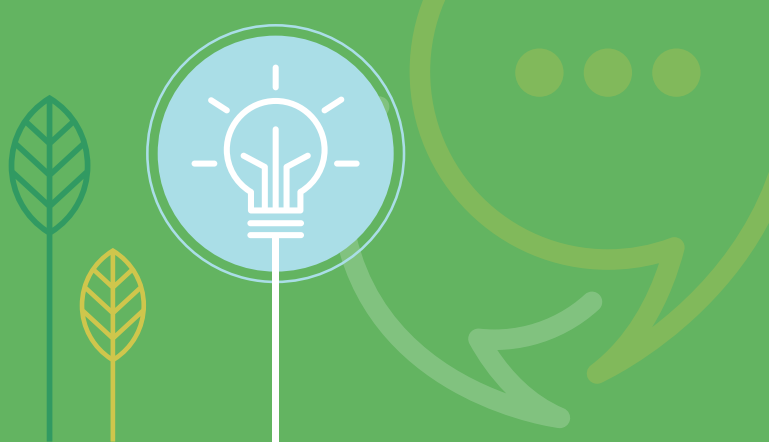
A Vision for Formative Assessment



More of...	Less of...
Student choice, student voice, flexibility, student-driven investigations	All students required to complete teacher-directed assignments, labs or prescribed ways for constructing learning
Formative assessments that are mindful of student interests and identity	Formative assessments with little or no connection to student interests and identity
Formative assessments that are inclusive of students' community, culture and racial identity	Formative assessments that only reflect one perspective or culture
Authentic connections to family, home learning, and the unique assets and resources that each student brings	Assessments that are disconnected from students' lived experiences
Students have the opportunity to demonstrate their learning in multiple ways	All students completing the same assessment
Focused and intentional use of technology tools, including screen-free/offline engagement	Requiring a wide array of technology tools regardless of added value or authentic contribution to student learning
Multiple opportunities for students to revise, re-do, re-submit to demonstrate mastery	Single opportunity to demonstrate mastery
Designed to uncover student ideas and inform instructional moves	Designed to evaluate or grade for completion/compliance or classroom management
Provides individual, immediate and actionable feedback	Provides letter grades or "points" with no actionable feedback
Requires critical thinking	Emphasizes rote memorization or recall
Tools and scaffolds that support learners with diverse needs	One-size-fits-all assessments or tools that limit accessibility for students with diverse learning needs
Teacher "Talk-Moves" that elicit student explanations and/or student-to-student talk	Teacher questions intended to elicit correct answers or one-word responses
Opportunity for student self-reflection and sensemaking	Reliance on teacher-assigned grades or teacher-only feedback

OSPI

AESD ASSOCIATION OF EDUCATIONAL SERVICE DISTRICTS

Originally developed by 2020-21 Washington State Science Fellows, AESD and OSPI to support teachers in remote learning contexts.