

# Determining Where I Am Now: Assessment *for Learning* (Formative Assessment) Self-Checklist

Evaluate your classroom assessment practices for each of the nine statements below, according to the following scale:

1 = I don't do this, or this doesn't happen in my classroom.

2 = I do this infrequently, or this happens infrequently in my classroom.

3 = I do this sometimes, or this sometimes happens in my classroom.

4 = I do this frequently, or this happens frequently in my classroom.

5 = I do this on an ongoing basis, or this happens all the time in my classroom.

Survey Statement	
	I understand the relationship between assessment and student motivation and use assessment to build student confidence rather than failure and defeat
	I articulate, in advance of teaching, the learning targets my students are to hit.
	I inform my students regularly, in terms they can understand, about those learning targets, in part through the study of the criteria by which their work will be evaluated and samples of high-quality work.
	My students describe what targets they are to hit and what comes next in their learning.
	I transform these learning targets into dependable assessments that yield accurate information.
	I consistently use classroom assessment information to revise and guide teaching and learning.
	My feedback to students is frequent, descriptive, constructive, and immediate, helping students know how to plan and improve.
	My students are actively, consistently, and effectively involved in assessment, including learning to manage their own learning through the skills of self-assessment
	My students actively, consistently, and effectively communicate with others about their achievement status and improvement.

*Source:* Adapted from *Assessment FOR Learning: An Action Guide for School Leaders* (pps. 176-178), by S. Chappuis, R.J. Stiggins, J. Arter and J. Chappuis, 2004, Portland, OR: Assessment Training Institute. Copyright © 2006, 2004 Educational Testing Service. Adapted by permission.