an ASCD
Action*TOOL*

Formative Assessment Strategies
for Every Classroom 2nd Edition

ASCD Alexandria, Virginia USA

Susan M. Brookhart

Creating Quality Classroom Assignments

Assignment _____

Learning target (objective) _____

_____

Qualities of Good Classroom Assignments	Answer *Yes* or *No*	Comments: If *yes*, give evidence. If *no*, 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 _____	

Teacher Tools

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.

Teacher Tools
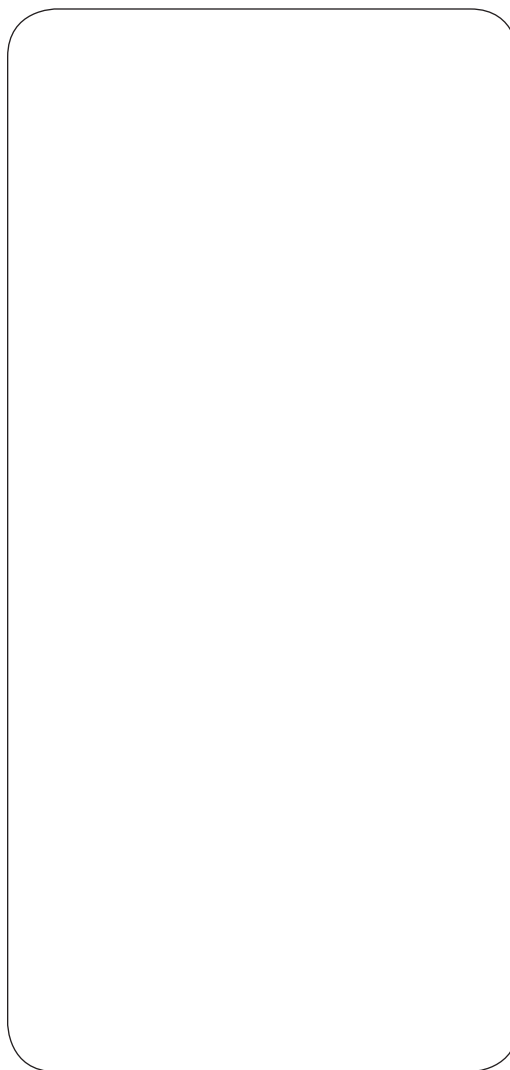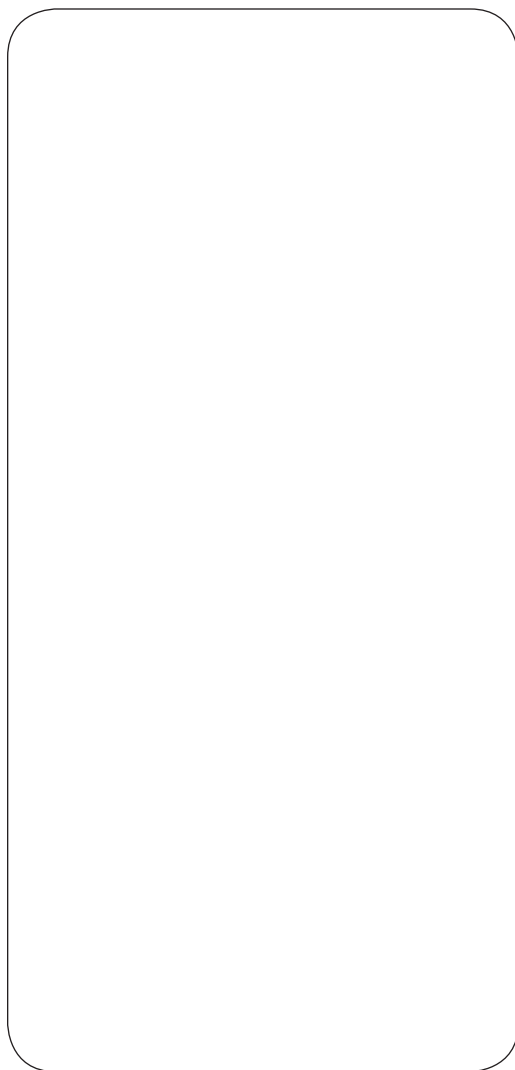
Intervention Framework (*continued*)

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.

2.

3.

4.

5.

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	Sharing the criteria for good work. *Example: A good paragraph has a topic sentence and several supporting details that clearly relate to the topic.* Describing the strengths of the work (in terms of the criteria). *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.* Describing what positive actions the student could take to improve. *Example: Work on where to use commas in a sentence, and your next paragraph will be even better.*	Describing the weaknesses of the work (in terms of the criteria). *Example: Your report does not give any more information or insight into the French Revolution than we get from the textbook.* *Example: None of your answers to the word problems are labeled. For instance, you should have written "4 square feet," not just "4."* Describing negative actions that are related to the work. *Example: If you had taken more time and consulted more sources, you would have found additional information for your report.*
	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.	
Judgmental	Rewarding the student for good work. *Example: You can have five extra minutes of recess.* Praise that is not linked to work or criteria. *Example: Good for you!*	Punishing the student for poor work. *Example: You stay in from recess today.* Warning or disapproving comments that are not linked to work or criteria. *Example: Watch it, mister!*
	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.	

Words to Live (and Learn) By

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

Class Observation Tool

Class observation for _____

Name				

Individual Observation Tool

Student Name _____

Observation				

Group Observation Tool

Group Members _____

Activities or Focus	Dates			

Clear Targets

Assignment _____
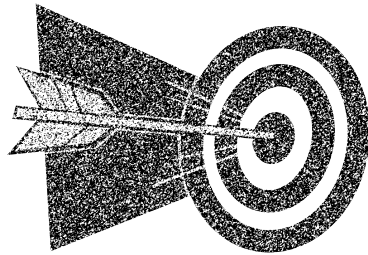
What is the assignment?
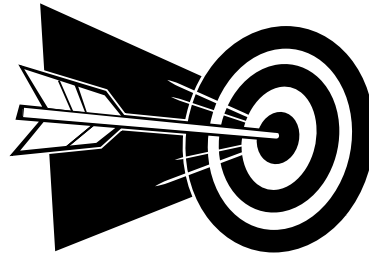
What would a good one look like?

Student Tools
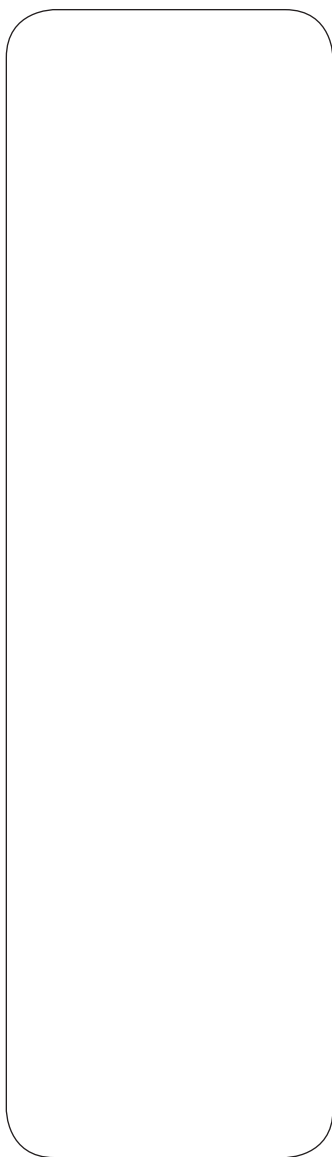
Sorting Work

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.
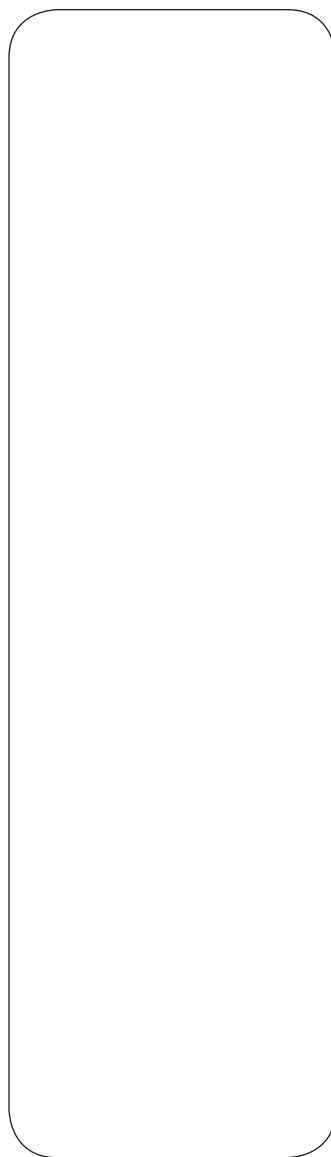
High	Medium	Low

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 _____

Qualities of Good Work

1. _____

2. _____

3. _____

4. _____

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

The Rubric Translator

Assignment _____

Teacher Rubric

Student Rubric

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?

Tools to Use When an Assignment Is Given

How Did I Get Here?

Fill in your road.

Learning Target
or Assignment

Other
School
Studies

Attitudes

My House

Experiences

Interests
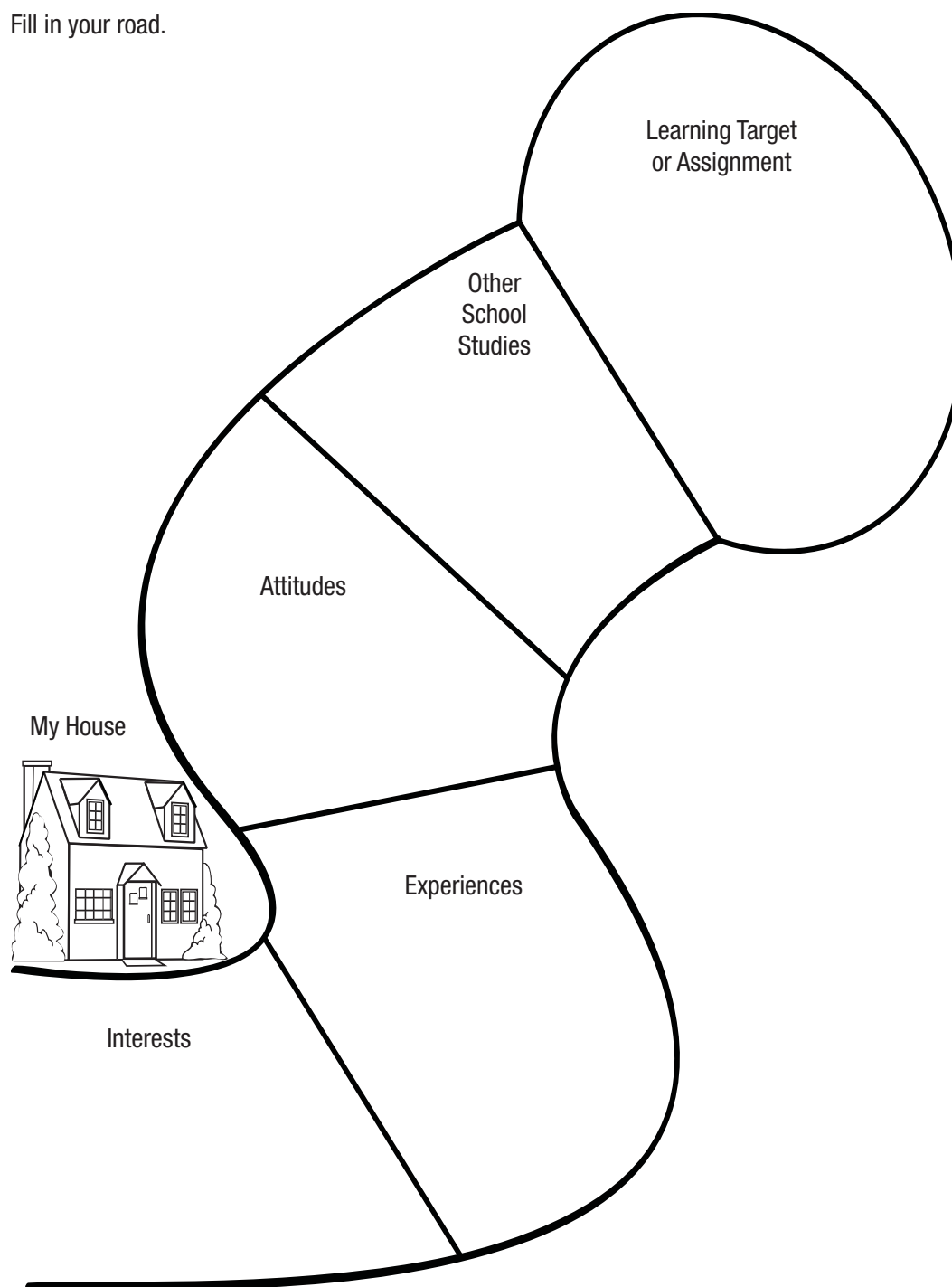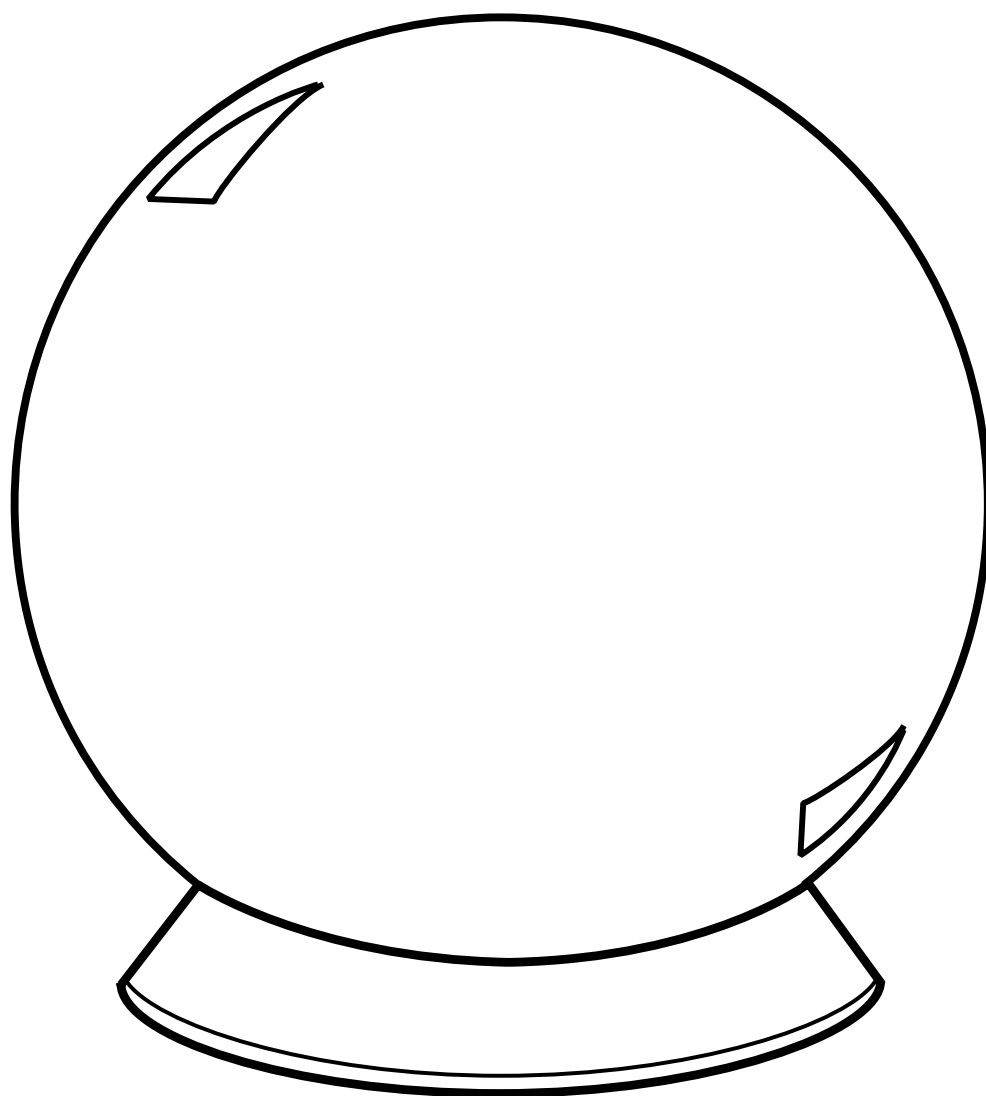
Crystal Ball

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:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Student Tools

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
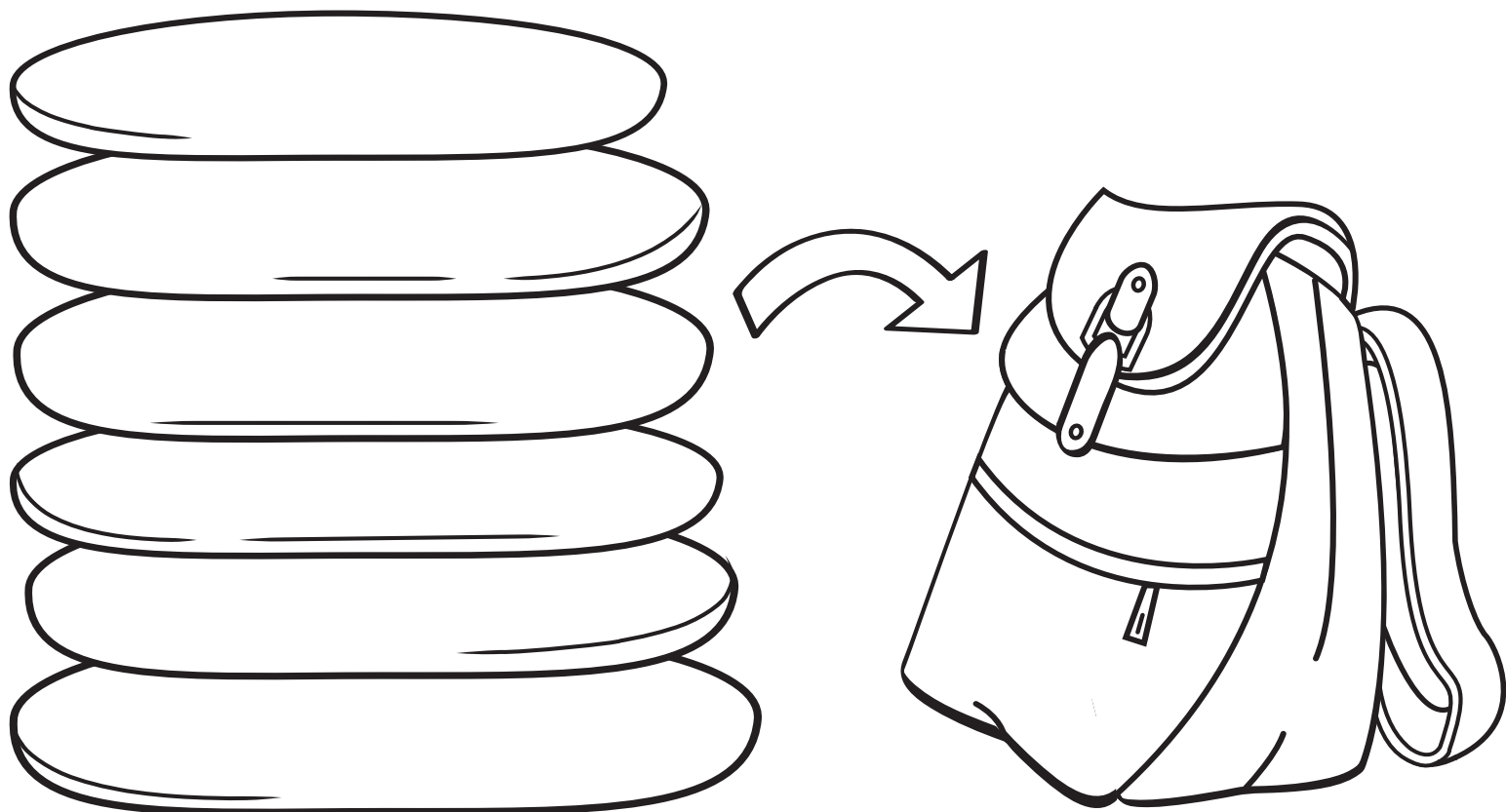
Step 2

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

Student Tools

Tools to Use During Direct Instruction

"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.

Student Tools
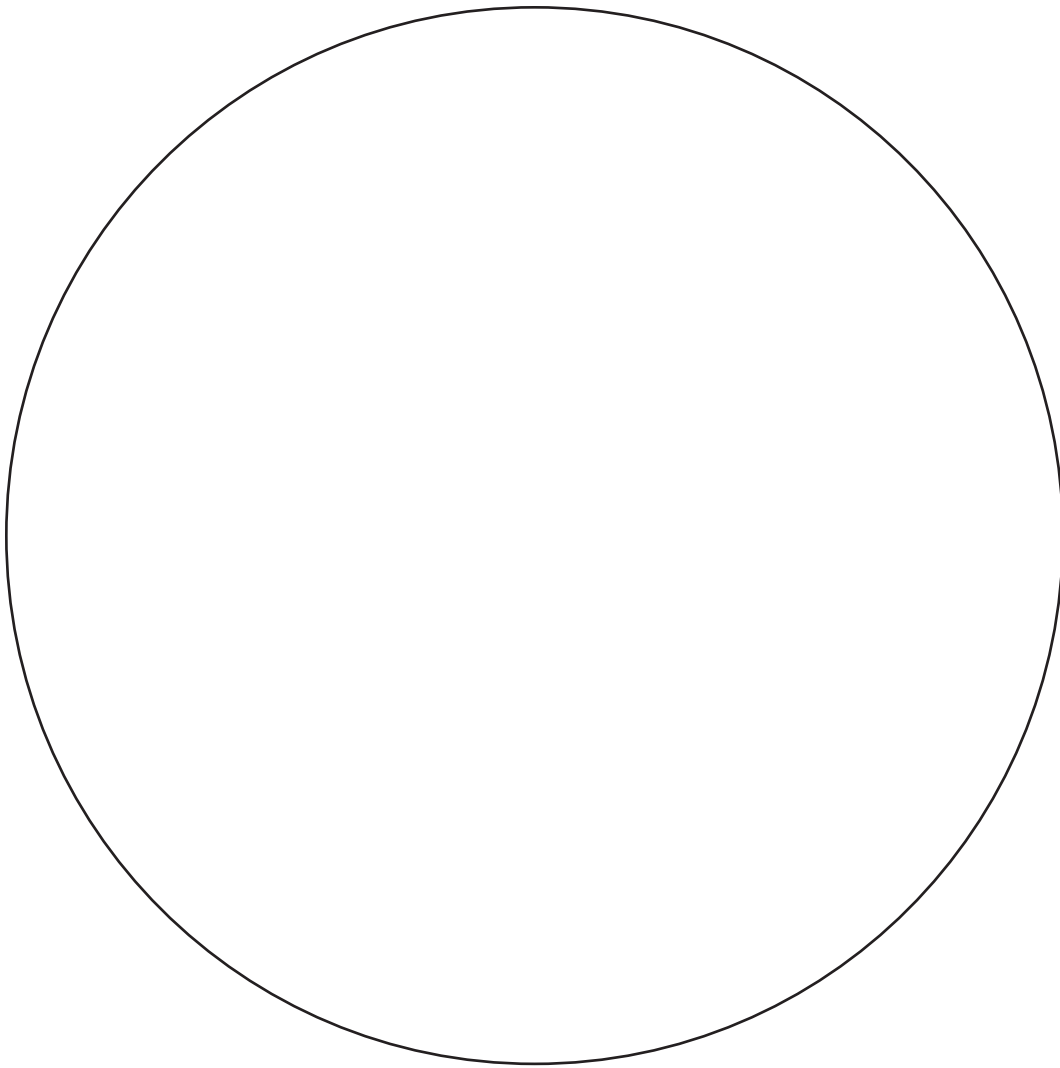
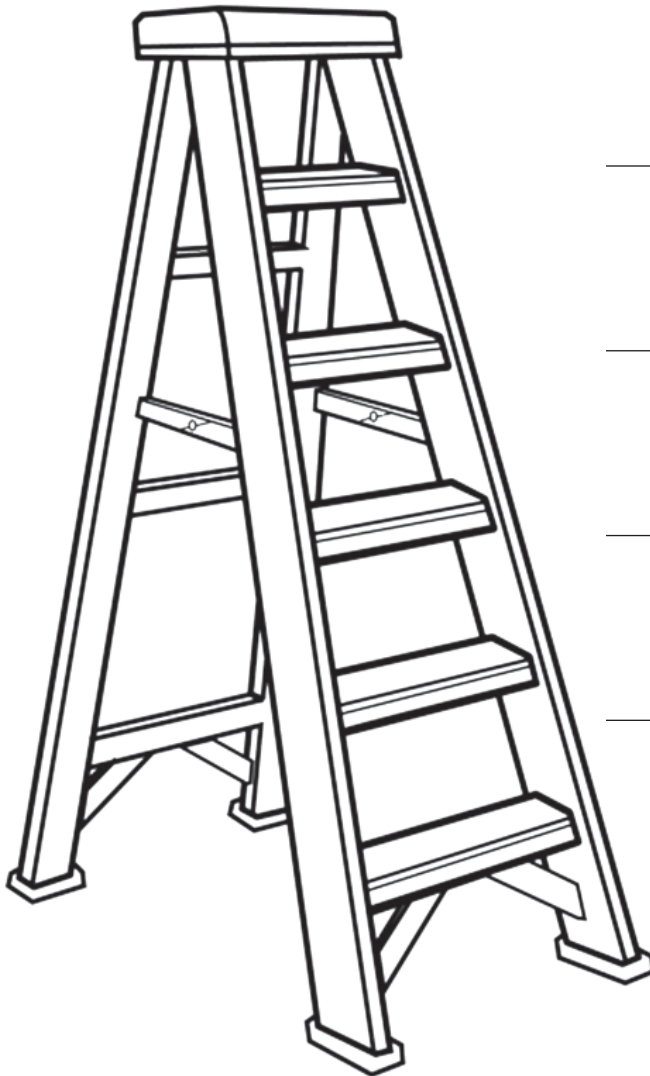# Circle Around

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.

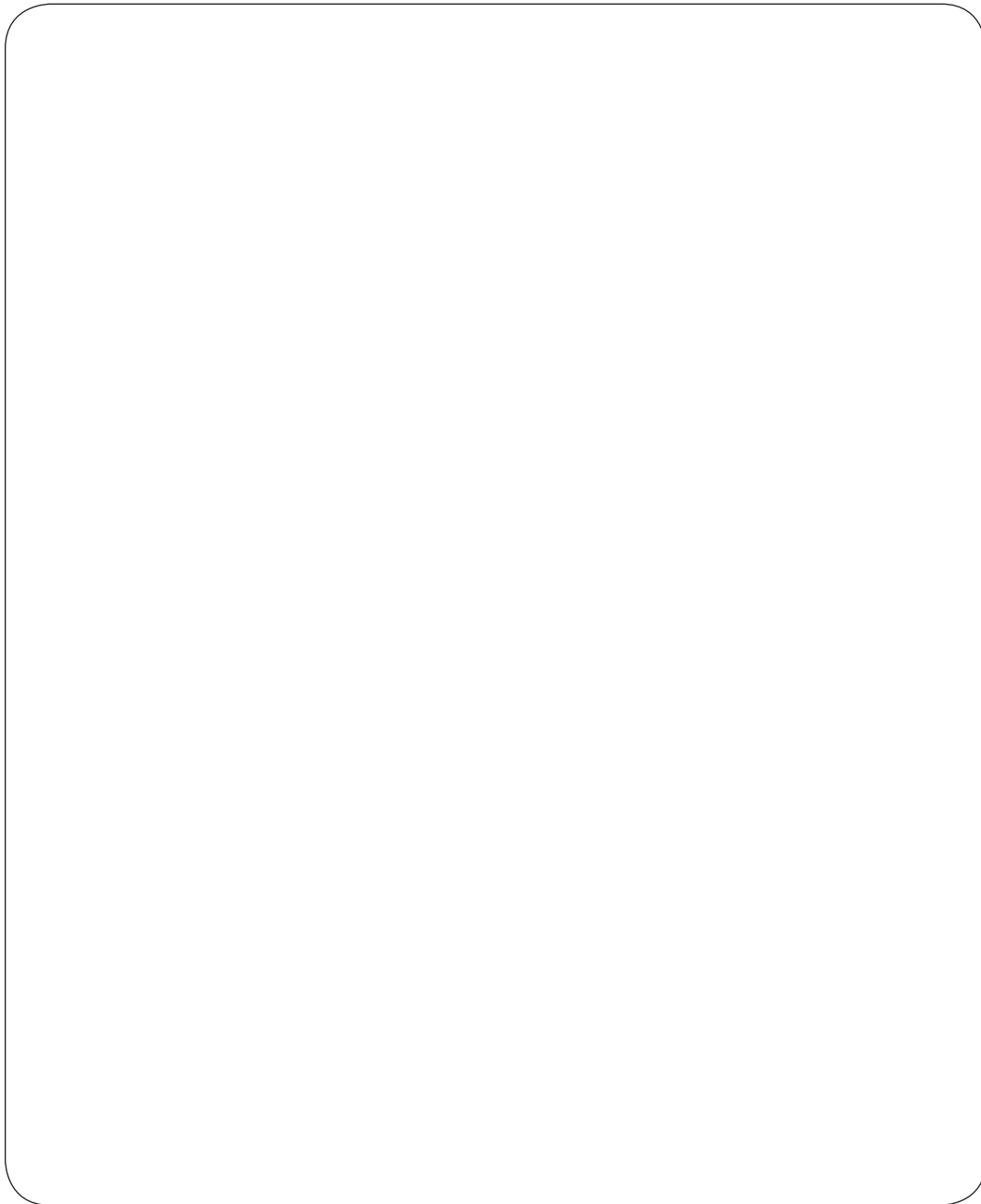# Up the Ladder

My progress toward _____

The Sticking Point

Learning target or assignment _____

Here is where I get stuck:
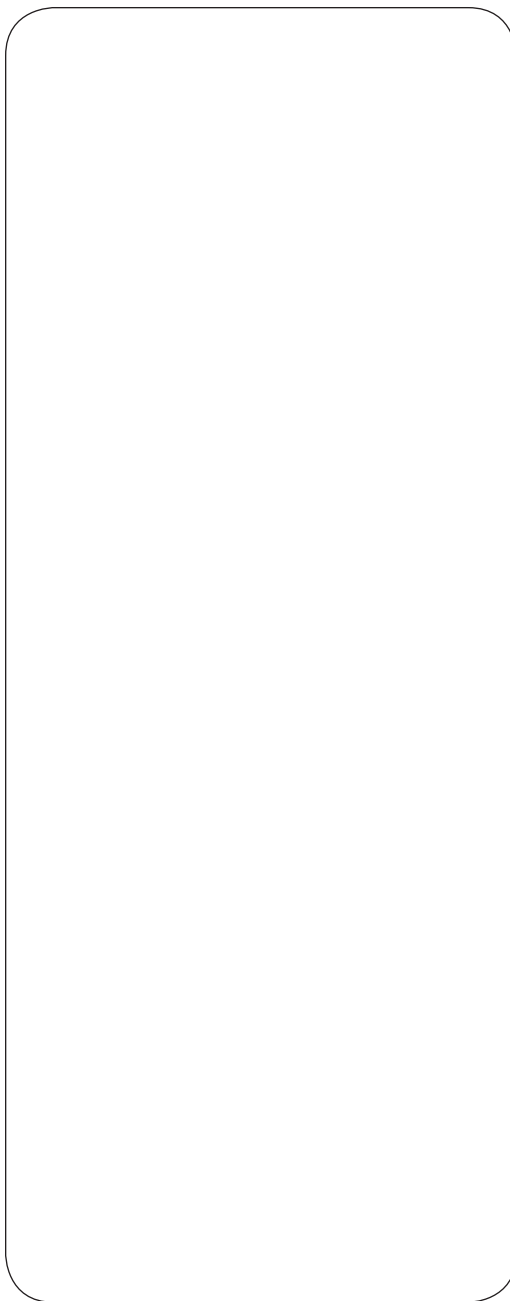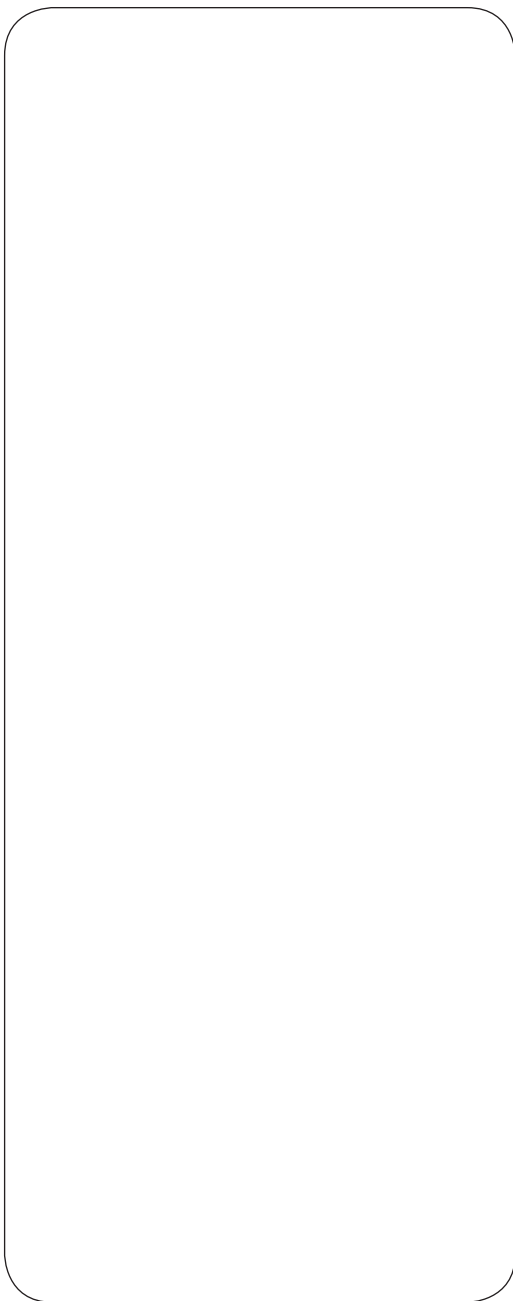
Most and Least Clear

Learning target or assignment _____

<table>
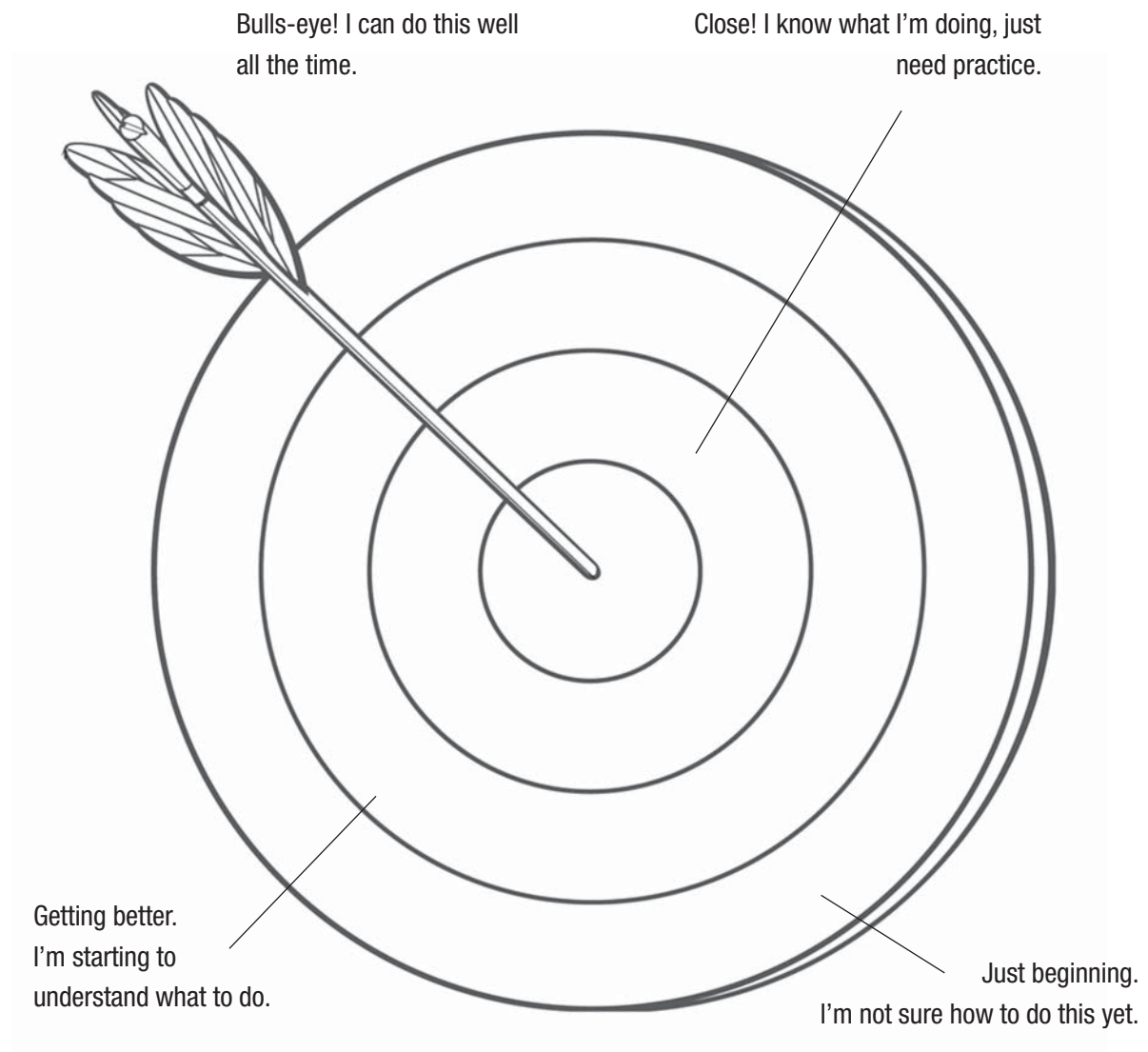<tr><td>These points were **most clear** to me.</td><td>These points were **least clear** to me.</td></tr>
</table>

Student Tools

Hit the Target

Look at your work on _____

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

Bulls-eye! I can do this well
all the time.

Close! I know what I'm doing, just
need practice.

Getting better.
I'm starting to
understand what to do.

Just beginning.
I'm not sure how to do this yet.

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

Notes Organizer (2)

Notes on _____

Summary of Main Ideas	Supporting Points

Student Tools

Mirror, Mirror

Look at your work on _____
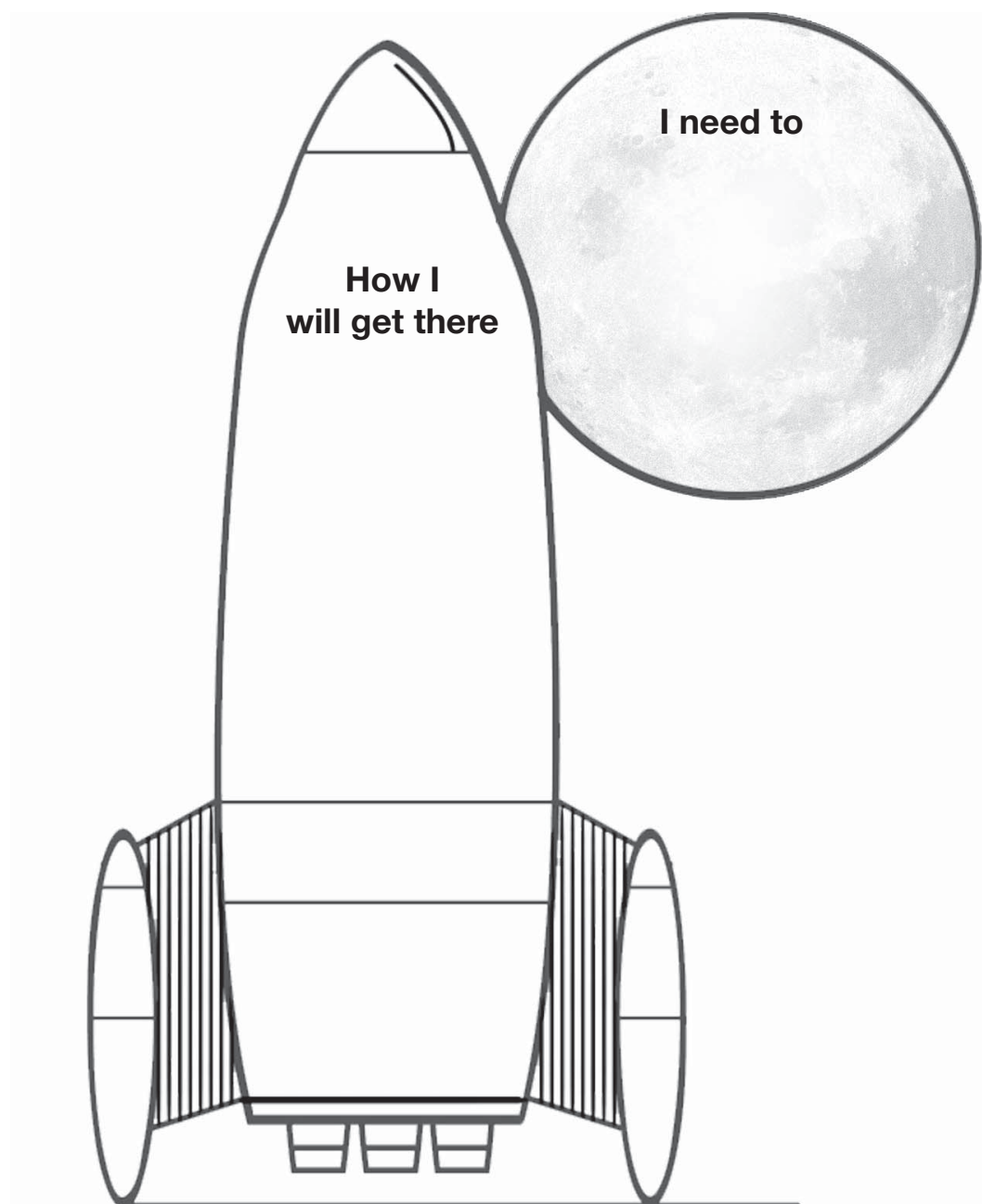
What do you see?

Criteria:
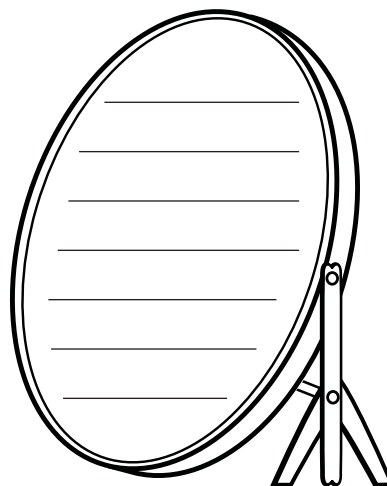
Me, Me, Me!

Assignment _____

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

1.	a. Can I do this myself? ○ Yes ○ No b. If no, who could help? ○ Teacher ○ Other student _____ ○ Family member _____ c. How likely am I to succeed? ○ Not very ○ Possibly ○ Likely
2.	a. Can I do this myself? ○ Yes ○ No b. If no, who could help? ○ Teacher ○ Other student _____ ○ Family member _____ c. How likely am I to succeed? ○ Not very ○ Possibly ○ Likely
3.	a. Can I do this myself? ○ Yes ○ No b. If no, who could help? ○ Teacher ○ Other student _____ ○ Family member _____ c. How likely am I to succeed? ○ Not very ○ Possibly ○ Likely

Student Tools

Tools to Use During Individual or Group Work on Projects

Rocket Science

Rocket Science for _____

I need to

How I will get there

Individual Planner

Plan for work on _____

Tasks	Monday	Tuesday	Wednesday	Thursday	Friday

Group Planner

Plan for work on _____

Name					

Action Log

Assignment or learning goal _____

_____

Steps	Dates worked on	Date completed

Evidence Basket

Assignment

How do you know your work is good?

1.

2.

3.

4.

5.

6.

Under the Microscope

Look at your work on _____

Put your work "under the microscope." Write a detailed description of what you see when you look over your work.
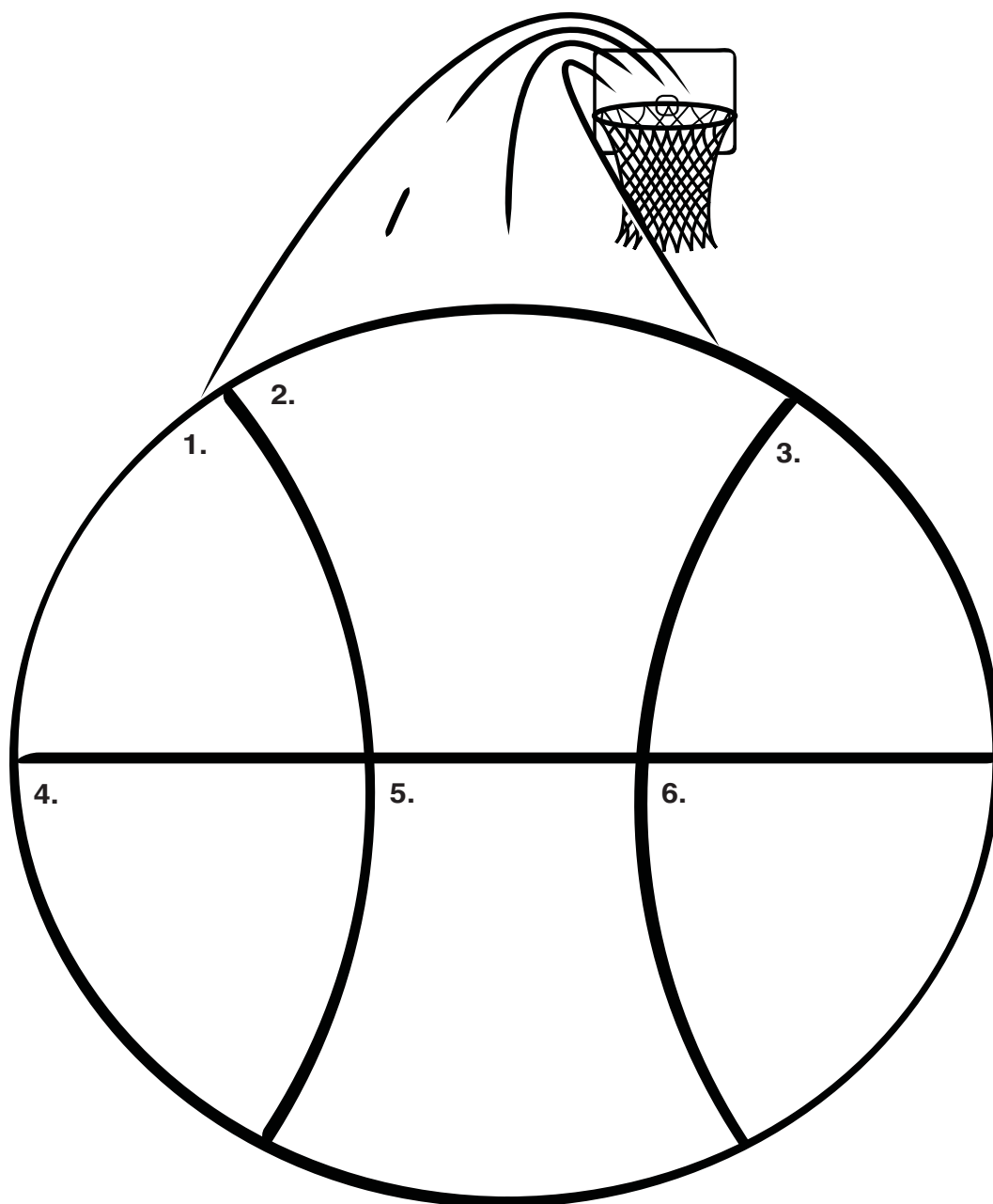
Conference Call

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. _____

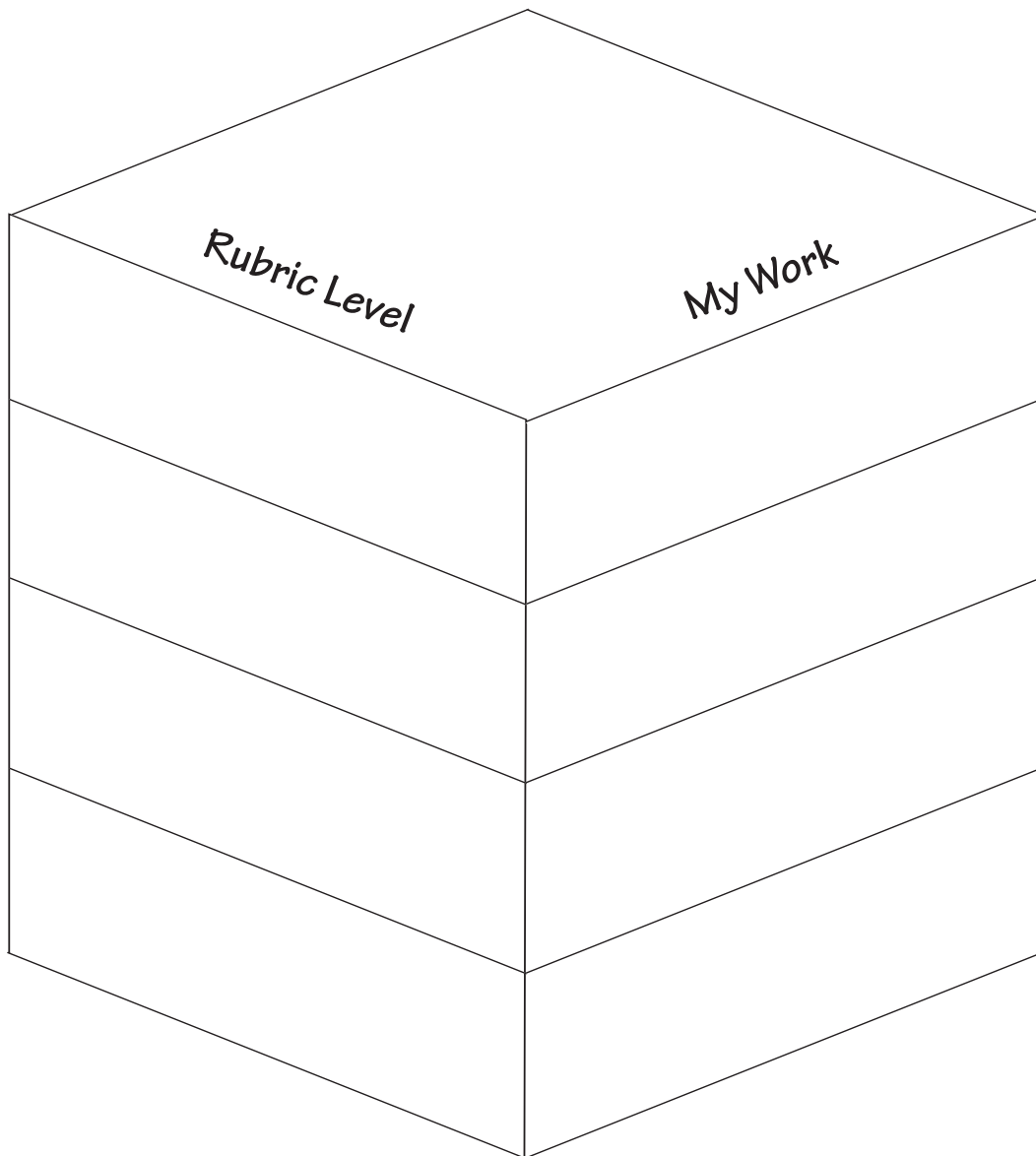_____

_____

4. _____

_____

_____

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

Student Tools

Rubric's Cube

Assignment _____

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

Rubric Level   *My Work*

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**

Student Tools

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	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.

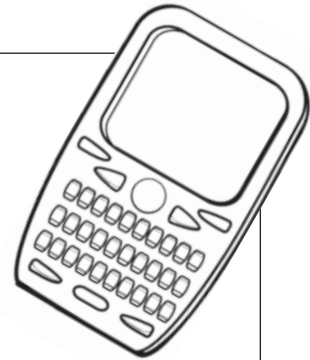| I am	I am
Awesome	**On My Way**
I know this material well and will briefly review it:	**I will concentrate on this material:**

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?

Student Tools

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?**

Tools to Use Before Summative Assessment

"I Get It"

Learning target or assignment _____

I don't get these things.	I get it! I understand these things.
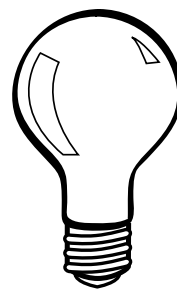
Do-Overs

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?

Dear Diary

Focus Question _____

○ **Dear Diary,**

○

○

Progress Map

Content Area _____

Graded Work							
Date Returned							
Grade							
Notes							

Student Tools

Strengths and Weaknesses

Assignment
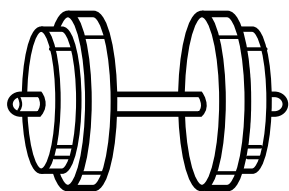
Strengths
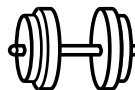
Weaknesses

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.

GOAL

How will you work on them?

2.

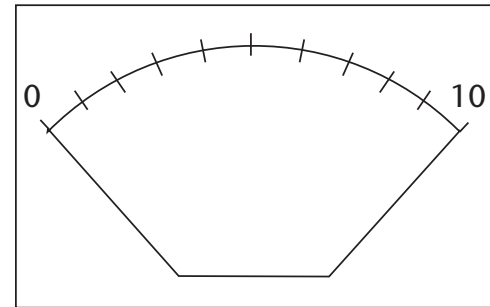**3.**

Effort-o-Meter

PRIMARY VERSION

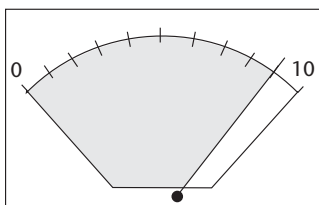Assignment

Draw lines on the meters. Rate your work.
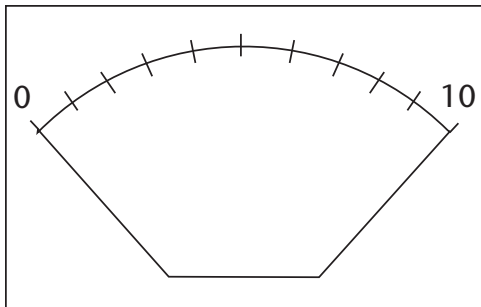
Try hard.
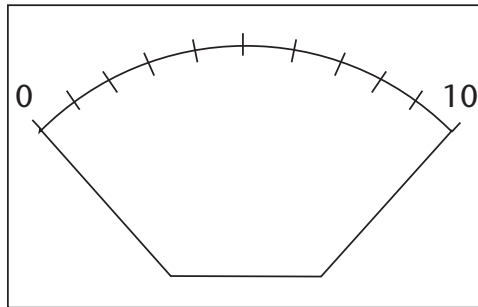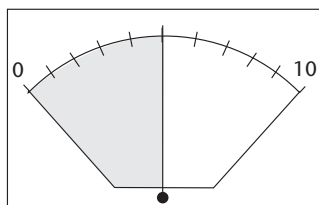
Take time.

Be careful.

Effort-o-Meter (*continued*)

INTERMEDIATE VERSION

Assignment

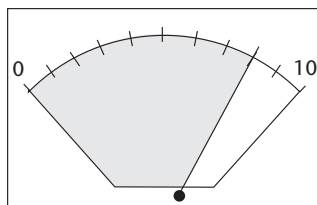Color the meters to answer the questions.

0 ⟋ 10	0 ⟋ 10	0 ⟋ 10
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
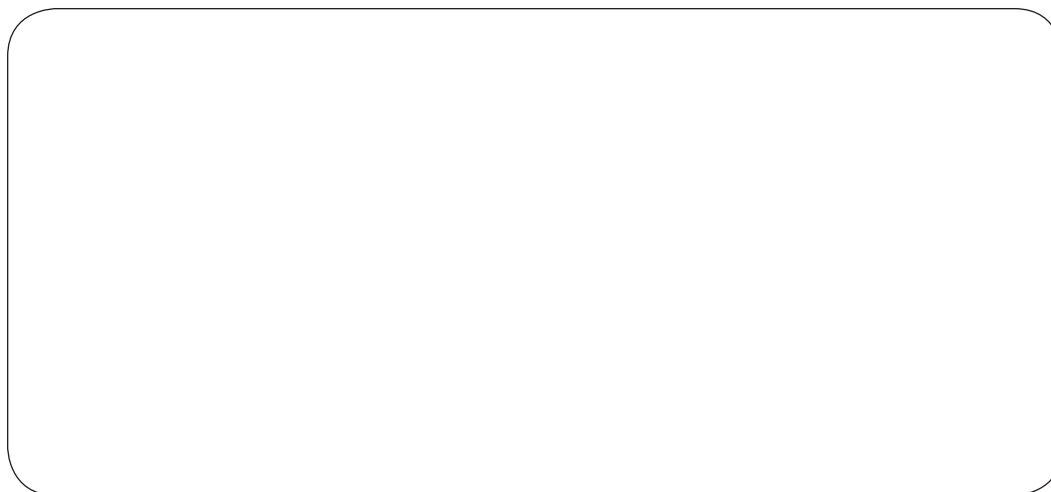- ○ Some
- ○ Not much
- ○ Not at all

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.			