

## Bringing Students into Formative Assessment

Creighton (2015)

Focused on six key areas:

- 1) Creating and using effective learning targets.
- 2) Eliciting and interpreting evidence.
- 3) Using effective feedback.
- 4) Developing students' ownership and involvement in their learning.
- 5) Using learning progressions.
- 6) Establishing classroom environment.



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27

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## Balanced Assessment Systems

Chappuis, Commodore, Stiggins (2017), pages 19–20, figure 1.5:

- Clearly defined and understood learning targets
- Student self-assessment
- Tracking their own progress
- Communication about their learning to others

Chappuis, Commodore, Stiggins (2017), page 48, figure 2.13:

- Clear purpose
- Clear targets
- Sound design
- Effective communication
- Student involvement



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38

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## Formative Assessment and Equity

Morrison (2016) —Student-Centered Discourse  
Why it should matter:

Culturally responsive formative assessment happens within a community of learners where the teacher has cultivated explicit norms for increasing student-centered discourse, making decisions for their own purposes through democratic processes, and using clear guidelines for maintaining mutual respect.

Hilberg (2012)—assessing how “immersed” is your classroom in formative assessment:

- All students engage in self-assessment.
- All students guided to engage with higher-order reasoning.
- All students receive consistent, descriptive feedback.
- All students have opportunities to incorporate feedback.
- All students are provided student-friendly targets.
- All students provided models of strong and weak work.



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39

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