Local District East
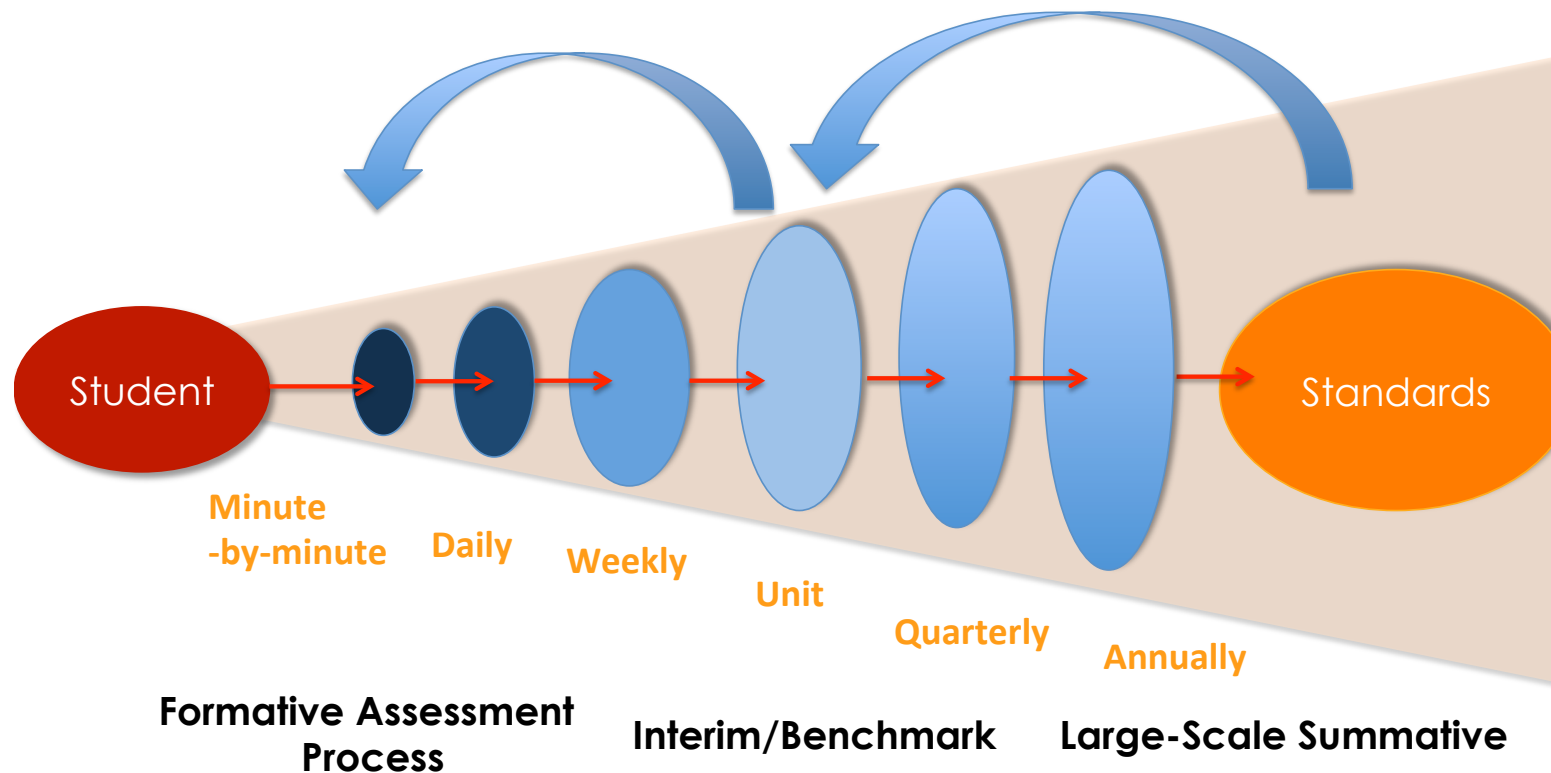# Formative Assessment Recommendations

According to research, making formative assessment processes an integral component of instruction is associated with improved student learning. Local District East provides this document as possible recommendations of formative assessments that teachers may use to consistently inform their instruction. Please note that this list represent a sampling of formative assessment tools that may be used across content areas.

Elements of Formative Assessment

- Formative assessment is not any particular test, but a planned process involving a number of different activities.

- One of those activities is the use of assessments, to elicit evidence of student's current level of mastery with respects to what they know (knowledge) and can do (skills)

- Formative assessment is used not just by teachers, but by both teachers and students

- Formative assessment provides feedback to students and teachers to help make adjustments that will improve achievement

- Formative assessment takes place during instruction and is ongoing

Student → Standards

Minute-by-minute · Daily · Weekly · Unit · Quarterly · Annually

Formative Assessment Process

Interim/Benchmark

Large-Scale Summative

Adapted from Herman and Heritage (2007)

California Department of Education (2014)
English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve

Local District East
Formative Assessment Recommendations
English Language Arts

Team Kid EAST

"Creating a **community** of **voices** and **choices** to ensure **access** and **accomplishment** for ALL learners."

Purpose + Pathways + Personalization = Prepared

	Minute by Minute	Daily	Weekly	Monthly	Interim

Elementary ELA	• Talk Moves
	• Thinking Maps
	• Informal teacher observations
	• Call and Response
	• Classwork
	• Homework
	• Peer conversations
		• Academic Discussions
		• Think, Ink, Pair, Share
		• Informal observation
		• Writing journals
		• Daily Language Review
		• Class discussion
		• Quick grammar check
		• Logical thinking (ie. Odd Man Out)
		• Partner work
			• Weekly test
			• Projects
			• Oral presentation
			• Group presentation
			• Quick checks
			• Student portfolio
			• Diagnostic assessments
			  -DIBELS progress monitoring
			  -IRI (Informal Reading Inventory)
			  -95% Group (ie. PASI)
			  -Burst
			• Treasures diagnostic
				• Project Based Learning
				• Cumulative test
				• Portfolio
				• Student exhibition
				• Writing to specific text type (one piece per month)
				• Diagnostic (ie. CORE)
				• Treasures unit assessments
				• Benchmark Advance unit assessment (paper or online)
					• DIBELS Next
					　　BOY (Beginning of Year)
					　　MOY (Middle of Year)
					　　EOY (End of Year)
					• TRC (Text Reading Comprehension)
					• District written interim assessments
					• Smarter Balanced IAB (Interim Assessment Block)
					• Smarter Balanced ICA (Interim Comprehensive Assessment)

Secondary ELA	• Questioning • Teacher observations	• Constructive Conversations • Exit slips • Short constructed responses • Text-dependent questions • Think, Ink, Pair, Share • Reader's Writer's Notebook • Warm up (ie. Do Now)	• Quizzes • Group presentations • Class assignments • Use of rubric and criteria chart	• Projects • Presentations • Unit assessments • Extended constructed responses (essays) • Research papers	• Smarter Balanced IAB (Interim Assessment Block) • Common Core aligned interim assessments (Division of Instruction developed)

Local District East
Formative Assessment Recommendations
Mathematics

	Minute by Minute	Daily	Weekly	Monthly	Interim
Elementary Math	• Questioning • Number Talks • Talk Moves • Discussions • Graphic organizers • Immediate feedback • Peer assessments • Think-Pair-Share • Observations: anecdotal notes • White board responses • Classwork	• Problem of the Day • Exit tickets • Appointment Clocks • Four Corners • Collaborative work with student roles • Writing to math prompts: journals • Examining student work • Use of technology with math • Objectives stated explicitly • Student self-assessment • Homework • Use of rubrics to self-assess	• Chapter tests • Three-Phase Lessons • Student created portfolios • Procedural practice • Gallery walks with student feedback • Quizzes • Students critique student misconceptions and correct others' work • My Math online resources for additional practice • Student created tasks	• Think Smart for the Smarter Balanced Assessment (My Math) • Project-Based Learning • Student/teacher conferences • Intervention tools (My Math) • Student presentations	• IAB (Interim Assessment Block) by domain • Performance task (IAB) • Bank of assessments-Math Branch • Grade-level performance tasks
Secondary Math	• Listening to student responses (Do they get it?) • Asking questions that reveal student thinking • White board responses	• Learning Logs (student journaling) • Exit tickets • Warm-up checks for understanding (My Favorite No, from Teaching Channel) • Classwork product (poster, math journals, worksheets) • Intervention (pre-teaching or re-teaching in another way) • Using rubrics (to give feedback to students)	• Weekly quiz • Chapter test • Learning target Reflection/updates • Student presentations • Project • Performance task • Intervention (pre-teaching/re-teaching in another way) • Error analysis (Highlighting Mistakes, from Teaching Channel)	• Chapter tests • Learning targets • Project/presentation • One-on-One student conferences	• Interim Assessment Blocks to verify student performance • School-created common assessments • Unit test • Online math program reports (ie. ALEKS, Learning Upgrade) • Student conferences/SSTs

Local District East
Formative Assessment Recommendations
Science

	Minute by Minute	Daily	Weekly	Monthly	Interim
Science	• Walking the class and spot checking individuals and groups • Asking questions • Listening to student responses • Listening to student-to-student discussions • Watch body language • Think, Ink, Pair, Share	• Integrate assessment with the curriculum and assess in more authentic contexts • Updating and refining a model or argument • Predict, Observe, Explain (POE) • Exit tickets • Daily assignments • Homework • Class survey, real or virtual (socrative.com, PollEverywhere.com, Google Forms) • Class vote • White boards • Interactive notebook, journaling • Chalk talk	• Updating and refining a model or argument • Student self-review using a rubric or notebook • Peer review • Table conference • Table consensus • Debate	• Chapter or unit tests • Projects • Benchmark test	• Interim assessments • Common assessments • Unit exam • Unit culmination (project, addressing the Big Idea, answering the Driving Question, or finishing a scientific model, explanation or argument)