**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
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| #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
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| **#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
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| **#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
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| **#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

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