

SBAC Digital Library Cover Profile Supplement
Tab 1: General
Attributes of the Formative Assessment Process
Student Engagement in the Formative Assessment Process
Tab: 3: Summary
Specific Connection to the Formative Assessment Process
Learning Targets
Success Criteria

Below are the ten dimensions and the specific aspects of student involvement and engagement with formative assessments across the ten dimensions. In some cases, the dimension may directly focus on the student role in the formative assessment process (e.g., peer assessment, self-assessment). In other cases, the degree to which students are involved may distinguish lower and higher levels on the rubric (e.g., in the *Feedback Loops During Questioning* dimension it is only at the higher two levels of the rubric that both students and teachers are engaged together in a true discussion, building off each other's comments, whereas at the lower levels, it is primarily the teacher who responds to the students' comments).

Note: I combined pp. 15 & 59 of the FAROP document to create a guideline document for examining the SBAC Attributes of the Formative Assessment Process. Please let me know if you have suggestions for improvement.

- Clarify Intended Learning
- Elicit Evidence
- Interpret Evidence
- Act on Evidence

--Jackie Lakin, KSDE SLT, Lead

Summary of Ten Dimensions of Formative Assessment

Adapted by Jackie Lakin, KSDE from *Using the Formative Assessment Rubrics, Reflections and Observation Tools to Support Professional Reflection on Practice*

Dimensions	Description
<p>[SBAC Clarify Intended Learning]</p> <p>Learning Goals: <i>Learning Goals should be clearly identified and communicated to students, and should help students make connections among lessons within a larger sequence.</i></p> <p>Rubric pp. 29-30</p>	<p>Learning goals should be aligned to CCSS, or state or district grade-level standards, although this dimension focuses on how the teacher identifies the learning goals for a particular lesson, communicates them to the students, and uses them in a way that supports learning. Research suggests that when students understand the intended learning of a lesson they are better prepared to engage with the content and learning is positively impacted. At the lower ends of the rubric, learning goals are not used, are used in a <i>pro forma</i> manner, or do not set appropriately challenging goals for students, while at the higher levels learning goals are integrated into the lesson and support student learning.</p> <p>Student Role: While the focus is on the teacher's presentation of learning goals, the rubric notes that the goals should be appropriate for and accessible to the specific group of students. At the highest levels the students should readily understand the learning goals and the teacher should be checking in on student progress towards the goals.</p>
<p>[SBAC Clarify Intended Learning]</p> <p>Criteria for Success: <i>Criteria for Success should be clearly identified and communicated to students.</i></p> <p>Rubric pp. 31-32</p>	<p>This dimension focuses on how the teacher identifies the criteria for success for a particular lesson and communicates them to the students. Research suggests that when students understand what quality work actually looks like they are more able to demonstrate their own learning. In this rubric, the focus is primarily on the sharing of explicit expectations (e.g., rubrics, preflight checklists, exemplars etc.) that communicate quality. At the lower ends of the rubric, criteria for success are not used, are used in a <i>pro forma</i> manner, or do not hold students to sufficiently high expectations, while at the higher levels criteria for success are integrated into the lesson, are accessible to students, and support student learning.</p> <p>Student Role: In order to reach the higher levels of this dimension, students have to be involved in some way to internalize the success criteria in order to meaningfully use and apply them.</p>
<p>[SBAC Elicit Evidence]</p> <p>Tasks and Activities to Elicit Evidence of Learning: <i>The focus of this dimension is on those things with which students engage that potentially produce evidence of student learning (excluding classroom discussions).</i></p> <p>Rubric pp. 33-34</p>	<p>Teachers need to use a range of tasks and activities to collect relevant evidence of student thinking. When students are engaged in tasks and activities (on their own, with another student, or in a small group) the work products provide evidence of student understanding. In order to be effective, students need to have access to appropriate support from either the teacher or from peers to complete the task. In addition, the teacher needs to have a mechanism for synthesizing evidence from students, whether through a formal review process or informal on-the-fly review.</p> <p>Student Role: While the teacher is the person who selects the tasks and ensures they are connected to the learning goals, the evidence of their appropriateness will come from students and their ability to engage with the tasks.</p>
<p>[SBAC Elicit Evidence]</p> <p>Questioning Strategies to Elicit Evidence of Learning: <i>The focus of this dimension is on one way that a teacher can collect evidence of student progress through classroom questioning.</i></p> <p>Rubric pp. 35-38</p>	<p>Teachers need to use a range of questioning strategies to collect relevant evidence of student thinking, from more students, more often, and more systematically. Often teachers ask questions only to a few interested students, answer their own questions, or limit student thinking by the type of questions asked. If a teacher has weak questioning strategies, s/he loses opportunities to gain valuable insights into student learning. Teachers can elicit evidence of student thinking by the types of questions students ask of the teacher and peers, as well.</p> <p>Student Role: This dimension focuses strongly on how the teacher choreographs the classroom discussion, but it is only through attending to student responses that the teacher is able to make inferences about student thinking and adjust instruction appropriately.</p>
<p>[SBAC Interpret Evidence]</p> <p>Feedback Loops During Questioning: <i>Students should be provided with ongoing feedback that helps them develop ideas and understanding of the content.</i></p> <p>Rubric pp. 37-38</p>	<p>This dimension focuses on the teacher's role to provide ongoing feedback during class discussions. The rubrics include three dimensions that address distinct aspects of feedback: this dimension is specific to more informal feedback that often occurs in real-time during a lesson.</p> <p>Student Role: As noted above, it is at the highest levels of the rubric that the students engage in back-and-forth discussions with the teacher and each other, extending thinking on the topic. In some cases the student may be the initiator of the feedback loop where they identify areas of confusion or underdeveloped ideas and prompt a discussion by asking a question.</p>

<p>[SBAC Interpret Evidence]</p> <p>Individualized Descriptive Feedback: <i>Students should be provided with evidence-based feedback that is linked to the intended instructional outcomes and criteria for success.</i></p> <p>Rubric pp. 39-40</p>	<p>This dimension focuses on the teacher's role to provide individualized feedback to students. Research suggests that student learning improves when students are provided with descriptive feedback that is connected to clear targets and that provides guidance on how to improve work. The rubrics include three dimensions that address distinct aspects of feedback: this dimension is specific to more formal feedback that tends to be given to individual students on a specific piece of work, either in written form or orally (e.g., during student/teacher conferences) by the teacher.</p> <p>Student Role: For this dimension the focus is on the teacher as the provider of feedback (student-to-student feedback is in the Peer Assessment dimension) but in order for the higher levels of the rubric to apply there must be evidence that the students attend to the feedback by revising work.</p>
<p>[Interpret Evidence]</p> <p>Peer Assessment: <i>Peer assessment is important for providing students an opportunity to think about the work of their peers.</i></p> <p>Rubric pp. 41-42</p>	<p>Research suggests that opportunities to review the work of a peer and to provide feedback are very beneficial to the person providing the feedback, as well as to the person receiving the feedback. The rubrics include three dimensions that address distinct aspects of feedback: this dimension includes the role of student-to-student feedback, while various approaches to teacher feedback are addressed in <i>Feedback Loops</i> and <i>Individualized Descriptive Feedback</i>.</p> <p>Student Role: While the dimension focuses on the teacher's role in ensuring that students are successful in engaging with the peer assessment task, the focus is on the ways in which the process allows students to support peers' learning.</p>
<p>[SBAC Elicit Evidence]</p> <p>Self-Assessment: <i>Self-assessment is important because it provides students with an opportunity to think meta-cognitively about their learning.</i></p> <p>Rubric pp.43-44</p>	<p>.Research suggests that improved understanding of one's own learning is a critical strategy that can lead to improvements in learning.</p> <p>Student Role: While the dimension focuses on the teacher's role in ensuring that students are successful in engaging with the peer assessment task, the focus is on the ways in which the process allows students to support peers' learning.</p>
<p>[SBAC Act on Evidence]</p> <p>Collaboration: <i>A classroom culture in which teachers and students are partners in learning should be established.</i></p> <p>Rubric pp. 45-46</p>	<p>Research suggests that classrooms that promote thinking and learning, student autonomy, and students as learning resources for one another are more successful in encouraging lifelong learners.</p> <p>Student Role: This dimension directly targets the ways in which students and teachers work together, evidenced by a clear focus on learning, collaboration, respect, and an appreciation of multiple viewpoints.</p> <p>Note: I am not sure if this is a good fit. Please share your thoughts. Jackie Lakin</p>
<p>[SBC Act on Evidence]</p> <p>Use of Evidence to Inform Instruction: <i>Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.</i></p> <p>Rubric pp. 47-48</p>	<p>This dimension focuses on the teacher use of evidence to adjust instruction across the lesson(s) as a whole.</p> <p>Student Role: This dimension focuses on the teacher's use of evidence to adjust instruction, but evidence will come from observing students' written and verbal responses to determine whether the teacher capitalizes on opportunities.</p>