

# Formative Assessments and Feedback

Formative assessments are important because they provide ongoing feedback to improve student learning. Unlike summative assessments, formative assessments may not result in a score or grade. The goal is to provide specific, detailed information about what students know and understand to inform the learning process before summative assessment happens. By incorporating formative assessment as a daily practice, teachers can adapt and tailor pedagogy to meet the needs of each student and empower students to see their

AP course as an opportunity for growth. You can coach students through challenges, enable them to take risks, and provide an environment where they are encouraged to learn from mistakes.

Using robust formative assessment strategies, gives a stronger understanding of student learning needs and how those needs could be addressed. The following table provides a few approaches for developing formative assessments in the classroom.

## Some Formative Assessment Strategies

<i>Strategy</i>	<i>Definition</i>
<b>Data-Driven Dialogue</b>	<p>This is a structured process for students to think critically about assessment data (whether the data represents individual or group performance).</p> <ol style="list-style-type: none"><li><i>Predictions:</i> Before examining assessment data, students describe their predictions, assumptions, and reflective questions about the data.</li><li><i>Observations:</i> Students examine assessment data and make observations and note patterns or trends in the data.</li><li><i>Inferences:</i> Students propose explanations for the data, ways to improve performance, needed resources to improve performance, and information needed for further investigation.</li></ol>
<b>Exit Card</b>	<p>Exit cards are written student responses to questions posed at the end of a class, learning activity, or day.</p>
<b>Index Card Summaries/ Questions</b>	<p>Periodically, distribute index cards and ask students to write on both sides, with these instructions: <i>(Side 1)</i> Based on our study of [unit concept], list a big idea that you understand and word it as a summary statement. <i>(Side 2)</i> Identify something about [unit concept] that you do not yet fully understand and word it as a statement or question.</p>
<b>Misconception Check</b>	<p>Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and to explain why.</p>
<b>One-Minute Essay</b>	<p>A one-minute essay question (or a one-minute question) is a focused question with a specific goal that can be answered within a minute or two.</p>

<b>One-Sentence Summary</b>	Ask students to write a summary sentence that answers the <i>who, what, where, when, why, and how</i> questions about the topic.
<b>One-Word Summary</b>	Ask students to select (or invent) one word that best summarizes a topic.
<b>Personal Progress Checks</b>	Assign the personal progress checks either as homework or in class at the end of each unit. Each check contains formative multiple-choice and free-response questions, and the feedback from these checks shows students the areas where they need to focus.
<b>Portfolio Check</b>	Check the progress of a student’s portfolio—a purposeful collection of significant work, carefully selected, dated, and presented to tell the story of a student’s achievement or growth in well-defined areas of performance. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about the increase in skills and abilities.
<b>Self-Assessment</b>	A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals, and plan the next steps in their learning.
<b>Stoplight Strategy</b>	Students convey understanding of a topic by displaying a green sticky note for complete understanding (or green circle), a yellow sticky note to indicate “almost there” or “slightly confused,” and a red sticky note for “I DON’T GET IT!” This can be manipulated for a variety of activities.
<b>Student Conference</b>	Engage in a one-on-one conversation with students to check their level of understanding. The technique can also work with carefully chosen, very small groups.
<b>Thinking Levels</b>	Create a spinner (physical or digital) divided into six segments and labeled “Identify,” “Summarize,” “Interpret,” “Connect,” “Argue,” and “Plan.” After students engage in a portion of instruction or series of lessons, spin the spinner and ask students to answer a question based on the location of the spinner. For example, if the spinner lands in the “Summarize” segment, you might ask, “List the key concepts just presented.” <i>(Note: The number of segments and the verbs that represent the thinking levels may be scaffolded throughout the course and substituted to reflect instructional goals.)</i>
<b>Web or Concept Map</b>	These are any of several forms of graphic organizers that allow learners to perceive relationships between concepts through diagramming key words that represent those concepts.
