

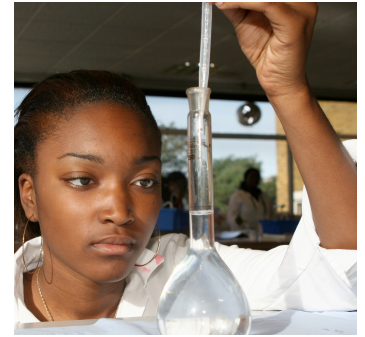
The Formative

PROCESS

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The formative assessment process includes the following components that involve both educators and students in a cycle of learning:

1. Educators identify and unwrap the priority standards and establish a learning progression as well as models of what the final learning outcomes look like.
2. Educators pre-assess their students to determine each student's level of mastery of concepts and skills in relation to the determined unwrapped priority standards.
3. Students and educators collaboratively generate specific criteria that are aligned with the learning objectives.
4. Students determine their personal learning goals and through a series of learning experiences demonstrate their mastery of concepts and skills stated in the outcomes.
5. Based on the evidence of student learning, educators give frequent, focused feedback that guides students' learning and builds their confidence as they master new learning.



6. Within this learning cycle, educators provide ample opportunities for students to self-assess their progress based on the specific objectives and criteria.
7. Students are also provided with the opportunity to peer-assess using the criteria. Educators provide clear guidelines for the peer-assessment activity only requiring students to give feedback to one another on criteria that the students are prepared to address.
8. To more thoroughly guide student learning, educators give specific and timely feedback throughout the process. In addition, educators employ a variety of research-grounded instructional strategies providing learners with alternate ways to master the learning.
9. Students are given many opportunities to apply the standards-based criteria as they revise their work according to the feedback they have received. One major component of formative assessment is providing students with multiple opportunities for success.
10. Educators post-assess student learning in order to determine next steps in the learning cycle.

Just Try
Try,
Try more.
Try one more time.
Try it a little differently.
Try it again tomorrow.
Try and ask for help.
Try to find someone who has done it.
Try to determine what is working.
Just keep trying.

From the University
Teaching Hospital
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