

Assessment for Learning

Assessment for Learning Look-Fors

Formative Assessment / Assessment for Learning (AfL): An active and intentional learning process that partners the teacher and the students to continuously and systematically gather evidence of learning during instruction with the express goal of moving learning forward using these three essential questions:

Where am I going? Where am I now? What are my next steps?

Teacher “Look Fors”	Student “Look Fors”
<p>Teachers...</p> <ul style="list-style-type: none"> • Share learning goals and criteria for success in clear, developmentally appropriate ways. • Adjust their teaching on the fly to deepen student understanding and clear up misconceptions. • Plan the questions they will ask throughout the lesson to help students focus on salient aspects of important concepts and the criteria for a successful performance. • Teach specific metacognitive strategies to maximize student success. • Provide feedback that is clear, descriptive and task specific, and show students where they are in relation to the goal and what they should do next to close the gap. • Greet student questions with respect and enthusiasm and respond in thoughtful ways. • Use provocative questions to prompt student reflection on their understanding and performance. • Model self-assessment using the kinds of reasoning skills that students will use to succeed at the task at hand. • Describe student learning along a continuum of progress toward a specific learning goal, noting plans for adjusting instruction and levels of support to promote student growth. 	<p>Students...</p> <ul style="list-style-type: none"> • Understand and can explain the learning goals and what success looks like. • Understand and can explain what they do well and exactly what they should do next. • Recognize when they are learning and when they are not. • Use teacher-made rubrics, checklists, and guides to monitor and adjust the quality of their learning performance. • Can adapt their learning strategies to meet their learning needs. • Set their own learning goals and monitor their progress. • Can assess their own work or performance in relation to the criteria for success. • Set realistic short-term goals for where they want to be, the strategy they will use to get there, and the criteria they will apply to determine they have succeed. • Ask questions that seek clarity concerning concepts, tasks, and reasoning processes. • Appear confident, engaged, and motivated to learn. • Describe their learning in terms of where they are in relation to the learning goals and what they intend to do next to keep making progress.