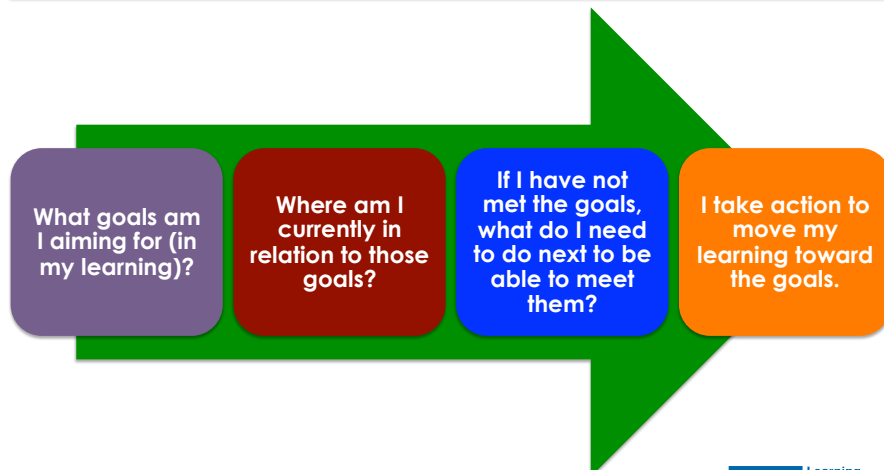## Thinking Like a Self-Regulating Learner

The primary goal of the formative assessment process is to help students become **self-regulating learners** who can answer the following questions and take action.
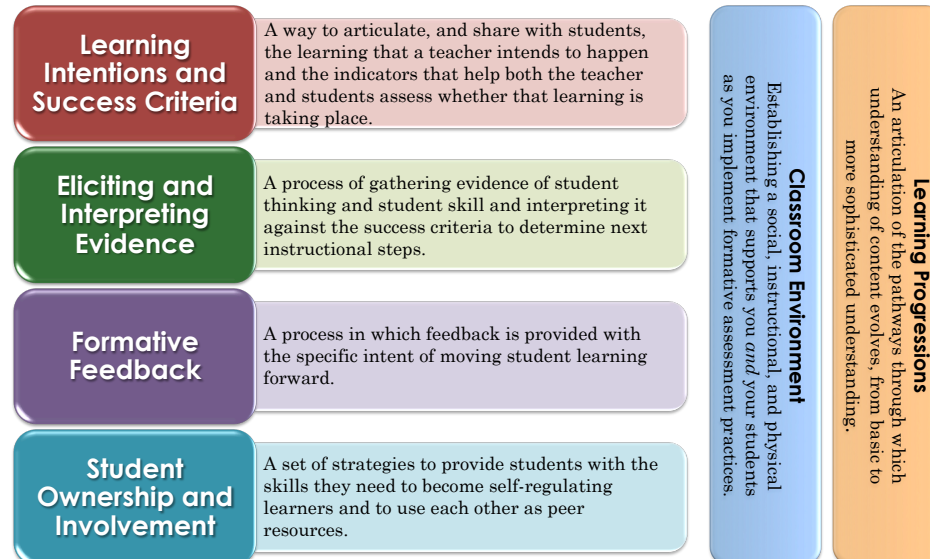
- What goals am I aiming for (in my learning)?
- Where am I currently in relation to those goals?
- If I have not met the goals, what do I need to do next to be able to meet them?
- I take action to move my learning toward the goals.

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Bringing Students into the Formative Assessment Equation: Tools and Strategies for Middle Grades Mathematics

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Critical and Supporting Aspects of Formative Assessment

Learning Intentions and Success Criteria
A way to articulate, and share with students, the learning that a teacher intends to happen and the indicators that help both the teacher and students assess whether that learning is taking place.

Eliciting and Interpreting Evidence
A process of gathering evidence of student thinking and student skill and interpreting it against the success criteria to determine next instructional steps.

Formative Feedback
A process in which feedback is provided with the specific intent of moving student learning forward.

Student Ownership and Involvement
A set of strategies to provide students with the skills they need to become self-regulating learners and to use each other as peer resources.

Classroom Environment
Establishing a social, instructional, and physical environment that supports you *and* your students as you implement formative assessment practices.

Learning Progressions
An articulation of the pathways through which understanding of content evolves, from basic to more sophisticated understanding.

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