## A Vision for Formative Assessment

### More of...

- Student choice, student voice, flexibility, student-driven investigations
- Formative assessments that are mindful of student interests and identity
- Formative assessments that are inclusive of students’ community, culture and racial identity
- Authentic connections to family, home learning, and the unique assets and resources that each student brings
- Students have the opportunity to demonstrate their learning in multiple ways
- Focused and intentional use of technology tools, including screen-free/offline engagement
- Multiple opportunities for students to revise, re-do, re-submit to demonstrate mastery
- Designed to uncover student ideas and inform instructional moves
- Provides individual, immediate and actionable feedback
- Requires critical thinking
- Tools and scaffolds that support learners with diverse needs
- Teacher “Talk-Moves” that elicit student explanations and/or student-to-student talk
- Opportunity for student self-reflection and sensemaking

### Less of...

- All students required to complete teacher-directed assignments, labs or prescribed ways for constructing learning
- Formative assessments with little or no connection to student interests and identity
- Formative assessments that only reflect one perspective or culture
- Assessments that are disconnected from students' lived experiences
- All students completing the same assessment
- Requiring a wide array of technology tools regardless of added value or authentic contribution to student learning
- Single opportunity to demonstrate mastery
- Designed to evaluate or grade for completion/compliance or classroom management
- Provides letter grades or “points” with no actionable feedback
- Emphasizes rote memorization or recall
- One-size-fits-all assessments or tools that limit accessibility for students with diverse learning needs
- Teacher questions intended to elicit correct answers or one-word responses
- Reliance on teacher-assigned grades or teacher-only feedback