

Formative Assessment and Differentiation



Formative Assessment and Differentiation

Topic: Authentic Assessment in Instruction

OUTCOME

I incorporate student-centered formative assessments into my instruction.

As you engage in the Learning Walk, collect quantitative and qualitative data for each indicator. For quantitative data, use the ratings below. **It is important to collect qualitative data, in addition to the quantitative data, by writing evidence of the indicator in the space provided.**

E = Evident: the indicator is true in the classroom and/or true for all/the majority of the students

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NE = Not Evident: the indicator is not occurring in classrooms

NA = Not Applicable: the indicator was not seen during the Learning Walk (different from NE)

Educator Name: _____

Class Observation Time: ☐ Beginning ☐ Middle ☐ End

Grade Band: ☐ K-2 ☐ 3-5 ☐ 6-8 ☐ 9-12

Subject Area: ☐ Math ☐ Science ☐ Social Studies ☐ English/Language Arts ☐ Other

Indicator	Class 1	Class 2	Class 3	Class 4	Evidence (of indicator)
A. Students discuss their progress towards learning targets through self-reflection like journaling, one-on-one conferencing with teachers, or conversation with peers.	E SE NE NA	E SE NE NA	E SE NE NA	E SE NE NA	
B. Students talk about assessments using language that shows a growth mindset (i.e. "If I keep practicing, I'll get better," "I can try something else if this doesn't work").	E SE NE NA	E SE NE NA	E SE NE NA	E SE NE NA	
C. Teachers use some method for assessing student learning in every instructional session.	E SE NE NA	E SE NE NA	E SE NE NA	E SE NE NA	
D. Students have opportunities to retake assessments and revise work based on teacher guidance and student reflection.	E SE NE NA	E SE NE NA	E SE NE NA	E SE NE NA	
E. Teachers use informal checks for understanding, such as fist-to-five, thumbs up/down/middle, and open-ended questions, to gauge student understanding.	E SE NE NA	E SE NE NA	E SE NE NA	E SE NE NA	



Formative Assessment and Differentiation

Topic: Student Self-Monitoring

OUTCOME

I guide students in gaining ownership over their own progress monitoring.

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Indicator	Class 1	Class 2	Class 3	Class 4	Evidence (of indicator)
A. Teachers guide students through looking at rubrics or exemplars as a way of examining their performance and looking at how they might improve.	E SE NE NA	E SE NE NA	E SE NE NA	E SE NE NA	
B. Students use organizers like charts or bar graphs to track and interpret their own data.	E SE NE NA	E SE NE NA	E SE NE NA	E SE NE NA	
C. Teachers check in one-on-one with students to reflect on demonstrations of learning.	E SE NE NA	E SE NE NA	E SE NE NA	E SE NE NA	
D. Teachers set learning goals and objectives in discussion with students.	E SE NE NA	E SE NE NA	E SE NE NA	E SE NE NA	
E. Students have opportunities to assess their own work or grade peers' work using concrete tools like checklists or rubrics.	E SE NE NA	E SE NE NA	E SE NE NA	E SE NE NA	



Formative Assessment and Differentiation

Topic: Tracking Learner Progress

OUTCOME

I examine assessment data for learner progress.

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Indicator	Class 1	Class 2	Class 3	Class 4	Evidence (of indicator)
A. Teachers keep a record of student data from all assessment measures, including informal checks for understanding.	E SE NE NA	E SE NE NA	E SE NE NA	E SE NE NA	
B. Progress towards goals is made visible to students on classroom walls or in individual binders.	E SE NE NA	E SE NE NA	E SE NE NA	E SE NE NA	
C. Teachers use student data to determine necessary scaffolds and need for changes to instruction.	E SE NE NA	E SE NE NA	E SE NE NA	E SE NE NA	
D. Student groupings shift according to progress towards a learning target.	E SE NE NA	E SE NE NA	E SE NE NA	E SE NE NA	
E. Teachers reflect on feedback and data to inform decisions about refining future assessments.	E SE NE NA	E SE NE NA	E SE NE NA	E SE NE NA	



Formative Assessment and Differentiation

Topic: Differentiate by Content

OUTCOME

I differentiate the material I present to students in instruction.

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Indicator	Class 1	Class 2	Class 3	Class 4	Evidence (of indicator)
A. Students engage in learning and instruction using multiple senses, such as moving manipulatives or using a song as a mnemonic.	E SE NE NA	E SE NE NA	E SE NE NA	E SE NE NA	
B. Teachers make multiple forms of media available to students, such as reading passages, audio-books, and videos.	E SE NE NA	E SE NE NA	E SE NE NA	E SE NE NA	
C. Students use technology tools to work on tasks that support their learning at appropriate levels.	E SE NE NA	E SE NE NA	E SE NE NA	E SE NE NA	
D. There is a balance between individual work, small groups, and whole class instruction.	E SE NE NA	E SE NE NA	E SE NE NA	E SE NE NA	
E. Teachers provide reading material and learning tasks at multiple levels.	E SE NE NA	E SE NE NA	E SE NE NA	E SE NE NA	



Formative Assessment and Differentiation

Topic: Designing Student-Centered Assessments

OUTCOME

I design or adapt student-centered formative assessments.

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Indicator	Class 1	Class 2	Class 3	Class 4	Evidence (of indicator)
A. Students demonstrate visible thinking on assessments by engaging in activities like explaining their process or reflecting on their understanding.	E SE NE NA	E SE NE NA	E SE NE NA	E SE NE NA	
B. Assessment tasks are similar to learning tasks that students engage in regularly.	E SE NE NA	E SE NE NA	E SE NE NA	E SE NE NA	
C. Assessments require deep thinking and analysis, including tasks like asking questions, using real-world situations, or synthesizing information.	E SE NE NA	E SE NE NA	E SE NE NA	E SE NE NA	
D. Teachers guide students through looking at rubrics or exemplars in order to ensure students understand expectations.	E SE NE NA	E SE NE NA	E SE NE NA	E SE NE NA	
E. Teachers reflect on feedback and data to inform decisions about refining future assessments.	E SE NE NA	E SE NE NA	E SE NE NA	E SE NE NA	



Formative Assessment and Differentiation

Topic: Differentiate by Process

OUTCOME

I differentiate how students are engaging in and reflecting on the learning process.

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Indicator	Class 1	Class 2	Class 3	Class 4	Evidence (of indicator)
A. Students reflect on and share how well they understand learning through measures like fist-to-five or feelings charts.	E SE NE NA	E SE NE NA	E SE NE NA	E SE NE NA	
B. Teachers use exit tickets or closing activities to gauge student understanding and approach to learning.	E SE NE NA	E SE NE NA	E SE NE NA	E SE NE NA	
C. Students discuss their learning with partners or peer groups.	E SE NE NA	E SE NE NA	E SE NE NA	E SE NE NA	
D. Students engage in self-reflection through methods like journaling or one-on-one teacher conferencing.	E SE NE NA	E SE NE NA	E SE NE NA	E SE NE NA	
E. Students self-select appropriately leveled tasks.	E SE NE NA	E SE NE NA	E SE NE NA	E SE NE NA	



Formative Assessment and Differentiation

Topic: Differentiate by Product

OUTCOME

I differentiate the ways students demonstrate their understanding.

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Indicator	Class 1	Class 2	Class 3	Class 4	Evidence (of indicator)
A. Student groupings shift according to progress towards a learning target.	E SE NE NA	E SE NE NA	E SE NE NA	E SE NE NA	
B. Students have choices in classwork or unit projects, such as being able to choose between writing an essay, making a poster, or putting together a slideshow presentation.	E SE NE NA	E SE NE NA	E SE NE NA	E SE NE NA	
C. Students use scaffolds like graphic organizers, sentence starters, and vocabulary walls.	E SE NE NA	E SE NE NA	E SE NE NA	E SE NE NA	
D. Students use accessibility tools (such as spell checkers, text-to-speech, voice typing) when completing learning tasks.	E SE NE NA	E SE NE NA	E SE NE NA	E SE NE NA	
E. Students use technology tools to work on tasks that support their learning at appropriate levels.	E SE NE NA	E SE NE NA	E SE NE NA	E SE NE NA	