Gathering Evidence of Student Learning Rubrics

Adapted from *Formative Assessment Rubrics, Reflection and Observation Tools to Support Professional Reflection on Practice* (FARROP)
Wylie & Lyon, 2016

This set of rubrics was compiled from those developed by the Council of Chief State School Officers' Formative Assessment for Students and Teachers State Collaborative (Wylie & Lyon, 2016). These rubrics are part of a more extensive guidance document that can serve as a companion reference to this document. These rubrics are designed to be used within the context of school-based professional development, with formal or informal groups of teachers, or by individuals who are interested in improving formative assessment practice.

Each of the rubrics showcases a specific dimension of formative assessment practice. The dimensions in this document are focused on Gathering Evidence of Student Learning. Specifically, they are: Questioning Strategies that Elicit Evidence of Student Learning; Tasks and Activities that Elicit Evidence of Student Learning; Student Peer Feedback; and Student Self-Assessment.

Reading from left to right, the rubrics describe a novice or incomplete implementation to a more sophisticated level of implementation, using four levels or categories that indicate a progression of skills and abilities: 1) Beginning, 2) Developing, 3) Progressing, and 4) Extending.

The rubrics describe the level of implementation of particular aspects of practice (not the level of expertise of a teacher), and not every dimension (rubric) will be observed during every lesson. However, over time, as teachers develop formative assessment practice, it is likely to see instructional practice in a greater number of dimensions during each classroom visit.

When using the rubric, the evidence may not match exactly to the description of one level but rather cut across two. In such a case, one should use professional judgment to select the level that is most representative of the observed practice. Since each rubric row is equally important and no one should privilege any other, users should consider performance across all rows when trying to make any overall assessment about a dimension of practice. Users can record their notes in the text box following the rubric.

Source: Wylie, C. & Lyon, C. (2016). *Using the Formative Assessment Rubrics, Reflection and Observation Tools to Support Professional Reflection on Practice (Revised)*. Formative Assessment for Students and Teachers (FAST) State Collaborative on Assessment and Student Standards (SCASS) of the Council of Chief State School Officers (CCSSO). Washington, DC.

Questioning Strategies that Elicit Evidence of Student Learning (from Wylie & Lyon, 2016: p. 50)

The focus of this dimension is on one way that a teacher can collect evidence of student progress through classroom questioning. Teachers 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. Teachers can elicit evidence of student thinking by the types of questions students ask of the teacher and peers, as well. 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.

1 Beginning	2 Developing	3 Progressing	4 Extending
The teacher asks very few questions designed to elicit evidence of the learning goals and to encourage discourse during the lesson. ☐	The teacher asks questions designed to elicit evidence of the learning goals and to encourage classroom discourse at a few points during the lesson, or the teacher asks questions that are not integrated into instruction. ☐	The teacher asks questions designed to elicit evidence of the learning goals and to encourage classroom discourse periodically; or the teacher asks questions more frequently, but the questions are not well integrated into instruction. ☐	Throughout the lesson, the teacher asks questions designed to elicit evidence of the learning goals and to encourage classroom discourse; questioning and discussion are seamlessly integrated into instruction. ☐
The teacher provides inadequate wait time and/or often answers his or her own questions. ☐	The teacher infrequently provides adequate wait time. The teacher sometimes answers his or her own questions before students have a chance to respond or even after a student has provided an answer. ☐	The teacher often provides sufficient wait time. The teacher does not answer his or her own questions before students have a chance to respond or after a student has provided an answer. ☐	The teacher provides sufficient wait time throughout the lesson. The teacher does not answer his or her own questions before students have a chance to respond or after a student has provided an answer. ☐
The teacher uses questioning strategies that provide evidence from only a few students or from the same students in the class. ☐	The teacher infrequently uses questioning strategies to collect evidence of learning from a broad sample of students and may implement them in a way that does not support active engagement from most students. ☐	The teacher often uses effective questioning strategies to collect sufficient evidence of learning from all students in systematic ways and in a way that supports active engagement from most students. ☐	The teacher uses effective questioning strategies to collect evidence of learning from all students in systematic ways and in a way that supports active engagement from most or all students. ☐

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Tasks and Activities that Elicit Evidence of Student Learning (from Wylie & Lyon, 2016: p. 46)

The focus of this dimension is on those things with which students engage during the lesson that potentially produce evidence of student learning (excluding classroom discussions). Teachers need to use a range of tasks and activities to collect relevant evidence of student thinking. When students are engaged in quality tasks and activities (on their own, with another student, or in a small group) evidence of students' current learning status can be obtained. 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.

1 Beginning	2 Developing	3 Progressing	4 Extending
The teacher uses tasks or activities that are not aligned to the learning goals or will not provide evidence of student progress toward those goals. ☐	The teacher uses tasks or activities that are loosely aligned to the learning goals and will provide limited evidence of student progress toward those goals. ☐	The teacher uses well-crafted tasks and activities that are mostly aligned to the learning goals and will provide evidence of student progress toward those goals. ☐	The teacher uses a series of integrated, well-crafted tasks and activities that are tightly aligned to the learning goals and will provide evidence of student progress toward those goals. ☐
Most students are unclear about how they need to approach the task, and students require extensive repeated or revised explanations. ☐	Many students are unclear about how they need to approach the task, and the teacher takes some time to repeat or revise explanations. ☐	A few students are unclear about how they need to approach the task, and the teacher takes minimal time is to repeat or revise explanations. ☐	Most or all students are clear about how they need to approach the task and are able to begin work efficiently. ☐
The teacher does not review student work products during the lesson or does not indicate when they will be reviewed. ☐	The teacher occasionally or haphazardly reviews student work products during the lesson or makes a vague reference to when they will be reviewed. ☐	The teacher reviews student work products during the lesson in a way that provides insight into most students' progress or indicates how work products will be reviewed later. ☐	The teacher systematically reviews student work products during the lesson in a way that provides insight into most or all students' progress or clearly indicates how they will be reviewed and how the information will be used to inform instruction. ☐

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Student Peer Feedback (from Wylie & Lyon, 2016: p. 60)

Peer feedback is important for providing students an opportunity to think about the work of their peers. 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. Peer feedback can also be provided on student thinking represented orally as it is emerging. The rubrics include three dimensions that address distinct aspects of feedback: this dimension includes the role of student-to-student feedback. While the dimension focuses on the teacher's role in ensuring that students are successful in engaging with the peer feedback, the focus is on the ways in which the process allows students to support peers' learning.

1 Beginning	2 Developing	3 Progressing	4 Extending
The teacher asks students to assess a peer's work and provide feedback on a trivial task, such as a spelling test, a math facts worksheet, or a state capitals quiz. The task provides limited opportunities to comment on the quality of the work. Rather, the assessment is focused on completeness or accuracy. ☐	The teacher asks students to assess a peer's work and provide feedback to improve the quality of the work. ☐	The teacher asks students to assess a peer's work and provide feedback to improve the quality of the work. ☐	The teacher asks students to assess a peers' work and provide feedback to improve the quality of the work. ☐
	Few students take the peer feedback task seriously or engage with it meaningfully. ☐	Most students take the peer feedback task seriously and engage with it meaningfully. ☐	Most students take the peer feedback task seriously and engage with it meaningfully. ☐
	The peer feedback task lacks structure and does not support students. Most students struggle to complete the task and cannot provide feedback that supports learning. ☐	The peer feedback task is structured in such a way that some students are able to complete the task and provide feedback that supports learning, but the structure may not be adequate for most students. ☐	The peer feedback task is structured in such a way that most or all students are able to complete the task and provide feedback that supports learning. ☐
	The feedback is of low quality, or no time is provided for students to apply what they learned from the feedback. ☐	Some students receive adequate feedback of adequate quality while others receive low-quality feedback, or limited time is provided for students to apply what they learned from the feedback. ☐	All students receive feedback of adequate quality, and sufficient time is provided for students to apply what they learned from the feedback. ☐

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Student Self-Assessment (from Wylie & Lyon, 2016: p. 64)

Self-assessment is important because it provides students with an opportunity to think meta-cognitively about their learning. Research suggests that improved understanding of one's own learning is a critical strategy that can lead to improvements in learning. While the dimension focuses on the teacher's role in ensuring that students are successful in engaging with opportunities for self-assessment, the focus is on the ways in which the process allows students to meaningfully reflect on their own learning.

1 Beginning	2 Developing	3 Progressing	4 Extending
The teacher asks students to assess their own learning on a trivial task, such as checking their own work on a spelling test. The task provides limited opportunities to comment on the quality of the work or think meta-cognitvely; rather it is focused on completeness or accuracy. ☐	The teacher asks students to assess their own learning or to think metacognitively in order to improve the quality of their work. ☐	The teacher asks students to assess their own learning or to think metacognitively in order to improve the quality of their work. ☐	The teacher asks students to assess their own learning or to think metacognitively in order to improve the quality of their work. ☐
	Most students do not take the self-feedback task seriously, or they do not perceive value in the task. ☐	Most students take the self-feedback task seriously and engage with it meaningfully. ☐	Most students take the self-feedback task seriously and engage with it meaningfully. ☐
	The self-assessment task lacks structure and does not support students (e.g., students do not understand the task or the task has not been modeled for students). Most students struggle to complete an honest self-assessment. ☐	The self-assessment task is structured in a way that supports some students in completing an honest self-assessment, but the support may not be adequate for most students. ☐	The self-assessment task is structured in a way that supports most or all students in completing an honest self-assessment. ☐
	The output of the self-assessment process does not provide students with evidence that will help them identify ways to improve their work or ways to set goals for further action as appropriate, or the self-assessment may not provide evidence to the teacher about students' perceptions of their learning in a way that can be used to direct next instructional steps. ☐	The self-assessment process provides students with evidence to help them identify ways to improve their work or set goals for further action; but students' goals may be vague or not likely to contribute to improvement, or the process may not provide evidence to the teacher about student perceptions of their learning or be used to direct next instructional steps. ☐	The output of the self-assessment process provides students with evidence by helping them identify ways to improve their work or to set goals for further action as appropriate, or the self-assessment does provide evidence to the teacher about student perceptions of their learning in a way that can be used to direct the next instructional steps. ☐

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