

Noticing Formative Assessment Expertise

Teachers Who are Expert in Formative Assessment	Teachers Who are Not Expert in Formative Assessment
Collect evidence of student thinking (quality of thinking)	Collect evidence of student performance (quantity of thinking)
Interpret students' responses in terms of what students are thinking	Evaluate the correctness of student responses (got it/didn't get it)
Consider what feedback or immediate next step in instruction will move learning forward	Re-teach based on percent correct
Adjust instruction to support learning as it is developing	Stick to the instructional plan
Involve students to understand evidence of learning	Give students test results
Offer time for students to continue working on tasks to demonstrate continued learning	Move on to a new lesson once an assessment is completed
Share responsibility of learning with students	Consider the teacher in charge of learning
Offer students different models to demonstrate knowledge	Require that students' complete assessments in the same way

Students Who are Expert in Formative Assessment	Students Who are Not Expert in Formative Assessment
Engage in feedback with peers to contribute to and benefit from learning with others	Regard learning as a private activity
Highlight their emerging understanding	Emphasize the correctness of responses
Engage with feedback to further learning	See feedback as a final step in the learning process
Set learning goals	Complete assignments
Adapt learning tactics	Make judgements about their learning based on a grade
Internalize criteria to support learning	Rely on grades for motivation
Generate personal feedback loops	Comply with teacher and/or learning directions
Offers feedback that scaffolds learning for peers	Offers non-specific or overly prescriptive feedback