



6.9

Five “Key Strategies” for Formative Assessment Data Collection

Instructions: Identify one or two key strategies (William, 2007) for your coach to “look for” while visiting your classroom. Decide what kinds of observable evidence you would like your coach to notice.

Key Strategy	Look For ...
<p>1. Clarifying, sharing, and understanding goals for learning and criteria for success with learners</p> <p>Look for ...</p> <ul style="list-style-type: none">Teacher shares learning goals with students.Students discuss success in learning goals and/or criteria.	<p>Evidence:</p>
<p>2. Engineering effective classroom discussions, questions, activities, and tasks that elicit evidence of student learning</p> <p>Look for ...</p> <ul style="list-style-type: none">Teacher asks probing questions, prompts students to explain their thinking, and facilitates student discourse.Students talk with one another about the mathematics they are learning. They justify their thinking and explain their reasoning.	
<p>3. Providing feedback that moves learning forward</p> <p>Look for ...</p> <ul style="list-style-type: none">Explicit feedback that directly connects to student understanding by encouraging students to think deeply about the mathematics.Teachers provide timely and frequent feedback.Students are able to explain and justify thinking.	
<p>4. Activating students as owners of their own learning</p> <p>Look for ...</p> <ul style="list-style-type: none">Teachers develop rubrics for students to self-assess learning that are directly tied to the learning targets.Teachers connect learning activities to learning targets and success criteria and provide opportunities for students to reflect on their learning.	
<p>5. Activating students as resources for one another</p> <p>Look for ...</p> <ul style="list-style-type: none">Teachers use rubrics for students to peer-assess learning.Teachers design learning activities and tasks for students to collaborate.	