**Common Formative Assessment “Look-For” Tool aligned with Practice Profile**

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| **Essential Function** | **Teacher** | **Student** |
| **#1** Educators use meaningful learning targets to guide instruction and clarify student learning. | * Develops and implements learning targets Posts student friendly learning targets that focus on essential learning and are visible to all * Communicates and clarifies learning targets before, during, and after lessons * Defines academic vocabulary embedded in learning targets * Provides information about relevance of learning target * Provides opportunities for students to examine and discuss learning targets * Provides opportunities for students to interact with peers to process and discuss learning targets * Identifies the full sequence of learning targets to students | * Writes or verbalizes the learning target in own words * Explains the relevance of the learning target * Interacts with the educator to examine and clarify learning targets * Interacts with peers to process learning targets * Explains how learning targets and success criteria are alike and different |
| #2 Educators establish measurable student success criteria to clarify student learning. | * Closely aligns success criteria with learning targets * Posts student friendly success criteria alongside learning targets so they are visible to all. * Communicates and clarifies success criteria * Refers to success criteria before, during, and after instruction * Provides opportunities for students to examine and discuss success criteria * Provides opportunities for students to interact with peers to process and discuss success criteria * Encourages students to use success criteria to reflect on progress toward learning goals. | * Clearly explains the success criteria in own words * Interacts with the educator to examine and clarify success criteria * Interacts with peers to process and discuss success criteria * Uses own work to explain and show how it aligns with the success criteria * Uses success criteria to provide feedback through self-assessment, to improve work and reach learning goals |
| **#3** Educators elicit evidence of learning through daily formative assessments to monitor student understanding and improve instruction. | * Engineers and engages students in effective conversations, tasks, and activities that elicit evidence of learning * Uses differentiated strategic questioning to gather information about where students are in their learning * Observes student products and performances to uncover clues about what learners know, can do, and need to improve * Uses “all response” structures to procure evidence of learning * Adjusts teaching and learning strategies during lessons based on real time evidence * Analyzes student learning evidence to identify common errors, learning gaps, strengths, and challenges * Acts on learning evidence by adjusting instruction to address learning gaps, provide intensive instructional interventions, flexible grouping, and enrichment opportunities * Provides opportunities for students to engage in peer reflection and peer assessment * Provides opportunities for self-reflection and self-assessment to encourage students to evaluate their own learning | * Supplies learning evidence during lessons through conversations, tasks, and products * Engages in peer-reflection and peer assessment activities to evaluate the learning of others and to deepen own learning * Uses self-reflection and self-assessment to evaluate and improve own learning |
| **#4** Educators elicit evidence of learning through common formative assessments to improve instruction and student achievement | * Develops CFAs collaboratively with grade level, content area, or similar interest team * Develops CFAs intentionally, with the predetermined purpose in mind * Aligns the CFA with priority standards, learning targets and success criteria * Develops assessment items using language students clearly understand while embedding academic vocabulary * Designs CFA assessment items that reflect the progression of learning and proficiencies * Uses a variety of question types to demonstrate student thinking * Ensures questions are aligned to the rigor of the standard and learning target types * Determines scoring guide prior to the assessment. * Participates in a Data-Based Decision-Making team process to analyze CFA data by identifying key learning gaps, student challenges/strengths * Participates in a DBDM team process to analyze CFA * Provides interventions, reteaching, and enrichment opportunities to students based on CFA data analysis | * Supplies learning evidence via CFA responses * Engages in peer-reflection and peer assessment of the CFA results to improve learning * Uses self-reflection and self-assessment to evaluate and improve student’s own learning based on CFA results |
| **#5** Educators interpret and act on formative assessment data to provide feedback and improve student learning | * Analyzes student feedback (evidence of learning) to identify common errors, learning gaps, strengths, and challenges * Acts on student feedback to adjust instruction * Provides student feedback that is aligned to learning target and success criteria * Provides feedback that answers these questions for students: **Where am I going?** **How am I now?** **Where to next?**   Provides feedback that   * is timely, consistent, and ongoing * is informative/actionable rather than evaluative * aligns with where students are in their learning * uses clear student friendly language that addresses * points out positives and conveys mistakes as learning opportunities * that promotes student thinking, mindfulness, and self- regulation * embeds opportunities for students to provide effective feedback to peers * teaches students how to provide effective feedback to peers by aligning it with success criteria * motivates students to use self-reflection and self-assessment * provides reteaching | * Provides teacher with evidence of learning feedback through engagement in the formative assessment process * Is receptive to teacher feedback by acting on it t * Uses critical thinking skills when acting of feedback * Provides effective feedback to peers based on learning targets/success criteria * Uses self-reflection and self-assessment feedback to develop mindfulness and self-regulation to reach learning goals |