

# Formative Assessment Student Arc of Learning: Evidence of Students' Developing Expertise in Formative Assessment

The following table captures reflections from a group of teachers with advanced formative assessment practice who described how student agency develops through the use of daily formative assessment practices.

Formative Assessment Practice	Beginning	Developing	Advanced
<b>Use Learning Goals and Success Criteria to Assess Their Current Learning Status</b>	Students do not use or refer to Learning Goals or Success Criteria during the lesson without guidance.	Students begin to internalize the Learning Goals and Success Criteria and, at times, use them during learning. Students have greater clarity about what they are expected to accomplish and begin to compare their work to the Success Criteria to guide their own work.  With scaffolding, students engage in co-constructing Success Criteria using models to guide the process. When developing Success Criteria, students make connections to their learning, and may suggest ways to improve the Success Criteria to better support their learning.	Students internalize the Learning Goals and Success Criteria and use them to drive their own, and others', learning. They can explain why Learning Goals and Success Criteria are used to guide learning.  Students engage with Learning Goals and Success Criteria spontaneously, even taking the initiative to use them outside of school.  Students report being less nervous about their learning because they know what to do, and more comfortable supporting their peers in learning, since they have a shared understanding of what the learning outcomes will be.
<b>Apply evidence of learning during self-assessment</b>	Students do not know how to conduct self-assessment. The results are not specific, helpful, or aligned to the Learning Goals. Students need constant reassurance about how to complete a self-assessment and often ask if they are doing it correctly.	Students begin to refer to the Success Criteria when self-assessing, but at other times describe actions, e.g., "I drew a picture" or "I wrote a sentence." Self-assessment may be vague, superficial or not focus on the Learning Goal.	Students self-assess on an ongoing basis and use the Success Criteria to check their learning. They understand the process of their own learning path and expect that others will be at different points in their learning. Students compare work with peers, discuss progress towards the Success Criteria, and may keep a record of

			<p>which Success Criteria they've met over time.</p> <p>Students can use learning continua to answer questions on the Feedback Loop: Where am I going? Where am I now? And, where to next?</p>
<p><b>Apply evidence of learning during peer feedback</b></p>	<p>Students are hesitant to show others their work, do not ask peers for help, and may not be honest about their progress. When prompted to give peer feedback, students need support to refer to the Success Criteria. At this stage, students may express anxiety about hurting their peers' feelings, and respond only with vague statements such as "good job."</p>	<p>During peer feedback students refer to the Success Criteria, ask one another more clarifying questions, and begin to understand the value of helping their peers learn. However, peer feedback in this stage may be focused on superficial qualities of the work or completion of a task.</p> <p>Students continue to report concerns about hurting peers' feelings and are reluctant to give "bad" feedback.</p> <p>Though many students are more ready to share their work at this stage, some students may be defensive when receiving feedback from peers.</p>	<p>Students give and receive feedback spontaneously as a natural part of the learning process. They use feedback to make improvements in their work, plan next steps in learning, and may come back around to peers for additional feedback.</p> <p>Students report valuing the ways in which they can learn from peers, often noting that it can be easier to learn from peers than from adults.</p> <p>Students not only use continua but may begin to develop and apply continua to their own learning.</p>
<p><b>Apply evidence of learning during academic discourse</b></p>	<p>At this stage, students are generally not able to engage in discussions about how the class is learning.</p>	<p>With scaffolding, students begin to engage in classroom or group discussions about formative evidence and may be able to reflect on how what they are doing as a group is important to working together so that all students can meet the Learning Goals.</p> <p>Students are able to have conversations about what to do differently for the next lesson and why.</p>	<p>Students participate in discussions that reflect current evidence of learning, either their own or evidence they have noticed from peers.</p> <p>Students use evidence of learning to guide group processes and plan instructional next steps.</p>