Using Formative Data to Inform Instruction Look Fors (3-5)

Format: Differentiated instruction for students is based upon various forms of formative data collected by the teacher. Instruction seeks to improve student achievement.

Purpose: Because formative assessment is a systematic and intentional process of gathering evidence of learning, you can observe its effects in the classroom. These effects include what the teacher does, what the students do, what the products and performances look like, and how teachers talk about their students' learning.

Use Formative Data Components	Teacher /Student Actions
A variety of data that is analyzed to determine "next steps"	**Teacher**: Intentionally gathers evidence from a variety of sources of data to make strategic decisions for the differentiated instruction of the student. Data is analyzed to determine gaps in learning and instruction is driven by this data. **Students:** Understands and can explain the results of their formative data, recognize the need for improvement, and how their learning path will seek to close the gap indicated by the data presented.
The use of running records.	**Teacher**: Records miscues; uses running record to choose a brief, direct teaching point, while jotting anecdotal notes observed during small group guided reading. **Students:** Reads the text orally; retells the story, may answer questions about the text or share think alouds through a comprehension conversation to illustrate the application strategy use.
Share goals in developmentally appropriate ways	**Teacher:** Provides feedback that is clear, descriptive, and task specific, shows students where they are in relation to the goal and what they should do next to close the gap. **Students**: Set realistic short-term goals for where they want to be, the strategy they will use to get there, and the criteria they will apply to determine if they have succeeded.
Instructional Adjustments	**Teacher:** Adjust their teaching "on the fly" to deepen student understanding and clear up misconceptions. The teacher should frequently progress monitor through the use of formative data to respond quickly to correct student misconceptions or provide scaffolding to help move students to a higher level of understanding or learning. **Students:** Show evidence that he/she recognizes when they are learning, and when they are not, by using formative checks to gauge where they fall in the continuum of learning.

Use rubrics as a measurement tool.	**Teacher**: Frequently uses rubrics that consist of gradations, criteria, descriptions, continuity, validity, and reliability. Teachers should use the rubric as both an instructional tool and assessment mechanism. **Students:** Use teacher-made rubrics, checklists, and guides to monitor and adjust the quality of their learning performance. Students should assess their own work or performance in relation to the criteria for success.
Use Standards-Based Performance Tasks with frequent formative checks along the way	**Teacher:** The teacher should use thought-provoking questions to prompt student reflection on their understanding and performance. The teacher should be engaged in scaffolding for students that indicate the need for remediation and enrichment as evidenced through the formative data collected along the way **Students:** Should be engaged in multidisciplinary reading tasks that reflect the knowledge and strategies taught in class. Students should be asking questions that seek clarity concerning concepts, tasks, and reasoning processes. Students should appear confident, engaged, and ready to learn.