

Formative Assessment Process Discussion Tool for School Leaders

Instructions: School leaders can use this tool in at least two ways. First, school leaders can use this tool during classroom observations to focus attention on one or more of the embedded formative assessment strategies. The key questions can be used as prompts for school leaders, highlighting the types of evidence to look for during the classroom observation with respect to each formative assessment strategies. Second, this tool can be used by school leaders during informal discussions or professional development with a teacher or groups of teachers about the types of formative assessment practices they use in their classrooms related to each of the five embedded formative assessment strategies. The gathered information could be synthesized and shared across teachers in a school (or district) to promote innovation and best practices.

Embedded Formative Assessment Strategies ^[1]	Key Question	Observed or Discussed Formative Assessment Practices
Sharing learning intentions and success criteria	<i>Is it clear what students are trying to learn? Has the teacher illustrated what success, or hitting the target, looks like?</i>	
Engineering effective discussions, tasks, and activities that elicit evidence of learning	<i>How does the teacher use strategic questions, readiness pre-assessments, tasks/activities, and/or other formative assessment techniques to identify student learning progress before, during, and/or after instruction?</i>	

<p>Providing feedback that moves learning forward</p>	<p><i>How does the teacher provide students with actionable, descriptive and specific feedback about their progress related to the learning targets and success criteria?</i></p>	
<p>Peers as learning resources</p>	<p><i>How does the teacher activate peers as learning resources for one another (collaborative learning, peer teaching, peer assessment)?</i></p>	
<p>Students as owners of their own learning</p>	<p><i>How does the teacher activate students as owners of their own learning so they know where they are going, where they are now in the process, and what they need to do next to stay on track?</i></p>	

[1] Wiliam, D. (2018). *Embedded formative assessment, 2nd ed.* Bloomington, IN: Solution Tree Press.