

Five “Key Strategies” for Effective Formative Assessment Summary

- **Clarifying, sharing, and understanding goals for learning and criteria for success with learners**
 - *When teachers start from what it is they want student to know and design their instruction backward from that goal, then instruction is far more likely to be effective (Wiggins and McTighe 2000).*
 1. What is worthy and requiring understanding?
 2. What would count as evidence of understanding?
- **Engineering effective classroom discussions, questions, activities, and tasks that elicit evidence of students’ learning**
 - *By crafting questions that explicitly build in the undergeneralizations and overgeneralizations that students are known to make (Bransford, Brown, and Cocking 2000), we can get far more useful information about what to do next.*
- **Providing feedback that moves learning forward**
 - Feedback is most effective when it tells participants not just what to do to improve but how to go about doing it.
 - The teacher also needs to set aside time for students to read, respond to, and act on feedback.
- **Activating students as owners of their own learning**
 - *The important point for teachers is that to maximize learning, the focus needs to be on personal growth rather than on comparison to others.*
- **Activating students as learning resources for one another**
 - A learning environment must provide for group goals, so students are working as a group instead of just in a group.
 - Each student is responsible for his or her contribution to the group, so there can be no “passengers”.

Conclusion: Increased student achievement occurs when teachers use assessment, minute-by-minute and day-by-day, to adjust their instruction to meet their students’ learning needs.