

Formative Assessment Arc of Learning: Teacher and Student Quotes

The following tables capture reflections from a small set of teachers with advanced formative assessment practice. The first table offers quotes teachers hear from students that provide evidence about where students are in their understanding and use of key formative assessment practices. The second table provides teacher reflections on their own approaches to supporting students at each stage of learning.

Sample Student Quotes

Beginning	Developing	Advanced
<p>“At the beginning of the year, giving warm and cool feedback was uncomfortable and our discussions were more reserved.”</p> <p>“I was scared to offend others and felt defensive about my own work.”</p>	<p>“By acknowledging our flaws and strengths with each other, it allowed us to create bonds and trust.”</p> <p>“In order to evaluate my peers’ work, I have to understand what the success targets are and what achieving them ‘looks like.’”</p> <p>“I am learning to look more critically at my own work and that of my peers because of the Success Criteria.”</p> <p>“For <i>The Giver</i> I noticed that I wasn’t being challenged as much as I wanted to. When I looked back to the reflection, I thought that I only did one part of the Success Criteria, so I tried a new part. Whenever I felt comfortable with that part of the criteria, I moved onto the next.”</p> <p>“This kind of classroom motivated me because it helps me keep track of my readings and where my strong points and weak points lie. It helped me focus on what I am not so strong at, such as character change, and gave me opportunities and ways for me to do better.”</p> <p>“During <i>Black Ships Before Troy</i>, doing the reflection after each chapter helped me become a better reader because I could think about what I was doing. Was I doing something right or wrong? It helped me to adjust in a comfortable way and become a better reader.”</p> <p>“I feel good because I know what I need to work on.”</p>	<p>“The Success Criteria and learning targets can be transferred to all my work and this makes my writing very complex and intricate. This complexity separates my work from others. This helps me take ownership of my learning because I start to get more in depth and make higher-level inference connections to everything I learn. These targets are not only good for high-level writing, but they are necessary to do so.”</p> <p>“I will know how to find certain things I will need to know in the future, as well as know what I need to work on in life.”</p> <p>“This really helps me with other things, not just reading, and this relates to things that I learned in second grade that I never quite finished learning or understanding. It goes in deeper to things like proper nouns, that are simple, but can get more complicated. This class has given me a chance to reflect on things that I never did or thought was important.”</p> <p>“The Success Criteria and learning targets help me take ownership of my learning because I am able to see what is expected of me and gives me the ability to set obtainable goals that I feel will help me learn and grow.”</p>

Reflections from Teachers

Beginning	Developing	Advanced
<p>“We would repeat the learning target at the start of each lesson, but if you were to ask students later on, ‘What are we learning?’ They would say, ‘I don’t know’ or replay with what they were currently doing on the task.”</p> <p>“In group research project (4-5 students per group), one or two students would be the leaders, others would follow or do what they were told to do (mainly simpler tasks such as drawing or re-writing).”</p> <p>“When implementing peer feedback and self-assessment at the beginning of the year, my students really struggled with finding value in it. Their feedback was vague, and their self-reflection wasn’t specific.”</p>	<p>“I was excited when I saw a pair of students walk up to the board and discuss what the Success Criteria said and compared it with their work. One of them had misunderstood the Success Criteria and they were able to gain an understanding without my help.”</p> <p>“As we brought in work samples and compared them, identifying examples that met the Success Criteria and did not, students gained clarity on what they were to accomplish. I noticed specific students using these examples that met the Success Criteria to develop their own results section in a science project.”</p> <p>“Students would share their thoughts about what the Success Criteria means to them and change a word for better understanding. I would do a fill in the blank as well. More [students] felt comfortable reading the Learning Goal and Success Criteria and offering ideas about what it meant to them or changes they would make to wording in order to support their learning better.”</p> <p>“I noticed that students asked each other questions more, checking to make sure information is there, referring back to articles that they found information in. From observing groups, I was able to create a mini-lesson on an idea many students struggled with - citing sources to help students document sources used.”</p> <p>“We started to use the warm ups and exit tickets as data by completing them on GoogleForms and being able to see what the class was really understanding and where there were still gaps. We looked at the bar graphs and pie charts to guide our discussions and address misconceptions in the learning. Students were able to have conversations about what to do differently for the next lesson, and why, when we held this group discussions.”</p>	<p>“We have tried developing Success Criteria together on many occasions. In our face-to-face meeting, seeing how hard it was for me to come up with the correct Success Criteria gave me better understanding of where my students were at. This helped me to guide students more and now they can add Success Criteria steps to help them accomplish the Learning Goal.”</p> <p>“Students who did achieve this level were able to give written feedback to other students that transferred from sentence frames, such as ‘You got this wrong’ or ‘You are not right’ to ‘You got it right up until this step, think about what would be next?’ and ‘Do those numbers make sense? Why not?’”</p> <p>“I was excited when a couple of students would ask for post it notes on their own (student agency) to create their own checklists to make sure they included all that was needed to meet the Success Criteria.”</p>