

The Student Role in Advanced Formative Assessment Practice

There are four daily instructional practices that students use to elicit, interpret, and use evidence during formative assessment. These are *co-constructing success criteria*, *self-assessment*, *peer feedback*, and *discourse*. Each of these develops students' capabilities to engage in using evidence to advance their own and their peers' learning. Through these daily instructional routines, students gain confidence to be able to make decisions about the status of their own learning and develop ideas about how to independently move learning forward.

Co-Constructing Success Criteria

In formative assessment, learning goals and success criteria have slightly different meanings than what might be seen in district curriculum guidance or traditional lesson planning templates. In formative assessment, learning goals represent what students will understand at the end of a lesson. Success criteria represent the qualities of effective learning—what students will be able to do to demonstrate their understanding of the learning goal. Success criteria describe what students will make, do, say, or write when they have met the goal. When students have internalized the qualities of learning that are expected in the lesson, they can use those criteria to self-assess, provide feedback, and consider what they can do independently to move their learning forward.

Internalizing these criteria is strengthened when students have opportunities to co-construct success criteria. There are many ways that teachers develop these routines. Teachers can provide models and exemplars of quality work and ask students to identify what makes it excellent. Teachers can also share qualities of less effective work or have students compare good and bad examples. In mathematics, teachers may use “find it” strategies, in which students find mistakes or identify errors in procedural issues prior to a lesson. Once students have created the success criteria, they are posted in the classroom and used throughout the lesson to support student self-assessment, peer feedback, and discourse.

Self-Assessment

In self-assessment, students begin developing the habit of mind to monitor their own learning while it's in progress. This is a fundamental shift away from relying on the teacher as the only arbiter of quality and the single decision maker of learning status. While students may begin

this process with simple self-assessment events (e.g., a checklist or quick write), the goal is for students to use these experiences to further develop skills at monitoring their own learning independently over time, to develop metacognition. To get to this point, students need to develop an ongoing, daily practice of noticing and sensemaking about their own learning. We know that metacognition is thinking about one’s thinking—developing an awareness of one’s own thoughts and one’s level of understanding. This takes attention and practice. It is the cornerstone of formative assessment and a critical lever in developing student agency.

For further reading, *Five Attributes of Self-Assessment* offers strategies to support student self-assessment to strengthen students’ self-regulation skills and metacognition.

Peer Feedback

Peer feedback is a similar process to self-assessment. It entails internalizing the success criteria and using it as the framework to evaluate the status of a peer’s learning relative to evidence, e.g., what is said, done, made, or written. It takes work to get proficient at this process - to feel comfortable giving and receiving feedback, to provide input that’s actionable without taking over another’s thinking process, and to stay focused on concrete aspects of the work versus the skills and abilities of the person receiving feedback. Once students get comfortable and proficient with the feedback process, they come to seek out input from peers as their first choice. They also begin to expand their roles in each other’s learning beyond assigned peer feedback events to support one another through sharing knowledge and developing their learning together. This creates a sense of collective efficacy in classrooms that accelerates students’ learning far beyond what each student could achieve individually.

This *Peer Feedback* resource outlines instructional strategies to support students in giving and receiving feedback as they move towards developing shared responsibility for learning.

Discourse

The social aspect of learning is most visible in the process of discourse. Discourse provides an important arena for students to extend their thinking, to make it visible, and to participate in a shared learning experience. A key attribute of discourse is a shift in focus from individual to collective meaning making. When students are aware of their role in this, they become more attuned to the rhythm of turn taking, the act of listening to their peers, and their responsibility to both contribute to the discussion and to leave space for others to do so. Discourse is different from many other forms of learning in the way it enables students to learn with and from peers and to contribute to the learning of the group. We’ve heard many students say that through discourse, they learn better from one another than from the teacher, and that the

opportunity to learn from peers has become important to them. Supporting one's peers' learning is an important part of the discourse process, as well as a key outcome.

Discourse Fundamentals outlines strategies to support students to get started in using discourse, and highlights four principles to deepen students' capacity to direct discourse to advance their thinking and that of their peers.

A Unique Approach to Engaging Students in Learning

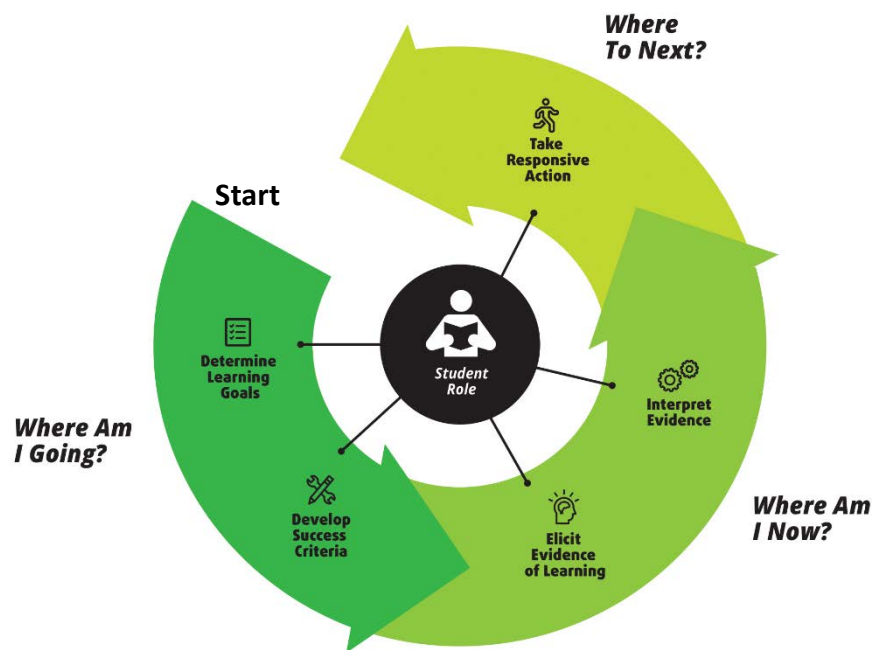


Figure 1: The Formative Assessment Feedback Loop

What sets these practices apart from their use in more traditional instruction is that each of the four practices take place within the formative assessment process. For students to engage with peer feedback, self-assessment, and discourse, they must first understand and be able to engage in learning within the overall process of formative assessment. WestEd's *Formative Assessment Feedback Loop* outlines three phases in formative assessment that guide learning process for both teachers and students. For students to effectively use peer feedback, self-assessment and discourse *to advance their own learning and that of their peers*, students first need to know where learning is headed, how it connects to previous learning, and what it might look like as their learning emerges, and as it matures through the lesson. In more advanced practice, these daily classroom routines and the teacher's explicit modeling, instruction, and feedback on their use, build students' knowledge to independently notice and make meaning of evidence and take responsive actions to move learning forward.