

# FORMATIVE ASSESSMENT

## HIGH-IMPACT INSTRUCTIONAL STRATEGIES

### I CAN...THIS MEANS

Clear learning targets are foundational for all aspects of teaching and learning. "I can...This means..." statements can be developed by deconstructing a standard, IEP goal, behavioral goal, etc. It is critical that the learning targets are written in student-friendly and age-appropriate language.

### LEARNING PROGRESSIONS

Once the learning goal has been deconstructed and converted into student-friendly language, the statements can then be arranged into a learning progression that helps students see the continuum of learning. The continuum also provides teachers with the necessary information to plan efficient, targeted instruction.

### CONCEPT MAPS

Concept mapping is a high-impact strategy that may be used for both teacher clarity and formative assessment. The greatest impact occurs when students develop a concept map, and return to it frequently to add new information, build new connections, and add vocabulary.

### NEXT-STEP RUBRICS

Next-step rubrics are designed to help students self-assess and set goals related to the learning outcome(s). These rubrics allow for great flexibility, providing students with varying levels of scaffolding. With the student at the center of the process, learners are able to develop metacognitive strategies to improve learning.

### MODELS OF STRONG & WEAK WORK

Using models of strong and weak work further clarify the learning expectations, and help students think critically about their own work and the work of others as it relates to the success criteria. When students analyze work samples, and improve weak models, they gain a better understanding of how to assess their own work.

### FEEDBACK

Providing students with regular, descriptive feedback is critical to student achievement. Effective feedback is based on success criteria and answers three questions for the learner:

1. Where am I going?
2. What progress have I made toward that goal?
3. What are my next steps?