



# NC's K-3 Formative Assessment Process Critical Components

## Critical Component: Selecting Learning Targets

Core Element	Expected Implementation
<p><b>LEARNING TARGETS:</b> Learning targets are the building blocks of learning of concepts/skills/practices (e.g., a step along the construct progression). Learning targets reflect the learning that teachers expect students to achieve in an instructional sequence (e.g., 1-2 lessons) and are developed with students (when appropriate) and stated in language that students can understand (e.g., “I can...” statements).</p>	<p>Teacher uses the current learning status and engages individual students in the development of learning targets (when appropriate) in meaningful and appropriate ways to support learning (e.g., using “I can...” statements).</p>

## Critical Component: Developing Criteria for Success

Core Element	Expected Implementation
<p><b>CRITERIA FOR SUCCESS:</b> Criteria for success describe what students might say, do, make, or write during the learning opportunity to demonstrate that they have met the learning targets. Criteria for success allow students to compare their current learning status with their learning targets. Criteria for success allow teachers to identify gaps in student learning, enabling teachers to adapt and respond to learning needs.</p>	<p>Teacher uses the learning targets and specific performance descriptors to identify the criteria for success for students.</p>
	<p>Teacher engages students in the development of criteria for success (when appropriate) that describe in student-friendly language (e.g., “I will...” statements), what the students will say, do, make, or write during the learning task to meet the learning targets.</p>
	<p>Teacher routinely provides exemplars/modeling aligned with criteria for success (when appropriate) to help students understand how to meet the learning targets.</p>
	<p>Students independently refer to the criteria while learning (some students may require scaffolding and support) in order to monitor and support their own understanding.</p>

## Critical Component: Eliciting Evidence of Learning

Core Element	Expected Implementation
<p><b>ELICITING EVIDENCE:</b> Eliciting evidence is a planned component of instruction that occurs as instruction is taking place in the moment.</p> <p>Multiple ongoing assessment means are used to elicit evidence of student learning that are both teacher-initiated and child-initiated.</p>	<p>Teacher consistently uses multiple planned, ongoing assessment means aligned with learning targets and criteria for success while instruction is occurring and learning is under way.</p>
	<p>Teacher consistently uses multiple ongoing assessment means to gain insights into where students are in their learning in relation to learning targets and criteria for success.</p>
	<p>Teacher provides a balance of teacher-initiated and child-initiated opportunities for students to express their thinking and ideas through what they say, do, make, or write.</p>

## Critical Component: Interpreting the Evidence

Core Element	Expected Implementation
<p><b>CONSTRUCT PROGRESSIONS:</b> Construct progressions identify the building blocks of learning of concepts/ skills/ practices over time. Construct progressions are not standards, pacing guides, or curriculum scope and sequences. Rather, construct progressions lay out increasingly more complex understandings of core concepts, principles, or skill development, providing a picture of what it means to develop in an area of learning (Heritage, 2008).</p> <p><b>LEARNING STATUS:</b> The learning status is represented by a point along a construct progression. Teachers decide what skill on a construct progression best describes the student's overall performance based on the evidence they have gathered.</p>	<p>Teacher accurately interprets evidence generated from the use of multiple ongoing assessment means and locates students' current learning status along the construct progressions for all five domains of learning and development.</p>

## Critical Component: Adapting/Responding to Learning Needs

Core Element	Expected Implementation
<p><b>DESCRIPTIVE FEEDBACK:</b> Descriptive feedback is related to the particular qualities of student learning with discussion or suggestions about what the student can do to move their learning forward. The teacher should avoid comparisons of a student's work or response with that of other students. Descriptive feedback should be specific, timely, and based on the learning target and criteria for success. It should help the student answer three basic questions: <i>Where am I going? Where am I now? How can I close the gap?</i> (CCSSO FAST SCASS, 2008)</p>	<p>Teacher consistently provides descriptive feedback that is not graded or evaluative, but instead, highlights which criteria for success have been met and which criteria have not been met and why, as well as cues or hints of what students need to do to move learning forward.</p>
<p><b>ADJUSTMENTS IN STUDENT LEARNING:</b> Students use descriptive feedback and teacher's intentional questioning/probing/prompting to improve their work and advance their learning.</p>	<p>Students independently use feedback (when appropriate) to improve their work and advance their learning.</p> <p>Teacher consistently uses questioning/probes/prompts to elicit students' responses and extend classroom discussions.</p>
<p><b>INSTRUCTIONAL ADJUSTMENTS:</b> Both in-the-moment and ongoing adjustments are made to instruction based upon evidence gathered.</p>	<p>Teacher consistently makes quick adjustments to instruction based on the interpretation of evidence and/or learning targets, in-the-moment and/or within an instructional sequence (1-2 lessons).</p>