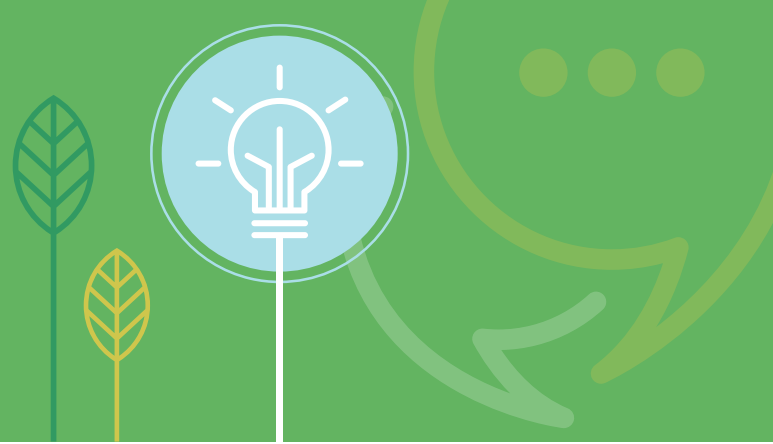


A Vision for Formative Assessment



More of...

Student choice, student voice, flexibility, student-driven investigations

Formative assessments that are mindful of student interests and identity

Formative assessments that are inclusive of students' community, culture and racial identity

Authentic connections to family, home learning, and the unique assets and resources that each student brings

Students have the opportunity to demonstrate their learning in multiple ways

Focused and intentional use of technology tools, including screen-free/offline engagement

Multiple opportunities for students to revise, re-do, re-submit to demonstrate mastery

Designed to uncover student ideas and inform instructional moves

Provides individual, immediate and actionable feedback

Requires critical thinking

Tools and scaffolds that support learners with diverse needs

Teacher "Talk-Moves" that elicit student explanations and/or student-to-student talk

Opportunity for student self-reflection and sensemaking

Less of...

All students required to complete teacher-directed assignments, labs or prescribed ways for constructing learning

Formative assessments with little or no connection to student interests and identity

Formative assessments that only reflect one perspective or culture

Assessments that are disconnected from students' lived experiences

All students completing the same assessment

Requiring a wide array of technology tools regardless of added value or authentic contribution to student learning

Single opportunity to demonstrate mastery

Designed to evaluate or grade for completion/compliance or classroom management

Provides letter grades or "points" with no actionable feedback

Emphasizes rote memorization or recall

One-size-fits-all assessments or tools that limit accessibility for students with diverse learning needs

Teacher questions intended to elicit correct answers or one-word responses

Reliance on teacher-assigned grades or teacher-only feedback

