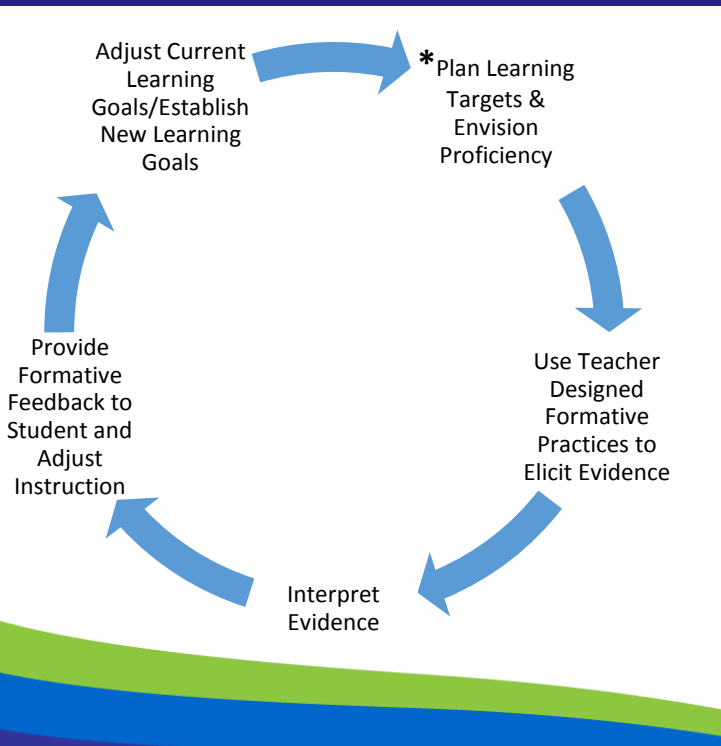


The Formative Assessment Process

Wisconsin Department of Public Instruction, January 2017



Student's Role	Teacher's Role
<p>Plan Learning Targets & Envision Proficiency: Gain a deep understanding of the learning targets.</p> <p><i>Essential Question: "Where am I going?"</i></p>	<p>Plan Learning Targets & Envision Proficiency: Plan and share learning targets derived from state standards & envision proficiency in each target.</p> <p><i>Essential Question: "What are the learning goals?"</i> <i>Essential Question: "What does proficiency look like?"</i></p>
<p>Use Teacher Designed Formative Assessments to Elicit Evidence (show what they know/don't know): Participates actively in a joint partnership with the teacher to understand their progress toward the learning goals.</p>	<p>Use Teacher Designed Formative Assessments to Elicit Evidence: Use teacher designed formative assessment practices (observations, questioning thumbs up/thumbs down, etc.) to elicit evidence.</p>
<p>Interpret Evidence: Interprets learning progress with their teacher using the success criteria to identify gaps in their learning.</p> <p><i>Essential Question: "Where am I now?"</i></p>	<p>Interpret Evidence: Compare evidence to success criteria to determine proficiency and misconceptions.</p> <p><i>Essential Question: "Where is student learning compared to goals?"</i></p>
<p>Provide Formative Feedback and Adjust Instruction: Participate in self-assessment, peer assessment, and student-teacher conferencing to obtain feedback that can be used to adjust learning strategies in order to reach the learning goals.</p> <p><i>Essential Question: "How do I get from here to there?"</i></p>	<p>Provide Formative Feedback and Adjust Instruction: Provide specific, actionable, and immediate feedback about how the student can improve their learning in relation to the success criteria. Quickly adjust instruction to meet learning needs by personalizing experiences for each student.</p> <p><i>Essential Question: "What is working and how can I close the gap between where students are NOW, and where they need to be?"</i></p>
<p>Adjust Current Learning Goals/Establish New Learning Goals Adjust their current learning goals and set their own NEW learning goals and success criteria in a dialogue with the teacher.</p>	<p>Adjust Current Learning Goals/Establish New Learning Goals Close the gap identified by formative assessment practices, adjust current goals, and establish new goals for student learning and new success criteria with students.</p>

* Indicates the "start" of the formative assessment practices cycle, however this is an ongoing **continuous improvement process** that mimics the Plan, Do, Study, Act paradigm.

