

# FORMATIVE ASSESSMENT TOOLS AND STRATEGIES

## OBSERVATIONS

### ASSESSMENT TOOL OR STRATEGY (MULTIMODAL OPTIONS IN *BOLD ITALICS*)

### SAMPLE QUESTION TO INFORM PURPOSE OF TOOL OR STRATEGY

#### FIELD NOTES

Descriptions (in journals, on computer, or on sticky notes) of classroom interactions, avoiding judgment and interpretation until later. Strategies include quick jottings during class, ***video/audiorecording***, sketchnoting, collecting artifacts across time, and writing reflective notes at the end of the day.

What is happening in the learning environment that can help inform my practice?

#### RUNNING RECORDS & MISCUE ANALYSIS

Quick notes about student reading while listening to their oral reading and to their retelling of what has been read using ***Excel/Google Sheets and/or audio recordings of student reading***.

What patterns do I notice in students' decoding and comprehension?

#### CHECKLISTS & OBSERVATIONS GUIDES

Information gathered around preselected learning behaviors or interactions by marking tallies on a chart or keeping a record of examples of specific student actions (such as the types of questions being asked or the particular strategies being used).

Which students are doing most of the talking during discussions?

#### PHOTOGRAPHS

Collections of ***photographs*** around language events as well as "language-in-use" to reconstruct classroom narratives; these may or may not include written captions. Play artifacts, such as anything that students build, design, or create can be photographed and archived to keep track of literacy that is embodied through movement and play.

How do students locate themselves in the classroom and what does their posture/placement suggest about their learning?

#### CULTURAL LITERACY NOTES

Notations, ***visual images***, or records of student social lives embodied through their engagements with media, digital practices, popular culture interests, their family/community resources. Keep records (***photos, video***) of conversations, clothing, artifacts, play topics, involvement in community spaces, etc.

What cultural resources do students bring to the classroom and how can I draw on those to support their learning?

# FORMATIVE ASSESSMENT TOOLS AND STRATEGIES

	ASSESSMENT TOOL OR STRATEGY	SAMPLE QUESTION TO INFORM PURPOSE OF TOOL OR STRATEGY
ELICITATIONS	<p><b>SURVEYS</b></p> <p>Written or oral surveys (e.g., with <b>Google Forms</b>) can be helpful in gathering general information about reading and writing preferences or attitudes toward classroom literacy experiences. Data on surveys may show general trends in a class or for a group of students across time.</p>	How confident do my students feel about their writing?
	<p><b>ASSESSMENT STORIES</b></p> <p>By setting up an area where students <b>video/audio</b> record themselves responding to a prompt, teachers give students the opportunity to document thinking at their pace, speed, and without the pressure of an adult watching them. <b>Flipgrid or student blogs can be platforms for these stories.</b></p>	What kinds of assessment experience have my students truly learned from?
	<p><b>PHOTO-ELICITATION INTERVIEWS</b></p> <p>Photographs can help students articulate their process, identify literacy learning, and narrate their perspectives on classroom learning. Another option is to ask students to take a series of photos during literacy learning and talk through the photos with the students. <b>Social media or ThingLink can serve as platforms for photo data.</b></p>	How much background knowledge do my students have on the setting of a story based on this photograph?
SELF-EVALUATION	<p><b>EXIT SLIPS</b></p> <p>Teachers invite students to complete a quick “exit slip” as they leave the room or at the end of a lesson. This could include a classroom survey that students physically contribute to (e.g., a chart), a color-coded system where students anonymously give quick input, or a digital survey where students choose an answer. <b>Google Forms or GooseChase can be used to support this strategy.</b></p>	What did my students understand and not understand after this lesson?
	<p><b>RUBRICS &amp; CHECKLISTS</b></p> <p>Using predetermined or student-generated lists of quality indicators, students assess their own work and use the information to revise or to plan future learning experiences. For young children especially, visual images can be used to represent quality indicators.</p>	How well did my essay meet criteria for an effective text?
	<p><b>PROCESS REFLECTIONS</b></p> <p>Students write reflections that highlight the process they used to create particular artifacts or understandings and lessons they learned that will influence the way they approach similar work in the future. <b>Student blogs or ThingLink can work as platforms for these reflections.</b></p>	What stands out to my students as they continue to apply their learning?

# FORMATIVE ASSESSMENT TOOLS AND STRATEGIES

INTERACTIONS	ASSESSMENT TOOL OR STRATEGY	SAMPLE QUESTION TO INFORM PURPOSE OF TOOL OR STRATEGY
	<p><b>TEACHER-LED CONFERENCES</b></p> <p>Led by specific curricular/assessment goals, teachers work with students on specific goals identified by teachers. Teachers often talk with students about the processes they use to select a topic for a writing piece or the writing strategies they learned in a recent writing project. <b>Conferences may involve digital portfolios and can be audio or videorecorded for students to review.</b></p>	<p>What can I learn from my students to support their individual learning needs?</p>
	<p><b>PEER CONFERENCES</b></p> <p>Students solicit the advice/help of peers in developing their writing, pursuing certain reading goals, talking through an idea, etc. For younger children, this may involve cowriting something, reading a text together, or talking about their ideas with others. <b>Conferences may involve digital portfolios and can be audio or videorecorded for students to review.</b></p>	<p>What can my students teach each other about how to improve their writing?</p>
	<p><b>STUDENT-LED CONFERENCES</b></p> <p>Students lead a conversation that showcases a collection of student work over time. Involving both teachers and families, students are empowered to discuss their progress in learning. <b>Conferences may involve digital portfolios and can be audio or videorecorded for students to review.</b></p>	<p>What can I learn about my students' progress as learners and how they talk about themselves as learners?</p>
	<p><b>AUDIENCING</b></p> <p>Students across the PreK-12 context need to have space to try out and present their work to others not just as an end goal but along the way. Opportunities to audience may not have a specific goal or aim but fill a need to showcase their work, to receive feedback, or simply to write/read for others. <b>The TED Talk is one format students can use to audience.</b></p>	<p>How might others learn from me as well as provide feedback in order for me to grow?</p>