

FORMATIVE ASSESSMENT LEARNING CYCLE



Assessment is an essential part of the learning cycle; it must occur as a systematic process for teachers to know how well students are acquiring the knowledge and skills articulated on the proficiency scales. And as a part of the learning process, assessment is anything a teacher does to gather information about a learner's knowledge or skills regarding a specific topic. Since every assessment has error, multiple measures are recommended. There are multiple ways a teacher can choose to assess student proficiency on a standard to inform both teaching and learning. In general, there are two categories of assessments:

- **Formative Assessment for learning**
- **Summative Assessment of learning**

Whereas a summative score is an overall score describing student learning after that learning is concluded, formative scores are the basis for building a body of evidence about student progress by standard during a unit of instruction. Building feedback into the formative learning cycle, that is timely, specific, and corrective, gives students additional opportunities to meet the success criteria before a summative assessment. In general, the formative learning cycle is based on three questions:

- 1. Where am I going?**
- 2. Where am I now?**
- 3. Where to next?**

The cycle honors the premise that the most effective learning occurs when students are aiming for a learning target and are using success criteria to compare their current work to the goal to enable them to take action to improve. Success criteria or scoring guidelines refer to a concrete learning performance, something students will say, do, make, or write to indicate they are moving toward the learning target. A rubric is one example of success criteria for lengthy assessment tasks. Here is an example of a learning target and success criteria:

Learning Target—I am learning how to identify important details in the text. **Success Criteria**—I can list important details in the text. I can rephrase important details in my own words.

References

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