

**Attributes of
Formative
Assessment**

Formative assessment:

- Provides students with **learning goals and targets** in language they can understand
- Clearly describes the **criteria for successfully meeting the target** through examples
- Effectively uses **learning progressions** to scaffold learning
- Provides **descriptive feedback** that helps the student know what to do next in their learning
- Actively engages students in **self-assessment** as well as **peer-assessment**.

“Students interpret the feedback we give them to decide whether they have hope of future success, whether the learning is worth the energy it will take to attain it, and whether to keep trying. If students conclude that there is no hope, it doesn’t matter what the adults decide. Learning stops.”

Dr. Richard Stiggins, Five Myths and Their Consequences

**NC FALCON
Overview**

There are currently five formative assessment modules in the online professional development series located in NC FALCON. The following is a description of each formative assessment module.

Importance of Formative Assessment.

This module provides an introduction to formative assessment, its importance and role in North Carolina’s 21st Century Balanced Assessment System. At the end of the module, participants will be able to:

- Explain the purpose of formative assessment and why it is defined as a process;
- Distinguish between formative assessment and benchmark/summative assessment;
- Articulate how formative assessment is used in their classroom/school and how they plan to use formative assessment in the future.

Learning Targets and Criteria for Success.

This module focuses on how teachers can write clear learning targets and define criteria for success in order to help students answer the question, “Where am I going?” At the end of the module, participants will be able to:

- Recognize clear and unclear learning targets;
- Develop clear learning targets and their associated criteria for success to use in a lesson or series of lessons.