



## Activity 4.1

### Identifying Talking Points for Critical Components of Formative Assessment

#### Learning Target for the Activity

- Be able to discuss the six critical components of formative assessment and how each contributes to increasing student achievement.

#### Purpose

This activity is designed to deepen your own understanding of the six critical components of formative assessment as described in this chapter:

1. Establishing clear learning goals and success criteria
2. Using classroom questioning to elicit evidence of student thinking
3. Diagnosing learning needs to inform instructional next steps
4. Offering actionable feedback
5. Engaging students in self-assessment, peer feedback, and goal setting
6. Providing opportunities for students to track their learning and self-reflect

Completing the activity will prepare you to engage in conversations with teachers about their formative assessment practices in each area.

#### Time

Variable

#### Materials Needed

- The sections in the chapter describing each of the six critical components of formative assessment
- Paper and pen/pencil, computer, or tablet
- Chart paper and markers if doing the activity with a group
- Electronic or blank copies of the note-taking form shown in Figure 4.15

#### Suggested Room Setup

Tables and chairs for small-group work

#### Directions

Review the chapter text one component at a time, noting key ideas that could form the basis of a conversation with teachers. Also, note benefits to student achievement attributable to each component. You may wish to do this activity with a small team of school leaders, first doing the work independently and then discussing your thoughts with the group. You may wish to create a consensus list for each component either on chart paper or electronically, or both.

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## Closure

Have each participant refer back to the learning target for this activity and also to this chapter's Learning Goal #1. Then have them perform a self-evaluation: Am I closer to this learning goal now than before the activity? Participants can share out briefly what they have learned that brought them closer to their assessment literacy goal of understanding formative assessment practices.

Additionally, participants may reflect on the following questions:

- What insights into formative assessment did you gain by completing the activity?
- What questions do you have?
- With whom might you share your insights and questions?

**FIGURE 4.15** Note-taking form for Activity 4.1

COMPONENT	KEY IDEAS	CONNECTION TO STUDENT ACHIEVEMENT
1. Establishing clear learning goals and success criteria		
2. Using classroom questioning to elicit evidence of student thinking		
3. Diagnosing learning needs to inform instructional next steps		
4. Offering actionable feedback		
5. Engaging students in self-assessment, peer feedback, and goal setting		
6. Providing opportunities for students to track learning and self-reflect		