

## Self-Study Survey | Formative Assessment

**Rubric:** 1–Not at all 2–Partially 3–Substantially 4–Fully

| <b>Is our school implementing the basic principles of formative assessment?</b>   | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 |
|---|---|
| We are using formative assessment to check for student understanding during instruction.  |   |
| We are using formative assessment to adapt instruction to the specific needs of students through accommodations, differentiation, and/or Universal Designs for Learning.  |   |
| Formative assessment practices are giving students opportunities to gauge their own learning and improve their understanding.   |   |
| Our practices demonstrate a belief that all students can learn.   |   |
| <b>Do our classroom practices support formative assessment?</b>   | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 |
| Staff can articulate learning objectives and understand how the objectives link to the district’s essential standards or guaranteed curriculum.   |   |
| We convey lesson objectives to students, explain what is expected of them, and state the criteria by which learning will be judged.   |   |
| Prior to beginning a lesson, we gain perspective on current levels of student performance in relation to the learning objectives by asking ourselves, “What do students already know? What misconceptions are present?”     |   |
| We use pre-assessments or K-W-L strategies to give students a gauge of where they are and where they’re going.  |   |
| When using observation to gather evidence of student learning, we use checklists, anecdotal notes, or other informal means of notating students’ grasp of what’s being taught.  |   |
| We incorporate feedback and/or coaching for students that is descriptive and interactive. We offer ideas, strategies, and tasks that students can use to “close the gap” between their current learning and the next level. |   |
| We use strategies like modeling, rubrics, or student interviews to ensure that students are involved in assessing their own learning.   |   |

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| Do we use a variety of formative assessments? | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 |
|---|---|
| Learning logs                                 |   |
| Exit cards                                    |   |
| Questioning                                   |   |
| Student recordkeeping                         |   |
| Self and peer assessments                     |   |
| Graphic organizers                            |   |
| Conferencing                                  |   |
| Rubrics                                       |   |
| Other _____                                   |   |