



an ASCD
ActionTOOL

FORMATIVE ASSESSMENT STRATEGIES



for Every Classroom 2nd Edition

ASCD Alexandria, Virginia USA

Susan M. Brookhart

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Creating Quality Classroom Assignments

Assignment _____

Learning target (objective) _____

| Qualities of Good Classroom Assignments | Answer <i>Yes or No</i> | Comments: If <i>yes</i> , give evidence. If <i>no</i> , how will you revise? |
|--|--|--|
| Content match with learning target | Does the assignment require the student to use the content specified by the learning target? Yes _____ No _____ | |
| Cognitive process match with learning target | Does the assignment require the student to use the cognitive processes specified by the learning target? Yes _____ No _____ | |
| Clear to students | Would the student know what to do for all aspects of the assignment? Yes _____ No _____ | |
| Criteria for evaluation | Are the criteria for evaluating the assignment given, and are they clear? Yes _____ No _____ | |

Blueprint for Pre-assessment

Learning target (objective) _____

| Domains for Pre-assessment | Planned Questions | Notes on Responses |
|----------------------------|-------------------|--------------------|
| Prior school experiences | | |
| Vocabulary | | |
| Concept knowledge | | |
| Attitudes | | |
| Personal connections | | |

Intervention Framework

READING

Based on assessment results, identify two areas of instructional concern for your classroom.

Area 1:

Area 2:

Which stories from the current basal program will you be using for instruction between now and the next assessment point or report period?

1.

2.

3.
4.

5.

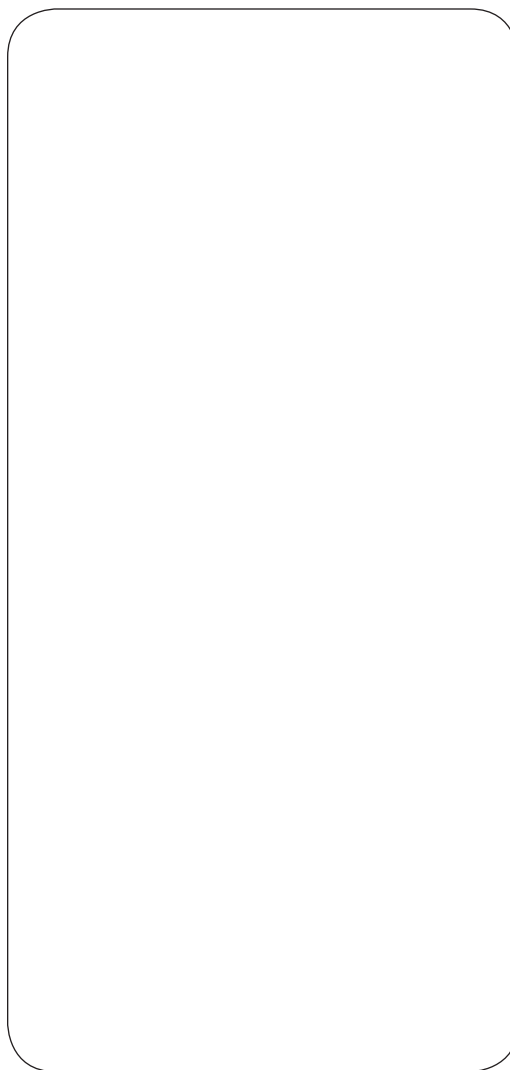
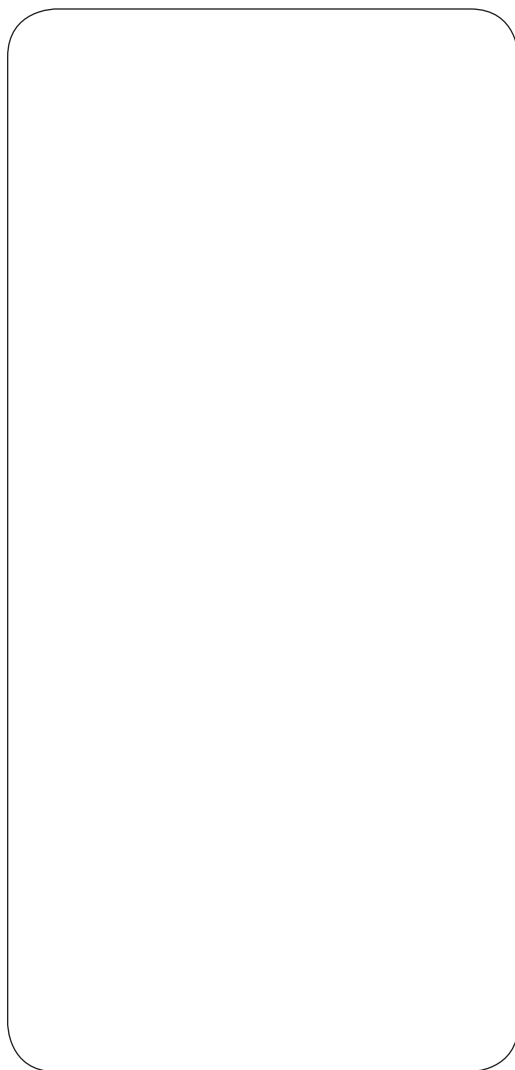
6.

Intervention Framework (*continued*)

Record each instance in which an activity from these basal stories provides direct instruction to support the identified areas of concern.

Area 1:

Area 2:



Circle all activities that provide *direct, explicit* instruction.

Intervention Framework (*continued*)

Perform the "Goldilocks" litmus test of effective instruction by determining the following:



For which students will the instruction be "too soft (easy)"?

| | |
|------------------------|---|
| List students by name. | How will I differentiate instruction to meet their needs? |
|------------------------|---|

For which students will the instruction be "too hard"?

| | |
|------------------------|---|
| List students by name. | How will I differentiate instruction to meet their needs? |
|------------------------|---|

For which students will the instruction be "just right"?

| | |
|------------------------|---|
| List students by name. | How will I differentiate instruction to meet their needs? |
|------------------------|---|

Intervention Framework (*continued*)

MATHEMATICS

Based on assessment results, identify two areas of instructional concern for your classroom.

Area 1:

Area 2:

What lessons from your current mathematics curriculum or text will you be teaching between now and the next assessment point or report period?

1.

4.

2.

5.

3.

6.

Intervention Framework *(continued)*

Record each instance in which an activity from the math lessons provides direct instruction to support the identified areas of concern.

Area 1:

Area 2:

Circle all activities that provide *direct, explicit* instruction.

Intervention Framework (*continued*)

Perform the "Goldilocks" litmus test of effective instruction by determining the following:



For which students will the instruction be "too soft (easy)"?

List students by name.

How will I differentiate instruction to meet their needs?

For which students will the instruction be "too hard"?

List students by name.

How will I differentiate instruction to meet their needs?

For which students will the instruction be "just right"?

List students by name.

How will I differentiate instruction to meet their needs?

The Feedback Universe

| | Positive | Negative |
|--------------------|--|--|
| Descriptive | <p>Sharing the criteria for good work.</p> <p><i>Example: A good paragraph has a topic sentence and several supporting details that clearly relate to the topic.</i></p> <p>Describing the strengths of the work (in terms of the criteria).</p> <p><i>Example: Your supporting details are very nice because each of them gives an event from the story that supports your claim that John was ambitious.</i></p> <p>Describing what positive actions the student could take to improve.</p> <p><i>Example: Work on where to use commas in a sentence, and your next paragraph will be even better.</i></p> | <p>Describing the weaknesses of the work (in terms of the criteria).</p> <p><i>Example: Your report does not give any more information or insight into the French Revolution than we get from the textbook.</i></p> <p><i>Example: None of your answers to the word problems are labeled. For instance, you should have written "4 square feet," not just "4."</i></p> <p>Describing negative actions that are related to the work.</p> <p><i>Example: If you had taken more time and consulted more sources, you would have found additional information for your report.</i></p> |
| | <p>Descriptive feedback is well suited for learning. Giving students information gives them the key and the power to change. Descriptive feedback is also generally motivating. It puts students in control of their work and fosters internal motivation.</p> | |
| Judgmental | <p>Rewarding the student for good work.</p> <p><i>Example: You can have five extra minutes of recess.</i></p> <p>Praise that is not linked to work or criteria.</p> <p><i>Example: Good for you!</i></p> | <p>Punishing the student for poor work.</p> <p><i>Example: You stay in from recess today.</i></p> <p>Warning or disapproving comments that are not linked to work or criteria.</p> <p><i>Example: Watch it, mister!</i></p> |
| | <p>Judgmental feedback leaves students aware of how they are evaluated but does not give them the information they need to do anything about it. Students usually perceive judgmental feedback as controlling. It puts them in the role of working for approval or working to avoid disapproval.</p> | |

Words to Live (and Learn) By

| How to Give Good Feedback | | |
|--|---|--|
| Principle: Feedback should | Does my feedback | Checklist (add notes, if needed) |
| Describe and inform (not judge). | Describe the work, not the student? Choose adjectives and adverbs that refer to the work? Avoid bad judgment words (“poor”) or, if I use good judgment words, describe what is good? State my own response to the work instead of judging the student? | Yes _____ No _____ Yes _____ No _____ Yes _____ No _____ Yes _____ No _____ |
| Be as specific as possible. | Use specific vocabulary words? Talk about particular aspects of the work? | Yes _____ No _____ Yes _____ No _____ |
| Communicate clearly to the student. | Write simply, avoiding “textbook” language? Use nouns instead of pronouns? | Yes _____ No _____ Yes _____ No _____ |
| Suggest what the student should do to improve. | Describe what the next short-term goal or learning target should be? Suggest a strategy or practice activity that could help the student reach the next goal? | Yes _____ No _____ Yes _____ No _____ |

Class Observation Tool

Class observation for _____

| Name | | | | | |
|------|--|--|--|--|--|
| | | | | | |
| | | | | | |
| | | | | | |
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| | | | | | |
| | | | | | |

Student Name _____

[illegible]

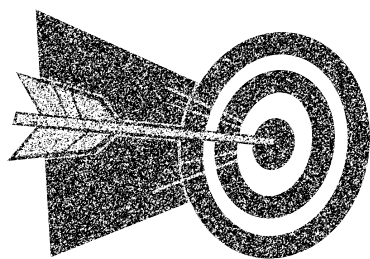
Group Observation Tool

Group Members _____

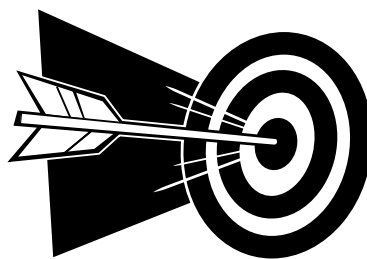
| Activities or Focus | Dates | | | |
|------------------------|-------|--|--|--|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Clear Targets

Assignment _____



What is the assignment?



What would a good one look like?

Sorting Work

Assignment _____

Sort examples of this work into three piles based on quality: high, medium, or low. Look over each pile. In the boxes below, write words that describe each kind of work.

High

Medium

Low

What's So Good About It?

Assignment _____

Select examples of work that you think are especially good. Look at them carefully.

What makes this work good?



The Rubric Machine

Assignment _____

| Poor Work | OK Work | Good Work | Great Work |
|---------------------|---------------------------|----------------------------|---------------------------------|
| Few or no qualities | OK work on most qualities | Fine work on all qualities | Top-level work on all qualities |
| 1. _____ | 1. _____ | 1. _____ | 1. _____ |
| 2. _____ | 2. _____ | 2. _____ | 2. _____ |
| 3. _____ | 3. _____ | 3. _____ | 3. _____ |
| 4. _____ | 4. _____ | 4. _____ | 4. _____ |

Qualities of Good Work

1. _____

2. _____

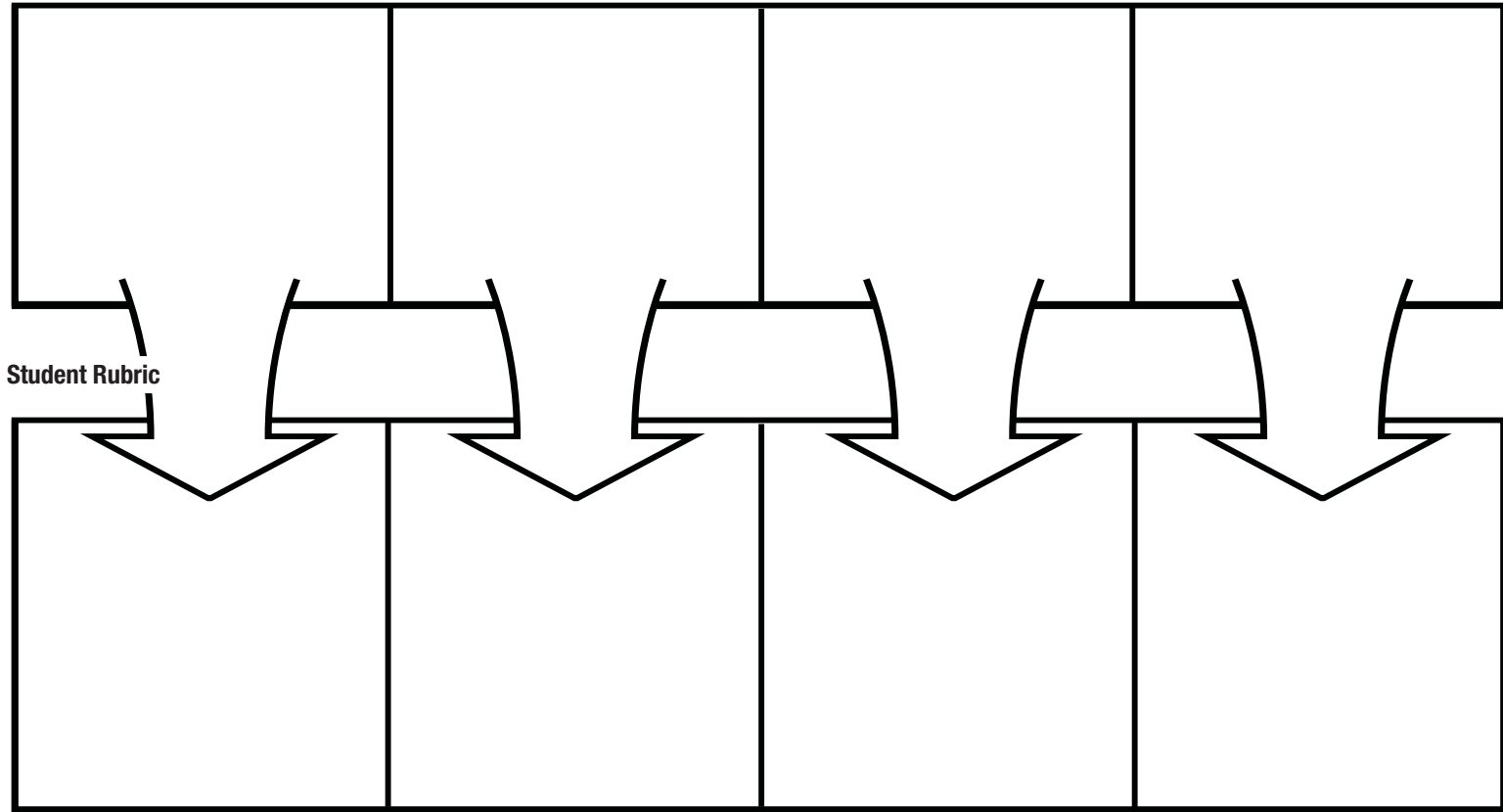
3. _____

4. _____

The Rubric Translator

Assignment _____

Teacher Rubric



Tools to Use When an Assignment Is Given

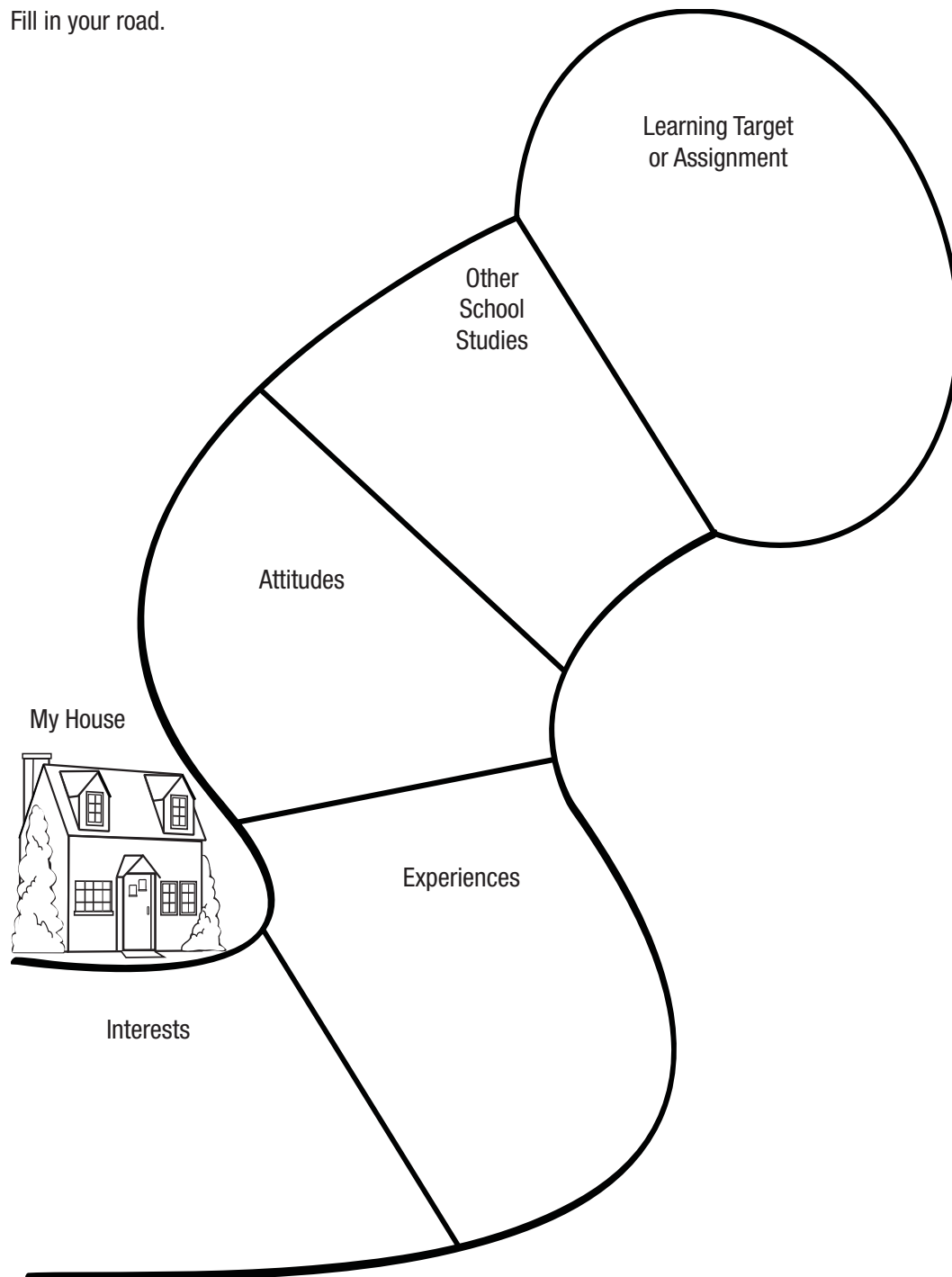
K-W-L Chart

Think about this topic we will study _____

| What do I Know? | What do I Want to know? | What did I Learn? |
|--------------------|----------------------------|----------------------|
| | | |

How Did I Get Here?

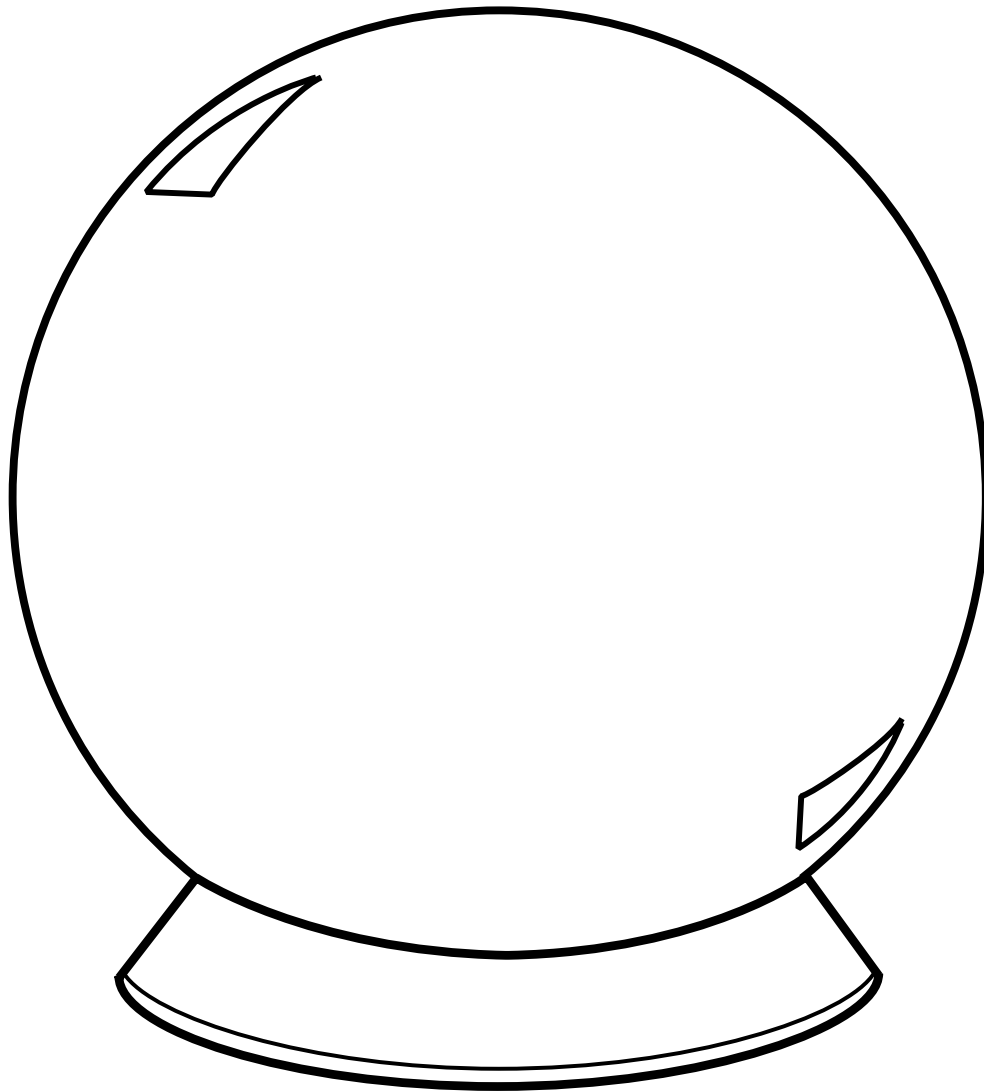
Fill in your road.



Crystal Ball

Learning target or lesson topic _____

Predict what this will be about. Write your thoughts in the crystal ball.



Riddle Me This

Learning target or assignment _____

Questions about this:



A series of horizontal lines for writing, with three large, faint question marks overlaid on the page.

What Does It Mean to Me?

Assignment _____

Fill in the chart to help you see what this assignment means to you.

| | | |
|----------------------|-------------------------|--------------------|
| Interest | Value | Importance |
| Skills Needed | Resources Needed | Time Needed |

Planning Sheet

Assignment _____

My plans for doing this assignment:

Step 1

Step 2

Step 3

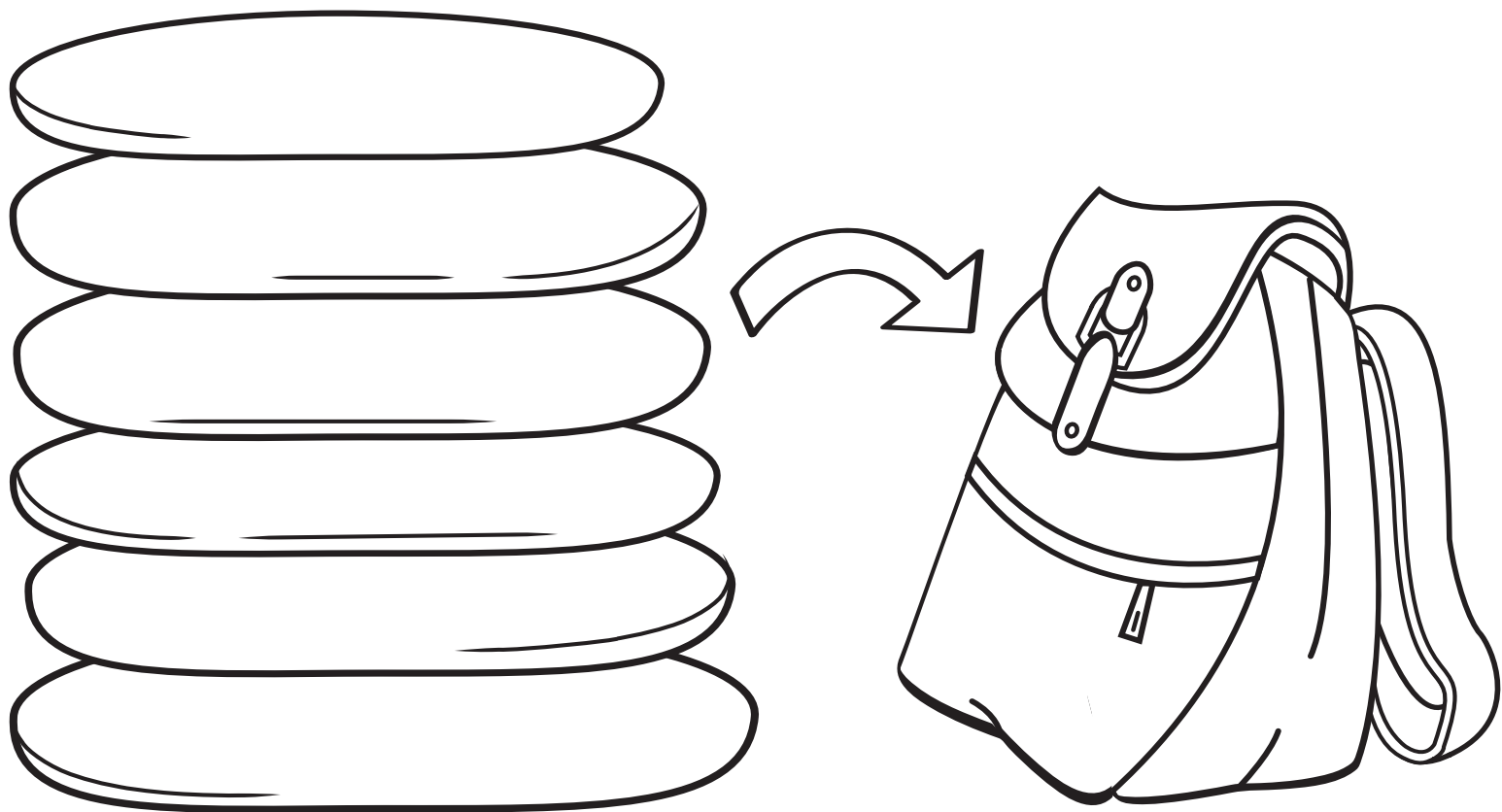
Step 4

Step 5

“Pack” for Your Work

I need

to do _____



Build from the Blueprint

A test blueprint is a plan for making a test. It lists topics your next test will cover. Write two practice questions for each topic: one fact question and one reasoning question.

Test name _____

| Topic | Fact Question | Reasoning Question |
|-------|---------------|--------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

“Why” Boxes

Solve the problem below and show your work. Explain why you took each step.

| |
|----------------|
| Problem |
|----------------|

Solution

Explanation

| |
|------|
| Why? |
| Why? |
| Why? |
| Why? |

Spill the Beans

Write each student's name on a strip of paper. Distribute the strips to the students. Have the students roll their strip into a "bean" and put it in a can. Shake the can of "beans" and spill one or more as needed to select students to respond to classroom questions.

| | |
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Tools to Use During Direct Instruction

Circle Around

Questions

1.

2.

3.

4.

5.

6.

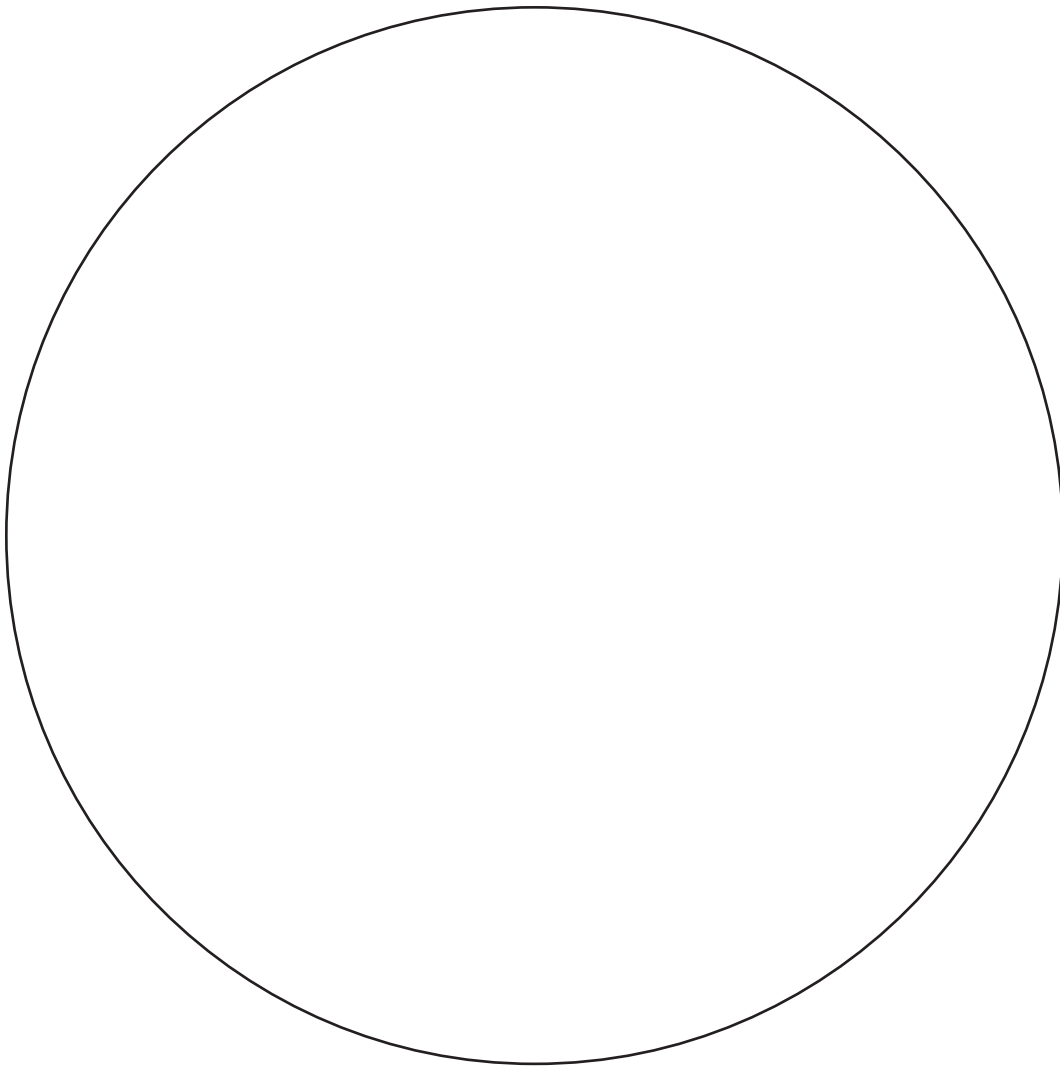
7.

8.

9.

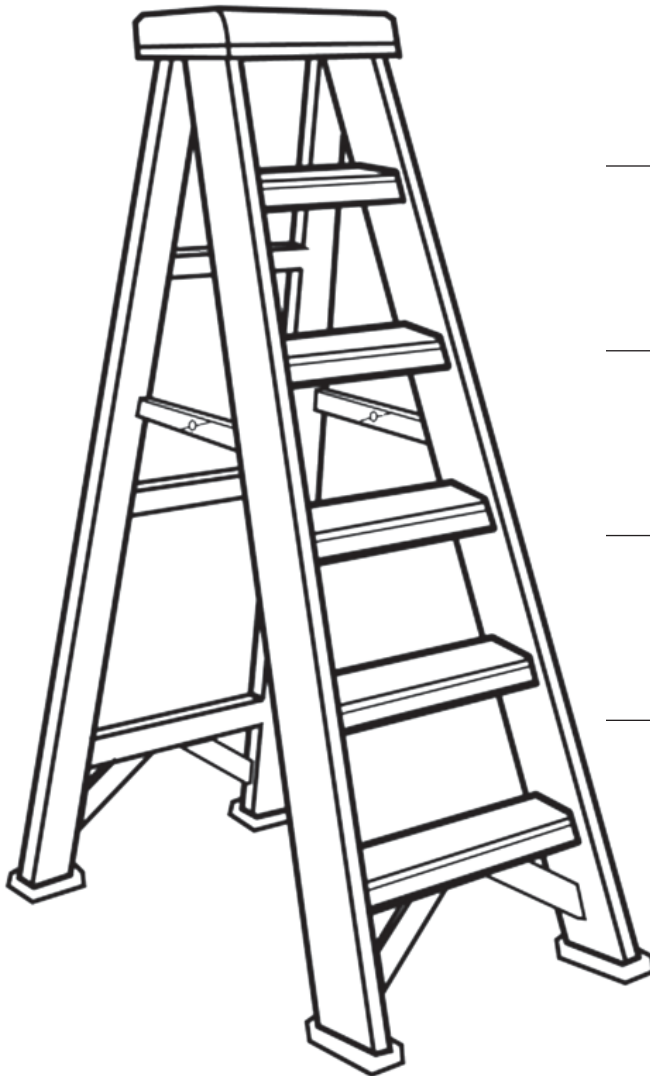
Happy/Sad

Draw and color a happy face. Cut it out. Draw and color a sad face on the back.



Up the Ladder

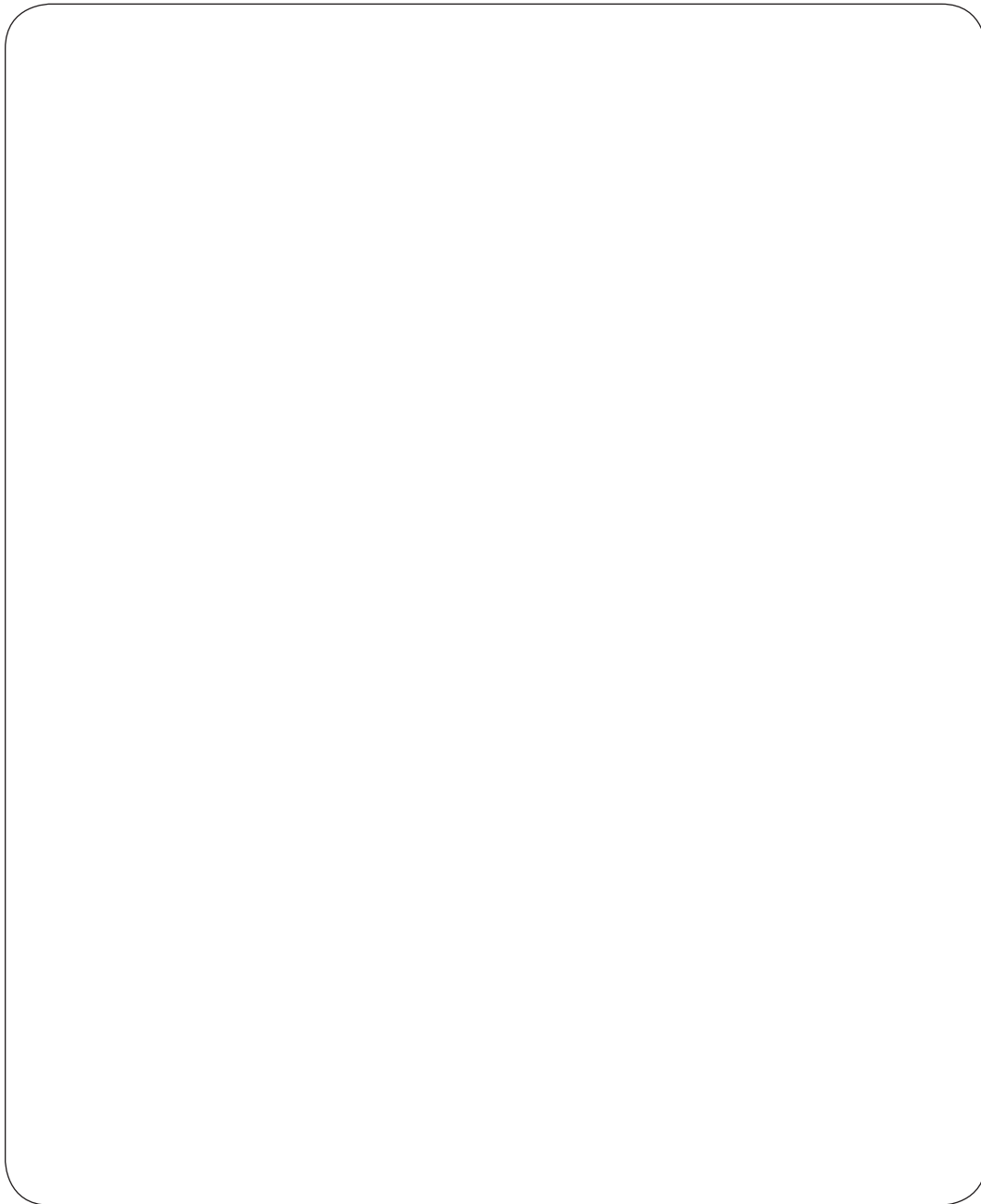
My progress toward _____



The Sticking Point

Learning target or assignment _____

Here is where I get stuck:



Most and Least Clear

Learning target or assignment _____

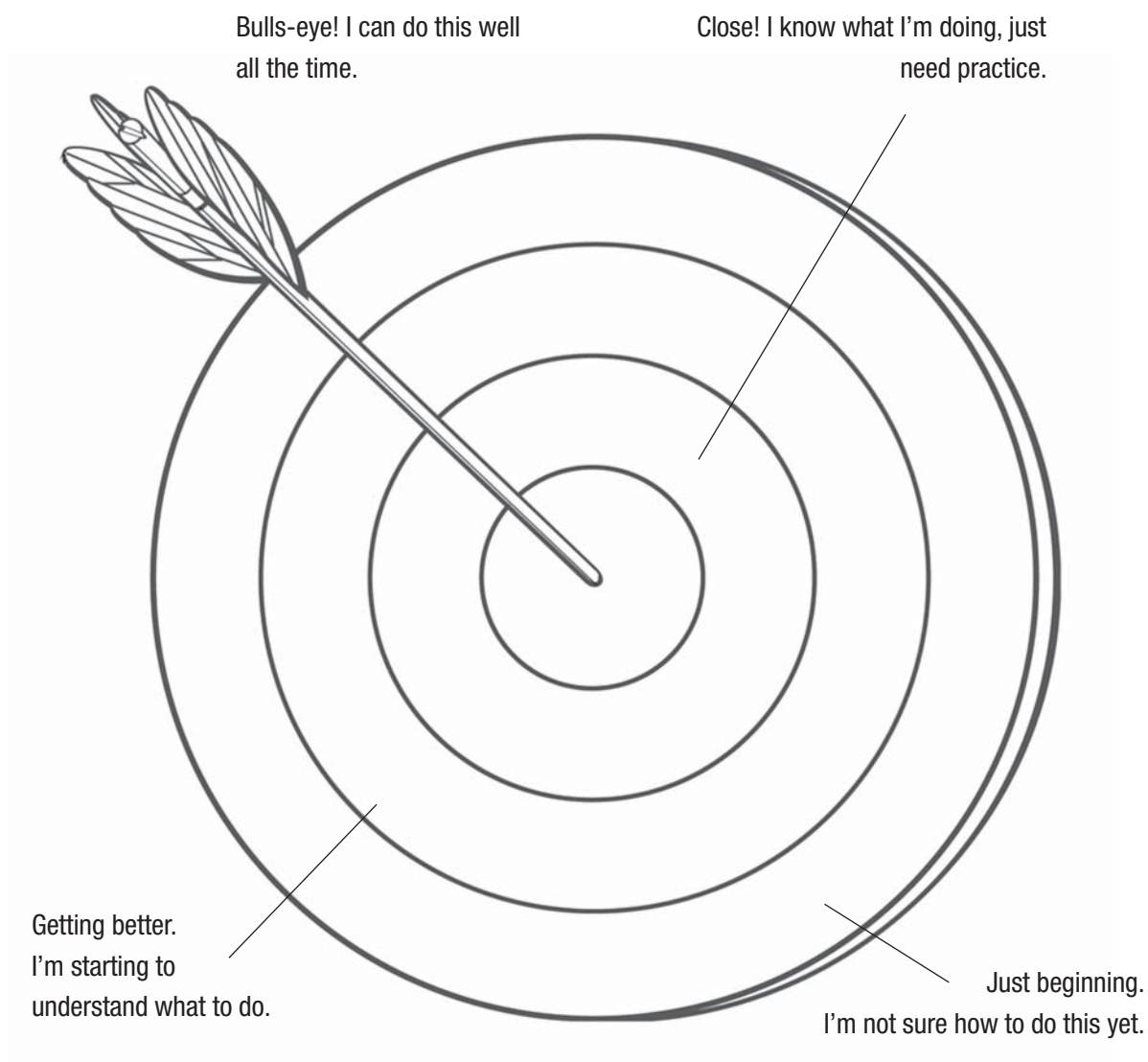
These points were **most clear** to me.

These points were **least clear** to me.

Hit the Target

Look at your work on _____

Place a dot on the target and the date you made that “hit.”



Huh?

Huh?

I just read _____

Here are three things I didn't understand completely:

(1) _____

The part I didn't understand was _____

(2) _____

The part I didn't understand was _____

(3) _____

The part I didn't understand was _____

Reread the assignment.

Use this page as a bookmark. Take notes on your three topics.

Notes

Notes Organizer (1)

Notes on _____

Main idea #1

Details

Main idea #2

Details

Main idea #3

Details

EXAMPLE

Notes Organizer (2)

Notes on _____

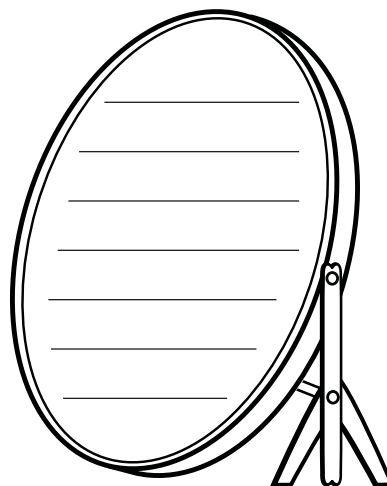
| | |
|------------------------------|--------------------------|
| Summary of Main Ideas | Supporting Points |
| | |

Mirror, Mirror

Look at your work on _____

What do you see?

Criteria:



Me, Me, Me!

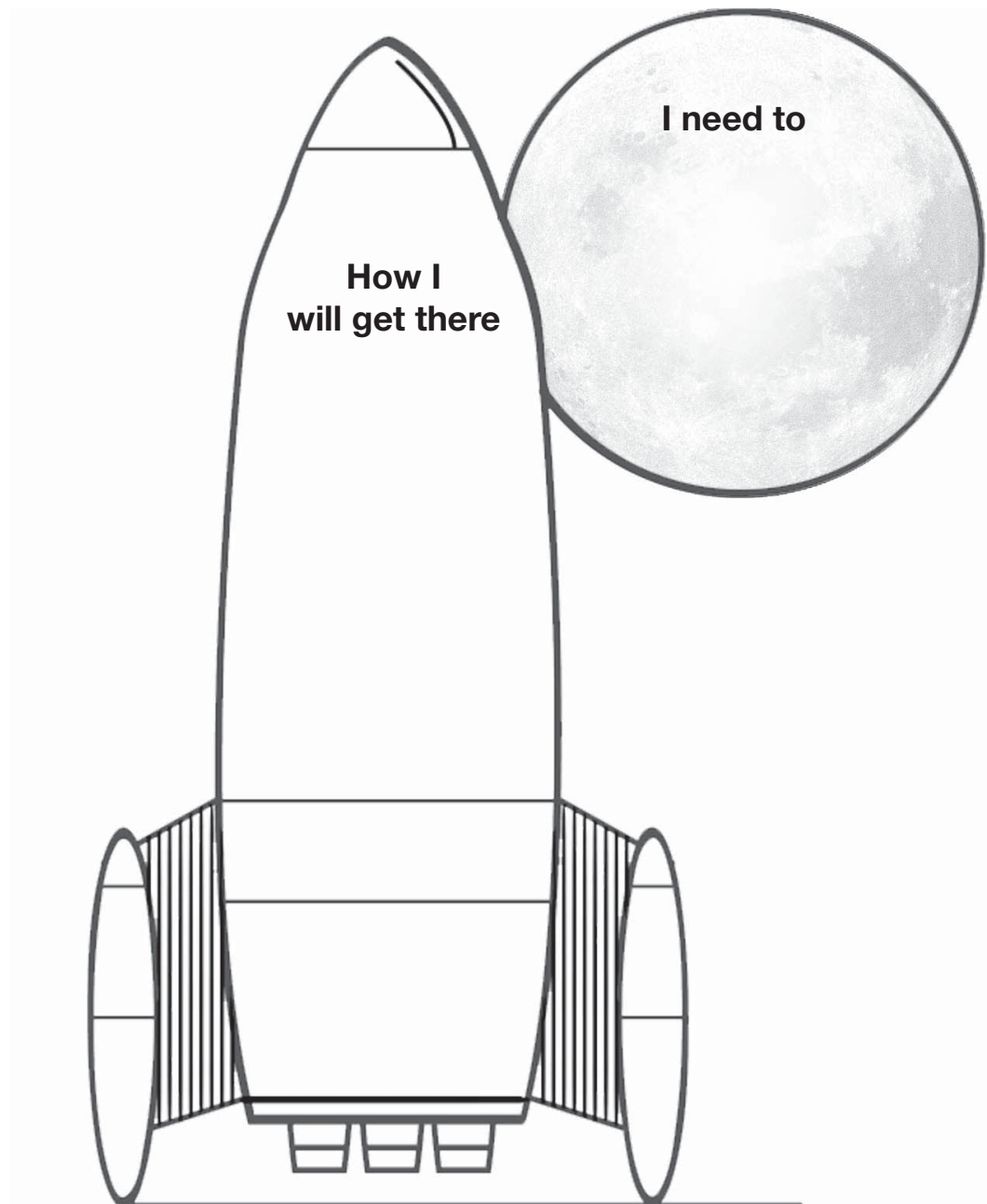
Assignment _____

For this assignment, list the three things you need to work on most. Answer the questions for each one.

| | |
|----|--|
| 1. | <p>a. Can I do this myself?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>b. If no, who could help?</p> <p><input type="radio"/> Teacher</p> <p><input type="radio"/> Other student _____</p> <p><input type="radio"/> Family member _____</p> <p>c. How likely am I to succeed?</p> <p><input type="radio"/> Not very</p> <p><input type="radio"/> Possibly</p> <p><input type="radio"/> Likely</p> |
| 2. | <p>a. Can I do this myself?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>b. If no, who could help?</p> <p><input type="radio"/> Teacher</p> <p><input type="radio"/> Other student _____</p> <p><input type="radio"/> Family member _____</p> <p>c. How likely am I to succeed?</p> <p><input type="radio"/> Not very</p> <p><input type="radio"/> Possibly</p> <p><input type="radio"/> Likely</p> |
| 3. | <p>a. Can I do this myself?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>b. If no, who could help?</p> <p><input type="radio"/> Teacher</p> <p><input type="radio"/> Other student _____</p> <p><input type="radio"/> Family member _____</p> <p>c. How likely am I to succeed?</p> <p><input type="radio"/> Not very</p> <p><input type="radio"/> Possibly</p> <p><input type="radio"/> Likely</p> |

Rocket Science

Rocket Science for _____



Individual Planner

Plan for work on _____

| Tasks | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------|--------|---------|-----------|----------|--------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Group Planner

Plan for work on _____

| Name | | | | | |
|------|--|--|--|--|--|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Tools to Use During Individual or Group Work on Projects

Action Log

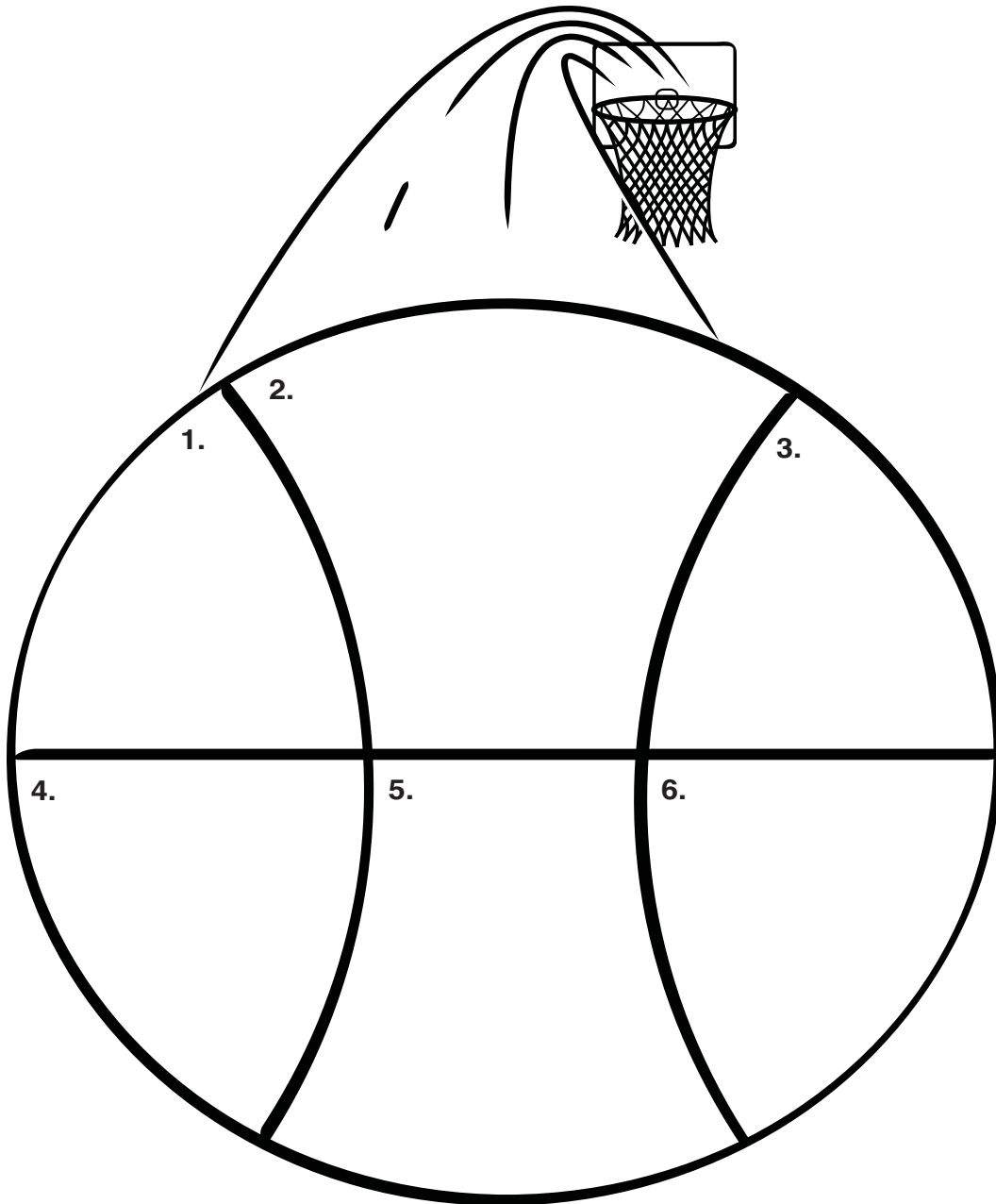
Assignment or learning goal _____

| Steps | Dates worked on | Date completed |
|-------|-----------------|----------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Evidence Basket

Assignment _____

How do you know your work is good?



Look at your work on _____

[illegible]

Conference Call

Look at your work on _____

Make a list of things you want to ask your teacher at a conference.

1. _____

2. _____

3. _____

4. _____

5. _____

Feedback Request Sheet

Name _____

Date _____

Assignment _____

Please give feedback on these aspects of my work:

1. _____

2. _____

3. _____

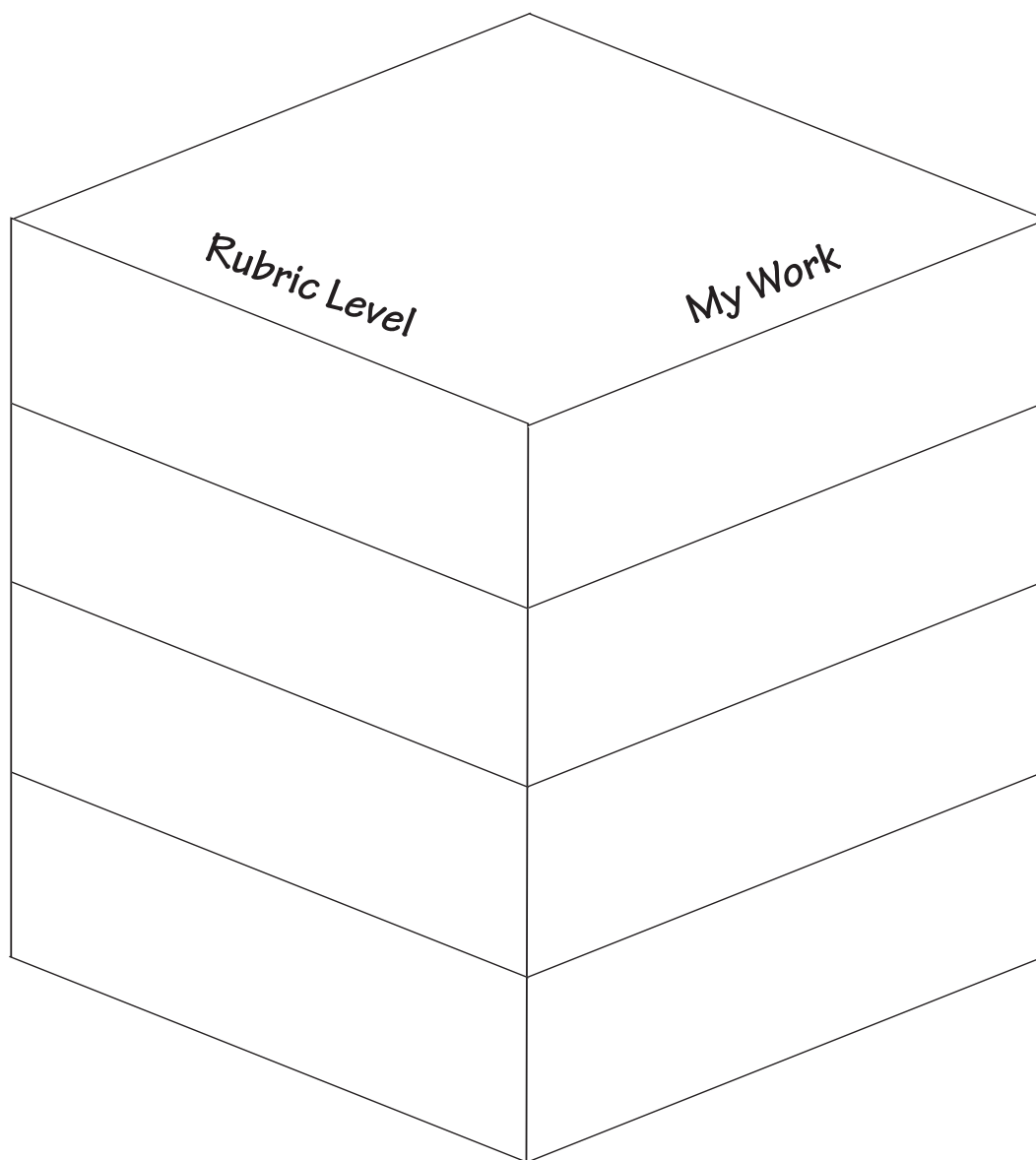
4. _____

Note: The more specific the requests are, the more detailed feedback can be.

Rubric's Cube

Assignment _____

Use the cube to reflect on how your work does or does not match the rubric for the assignment.



What Do You Think? What Do I Think?

Assignment _____

First, ask a classmate to comment on your work; then, fold the paper in half. Next, write your own comments without looking at the notes your classmate wrote. Finally, unfold the paper and use both sets of comments to revise your work.

| What Do You Think? | What Do I Think? |
|--------------------|------------------|
| | |

Peer Review Form

Assignment _____

Use the directions and the rubric for the assignment as guidelines. Write the strengths and weaknesses of your classmate’s work. Make positive suggestions.

Work by _____ Review by _____

| Strengths | Weaknesses |
|-----------|------------|
| | |

Groupies

Group Name _____ Date _____

Rules for giving group feedback:

- **Respect** group members.
- **Tell why** each good contribution was helpful.
- **Ask** a group member for something if needed.

| Name | Comments about how he or she | | |
|------|------------------------------|----------|-------------|
| | Prepared | Listened | Contributed |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Mission: Possible

Assignment _____

Ways to do this that are

| Boring | Interesting |
|--------|-------------|
| | |

Minute Math

Name _____

Prediction and Record Sheet

P = predicted score (yellow)

A = actual score (blue)

| | | | | | | | | | | | | | | | | | | |
|--------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 100 | | | | | | | | | | | | | | | | | | |
| 95 | | | | | | | | | | | | | | | | | | |
| 90 | | | | | | | | | | | | | | | | | | |
| 85 | | | | | | | | | | | | | | | | | | |
| 80 | | | | | | | | | | | | | | | | | | |
| 75 | | | | | | | | | | | | | | | | | | |
| 70 | | | | | | | | | | | | | | | | | | |
| 65 | | | | | | | | | | | | | | | | | | |
| 60 | | | | | | | | | | | | | | | | | | |
| 55 | | | | | | | | | | | | | | | | | | |
| 50 | | | | | | | | | | | | | | | | | | |
| 45 | | | | | | | | | | | | | | | | | | |
| 40 | | | | | | | | | | | | | | | | | | |
| 35 | | | | | | | | | | | | | | | | | | |
| 30 | | | | | | | | | | | | | | | | | | |
| 25 | | | | | | | | | | | | | | | | | | |
| 20 | | | | | | | | | | | | | | | | | | |
| 15 | | | | | | | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | | | | | | |
| 0 | P | A | P | A | P | A | P | A | P | A | P | A | P | A | P | A | P | A |
| Date | | | | | | | | | | | | | | | | | | |
| Test score | | | | | | | | | | | | | | | | | | |
| Student prediction | | | | | | | | | | | | | | | | | | |

Awesome and On My Way

Think about the material you will study for the _____ test.
Divide it into two categories.

I am

Awesome

**I know this material well
and will briefly review it:**

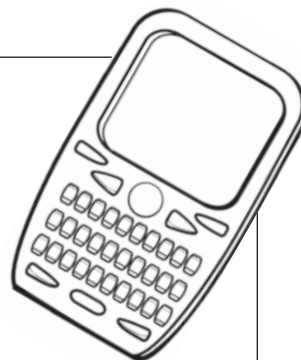
I am

On My Way

**I will concentrate
on this material:**

Cell Phone

Pretend you are going to call a friend tonight about the _____
test. What advice would you give your friend about what and how to study?



Home Help Sheet

Test _____

Scheduled for _____

| Day | What I Studied | How Long I Studied | Alone or with Help? |
|-----|----------------|--------------------|---------------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

T.E.S.T.

Use this chart to plan your studying for the _____ test.

Time

When and how long will I study?

Effort

How hard do I need to work to prepare for this test?

Subjects

What topics or materials will this test cover?

Tactics

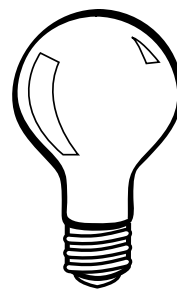
What study strategies will I use?

“I Get It”

Learning target or assignment _____



I don't get these things.



I get it! I understand these things.

Do-Overs

Assignment _____

Grade _____

Reflect on the test or assignment listed above.

If you had it to do over again, what would you do differently?

Would you like a chance to do it over?

Focus Question _____

| | |
|--|--|
| <div><div></div><div>Dear Diary,</div></div> | |
| | |
| | |
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| <div><div></div><div></div></div> | |
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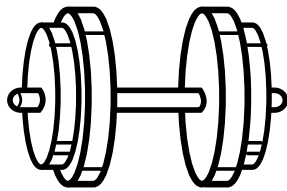
Progress Map

Content Area _____

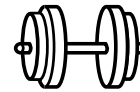
| Graded Work | | | | | | | | |
|---------------|--|--|--|--|--|--|--|--|
| Date Returned | | | | | | | | |
| Grade | | | | | | | | |
| Notes | | | | | | | | |

Strengths and Weaknesses

Assignment _____



Strengths

A large, empty, rounded rectangular box with a small semi-circular handle at the top center, intended for students to write their strengths.

Weaknesses

A large, empty, rounded rectangular box with a small semi-circular handle at the top center, identical in size to the one on the left, intended for students to write their weaknesses.

Exercise Program

Practice area _____

| Target Skill | Exercise | How Long | How Often | Exercise | How Long | How Often |
|--------------|----------|----------|-----------|----------|----------|-----------|
| | | | | | | |
| | | | | | | |

Goal Setting

Topic or skill area _____

Set three goals to work for.

1.



How will you work on them?

2.

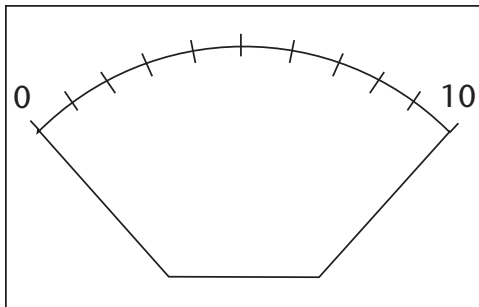
3.

Effort-o-Meter

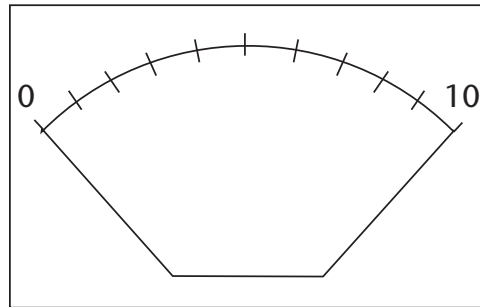
PRIMARY VERSION

Assignment _____

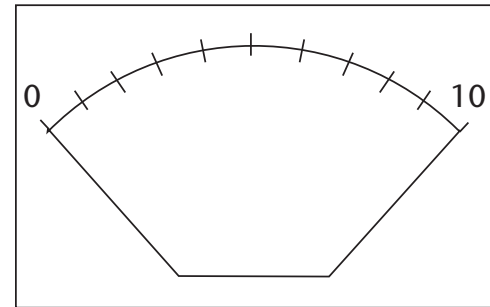
Draw lines on the meters. Rate your work.



Try hard.



Take time.



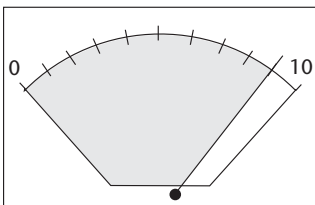
Be careful.

Effort-o-Meter (*continued*)

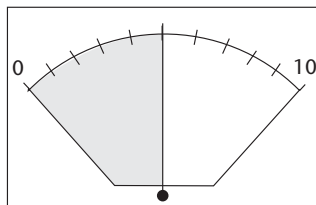
INTERMEDIATE VERSION

Assignment _____

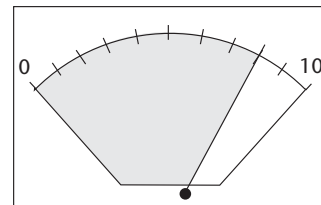
Color the meters to answer the questions.



How hard did you concentrate?



How much time did you spend?



How carefully did you work?

Why did you give these ratings?

Effort-o-Meter (*continued*)

SECONDARY VERSION

Assignment _____

Rate your work on this assignment.

How hard did you concentrate when you did this assignment?

- ☐ As hard as I could
- ☐ A lot
- ☐ Some
- ☐ Not much
- ☐ Not at all

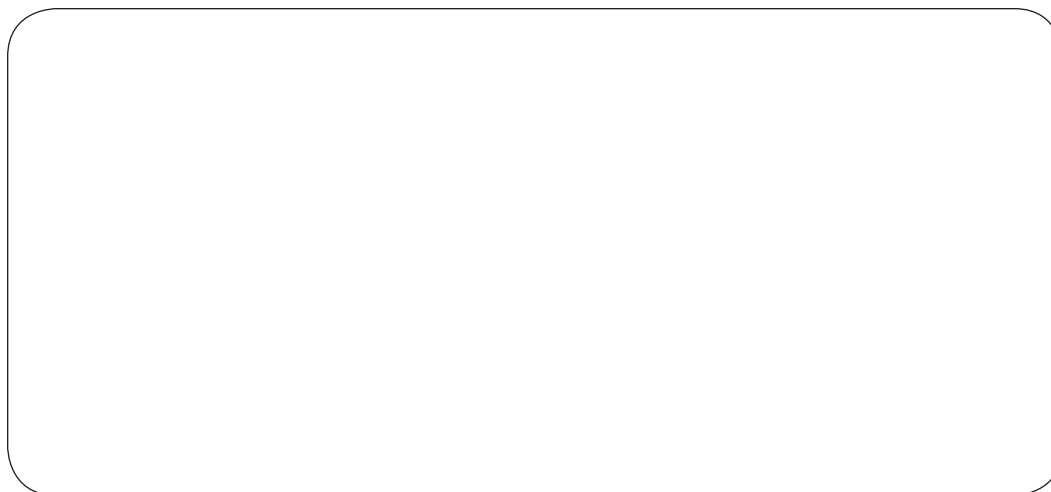
How much time did you spend on this assignment?

- ☐ A lot
- ☐ Some
- ☐ Not much
- ☐ None at all

How carefully did you work on this assignment?

- ☐ I did my best.
- ☐ I was pretty careful.
- ☐ I was somewhat careful.
- ☐ I was not very careful.

Why did you give these ratings?



Go Over a Test

Test _____

Group member names _____

Look at each question on the test and then at the correct answers below. If one or more of your group members got a question wrong, note how many and then write an explanation of why the correct answer is right. You may use your book or other materials. If no one in your group got the question wrong, note a 0 (zero) and move to the next item.

| Test Item | Correct Answer | Number in Your Group Who Got This Wrong | Why Is the Correct Answer Correct? |
|-----------|----------------|---|------------------------------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |
| 9. | | | |
| 10. | | | |
| 11. | | | |
| 12. | | | |
| 13. | | | |
| 14. | | | |
| 15. | | | |
| 16. | | | |
| 17. | | | |
| 18. | | | |
| 19. | | | |
| 20. | | | |