

TEN - Formative Assessment

Excellent Learning Environment ←

Proficient

Developing

→ Limited Learning Environment

TEACHER

Feedback	<ul style="list-style-type: none"> ● I regularly and purposefully observe student work and discuss progress with students and parents in a frequent, specific, and timely manner. 	<ul style="list-style-type: none"> ● I observe student work and discuss progress with students and parent in a frequent, specific, and timely manner. 	<ul style="list-style-type: none"> ● I sometimes observe student work and discuss progress with students and parents. 	<ul style="list-style-type: none"> ● I rarely observe student work and discuss progress with students and parents.
	<ul style="list-style-type: none"> ● I regularly and purposefully ask probing questions and create multiple opportunities for students to show various levels of understanding. 	<ul style="list-style-type: none"> ● I provide ask questions and create opportunities for students to show various levels of understanding. 	<ul style="list-style-type: none"> ● I sometimes ask questions and create opportunities for students to show various levels of understanding. 	<ul style="list-style-type: none"> ● I rarely ask questions or create opportunities for students to show various levels of understanding.
Variety of Assessment Tools	<ul style="list-style-type: none"> ● I regularly and purposefully use a variety of assessment tools (rubrics, exemplars, conferences, oral, written, etc.) 	<ul style="list-style-type: none"> ● I use a variety of assessment tools (rubrics, exemplars, conferences, oral, written, etc.) 	<ul style="list-style-type: none"> ● I sometimes use a variety of assessment tools (rubrics, exemplars, conferences, oral, written, etc.) 	<ul style="list-style-type: none"> ● I rarely use a variety of assessment tools (rubrics, exemplars, conferences, oral, written, etc.)
Monitoring	<ul style="list-style-type: none"> ● I regularly and purposefully monitor student progress to inform planning and program development. 	<ul style="list-style-type: none"> ● I monitor student progress to inform planning and program development. 	<ul style="list-style-type: none"> ● I sometimes monitor student progress to inform planning and program development. 	<ul style="list-style-type: none"> ● I rarely monitor student progress.
Student/Peer Involvement	<ul style="list-style-type: none"> ● I regularly and purposefully encourage students to discuss their progress with other students to support growth. 	<ul style="list-style-type: none"> ● I encourage students to discuss their progress with other students to encourage growth. 	<ul style="list-style-type: none"> ● I sometimes encourage students to discuss their progress with other students. 	<ul style="list-style-type: none"> ● I rarely encourage students to discuss their progress with other students.

STUDENT

Reflections & Goal Setting	<ul style="list-style-type: none"> ● Students regularly and purposefully reflect and set goals for growth. 	<ul style="list-style-type: none"> ● Students reflect and set goals for growth. 	<ul style="list-style-type: none"> ● Students sometimes reflect and set goals for growth. 	<ul style="list-style-type: none"> ● Students rarely reflect and set goals.
	<ul style="list-style-type: none"> ● Students regularly and purposefully identify and communicate where they are in relation to outcome(s)/individual learning goals. 	<ul style="list-style-type: none"> ● Students identify and communicate where they are in relation to outcome(s)/individual learning goals. 	<ul style="list-style-type: none"> ● Students sometimes identify and communicate where they are in relation to outcome(s)/individual learning goals. 	<ul style="list-style-type: none"> ● Students rarely identify and communicate where they are in relation to outcome(s)/individual learning goals.