

‘Check-in and act’ formative assessment practices and processes

The essence of formative assessment is
CHECK-IN and ACT
intentional and responsive learning design

How is the learner progressing towards the intended learning?



Should I keep going or adjust the teaching and learning plan?

The 20 practices and processes featured in this resource support intentional and responsive teaching and learning.

Each practice or process:

- responds to one or more Dylan William’s 5 formative assessment strategies
- is suitable for primary and secondary age students
- can be used with content from most learning areas
- supports teachers to enact the SA Teaching for Effective Learning (TfEL) framework
- is featured in the 2020 TfEL Companion.

End of lesson check-ins

- 1 Exit slips
- 2 Students’ end of lesson questions

Mid lesson check-ins

- 3 Mini whiteboards
- 4 A, B, C, D response cards
- 5 Four corners
- 6 Agree or disagree
- 7 Electronic student response systems
- 8 Question shells
- 9 Metaphors – create and reflect
- 10 Four key words and a statement

Students as learning resources for one another

- 11 The ‘miracle pause’
- 12 Students generate the questions
- 13 Group-based test prep
- 14 Anonymous work samples
- 15 Self or peer evaluation of work
- 16 Pre-flight checklist

Feedback techniques

- 17 Detective work
- 18 Teachers’ 3 question feedback

Reflective practices for students

- 19 Learning logs
- 20 I used to think...now I think...so now I will...

Wait-time: A technique to support teachers to elicit evidence of understanding

When teachers wait for student responses, more students participate in answering, responses are longer and more confident, and students comment, respond to and thus build upon each other’s answers.

(Adapted from the research of Budd Rowe, 1986)¹

Create your own resource

Print the following 10 pages, then cut in half to create your own set of quick reference cards.



¹ Budd Rowe M (1986) ‘Wait time: Slowing down may be a way of speeding up!’, *Journal of Teacher Education*, Vol. 37, 43–50, Sage Publications



1 | Exit slip

This is a small index-card or sticky note that is *never* marked or graded.

Step 1: Prepare

Prepare a question, to use at the end of the lesson, to gauge student understanding and inform your next teaching steps. You might ask students to:

- answer *one* question
- summarise the most important points of the learning
- comment on a given solution.

Step 2: Check-in with students

Give students 2 minutes at the end of the lesson to complete their exit slip. They hand it to you as they leave.

Step 3: Consider the evidence

Flick through the exit slips looking for common patterns. You might have evidence that suggests:

- you can move on
- there is a common misconception to address with the whole group
- students have a range of different needs and would benefit from working in groups next lesson with a targeted learning focus.

Step 4: Respond

Next lesson remember to share what you learned from their feedback and how you are responding.

The essence of formative assessment is
CHECK-IN and ACT
intentional and responsive learning design

How is the learner progressing towards the intended learning?



Should I keep going or adjust the teaching and learning plan?

A TfEL CONNECTION

TfEL 2.1: DEVELOP DEMOCRATIC RELATIONSHIPS

The key to modeling democratic relationships in this context is your response in step 4 – showing students how you are responding to their feedback provided by the exit slip.



RESPONDING TO FORMATIVE ASSESSMENT STRATEGIES

Strategy 2: Engineering effective discussions, tasks and activities that elicit evidence of learning

Strategy 3: Providing feedback that moves learning forward



2 | Students' end of lesson questions

This is a variation on card 1 'Exit slips'. This process supports students to be **reflective** and to **formulate questions**.

Step 1: Check-in with students

Organise students into groups of 2–4 and give them time before the end of the lesson to:

- list the questions they have about the learning focus
- star their top 2 most urgent/important questions.

Step 2: Plan to respond

Collect the question lists before the end of the lesson and use the lists to identify your next teaching moves.

Step 3: Respond

Next lesson share the common questions and explain how you are responding to their questions that day, or in the coming lessons.

The essence of formative assessment is
CHECK-IN and ACT
intentional and responsive learning design

How is the learner progressing towards the intended learning?



Should I keep going or adjust the teaching and learning plan?

A TfEL CONNECTION

TfEL 2.3: NEGOTIATE LEARNING

When you use this process routinely you communicate to your students that they have a responsibility to contribute to the direction of learning that will best support them to be successful.



RESPONDING TO FORMATIVE ASSESSMENT STRATEGIES

Strategy 2: Engineering effective discussions, tasks and activities that elicit evidence of learning

Strategy 3: Providing feedback that moves learning forward



3 | Mini whiteboards

This is an *all-student response system* to quickly check-in with every student.

Step 1: Prepare

Prepare questions that will reveal common misconceptions and/or understandings. Make sure all students have access to their own mini whiteboard.

Step 2: Check-in with students

As you ask each question students show their thinking on their mini whiteboard. Their boards can be directed towards you or to each other.

Step 3: Respond

If students show their board to you, decide on your next teaching move. (See step 3 on card 4 'A, B, C, D response cards'.)

If students show their board to each other, manage a process for students to respectfully inquire about each other's thinking.

NOTE: Remind students to question the thinking not the person.

The essence of formative assessment is
CHECK-IN and ACT
intentional and responsive learning design

How is the learner progressing towards the intended learning?



Should I keep going or adjust the teaching and learning plan?

A TfEL CONNECTION

TfEL 2.2: BUILD A COMMUNITY OF LEARNERS

In step 3 if you choose to have students look at each others mini whiteboard and discuss their thinking, you create an opportunity to develop the skills and dispositions of a community of learners.



RESPONDING TO FORMATIVE ASSESSMENT STRATEGIES

Strategy 2: Engineering effective discussions, tasks and activities that elicit evidence of learning

Strategy 3: Providing feedback that moves learning forward



4 | A, B, C, D response cards

This is an *all-student response system* to quickly check-in with every student.

Step 1: Prepare

Prepare multiple-choice questions that contain common misconceptions and/or will reveal understanding. Prepare a set of A, B, C, D response cards for each student.

Step 2: Check-in with students

Show students one question and ask them to 'vote' showing one of the cards A, B, C or D in response to that question.

Step 3: Respond

Consider your next move. Possibilities might include:

- ask a similar question to get more information about student thinking
- move on if everyone is with you. Note and catch up later if only one or two students need support
- manage a class discussion if there is wide variation in responses. Invite students with different answers to contribute their reasoning and ask the class to re-vote. Follow with a similar question. Promote a growth mindset: 'This is great we've found a question we can learn from.'

The essence of formative assessment is
CHECK-IN and ACT
intentional and responsive learning design

How is the learner progressing towards the intended learning?



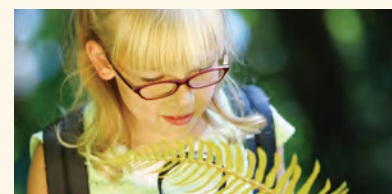
Should I keep going or adjust the teaching and learning plan?

A TfEL CONNECTION

TfEL 4.1: BUILD ON LEARNERS' UNDERSTANDINGS

A, B, C, D cards can activate two aspects of this TfEL element. Firstly it provides the teacher with a means to quickly see all learners' understanding during the lesson and secondly it can raise learners' awareness of what they know/need to know.

Google: 'Hinge point questions' for diagnostic question resources for use with A, B, C, D cards.



RESPONDING TO FORMATIVE ASSESSMENT STRATEGIES

Strategy 2: Engineering effective discussions, tasks and activities that elicit evidence of learning

Strategy 3: Providing feedback that moves learning forward



5 | Four corners

This is a variation on card 4 'A, B, C, D response cards'. It is an *all-student response system* to quickly check-in with every student.

Step 1: Prepare

Prepare multiple-choice questions that will reveal common misconceptions and/or understandings relating to your learning intentions.

Step 2: Check-in with students

Identify four corners of the room for 4 possible solutions to a question and ask students to 'vote' by moving to the corner of their choice.

Step 3: Peers as learning resources for each other

Give students time to talk with others in their corner to summarise why they chose that answer. Listen to their conversations.

Step 4: Peers as learning resources for each other

Invite one person from each corner to explain the thinking about that answer to the whole class.

Step 5: Check-in with students

Give all students the opportunity to change their minds. Select students who change their mind to the correct answer to explain what they now understand that they were unclear about before.

The essence of formative assessment is
CHECK-IN and ACT
intentional and responsive learning design

How is the learner progressing towards the intended learning?



Should I keep going or adjust the teaching and learning plan?

A TfEL CONNECTION

TfEL 4.1: BUILD ON LEARNERS' UNDERSTANDINGS

The four corners process models 'building on learners' understanding'. Steps 3–5 enable you to surface student knowledge, attitudes and beliefs relating to the intended learning.



RESPONDING TO FORMATIVE ASSESSMENT STRATEGIES

Strategy 2: Engineering effective discussions, tasks and activities that elicit evidence of learning

Strategy 3: Providing feedback that moves learning forward

Strategy 4: Activating students as learning resources for one another



6 | Agree or disagree

This is an *all-student response system* to quickly check-in with every student.

Step 1: Prepare

Prepare a provocation statement. For example:

1 $7/8 \div 1/2$ is bigger than $7/8 \times 1/2$

2 An apple floats, all fruit will float.

Step 2: Check-in with students

All students participate through publicly identifying if they agree or disagree with the statement by 'finger voting'.

Step 3: Respond

Determine your next teaching move.

- If the class is split roughly equally, have students share their reasoning with someone who thinks differently to them. Invite students to re-vote. Notice who has changed their mind – ask them to share their reasoning.
- If students are mostly correct, reveal the misconception by asking the whole group why someone might think the other (incorrect) answer. Ask a similar question – repeat the process.

The essence of formative assessment is
CHECK-IN and ACT
intentional and responsive learning design

How is the learner progressing towards the intended learning?

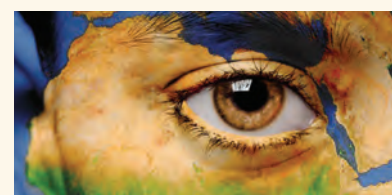


Should I keep going or adjust the teaching and learning plan?

A TfEL CONNECTION

TfEL 3.2: FOSTER DEEP UNDERSTANDING AND SKILFUL ACTION

Well planned, yet simple, provocation statements can challenge students to think deeply rather than simply recall a known fact or process. Reminding students that it's OK to change your mind, as it often indicates you've learned something new, supports them to bring the disposition needed for deep learning.



RESPONDING TO FORMATIVE ASSESSMENT STRATEGIES

Strategy 2: Engineering effective discussions, tasks and activities that elicit evidence of learning

Strategy 3: Providing feedback that moves learning forward



7 | Electronic student response systems

These systems provide the benefit of quickly collating responses from all students about multiple questions.

Step 1: Select

Choose an electronic student response system that will work in your context. For example, Socrative¹, Slido², Pear Deck³, Kahoot⁴, or Padlet⁵.

Step 2: Prepare

Plan questions to reveal the depth of students understanding and likely misconceptions, then prepare the 'quiz' using your selected response system.

Step 3: Check-in with students

Have students use the student response system to answer the 'quiz'.

Step 4: Plan your response

Determine your next teaching moves using the information you now have about students' understanding. Remember to share with students what you have learned from the quiz about their understanding and how you plan to respond. Students can also be asked how they think they can strengthen the areas identified for improvement.

¹ Socrative: <https://socrative.com/>

² Slido: <https://www.sli.do>

³ Pear Deck: <https://www.peardeck.com/microsoft>

⁴ Kahoot: <https://kahoot.com>

⁵ Padlet: <https://padlet.com>

The essence of formative assessment is
CHECK-IN and ACT
intentional and responsive learning design

How is the learner progressing towards the intended learning?



Should I keep going or adjust the teaching and learning plan?

A TfEL CONNECTION

TfEL 2.3: NEGOTIATE LEARNING

This element is about you responding to changing student needs and involving students in the direction of learning. Step 4 in this process provides the opportunity for students to partner with you in the learning process.



RESPONDING TO FORMATIVE ASSESSMENT STRATEGIES

Strategy 2: Engineering effective discussions, tasks and activities that elicit evidence of learning

Strategy 3: Providing feedback that moves learning forward

Strategy 5: Activating students as owners of their own learning



8 | Question shells

This is one way to structure a question to effectively reveal students thinking.

Step 1: Prepare

Create questions using structures such as:

1 Give the answer and ask why:

Why is ... an example of ...?

– Why is magnesium an example of a metal?

2 Contrast correct and incorrect and ask why:

Why is ... but ... is not?

– Why is 17 a prime number, but 15 is not?

– Why is a bat a mammal, but a penguin is not?

Step 2: Check-in with students

Give students the opportunity (individually, in pairs or groups) to respond to your questions.

Step 3: Check-in with students

Ask students to:

- create questions using the question shells
- describe what understanding each question would reveal.

Step 4: Plan to respond

Determine your next teaching moves using the information you now have about students' understanding.

The essence of formative assessment is
CHECK-IN and ACT
intentional and responsive learning design

How is the learner progressing towards the intended learning?



Should I keep going or adjust the teaching and learning plan?

A TfEL CONNECTION

TfEL 2.4: CHALLENGE STUDENTS TO ACHIEVE HIGH STANDARDS WITH APPROPRIATE SUPPORT

This type of question shell and asking students to create the questions (step 3) can challenge them to think deeply rather than simply recall and use a known fact or process. With appropriate support, this process models challenge and support to achieve high standards.



RESPONDING TO FORMATIVE ASSESSMENT STRATEGIES

Strategy 2: Engineering effective discussions, tasks and activities that elicit evidence of learning

Strategy 3: Providing feedback that moves learning forward



9 | Metaphors – create and reflect

This is one way to check-in with the depth of understanding students have.

Step 1: Check-in with students

Ask students to create a metaphor for the concept you are learning about and share with you.

Step 2: Plan to respond

Before next lesson de-identify the metaphors (and add a few of your own).

Step 3: Respond

Give a selection of metaphors back to the students and ask them to:

- decide if they think the 'metaphor shows understanding of the concept' and justify why/why not? You might need to remind students that the task is about analysing if the metaphor reflects understanding, not judging if the author (their peer) has understanding.
- select a metaphor (other than their own) that has most meaning for them and to explain their choice.

Step 4: Review the evidence you have

Reflect on the evidence you now have. Do students have the depth of understanding you are seeking? Do you need to find another way for them to express their understanding?

The essence of formative assessment is
CHECK-IN and ACT
intentional and responsive learning design

How is the learner progressing towards the intended learning?



Should I keep going or adjust the teaching and learning plan?

A TfEL CONNECTION

TfEL 4.4: COMMUNICATE LEARNING IN MULTIPLE MODES

Creating a metaphor is just one mode of communication that can be added to a broad repertoire of 'communication modes' and 'ways of thinking'.



RESPONDING TO FORMATIVE ASSESSMENT STRATEGIES

Strategy 2: Engineering effective discussions, tasks and activities that elicit evidence of learning

Strategy 3: Providing feedback that moves learning forward



10 | Four key words and a statement

This is one way to check-in with the depth of understanding students have.

Step 1: Check-in with students

Ask students to record 4 key words and 1 summary statement about the learning focus.

Step 2: Respond

Having looked at students' key words while they were generating them, share a range of their words on the board (and add some of your own if necessary). Then give students the opportunity to make a second list if they would like to change their mind.

Step 3: Clarify understanding

Select a range of students to share their 4 key words and summary statement. Use these examples to be explicit about key points in the learning. Share your key words and statement if needed.

The essence of formative assessment is
CHECK-IN and ACT
intentional and responsive learning design

How is the learner progressing towards the intended learning?

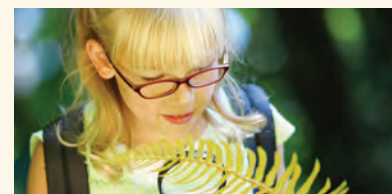


Should I keep going or adjust the teaching and learning plan?

A TfEL CONNECTION

TfEL 2.4: CHALLENGE STUDENTS TO ACHIEVE HIGH STANDARDS

Expecting all students to synthesize an aspect of learning into key words and a concise statement, combined with the expectation of sharing and justifying your thinking with peers is one way for you to model high expectations of all learners.



RESPONDING TO FORMATIVE ASSESSMENT STRATEGIES

Strategy 2: Engineering effective discussions, tasks and activities that elicit evidence of learning

Strategy 3: Providing feedback that moves learning forward



11 | The 'miracle pause'

Increase wait-time 1 *and* wait-time 2.

Step 1: Prepare

Pre-prepare questions/provocations that will cause students to think deeply about the intended learning.

Step 2: Check-in with students (monitoring your wait time)

Ask your question and either:

- **wait a minimum of 3 seconds** before you select a student to give the first comment, or
- ask students to share their thinking with a peer for a minute or two, before you invite the first comment.

Step 3: Check-in with students (monitoring your wait time)

As each student contributes, **wait a few seconds** before bouncing the conversation to another student, using prompts such as:

- Can you build on that idea?
- Do you agree or have a different idea?
- Why might that be?
- How else could we think about this?

NOTE: Remind students to challenge the idea not the person sharing the idea.

The essence of formative assessment is
CHECK-IN and ACT
intentional and responsive learning design

How is the learner progressing towards the intended learning?



Should I keep going or adjust the teaching and learning plan?

A TfEL CONNECTION

TfEL 3.4: PROMOTE DIALOGUE AS A MEANS OF LEARNING

When you provide time for students to think after you pose a question and leave a pause after each students comment, you increase the chances of peers building on each other's thinking and contributing to a learning conversation.



RESPONDING TO FORMATIVE ASSESSMENT STRATEGIES

Strategy 2: Engineering effective discussions, tasks and activities that elicit evidence of learning

Strategy 4: Activating students as learning resources for one another



12 | Students generate the questions

This is one way to engage students with learning intentions.

Step 1: Set up for success

Tell students you are about to share something with them and they will be given time (individually, in pairs or groups) to respond to the following 3 questions:

- What do you notice?
- What do you think?
- What questions do you have?

Step 2: The provocation

Share a provocation. This might be a statement, a photograph, a short video, an object, a worked solution to an unfamiliar problem, a demonstration of a scientific phenomenon, or a practical skill.

Step 3: Check-in with students

Give the students thinking time and if needed reshoot the video or demonstration.

Step 4: Respond – set the direction of learning

Cluster the questions into key ideas. Acknowledge all questions and sort them into questions relating to your discipline(s) focus and those beyond the discipline(s) you are working with.

Step 4: Respond – new learning

Organise learning opportunities for students to answer the agreed questions.

The essence of formative assessment is
CHECK-IN and ACT
intentional and responsive learning design

How is the learner progressing towards the intended learning?



Should I keep going or adjust the teaching and learning plan?

A TfEL CONNECTION

TfEL 4.3: APPLY AND ASSESS LEARNING IN AUTHENTIC CONTEXTS

The provocation (step 2) in this process, is a perfect opportunity to embed real world/authentic contexts from which the learning focus is developed with students (step 4).



RESPONDING TO FORMATIVE ASSESSMENT STRATEGIES

Strategy 1: Clarifying, sharing and understanding learning intentions and success criteria

Strategy 4: Activating students as learning resources for one another

Strategy 5: Activating students as owners of their own learning



13 | Group-based test prep

This example uses a combination of homework and class time, but could all be done in class time.

Step 1: Set up for success

Organise students into groups of 3–6 and assign each student one aspect of the test to review for homework and prepare to feedback to their group.

Step 2: Students as learning resources for one another

The following lesson, each member presents to their group. The group decides what can be added to each aspect to improve it.

Step 3: Review the evidence you have

Collect the collaborative work and provide feedback to each group.

The essence of formative assessment is
CHECK-IN and ACT
intentional and responsive learning design

How is the learner progressing towards the intended learning?



Should I keep going or adjust the teaching and learning plan?

A TfEL CONNECTION

TfEL 3.4: PROMOTE DIALOGUE AS A MEANS OF LEARNING

Group-based test prep requires all students to contribute through a dialogic process to build on each others' understanding.



RESPONDING TO FORMATIVE ASSESSMENT STRATEGIES

Strategy 2: Engineering effective discussions, tasks and activities that elicit evidence of learning

Strategy 4: Activating students as learning resources for one another

Strategy 5: Activating students as owners of their own learning



14 | Anonymous work samples

This is one way to engage students with learning intentions and success criteria.

Step 1: Prepare

Select or create anonymous work samples that demonstrate a range of quality outcomes.

Step 2: Check-in with students

Using anonymous work samples and a 'think, pair, share' process, ask students to compile lists of:

- features of a strong piece of work
- reminders of 'what *not* to do'.

Step 3: Respond – part 1

Work with the whole class to ensure they have identified all necessary aspects of quality, and 'pitfalls' to be avoided.

Step 4: Respond – part 2

Depending on context, co-design with students, either:

- a rubric, or
- a 'do and don't' checklist for self-reflection.

Step 5: Respond – part 3

During the work provide class time for students to monitor their progress using the rubric or lists created.

The essence of formative assessment is
CHECK-IN and ACT
intentional and responsive learning design

How is the learner progressing towards the intended learning?



Should I keep going or adjust the teaching and learning plan?

A TfEL CONNECTION

TfEL 3.1: TEACH STUDENTS HOW TO LEARN

By using this process you are challenging and supporting students to develop skills in identifying quality features of work and monitoring the quality of their own work.



RESPONDING TO FORMATIVE ASSESSMENT STRATEGIES

Strategy 1: Clarifying, sharing and understanding learning intentions and success criteria

Strategy 4: Activating students as learning resources for one another

Strategy 5: Activating students as owners of their own learning



15 | Self or peer evaluation of work

Build towards the use of regular self-assessment. Start with anonymous work samples, then peers, then self-assessment.

Step 1: Student self-assessment

Provide students with a marking rubric. Ask them to mark feedback onto their own draft work sample *and* evaluate and note their next steps for improvement that they've identified through using the rubric. Have them hand in their draft work sample.

Step 2: Feedback on the self-assessment

Comment on the feedback students have given themselves. Note that you are not commenting on the work directly, you are commenting on the student's self-assessment about their next steps for improvement.

Step 3: Support engagement with feedback

Provide time for students to redraft the work and review against the rubric again.

Step 4: Review your impact on learning

Reflect on the impact this feedback process has on your students.

The essence of formative assessment is
CHECK-IN and ACT
intentional and responsive learning design

How is the learner progressing towards the intended learning?



Should I keep going or adjust the teaching and learning plan?

A TfEL CONNECTION

TfEL 3.1: TEACH STUDENTS HOW TO LEARN

One aspect of this TfEL element involves developing learner's self-awareness of strengths and areas for improvement. This process directly targets the development of students' capacity to self-assess against specific criteria.



RESPONDING TO FORMATIVE ASSESSMENT STRATEGIES

Strategy 4: Activating students as learning resources for one another

Strategy 5: Activating students as owners of their own learning



16 | Pre-flight checklist

This is time-saving for teachers and supports students to be learning resources for one another. Win-win!

Step 1: Prepare

For an assignment with multiple components create a pre-flight checklist and share with students.

Step 2: Peer support

Before students submit their assignment provide time for them to work in pairs and provide feedback based on the pre-flight checklist.

If the pre-flight checklist is not up to standard, it's the peer, rather than the submitting student who is accountable.

The essence of formative assessment is
CHECK-IN and ACT
intentional and responsive learning design

How is the learner progressing towards the intended learning?



Should I keep going or adjust the teaching and learning plan?

A TfEL CONNECTION

TfEL 4.3: APPLY AND ASSESS LEARNING IN AUTHENTIC CONTEXTS

This process exposes students to the kind of quality control techniques that are useful in many aspects of life and work. The use of a checklist and a 'second pair of eyes' is a simple strategy students can apply in multiple contexts.



RESPONDING TO FORMATIVE ASSESSMENT STRATEGIES

Strategy 4: Activating students as learning resources for one another

Strategy 5: Activating students as owners of their own learning



17 | Detective work

This is about making feedback into a task in itself.

Step 1: Select

Choose an appropriate detective work approach, for example:

- 1 Error counting: The teacher identifies the number of errors, eg '3 of these are incorrect' and asks the student to find the errors and correct them. The teacher provides prompts as needed.
- 2 Error flagging: The teacher places a dot in the margin of each line where something needs attention and asks the student to describe the error (or necessary improvement).

Step 2: Provide feedback

Provide feedback on a piece of work using your chosen approach (eg error counting, error flagging). If students have many errors, narrow your focus for improvement by limiting the range of questions they are reviewing, or the number of lines on which your feedback is focused.

Step 3: Support engagement with feedback

Provide class time for students to respond to your feedback. Remember to be explicit about the fact that you have given this feedback because you believe in their capacity to improve.

Step 4: Review your impact on learning

Reflect on the impact of your feedback.

The essence of formative assessment is
CHECK-IN and ACT
intentional and responsive learning design

How is the learner progressing towards the intended learning?



Should I keep going or adjust the teaching and learning plan?

A TfEL CONNECTION

TfEL 2.4: CHALLENGE STUDENTS TO ACHIEVE HIGH STANDARDS

'Detective work' feedback processes, partnered with support to respond to the feedback (step 3), models challenge and support to achieve high standards.



RESPONDING TO FORMATIVE ASSESSMENT STRATEGIES

Strategy 3: Providing feedback that moves learning forward



18 | Teachers' 3 question feedback

The important feature of this technique is that no matter how strong the work is, everyone has feedback to respond to.

Step 1: Provide feedback

As you read each student's work, look for 3 things you would like them to reflect on, or explain. Place a numbered circle—1, 2 or 3—at that point in the text. Underneath the work, write one question relating to each of the numbered circles.

Step 2: Support engagement with feedback

Give students the first 10–15 minutes of the next lesson to respond to the three questions you have posed.

Step 3: Review your impact on learning

Reflect on the impact of your feedback.

The essence of formative assessment is
CHECK-IN and ACT
intentional and responsive learning design

How is the learner progressing towards the intended learning?



Should I keep going or adjust the teaching and learning plan?

A TfEL CONNECTION

TfEL 3.3: EXPLORE THE CONSTRUCTION OF KNOWLEDGE

One way in which this element is developed is when you respectfully expose students to what they don't know. This process for providing feedback exposes all students to thinking about 'what they don't know' or could develop further.



RESPONDING TO FORMATIVE ASSESSMENT STRATEGIES

Strategy 3: Providing feedback that moves learning forward



19 | Learning logs

This end of lesson process supports students to be reflective and provides useful information for you to consider your next teaching moves.

Step 1: Prepare

Create a poster with learning log statements (see step 3) and display them in the classroom.

Step 2: Select

Determine how you want to use the 'learning log reflection' and select the most appropriate prompt.

Step 3: Check-in with students

At the end of a lesson, invite students to respond to 1, 2 or 3 of the following statements:

- Today I learned ...
- I was surprised by ...
- The most useful thing I will take from this lesson is ...
- I was interested in ...
- What I liked most about the lesson was ...
- One thing I'm not sure about is ...
- The main thing I want to find out more about is ...
- After this session, I feel ...
- I might have got more from this lesson if ...

Step 4: Plan to respond

Determine your next teaching moves using the information you now have about students' understanding.

The essence of formative assessment is
CHECK-IN and ACT
intentional and responsive learning design

How is the learner progressing towards the intended learning?



Should I keep going or adjust the teaching and learning plan?

A TfEL CONNECTION

TfEL 4.2: CONNECT LEARNING TO STUDENTS' LIVES AND ASPIRATIONS

Learning logs can provide you with insight into what students have learned, how they feel about that learning and what else they want to know. This supports you to build on the resources, skills, knowledge and goals of students.



RESPONDING TO FORMATIVE ASSESSMENT STRATEGIES

Strategy 2: Engineering effective discussions, tasks and activities that elicit evidence of learning

Strategy 5: Activating students as owners of their own learning



20 | I used to think...now I think...so now I will...

Reflective routines such as this can support metacognitive development.

Step 1: Check-in with students

After learning something new, ask students to respond to the learning using the prompt 'I used to think...now I think...so now I will...'

Step 2: Review the evidence you have

Determine your next teaching moves using the new information you now have about students' understanding.

The essence of formative assessment is
CHECK-IN and ACT
intentional and responsive learning design

How is the learner progressing towards the intended learning?



Should I keep going or adjust the teaching and learning plan?

A TfEL CONNECTION

TfEL 3.3: EXPLORE THE CONSTRUCTION OF KNOWLEDGE

This reflective process can be used to support students to develop an awareness of how knowledge changes in response to experiences. Sharing reflections can reveal the different perspectives and understandings that can emerge from the same learning experiences.



RESPONDING TO FORMATIVE ASSESSMENT STRATEGIES

Strategy 2: Engineering effective discussions, tasks and activities that elicit evidence of learning

Strategy 3: Providing feedback that moves learning forward