Learning Progression Guided by Formative Assessment: Self-Reflective Rubric

Formative Assessment is a planned, continuous process teachers and students use to reveal learning, analyze learning, and adjust both instruction and learning strategies to enhance students' achievement of intended outcomes. This rubric assists educators in reflecting on current practices for the four components of the learning progression process guided by formative assessment and provides ideas to build on those practices.

Formative Assessment Process Component	Beginning	Developing	Proficient
Clarify the Learning	*The task shows little alignment to the academic standard(s) and learning goal(s). Students are not aware of the learning goals.*	*The task mostly aligns to the academic standard(s) and learning goal(s). Students are aware of the learning goals but are not involved in evaluating their own success.*	*The task strongly aligns to the academic standard(s) and learning goal(s). Students understand the learning goals and are involved in evaluating their own success.*
Clarify the Learning: ***Learning Goals***	I do not regularly write learning goals OR I write learning goals that are not based on standards. I share the learning goals with students with isolated references to previous learning, future learning, or generalizable ideas. I share the learning goals with students at the beginning of the lesson.	I write learning goals that are based on standards and focused on what students should know, understand, or be able to do by the end of the lesson. I write learning goals that are appropriate for students and are expressed in student-friendly language. I share the learning goals with students in terms of previous or future learning. I explain how the current lesson fits into a larger sequence of learning. I share the learning goals with students at the beginning of the lesson. I reference the learning goals toward the end of the lesson.	I write learning goals that are based on standards and focused on what students should know, understand, or be able to do by the end of the lesson. I provide students opportunities to rewrite the learning goals in their own language. I share learning goals with students as part of a coherent sequence of learning, with meaningful connections to previous or future learning that facilitate students' understanding of the broader purpose for the learning. I share the learning goals with students at the beginning of the lesson. I reference the learning goals throughout the lesson. I summarize progress toward the learning goals near the end of the lesson in ways that support student learning or invite students to reflect on their own progress.

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Elicit Evidence: ***Reveal Learning...***	*Results-Oriented* *The focus is on correct answers. Incorrect answers show a need of remediation, and correct answers show that students have met the learning goal.*	*Process-Oriented* *The focus is on student reasoning. Incorrect answers are analyzed to identify misapplied knowledge and incorrect assumptions. Correct answers are not accepted without justification.*	*Process-Oriented* *The focus is on student reasoning. Incorrect answers are analyzed to identify misapplied knowledge and incorrect assumptions. Correct answers are not accepted without justification. Productive and substantive thought processes are highlighted.*
...During Learning	*Compartmentalization* *Instruction and assessment are compartmentalized. Teaching stops in order to assess or instruction is provided without the collection of data. The assessment is its own product.*	*Integration* *Instruction and assessment are periodically integrated within a unit. Data is gathered and used within the same unit. The assessment is a means to the end of adjusting instruction.*	*Collaboration* *Instruction and assessment have an integrated, symbiotic relationship where formative assessment is continuously occurring alongside instruction and instruction is occurring alongside assessment. Data is gathered and used immediately. The assessment is a means to the end of adjusting instruction.*
Elicit Evidence: ***Collect Data***	I use tasks that are not aligned to the learning goals OR I use instructional tasks that are loosely aligned to the content and cognitive level of the learning goals. I select tasks that do not probe student's thinking. They provide no or limited information to identify student understandings, reveal misunderstandings, or uncover misconceptions. I use tasks that are not accessible to all students.	I use tasks that are mostly aligned to the content and cognitive level of the learning goals. I select tasks that probe some aspects of student thinking. They provide evidence that helps identify some student understandings, misunderstandings, and misconceptions. I use tasks that are accessible to most students. I thoughtfully plan different ways to collect evidence.	I use tasks that are tightly aligned to the content and cognitive level of the learning goals. I select tasks that provide clear insight into all aspects of student thinking. They provide comprehensive evidence that helps identify student understandings, misunderstandings, and misconceptions. I collect and use multiple sources of evidence to draw more accurate conclusions about student learning. I use tasks that are accessible to all students. I thoughtfully plan and reflect on different ways to collect evidence.

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Elicit Evidence: ***Use Effective Questioning***	I do not use questions to elicit evidence of student progress toward the learning goals OR I infrequently ask questions to elicit evidence of student progress toward the learning goals. Questioning is not integrated into instruction. When I ask questions, they usually have one correct response. I identify correct and incorrect responses, but do not ask or infrequently ask students to explain their thinking so I can identify student understandings, misconceptions, and misunderstandings. I do not focus on asking questions of all students. I wait 1-2 seconds for student responses after I ask a question and/or after a student responds. I regularly answer my own questions before students have a chance to respond or even after a student has provided an answer.	I sometimes ask questions to elicit evidence of student progress toward the learning goals. Questioning is not well integrated into instruction. Sometimes I ask questions that have only one correct response. Sometimes I ask open-ended questions that encourage multiple responses. I sometimes encourage students to explain their thinking, so I sometimes can identify student understandings, misconceptions, and misunderstandings. I try to ask questions of all students, but do not have a system for ensuring I do. I wait 2-3 seconds for student responses after I ask a question and/or after a student responds. I sometimes answer my own questions before students have a chance to respond or even after a student has provided an answer.	I use questions as part of my regular practice to elicit evidence of student progress toward the learning goals. Questioning is seamlessly integrated into instruction. I use systematic questioning to reveal student thinking. I ask low-level questions when appropriate and open-ended, high-level questions that encourage multiple responses. I regularly encourage students to explain their thinking so I identify student understandings, misconceptions, and misunderstandings. I utilize a system to ensure that I ask questions of all students. I wait at least 3-5 seconds for student responses after I ask a question and/or after a student responds. I reframe or rephrase questions if students struggle to respond and do not answer my own questions.

Formative Assessment Process Component	Beginning	Developing	Proficient
Interpret Evidence: *Analyze Learning*	*Descriptive* *Student work is categorized based on answers provided.*	*Evaluative* *Student responses are identified as correct or incorrect. Specific misconceptions are identified and discussed.*	*Interpretive* *Both productive thinking strategies and misapplied assumptions are identified and discussed.*
	Results-Oriented *The focus is on correct answers.*	*Process-Oriented* *The focus is on student reasoning.*	*Process-Oriented* *The focus is on student reasoning.*
Interpret Evidence: *Analyze Assessment Data*	I do not use a system to organize evidence from students. I compare results to the learning goals to check for success. I focus on correct and incorrect answers to help determine which students need adjusted instruction to reach the learning goals.	I sometimes organize evidence from students but do not use a consistent system. I compare results to the learning goals to check for success. I focus on student reasoning by identifying misapplied knowledge or specific misunderstandings shown by incorrect answers. I ask *why* a student arrived at an incorrect answer or conclusion. I look for patterns in assessment data that may help me understand how to target instruction for a student or class.	I systematically organize evidence from students. I compare results to the learning goals to check for success as well as to previous data to check for growth. I focus on student reasoning by identifying misapplied knowledge or specific misunderstandings shown by incorrect answers to help determine how to improve learning for all students. I highlight productive and substantive thought processes. I ask *why* a student arrived at a correct or incorrect answer or conclusion. I sometimes graph my data to help me create meaning from the results. I look for patterns in assessment data that may help me understand how to target instruction for a student or class.

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Interpret Evidence: ***Provide Descriptive Feedback***	I do not provide descriptive feedback OR I provide feedback that is disconnected from the learning goals. I do not base or infrequently base feedback on analysis of evidence collected during instruction. If I provide feedback, it's a while after the learning opportunities. I provide fairly general feedback. Comments may be related to the task or the student. I usually provide feedback on all aspects of a task. Students often do not have all the structures, supports, or time they need to review feedback, ask questions, and apply the feedback to their work.	I sometimes provide feedback that is directly related to the learning goals. I sometimes base feedback on analysis of evidence collected during instruction. Sometimes I provide feedback during or immediately after the learning opportunities. Sometimes it takes a while for me to provide feedback. I provide concrete suggestions for next steps to meet the learning goals and success criteria. Comments generally focus on the task, not the student. Sometimes I provide feedback on all aspects of a task. Sometimes I chunk the feedback and only comment on a few aspects at a time. Students sometimes have all the structures, supports, or time they need to review feedback, ask questions, and apply the feedback to their work.	I regularly provide descriptive feedback that is directly related to the learning goals. I provide opportunities for peer feedback and self-reflection. I regularly base feedback on analysis of evidence collected during instruction. I regularly provide feedback during, immediately after, or very close to the learning opportunities. I provide concrete suggestions for next steps to meet the learning goals and success criteria. I provide learners information on what they did well and what may still need improvement. I tell students what has changed or improved. Comments are always focused on the task, not the student. I regularly provide feedback in manageable chunks. Students regularly have all the structures, supports, or time they need to review feedback, ask questions, and apply the feedback to their work.

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Respond to Evidence: ***Adjust Learning and Instruction***	*Remediation* *Remediation is suggested or planned for struggling learners. Remedial actions such as restating main points, providing worksheets/drills and further teacher examples are applied. The gap between high- and low-performing students is reduced.*	*Differentiated Instruction* *In-class adjustments of instruction for specific student groups occurs. The gap between all students and reaching learning objectives is reduced.*	*Instruction for All* *All students are engaged in responsive actions that build on student ideas, provide direction for student thought, value relevant knowledge, and construct new understanding. All students are challenged to achieve higher levels of thinking and understanding.*
Respond to Evidence: ***Use the Data***	I do not use or sporadically use formative evidence to differentiate learning opportunities for some students. When I differentiate, I focus on remediation for struggling learners. I use fixed instead of flexible grouping.	I sometimes use formative evidence to differentiate learning opportunities for some students. When I differentiate, I usually focus on remediation for struggling learners and those that are on-track for meeting the learning goals. I sometimes use flexible grouping to meet student needs.	I regularly use formative evidence to differentiate learning opportunities for all students. I differentiate for all students, supporting those that need additional knowledge, skills, or practice to meet the learning goals; continuing successful strategies for those that are on-track for meeting the learning goals; and extending and deepening the learning for those that have met the learning goals. I regularly use flexible grouping to meet student needs.

References:

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