

# Formative Assessment Practice

“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,” (CCSSO, 2006).



CTLT supports educators as they repurpose and/or strengthen their use of assessment (formal and informal) as a tool that supports learning. The focus of CTLT support for Formative Assessment Practice can be adjusted to reflect the local context and educator learning needs. CTLT support includes the following:

- Professional development for educators and educational leaders,
- Consultation in developing policies and practices to support formative assessment practice, and
- Customized resource development.

## Contact CTLT:

303-315-6359

Alyssa.diaz@ucdenver.edu

Julie.obrian@ucdenver.edu

[www.ctlt.org](http://www.ctlt.org)



## Formative Assessment Practice Learning Outcomes:

### *Clarify learning targets with learners:*

- Use language learners comprehend.
- Describe and exemplify success criteria so learners understand.

### *Use a variety of methods to collect information about learning:*

- Use formal and informal assessment methods.
- Use effective questioning strategies.

### *Use learning data to shape instructional decisions:*

- Use assessment results to evaluate the effectiveness of instruction.
- Adapt and revise instruction based on assessment results.

### *Provide useful feedback to learners:*

- Provide learners with descriptive feedback.
- Plan opportunities for learners’ use of descriptive feedback.
- Score and grade in a way that accurately represents students’ learning.

### *Engage students in peer- and self-assessment:*

- Engage learners in providing feedback about the learning artifacts of their peers.
- Engage learners in assessing their own learning.

### *Support student goal-setting/progress monitoring:*

- Engage learners in setting learning goals.
- Support learner monitoring of their own progress towards learning goals.

### *Use dialogue to co-construct meaning of assessment results.*

