

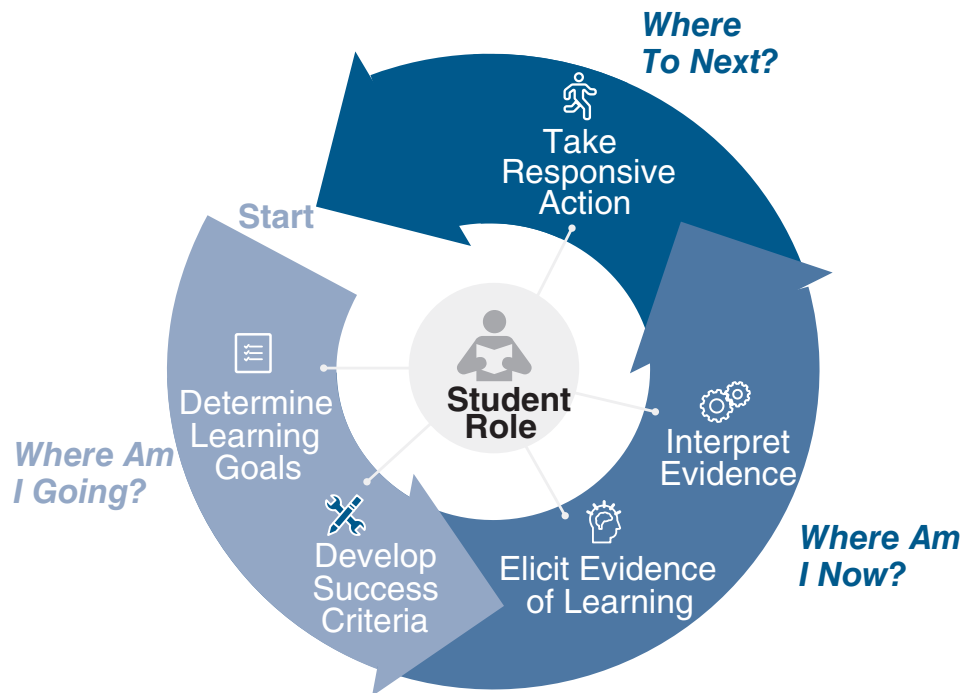
Appendix G

Identity Safe Formative Assessment Feedback Loop Reflection Questions & Planner

Planning Formative Assessment & Feedback Cycles

Learning Goal + Evidence Gathering Routine + Interpret / Response Plan = Formative Assessment

LEARNING GOAL	EVIDENCE ROUTINE	RESPONSE PLAN
Learning Goal(s) <ul style="list-style-type: none">Standards, learning targets, SWBAT . . . Success Criteria <ul style="list-style-type: none">Description and examples of what it looks like when done well	Task/Assignment <ul style="list-style-type: none">Assessment or Assignment Learning Evidence <ul style="list-style-type: none">What the Student will produce, e.g., essay or multiple choice responses Feedback Planned <ul style="list-style-type: none">Numeric scoring/rating and/or narrative feedback from teachers, peers and/or self	Teacher Response Plan <ul style="list-style-type: none">How the teacher will reflect, make meaning, and plan and carry out instructional next steps Student Response Plan <ul style="list-style-type: none">How the students will reflect, make meaning, and plan and take action to achieve learning goals



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Editable Planning Template

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Reflection Questions to Guide Action and Improvement

In Preparation and Throughout:

1. To what degree do you feel welcomed and valued as your full self at school? What do you think other educators and students would say to this question?
2. How does your cultural and social identity reflect or differ from that of educators/students? In what moments do you notice this, and what is the impact?
3. How do you learn about and connect with students' and families' home cultures? How are home cultural values and assets a centerpoint at school?
4. *Equity consciousness* is the knowledge, language, and skills that enable us to recognize, respond, and redress inequity in our spheres of influence (Gorski, 2014). What supports your equity consciousness, and what can get in the way? How will you continue to grow equity consciousness?
5. How do you build and sustain trust with and among students? With which students do you think this is easiest and hardest?
6. With students with whom trust is still emerging, what routines and practices do you use to express warmth and belief in their capacity to succeed?
7. Certain mindsets and habits (e.g., growth mindset, telling empowering stories, mindfulness, self-talk, journaling) are associated with stronger emotional regulation and capacity to connect and build trust. What mindsets and habits are you drawn to or find important to cultivate for yourself?
8. How do you embrace positive presuppositions that assume students have the best intentions and avoid critical language that undermines confidence?
9. How do you teach and model a growth mindset to ensure a Learning Zone in which mistakes are welcomed and well used to guide improvement?
10. What resources and support do you need?

Question Bank

Additional Reflection to Guide Action & Improvement

Use just a few at a time! Read and find one to three questions that draw you for reflection.

PHASE 1: WHERE AM I GOING?

1. How do you, students, and/or parents/caregivers participate in shaping learning goals and success criteria?
2. What do you appreciate about the learning goals and success criteria? What would you like to see changed or improved, and why?
3. What do students appreciate about the learning goals and success criteria? What would they like to see changed or improved, and why?
4. What do parents/caregivers and the community appreciate about the learning goals and success criteria? What would they like to see changed or improved, and why?
5. How do you activate and connect prior knowledge to the learning goals and success criteria?
6. How do you provide and gradually remove scaffolds? How do you explain how this works to students and parents?
7. How do you express high expectations *and* support, so the students trust your belief in and readiness to support their learning and success?

PHASE 2: WHERE AM I NOW?

1. How do tasks, evidence created, and feedback routines reflect and build from students' cultures, interests, and prior knowledge?
2. How well do the tasks and data/feedback align to the learning goals and success criteria?
3. How do the tasks and routines incorporate varied modalities (e.g., verbal, written, visual; peer, self-, and educator feedback; individual and group)?
4. Do the students view the tasks and feedback routines as relevant and engaging? What do they most/least appreciate about the tasks and routines?
5. Do students value the information they receive from the feedback routine? What do they most/least appreciate about the information provided?
6. In looking at data or student work, what messages do I need to plan for to support students' growth mindset and sense of hope as a learner?
7. What assumptions may you be making about why students did or did not master content? What assumptions may students be making?
8. What intentional messages do students receive (from tasks, routines, classroom language) about their competence and learner identity?
9. When peers are giving feedback to one another, how do you ensure trust is built for respectful support?
10. How do you gather and interpret evidence in ways that do not single out those who are academically behind, or create or reinforce hierarchies of academic status?
11. What works well in terms of the access you and students have to data and feedback? What could be improved?
12. How do you offer *Wise Feedback*—expressing to the students that you have high standards and that you know they can reach those standards; giving concrete, doable suggestions for what to do next to improve; identifying and providing needed support.

PHASE 3: WHERE TO NEXT?

1. What routines are in place for you and students to reflect, make meaning, set learning goals, and plan and take action to achieve learning goals?
2. How and when do you support students' learning plans (e.g., small groups in class, quick 1-on-1 check-ins during independent work time, office hours)?
3. What curricular resources are accessible for students to pursue study and practice targeted to their goals? What additional resources do you need?
4. How is grading growth-based to ensure that students who start low have the power to impact their grade (e.g., systems for retakes and redos, lowest possible score 50% rather than 0%, weighting or only counting the most recent score, dropping the lowest one or two scores)?