



NC's K-3 Formative Assessment Process Critical Components

Critical Component: Selecting Learning Targets

Core Element	Expected Implementation
<p>LEARNING TARGETS: Learning targets are the building blocks of learning of concepts/skills/practices (e.g., a step along the construct progression). Learning targets reflect the learning that teachers expect students to achieve in an instructional sequence (e.g., 1-2 lessons) and are developed with students (when appropriate) and stated in language that students can understand (e.g., <i>I can statements</i>).</p>	<p>Uses the current learning status and engages individual students in the development of learning targets (when appropriate) in meaningful and appropriate ways to support learning (e.g., using <i>I can statements</i>).</p>

Critical Component: Developing Criteria for Success

Core Element	Expected Implementation
<p>CRITERIA FOR SUCCESS: Criteria for Success describe what students might say, do, make or write during the learning opportunity to demonstrate that they have met the learning targets. Criteria for success allow students to compare their current learning status with their learning targets. Criteria for success allow teachers to identify gaps in student learning enabling them to adapt and respond to learning needs</p>	<p>Uses the learning targets and specific performance descriptors to identify the criteria for success for students in all domains of learning and development.</p>
	<p>Engages students in the development of criteria for success (when appropriate) that describe what the students will say, do, make, or write during the learning process to meet the learning targets in student friendly language (e.g., "I will..." statements).</p>
	<p>Routinely provides modeling of strategies aligned with criteria for success (when appropriate) to help students understand how to know what to do to meet the learning targets.</p>
	<p>Students independently refer to the criteria while learning (some students may require scaffolding and support) in order to monitor and support their own understanding.</p>

Critical Component: Eliciting Evidence of Learning

Core Element	Expected Implementation
<p>ELICITING EVIDENCE: Eliciting evidence is a planned component of instruction that occurs as instruction is taking place in the moment.</p> <p>Multiple, ongoing assessment means are used to elicit evidence of student learning that are both teacher-initiated and child-initiated.</p>	<p>Consistently uses planned, multiple, ongoing assessment means aligned with learning targets and criteria for success for all domains of learning and development.</p> <p>Evidence is elicited while instruction is occurring and learning is underway.</p>

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Core Element	Expected Implementation
<p>CONTINUED: Same Core Element</p> <p>ELICITING EVIDENCE: Eliciting evidence is a planned component of instruction that occurs as instruction is taking place in the moment.</p> <p>Multiple, ongoing assessment means are used to elicit evidence of student learning that are both teacher-initiated and child-initiated.</p>	<p>Consistently uses multiple, ongoing assessment means to gain insights into student learning in all domains of learning and development in an effort to infer where they are in their learning in relation to learning targets and criteria for success.</p> <p>Provides a balance of teacher-initiated and child-initiated opportunities for students to express their thinking and ideas through what they say, do, make or write.</p>

Critical Component: Interpreting the Evidence

Core Element	Expected Implementation
<p>CONSTRUCT PROGRESSIONS: Construct progressions identify the building blocks of learning of concepts/ skills/practices over time. Construct progressions are not standards, pacing guides, or curriculum scope and sequences. Rather, construct progressions lay out increasingly more complex understandings of core concepts, principles or skill development, providing a picture of what it means to develop in an area of learning (Heritage, 2008).</p> <p>LEARNING STATUS: The learning status is represented by a point along a construct progression. Teachers decide what skill on a construct progression best describes the student's overall performance based on the evidence they have gathered.</p>	<p>Accurately interprets evidence generated from the use of multiple, ongoing assessment means and locates students' current learning status along the construct progressions for all five domains of learning and development.</p>

Critical Component: Adapting/Responding to Learning Needs

Core Element	Expected Implementation
<p>DESCRIPTIVE FEEDBACK: Descriptive feedback is related to the particular qualities of student learning with discussion or suggestions about what the student can do to move their learning forward. The teacher should avoid comparisons of a student's work or response with other students. Descriptive Feedback should be specific, timely and based on the learning target and criteria for success. It should help the student answer three basic questions: Where am I going? Where am I now? How can I close the gap? (CCSSO FAST SCASS, 2008)</p>	<p>Consistently provides descriptive feedback that is not graded or evaluative, but instead, highlights which criteria for success have been met and which criteria have not been met and why, as well as cues or hints of what students need to do to move learning forward.</p>
<p>ADJUSTMENTS IN STUDENT LEARNING: Students use descriptive feedback and teacher's intentional questioning/probing/prompting to improve their work and advance their learning.</p>	<p>Students independently use feedback (when appropriate) to improve their work and advance their learning.</p> <p>Consistently uses questioning/probes/prompts to elicit students' responses and extend classroom discussions.</p>
<p>INSTRUCTIONAL ADJUSTMENTS: Both in-the-moment and ongoing adjustments are made to instruction based upon evidence gathered.</p>	<p>Consistently makes quick adjustments to instruction based on the interpretation of evidence and/or learning targets, in-the-moment and/or within an instructional sequence (1-2 lessons).</p>