The teacher presents the learning goals to students but makes no verbal or direct reference to the learning goals near the start of the lesson.	The teacher presents the learning goals to students and makes verbal or direct reference to the learning goals near the start of the lesson.	The teacher presents the learning goals to students and makes meaningful and appropriate reference to the learning goals at the start of the lesson.
	The learning goals are expressed in language that is not accessible to students.	The teacher does not return to the learning goals at any point during the lesson.	The teacher makes some reference back to the learning goals toward the end of the lesson, in a way that superficially focuses student attention on the purpose of the lesson.	The teacher makes multiple meaningful and appropriate verbal references to the learning goals throughout the lesson, summarizes progress toward the goals near the end of the lesson in ways that support student learning, or invites students to explain the learning goals at the end of the lesson.

Criteria for Success: Criteria for Success should be clearly identified and communicated to students.

Setting criteria for success is a compilation of implementation of the learning goals with the appropriate rigor for each student. Students have to be involved in some way to internalize the success criteria in order to meaningfully use and apply them.

Criteria for Success Administrator Observation Rubric

1 Not Observed	2 Beginning	3 Developing	4 Progressing	5 Extending
The teacher does not provide criteria for success.	The criteria for success are not appropriate for the learning goals (e.g., they only refer to task requirements rather than helping students understand what quality work would look like in relation to the learning goals) or are not appropriate for students.	The criteria for success are appropriate for the learning goals and for students, and they are expressed in language that is accessible to the students.	The criteria for success are appropriate for the learning goals and for students, and they are expressed in language that is accessible to the students.	The criteria for success are appropriate for the learning goals and for students, and they are expressed in language that is accessible to the students.
Criteria for success are just a list of correct answers (e.g., vocabulary test, list of important historical dates, math fact sheet).	The criteria for success are expressed in language that is not ***accessible*** to students.	The teacher presents or reviews the criteria with students but does not provide a way for students to internalize the criteria or to use the criteria effectively, resulting in few students engaging with the criteria in meaningful ways.	The teacher engages the students with the criteria by providing a way for students to internalize the criteria and/or use the criteria effectively, but only some students seem to understand or engage with the process in meaningful ways.	The teacher deeply engages the students with the criteria by providing a way for students to internalize the criteria and/or use the criteria effectively, allowing the majority of students to engage with the criteria in meaningful ways that support learning throughout the lesson.
	The teacher makes only a reference to criteria, such as "I can" statements, but without any explanation or presentation (e.g., "When you are done with the problem, you will use the rubric to score it"), and students do not seem to be familiar with the rubric and/or are not able to use it meaningfully.			

Tasks and Activities to Elicit Evidence of Student Learning: Teachers need to use a range of tasks and activities to collect relevant and sufficient evidence of student understanding and/or progress toward the learning goals. When students are engaged in tasks and activities that are aligned with the learning goals (on their own, with another student, or in a small group), the work products provide evidence of student understanding. In order for a task to be effective, students need to have access to appropriate support from either the teacher or from their peers to complete the task.

Tasks and Activities that Elicit Evidence of Student Learning Administrator Observation Rubric

1 Not Observed	2 Beginning	3 Developing	4 Progressing	5 Extending
The teacher did not engage the class with any tasks or activities to elicit evidence of student learning.	The teacher uses tasks or activities that are not aligned to the learning goals or will not provide evidence of student progress toward those goals.	The teacher uses tasks or activities that are loosely aligned 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 mostly aligned to the learning goals and will provide evidence of student progress toward those goals.	The teacher uses a series of integrated, well-crafted tasks and activities that are tightly aligned to the learning goals and will provide evidence of student progress toward those goals.
	Most students are unclear about how they need to approach the task, and students require extensive repeated or revised explanations.	Many students are unclear about how they need to approach the task, and the teacher takes some time to repeat or revise explanations.	A few students are unclear about how they need to approach the task, and the teacher takes minimal time is to repeat or revise explanations.	Most or all students are clear about how they need to approach the task and are able to begin work efficiently.
	The teacher does not review student work products during the lesson or does not indicate when they will be reviewed.	The teacher occasionally or haphazardly reviews student work products during the lesson or makes a vague reference to when they will be reviewed.	The teacher reviews student work products during the lesson in a way that provides insight into most students' progress or indicates how work products will be reviewed later.	The teacher systematically reviews student work products during the lesson in a way that provides insight into most or all students' progress or clearly indicates how they will be reviewed and how the information will be used to inform instruction.

Questioning Strategies to Elicit Evidence of Student Learning: When a teacher is using questions to elicit evidence of student understanding, he or she may often directly ask students to explain their reasoning or focus on "why" in order to make their reasoning strategies more explicit. In addition, the teacher's questions are not exclusively recall or factual questions but instead require higher order thinking from the students and provide evidence of student thinking.

Questioning Strategies to Elicit Evidence of Student Learning Administrator Observational Rubric

1 Not Observed	2 Beginning	3 Developing	4 Progressing	5 Extending
No classroom questioning was observed.	The teacher asks very few questions designed to elicit evidence of the learning goals and to encourage discourse during the lesson.	The teacher asks questions designed to elicit evidence of the learning goals and to encourage classroom discourse at a few points during the lesson, or the teacher asks questions that are not integrated into instruction.	The teacher asks questions designed to elicit evidence of the learning goals and to encourage classroom discourse periodically; or the teacher asks questions more frequently, but the questions are not well integrated into instruction.	Throughout the lesson, the teacher asks questions designed to elicit evidence of the learning goals and to encourage classroom discourse; questioning and discussion are seamlessly integrated into instruction.
The teacher only asks questions that pertain to classroom routines.	The teacher provides inadequate wait time and/ or often answers his or her own questions.	The teacher infrequently provides adequate wait time. The teacher sometimes answers his or her own questions before students have a chance to respond or even after a student has provided an answer.	The teacher often provides sufficient wait time. The teacher does not answer his or her own questions before students have a chance to respond or after a student has provided an answer.	The teacher provides sufficient wait time throughout the lesson. The teacher does not answer his or her own questions before students have a chance to respond or after a student has provided an answer.
	The teacher uses questioning strategies that provide evidence from only a few students or from the same students in the class.	The teacher infrequently uses questioning strategies to collect evidence of learning from a broad sample of students and may implement them in a way that does not support active engagement from most students.	The teacher often uses effective questioning strategies to collect sufficient evidence of learning from all students in systematic ways and in a way that supports active engagement from most students.	The teacher uses effective questioning strategies to collect evidence of learning from all students in systematic ways and in a way that supports active engagement from most or all students.
	The evidence collected cannot be used to make meaningful inferences about the class's progress on intended learning outcomes and to adapt/ continue instruction.	There is some evidence that the teacher occasionally capitalizes on opportunities to make inferences about student progress and/ or to adapt/continue instruction accordingly.	There is clear evidence that the teacher capitalizes on most opportunities to make inferences about student progress and to adapt/ continue instruction accordingly.	There is strong evidence that the teacher effectively uses student responses and student questions to make inferences about student progress and to adjust/continue instruction accordingly throughout the lesson.

Self-Assessment: Self-assessment provides students with an opportunity to think meta-cognitively about their learning. Research indicates an understanding of one's own learning is critical to increased student achievement.

Self-Assessment Administrator Observational Rubric

1 Not Observed	2 Beginning	3 Developing	4 Progressing	5 Extending
Students are not provided with any opportunities to engage in self-assessment of their work or understanding.	The teacher asks students to assess their own learning on a trivial task, such as checking their own work on a spelling test, math facts worksheet, or state capitals quiz. The task provides limited opportunities to comment on the quality of the work or to think meta-cognitively. Rather, the assessment is focused on completeness or accuracy.	The teacher asks students to assess their own learning or to think meta-cognitively in order to improve the quality of their work.	The teacher asks students to assess their own learning or to think meta-cognitively in order to improve the quality of their work.	The teacher asks students to assess their own learning or to think meta-cognitively in order to improve the quality of their work.
Students are asked to mark their own work for a summative grade.		Most students do not take the self-feedback task seriously, or they do not perceive value in the task.	Most students take the self-feedback task seriously and engage with it meaningfully.	Most students take the self-feedback task seriously and engage with it meaningfully.
		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, and students have not been provided with examples). Most students struggle to complete an honest self-assessment.	The self-assessment task is structured in a way that supports some students in completing an honest self-assessment, but the support may not be adequate for most students.	The self-assessment task is structured in a way that supports most or all students in completing an honest self-assessment.
		The output of the self-assessment process does not provide students with evidence that will help them identify ways to improve their work or ways to set goals for further action as appropriate, or the self-assessment may not provide evidence to the teacher about students' perceptions of their learning in a way that can be used to direct next instructional steps.	The output of the self-assessment process provides students with evidence that will help them identify ways to improve their work or to set goals for further action; however, students' goals may be vague or not likely to contribute to improvement, or the self-assessment may not provide evidence to the teacher about student perceptions of their learning, or the evidence may not be used to direct the next instructional steps.	The output of the self-assessment process provides students with evidence by helping them identify ways to improve their work or to set goals for further action as appropriate, or the self-assessment does not provide evidence to the teacher about student perceptions of their learning in a way that can be used to direct the next instructional steps

Extended Thinking: Students who ask and respond to probing questions think more deeply about their learning and that teachers can use probing questions to frame follow-up questions that shape the further exploration of concepts and understanding at deeper levels.

Extended Thinking Administrator Observational Rubric

1 Not Observed	2 Beginning	3 Developing	4 Progressing	5 Extending
The teacher provides no descriptive feedback.	The teacher provides evaluative feedback on a specific piece of work (e.g., a score, grade, or other summative feedback).	The teacher provides descriptive feedback on a specific piece of work that supports the learning goals and/or reflects the criteria for success.	The teacher provides descriptive feedback on a specific piece of work that supports the learning goals and/or reflects the criteria for success.	The teacher provides descriptive feedback on a specific piece of work that supports the learning goals and/or reflects the criteria for success.
	Feedback seems disconnected to the intended learning goals.	Corrective feedback sometimes does all the thinking for the students; other times it appropriately scaffolds the next steps that students are to take.	Corrective feedback appropriately scaffolds the next steps students are to take, pointing out one or more areas to work on, followed by a suggestion, reminder, or question to elicit further learning from the students.	Corrective feedback appropriately scaffolds the next steps students are to take, pointing out one or more areas to work on, followed by a suggestion, reminder, or question to elicit further learning from the students.
	Corrective feedback does all the thinking for the students; subsequent student actions consist solely of following directions.	It is unclear whether the teacher has a systematic approach for providing feedback to most or all students.	It is unclear whether the teacher has a systematic approach for providing feedback to most or all students.	It is clear that the teacher has a systematic approach for providing feedback to most or all students.
	The teacher does not have a systematic approach for providing feedback to most or all students.	There is little or no opportunity for students to review the feedback, ask questions in order to internalize the feedback, or apply the feedback to their work in meaningful ways.	Students are provided with limited structures and supports (e.g., limited time is provided or students are confused about the process) to review the feedback, ask questions in order to internalize the feedback, or apply the feedback to their work in meaningful ways.	Students are provided with ample structures and supports (e.g., time, feedback structures, etc.) to review the feedback, ask questions in order to internalize the feedback, or apply the feedback to their work in meaningful ways.
	There is no opportunity for students to review the feedback, ask questions in order to internalize the feedback, or apply the feedback to their work in meaningful ways.			

Descriptive Feedback: Students should be provided with evidence-based feedback that causes thinking, is linked to the intended instructional outcomes and criteria for success, and has the potential to improve the quality of the work.

Descriptive Feedback Administrator Observational Rubric

1 Not Observed	2 Beginning	3 Developing	4 Progressing	5 Extending
The teacher provides no descriptive feedback.	The teacher provides evaluative feedback on a specific piece of work (e.g., a score, grade, or other summative feedback).	The teacher provides descriptive feedback on a specific piece of work that supports the learning goals and/or reflects the criteria for success.	The teacher provides descriptive feedback on a specific piece of work that supports the learning goals and/or reflects the criteria for success.	The teacher provides descriptive feedback on a specific piece of work that supports the learning goals and/or reflects the criteria for success.
	Feedback seems disconnected to the intended learning goals.	Corrective feedback sometimes does all the thinking for the students; other times it appropriately scaffolds the next steps that students are to take.	Corrective feedback appropriately scaffolds the next steps students are to take, pointing out one or more areas to work on, followed by a suggestion, reminder, or question to elicit further learning from the students.	Corrective feedback appropriately scaffolds the next steps students are to take, pointing out one or more areas to work on, followed by a suggestion, reminder, or question to elicit further learning from the students.
	Corrective feedback does all the thinking for the students; subsequent student actions consist solely of following directions.	It is unclear whether the teacher has a systematic approach for providing feedback to most or all students.	It is unclear whether the teacher has a systematic approach for providing feedback to most or all students.	It is clear that the teacher has a systematic approach for providing feedback to most or all students.
	The teacher does not have a systematic approach for providing feedback to most or all students.	There is little or no opportunity for students to review the feedback, ask questions in order to internalize the feedback, or apply the feedback to their work in meaningful ways.	Students are provided with limited structures and supports (e.g., limited time is provided or students are confused about the process) to review the feedback, ask questions in order to internalize the feedback, or apply the feedback to their work in meaningful ways.	Students are provided with ample structures and supports (e.g., time, feedback structures, etc.) to review the feedback, ask questions in order to internalize the feedback, or apply the feedback to their work in meaningful ways.
	There is no opportunity for students to review the feedback, ask questions in order to internalize the feedback, or apply the feedback to their work in meaningful ways.			

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