

# Teacher Stages of Development in Formative Assessment

This continuum shows typical stages of development seen in teachers participating in the How I Know project and in WestEd’s Student Agency in Learning (SAIL) course.

	Entry Point	Emergent	Maturing	Consolidated
<b>Mindset</b>	<p>Teachers have a lack of awareness about formative assessment and the potential for the students’ role</p> <p>Teachers may blame others for problems in the classroom or say, “Everything’s great!”</p> <p>Teachers have a preference for continuing to do what they are familiar with, and do not ask questions about how to adopt formative practice</p>	<p>Teachers develop an emerging vision and sense of possibility of how formative assessment can help them better target their instruction to advance student learning</p> <p>They may be concerned with “doing it right” or feel discomfort with trying formative assessment elements that are further away from their known practice</p> <p>Questions teachers have about formative assessment are very concrete and technical, with “right there” answers</p>	<p>Teachers begin to see how formative assessment can shift the student role towards greater agency and responsibility towards learning</p> <p>This mindset shift about what students can learn, leads to new alliances between teachers and students and among students</p> <p>Teachers develop a willingness to take risks with trying new formative assessment processes and begin to value the learning and co-regulation among students that occurs when they step back</p> <p>Teachers explore how formative assessment will benefit their practice, asking questions such as, “What does this mean for me and my students?” and “Why is this important?”</p>	<p>Teachers’ understanding of how each student learns shifts, including changes in how they value individual student identity and culture in the learning process</p> <p>Teachers value the partnership that develops between themselves and students and among students, and say things like, “This is what I envisioned what teaching would be.”</p> <p>Teachers demonstrate curiosity about their own instructional practice and how specific formative practices support students to learn. They begin to measure the impact of formative assessment on their students’ learning, asking inquiry questions such as, e.g., “How can I support alternate ways to demonstrate learning?”</p>
<b>Teacher Use of Formative Assessment</b>	<p>Teachers do not use the formative assessment process in lessons</p>	<p>Teachers begin to explore and practice technical (teacher) skills once in a while, though they may not integrate them together or they may practice only a single element for a relatively long period of time (e.g.,</p>	<p>Teachers integrate formative assessment into most tasks and activities that occur during daily lessons</p> <p>Teachers engage in the full</p>	<p>Teachers try out new routines to deepen students’ agency and ownership over learning via the formative assessment process</p> <p>Teachers engage in developing</p>

		<p>learning goals) at the exclusion of other elements</p> <p>Teachers layer formative assessment practice on top of their existing instructional practice</p>	<p>formative assessment feedback loop with a focus on gathering, interpreting and using evidence as the core of their formative assessment practice</p>	<p>greater content knowledge to better conceptualize students' learning progressions within their subject area</p> <p>Teachers are transparent about their own learning process to model and enhance the learning culture in the classroom</p>
<b>Engaging Students</b>	<p>Teachers do not engage students in formative assessment</p> <p>Their focus is on students following directions and completing assignments</p>	<p>Teachers share learning goals and success criteria with students but do not support them in using these during the lesson</p> <p>Teachers ask students to do peer feedback and/or self-assessment in ways that do not lead to deeper learning, e.g.,</p> <ol style="list-style-type: none"> <li>checking for right or wrong answers or task completion</li> <li>assessing low level tasks</li> </ol>	<p>Teachers support students as they develop skills for independent learning, e.g., referencing success criteria when reviewing work</p> <p>Teachers model formative assessment practices to support students' use of these skills, e.g., how to give descriptive feedback during peer feedback</p> <p>As students take on new roles as learners, teachers turn over greater responsibility to students</p>	<p>Teachers continue to deepen student-led practices to increase metacognitive and self-regulation skills and skills for supporting peer learning</p> <p>Teachers engage in discourse with students about formative assessment principles and use this shared understanding to get feedback on, or co-construct, various aspects of lessons</p>
<b>Conceptions about Teacher and Student Roles</b>	<p>Teachers conceptualize formative assessment like other assessment practices that involve an assessment task, separate from instruction, and done by teachers to students</p>	<p>Teachers conceptualize formative assessment as:</p> <ol style="list-style-type: none"> <li>A set of teacher strategies to better gauge student learning, <i>and/or</i></li> <li>Posted learning goals and students working in small groups where engagement is equivalent to formative assessment</li> </ol>	<p>Teachers understand that for formative assessment to have an impact, they need to practice the entire feedback loop and engage students in doing the same in an effort to support student self-regulation and autonomy</p>	<p>Teachers see formative assessment processes and principles as the organizing principle for all teaching and learning and the driver of student agency</p>