

FORMATIVE ASSESSMENT GLOSSARY



LEARNING GOALS

Learning Goals describe what students will learn in a lesson. They state clearly what the student will understand or be able to do by the end of the lesson. The learning can include knowledge, skills, conceptual understanding, analytical principles, and/or procedural fluency. Learning Goals should be general and significant enough that they can apply to a variety of contexts rather than be limited to a specific lesson. Learning Goals are shared with students and written in language that students can understand so that they can monitor, assess, and reflect on their own learning.



SUCCESS CRITERIA

Success Criteria can describe the content of what students will say, make, do, or write to indicate achievement of Learning Goals. Success Criteria specify how students will show progress toward Learning Goals. When writing Success Criteria, teachers should consider the following statement: If students have achieved x [Learning Goal], then they will be able to do a, b, c [Success Criteria]. Like Learning Goals, Success Criteria are written in language students can understand and are shared with students. Success Criteria tell students what they will be able to do once they have achieved the Learning Goal.



EVIDENCE-GATHERING OPPORTUNITIES

Evidence-Gathering Opportunities are learning experiences that both promote and assess student progress toward Success Criteria. When planning a lesson, teachers determine how they will collect evidence of student learning: What will students say, make, do, or write to demonstrate that they have met the Success Criteria? What instructional tasks will generate this information? A well-designed Evidence-Gathering Opportunity serves three functions: (1) describe the evidence that is to be collected; (2) indicate how the teacher will gather that evidence; and (3) provide enough support so that the task will aid students in achieving the associated Success Criterion.

Some examples of how teachers might gather evidence are examining student work, listening to and participating in discussions, observing peer and self-assessment, and questioning students.



Students are the ones who are doing the learning, so they share a responsibility for monitoring their progress toward the lesson's Learning Goals. Students understand and use Learning Goals and Success Criteria to evaluate their own learning and achievement. That said, teachers need to heavily support and guide students in Peer and Self-Assessment. For peer assessment, students need to be taught to assess the work of others and offer constructive advice to their peers. Teachers plan opportunities for Peer and Self-Assessment during the lesson; examples include peer conference, gallery walk, or rubrics.

Quality instructional tasks, designed to build students' thinking, can reveal substantive insights into how their thinking is developing. The final task in each lesson incorporates all of the lesson's Success Criteria. It provides teachers with the opportunity to assess whether students have accomplished the lesson's Success Criteria and achieved the Learning Goals.

PLANNED PEDAGOGICAL RESPONSES

Teachers anticipate student responses to lesson activities and tasks based on their experience and knowledge of the content, students, and the lesson. In particular, teachers should consider common challenges and misconceptions that might affect student understanding and success with the lesson. These challenges can include language demands found in a text or tasks. Teachers ask themselves: (1) *What are common challenges or misconceptions that might arise in teaching this content?* and (2) *How will I support students at these points in the lesson?* Anticipating responses helps teachers envision what student responses will look or sound like during the lesson if students are making (or not making) progress toward the Learning Goals and Success Criteria. By anticipating responses, teachers can plan for, and execute, appropriate pedagogical actions for scenarios that are likely to unfold during the lesson.

As teachers consider the ways they anticipate students will respond to the lesson, they also plan for ways to address any misconceptions, to ensure that certain concepts are mastered before moving on, or to accommodate students' needs. Pedagogical responses are the moves teachers after analyzing evidence of student learning; they are intended to help students progress toward Learning Goals and Success Criteria. Pedagogical responses are based on teachers' interpretation of real-time (or as close to real-time) evidence collected during the lesson. Pedagogical responses include reviewing, modeling, providing examples, prompting, giving feedback, telling, explaining, directing, or continuing, stopping, or adjusting the planned lesson. To be effective, these actions must: be related to the Learning Goals and Success Criteria; be specific and clear; provide suggestions, hints, or cues rather than correct answers; and engage students in the task.