

Implementation Guide

Formative Assessment Strategies

Critical Component How does this component contribute to the overall outcome of this practice?	“Gold Standard” for Implementing a Critical Component What would you see when this component is implemented well?	Acceptable Variation for Implementing a Critical Component What adaptations are acceptable/contextual without losing value?	Unacceptable Variation for Implementing a Critical Component Define the boundaries of unacceptable implementation.
Activating prior knowledge	Teacher uses tools to activate prior knowledge of students when new information is presented or when reviewing. Activating prior knowledge activities are part of the planned process.	Teacher occasionally uses tools to activate prior knowledge of students.	Teacher does not include activities to activate prior knowledge.
Goal setting	Teacher models how to set goals and monitor them with students. Teacher provides opportunities for parental involvement in goal setting and monitoring. Teacher provides the opportunity for students to write a learning goal and a plan of action that states what the student will do.	Teacher provides the opportunity for students to set learning goals and a plan of action.	Students do not set learning goals.
Feedback use	Teacher uses planned verbal and written feedback on a daily basis. Teacher uses feedback to ask questions to activate deep thinking. Feedback is given in a timely manner, in which students have the opportunity to continue their learning.	Teacher occasionally uses planned feedback. Teacher feedback is limited to the type used; verbal or written.	Teacher does not plan to give feedback—it happens on the fly. Feedback is in the format of whether students are ‘right’ or ‘wrong.’

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Self-Assessment	Teacher models self-assessment and students are given guided practice. Students are given the opportunity to gauge their learning in relation to the learning target. Teachers provide the opportunity for students to compare their learning to a set of standards (criteria).		Students are not given the opportunity to self-assess.
Peer-Assessment	Teacher models peer-assessment and students are given guided practice. Teachers provide and model protocols for peer-assessment.		