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Learn.
Grow.**
the education blog

Making it work:
How formative assessment
can supercharge your practice

nwea

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How formative assessment boosts metacognition—and learning

What is formative assessment?

Formative assessment is a planned, ongoing process used by students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners.

The formative assessment cycle asks teachers and students to consider three essential questions:

1. Where is the learner going?
2. Where is the learner now?
3. What's next in the learning journey?

Responding to these questions involves integrating and embedding the following practices in a collaborative and respectful classroom environment:

- Clarifying learning goals and success criteria
- Eliciting and analyzing evidence of student thinking
- Engaging in self-assessment and peer feedback
- Providing actionable feedback
- Using evidence and feedback



Dear educator,

The kinds of changes we saw in schools this spring due to the COVID-19 pandemic were more significant than any in our recent memory. New cohorts of students, new remote and blended instructional models, and new school calendars are just some of the things that will likely make school look very different than it did in the past.

The focus of this eBook—formative assessment—is nothing new in education. However, it’s inevitable that as our education system changes, our approaches to any instructional strategy, including formative assessment, must evolve.

Formative assessment is a critical tool for addressing this rapidly changing environment. Amidst frequent interruptions to learning, formative assessment provides the tools to bring student and teacher focus back to learning, address student misconceptions, and build up students as independent learners. In this eBook, we share concrete ways to make formative assessment work for your students, knowing the need for accurate information to drive instruction has perhaps never been greater than it is now.

Meeting teacher needs

Assessment information must serve teachers’ needs in directing instruction. It must make its way through the clamor of competing priorities, constraints, and the variety of other curricula and instructional tools that teachers are asked to implement. This eBook offers two approaches for integrating formative work into a broader instructional framework: responsive planning with the end in mind and a balanced assessment system.

Formative assessment as part of responsive planning puts learning in the context of where students have been, going beyond “in-the-moment” learning adjustments to treat learning as a broader journey. Formative assessment as part of a larger, balanced assessment system can support each step of a teacher’s decision-making process.

Serving students

As a practice, formative assessment zeros in on meeting student needs and supporting students as independent and empowered learners. This



is a new way of thinking about assessment for many educators, who have primarily seen assessment as failing to support students as well-rounded learners. No teacher wants their student’s learning psyche dominated by fear of a test. Formative assessment provides tools to dispel these fears, help students think about their learning, and leverage assessment as a way to promote student growth and personal development.

Formative assessment can also be integrated with strategies for supporting students’ social-emotional learning goals, which will be critical in the aftermath of this spring’s interrupted learning. And formative assessment can help students build the muscles they need to keep focused and motivated when learning at home.

Making it work

In their [seminal textbook on classroom assessment](#), Jan Chappuis and Rick Stiggins argue an effective classroom assessment system involves both “doing it right” (gathering accurate information on where students are) and “using it well” (using that information to drive enhancements to student learning). To this list, we humbly add a third element: “making it work.”

This eBook describes how teachers can leverage formative assessment when time is tight, educators are under new and unrelenting pressures, and student needs are greater than ever before. We believe it’s important to support educators in discovering and integrating best practices into their day-to-day work. We hope this eBook helps you make formative assessment a central tool in your instructional toolbox.



Jacob Bruno
Vice President, Professional Learning



The power of formative assessment when the only constant is change

Chase Nordengren

Before schools closed in March, I sat in on a lesson planning meeting with an Algebra II teaching team working on how to bring context to a lesson on linear and exponential change. In the air was one obvious, real-world example: cases of COVID-19 had begun to exponentially grow in the United States, and it was clear the virus was about to impact the lives of students and families across the country.

I've reflected a lot on that almost surreal moment since, a powerful reminder of the concrete relevance of learning to students' lives.

Viral counts were not the only form of exponential change this spring; one of the many changes in our culture was a historic and unprecedented interruption to the pattern of schooling. Very suddenly, school took place at home, and educators were faced with the daunting challenge of reaching students facing individual stress and trauma, different abilities to engage with education, and unknown gaps in learning.

Most observers now believe [school is unlikely to stop changing anytime soon](#). Starting in fall 2020, school for most students could mean half-day or partial-week in-person instruction, the regular threat of additional school closures due to new outbreaks, and socially distanced routines that take away many of their favorite aspects of the school day.

What doesn't change during this period is the central importance of student learning: building growth and mastery to ensure all students have the knowledge they need to understand a chaotic and unpredictable world.

Formative assessment is a critical tool for educators looking to unlock in-depth information on student learning in a world of change. Rather than focusing on a specific test, formative assessment focuses on [practices teachers undertake during learning that provide information on student progress toward learning outcomes](#). Using strategies that expose misconceptions, support higher-level thinking within a subject, and engage students in academic discourse, formative assessment provides the real-time feedback necessary to dynamically adjust instruction to meet learner needs as they emerge and change.

The interrupted learning facing us in the 2020–21 school year will likely be frequent, unpredictable, and different from state to state and school to school.

Understanding interrupted learning

At NWEA®, we've termed this a period of interrupted learning: learning that occurs at irregular intervals, with breaks in established routines and inconsistencies in meeting the academic, social, emotional, technological, and/or physical needs of learners. While this situation is similar to other learning interruptions caused by natural disasters, human migration, or other large-scale events, this event is different. The interrupted learning facing us in the 2020–21 school year will likely be frequent, unpredictable, and different from state to state and school to school.

Although the magnitude of learning loss during this period will likely be substantial, no two students will experience interrupted learning in quite the same way. For some students, personal or familial hardship will limit their opportunity to remain on an upward learning track during the spring and summer. For other students, moving between schools or districts may change their scope and sequence, causing them to repeat content they have already mastered or miss critical skills for future content. Even under normal circumstances, [students move through content at different speeds and in different ways](#), meaning two students starting from the same origin may take different paths to the destination.

What formative assessment offers is an individualized and specific understanding of where students are in a content area and what they need to learn next. When first learning plotting coordinate points, for example, students may make similar errors for distinct reasons: they may misunderstand the

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meaning of words like “vertical” and “horizontal,” they may reverse the order of an ordered pair of coordinates, or they may incorrectly order the quadrants of the plane. To understand these misconceptions, a teacher may ask students to explain plotting points to a partner, ask students to generate their own ordered pairs to chart, or give other examples of vertical and horizontal surfaces. Techniques like these are [very adaptable to remote instruction](#), making them a key tool in the blended-learning toolbox.

To ensure each day’s instruction is focused on the most important content students need to reach their goals, [teachers need to make careful and deliberate choices](#) about the most essential scaffolds to support that learning. Formative assessment provides the tools to quickly identify the misconceptions at play, support with appropriate instruction, and ensure that rigorous and timely instruction sticks. As educators work to make up for [unfinished teaching](#), and quickly adapt their curricular scope and sequence to match new opportunities to learn, these techniques support making evidence-based decisions to support what students learn next.

Building independent learners

Learning from home is a new experience. Teachers and families are collaborating together on how students learn, blending video conference class meetings with online supplemental practice, worksheets, and learning created and driven by parents. In this process, the only person who witnesses a student’s learning from beginning to end is the student themselves. While some students may take on the level of independence and ownership of learning necessary to succeed outside a classroom, other students may not be ready to learn in a self-directed way.

Well-executed formative assessment practices provide teachers critical opportunities to re-engage students in the work of learning. Sometimes called [“assessment for learning,”](#) formative assessment asks students to reflect on what they have learned, understand their learning in relation to their peers, and proactively raise lingering questions or ongoing learning needs. In a highly formative classroom, students may self-assess their knowledge on a new topic, get feedback on a project from peers, and journal or discuss what they hope to learn next.

The return of students to school is a key opportunity to build independence for students who have begun that process and use formative assessment to better understand the barriers to independence for others. Using formative assessment, teachers can create multiple, clear opportunities for students to understand what they should be ready to learn and the steps they will take to get there. While these values are critical in classrooms under any circumstances, they are particularly important when students may spend less of their learning time in



schools with their teachers than ever before. Given the unpredictable nature of the school year to come, it is more important than ever to take early and frequent opportunities to build students' skills.

Keeping learning central

With the magnitude of trauma experienced by our students during these times, there is an understandable desire to sideline academic content in favor of making the connections that will sustain students as people. Undoubtedly, taking care of social-emotional needs is the first priority of all schools moving forward next year. Still, losing attention on learning runs the risk of leaving some students behind when they most need opportunities to fill gaps in understanding and complete learning. Effective formative assessment shows these two aims need not conflict with one another. Using formative assessment allows educators to integrate attention to students as people with up-to-the-minute understandings of what students are ready to know next. The flexibility of those strategies is critical as short- and long-term periods of interrupted learning continue for the foreseeable future.

No one hopes for or expects this kind of exponential change. In these moments, what stands out is the extraordinary ability of people in all walks of life to adapt, make quick decisions, and ultimately flourish despite their insecurity. There are few values better to model for students as they look to school as a source of stability and continuity in their lives. **TLG**

How responsive planning can strengthen your formative assessment practice

Brooke Mabry

In my work with educators over the years, I have found the majority associate formative assessment with the phrase “assessment for learning” and describe it as “in-the-moment adjustments to teaching.” While both of these are true, my work with educators focuses on helping them cultivate a more robust definition and application of formative assessment.

As an organization, we subscribe to the [CCSSO revised definition of formative assessment](#) and, with permission, have adapted it for use in our organization:

Formative assessment is a **planned, ongoing process** used by **all students and teachers during learning and teaching** to **elicit and use evidence of student learning** to improve student understanding of intended disciplinary learning outcomes and **support students to become self-directed learners**.

Notice the phrases in bold. Our definition situates both students and teachers at the heart of the formative practice, ensuring it is a process done *with* students rather than *to* or *for* them. We seek to position formative assessment not as a thing, but as a process, an intentional and planned iterative cycle, used by both students and teachers to accomplish two specific student outcomes: improve understanding of intended learning and support agency.

Formative assessment that goes beyond “in-the-moment adjustments” helps teachers focus on empowering students; collaboration between teachers and learners; and learning as a journey, rather than a destination. Responsive planning with the end in mind—a larger process that relies on formative assessment to be effective—is a way to put your formative assessment practice in a larger context, one that can greatly strengthen your teaching and boost your students’ learning.

Responsive planning with the end in mind: What it is and how to do it

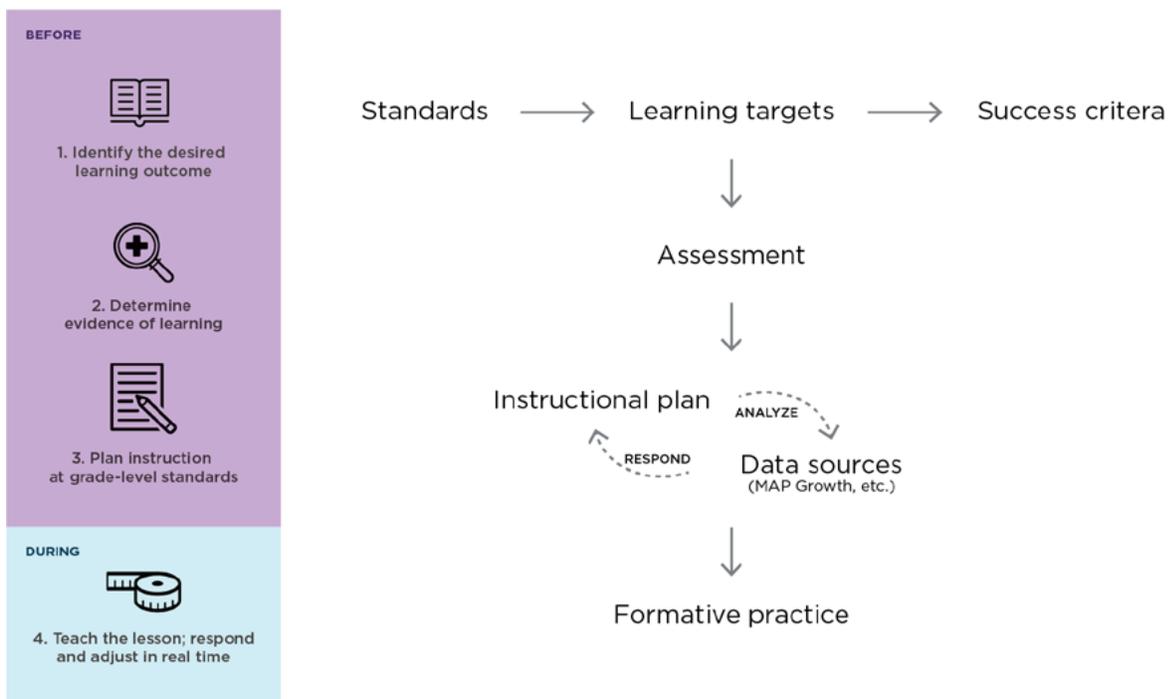
In Lewis Carroll’s *Alice in Wonderland*, there is a powerful scene where Alice arrives at a fork in the road. Spotting the Cheshire cat sitting high above her

in a tree, she asks him which way she should go. He responds with a question of his own: “Where do you want to go?” When she says that she doesn’t know, the cat, in his sly way, says it doesn’t matter.

Isn’t this true in our instruction as well? If we don’t know where we want to go in our teaching—and where we want our students to go through their learning—any old lesson plan will get us there. Either road in that fork will do.

Responsive planning with the end in mind is an approach that challenges us to undertake our practice with more intention. It’s designed to respond to students’ unique needs *before* and *during* a lesson, as outlined in the purple and blue sections of the visual below. And it relies heavily on formative assessment to create a complete picture.

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Intended to ensure strong alignment of standards, instruction, and assessment, responsive planning with the end in mind allows you to create a plan that outlines assessments, instructional activities, and tasks responsive to students' learning needs and preferences. The plan also indicates when in the lesson students will be assessed, and how teachers and students can adjust based on the results. Let's walk through the four steps.

1. Before instruction: Identify the desired learning outcome

To determine your desired learning outcome—that place you want to go, as the Cheshire cat would say—you'll need to look to your grade-level standards. Unwrap the content to establish student-friendly learning targets and success criteria that explicitly support students in understanding the aims of your instruction and the criteria to measure their learning progress. Here's how it could look in ELA, content area reading, and math.

- **ELA:** Try a text-based approach. It may be a departure from what you're used to, but this method puts text—rather than skills and strategies—front and center.

First, dig into the text to identify the key understandings you want students to have after reading and to determine what makes the text complex, such as aspects of meaning, knowledge, structure, or language. Second, create a focusing question and writing task that will allow students to express that they grasped the key understandings. Third, with the qualitative complexity in mind, identify the standards that will support students in navigating the most challenging aspects of the text, and use those standards to create scaffolded, text-dependent questions that will support students in making meaning of the text and drive toward the focusing question and writing task.

- **Content area reading:** Content area reading refers to reading to learn, rather than learning to read. It encompasses all the skills and abilities required for students to access, comprehend, and apply informational text used to impart content understanding and learning. If you're a content area teacher, you, too, can support students in accessing text so that they can glean the content you are trying to teach.

Just like ELA teachers, consider a text-based approach when planning for instruction involving complex informational texts. The process is the same, except the focusing questions and tasks should drive toward content

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understanding in grade-level standards.

- **Math:** Strong mathematical instruction centers primarily on where the standards focus; considers coherence across grades and links to major topics within the grades; and attends with equal intensity to the aspects of rigor in the standards, including conceptual understanding; procedural skill and fluency; and application.

2. Before instruction: Determine evidence of learning

In the second step of responsive planning with the end in mind, consider how you and your students will know they have met the desired learning outcome identified in step one by establishing the evidence you will accept and how you will collect it. This involves identifying or designing the formative and summative assessments you will use when you're actually teaching the lesson. These are the assessments that will allow you to continually adjust your teaching.

3. Before instruction: Plan instruction at grade-level standards

Once you know your learning outcomes and how to measure learning progress and mastery, you can plan the instructional activities that will support and guide students to those outcomes. Begin planning focused on the grade-level standards and rigor, as if all students are ready for grade-level instruction. Then, in order to promote access to equitable instruction, consult your multiple data sources—from curricular assessments to scores from an interim assessment, like [MAP® Growth™](#)—to determine where students may



need additional support or challenge to access the instruction in a way that promotes productive struggle, that just-right level of challenge in a student's [zone of proximal development \(ZPD\)](#). This is also where you can consider students' social-emotional learning needs.

4. During instruction: Teach the lesson; respond and adjust in real time

This fourth step is all about instruction. Put your plan to work and use your [formative practice](#) to monitor and adjust the plan in real time based on how students progress. Your methods may look a bit different after coronavirus school closures, but there are [countless ways to adjust](#) what you've been used to in the classroom to an online or hybrid learning environment. Be sure to make notes about what works so you can use your reflections to anticipate and proactively plan for potential student needs in the future.

In closing

What I find most exciting about responsive planning with the end in mind is that we don't have to wait until we are in the teaching and learning cycle to begin our formative practice. Analyzing existing data sources to inform responsive adjustments to a plan *before* teaching will save you precious instructional time, since you will be proactively anticipating and planning for student needs. And it will make your formative assessment methods much more effective. **TLG**

How to build a balanced assessment system

Steve Underwood

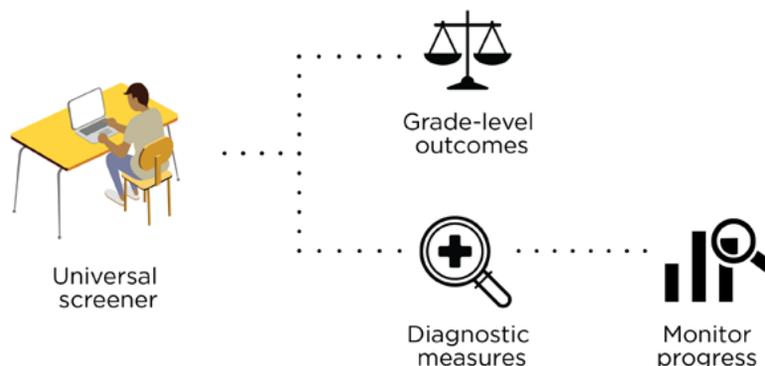
As my colleague Chase Nordengren said recently, [teaching and learning have been transformed](#) by COVID-19 school closures—and they're unlikely to return to what we were used to anytime soon, if ever. They'll also have a big impact on what most children are ready for in the fall.

Student learning differences are not a new challenge for educators. However, the scope and learning variance that students will display this fall is likely to be fairly significant. This moment in time is an opportunity to revisit and rebalance your assessment practices. In this post, I offer up a mental model for how a balanced assessment system—built on formative assessment practices—can guide instruction to meet the needs of your students.

Make data easier to understand and use

There is a saying that schools can be data rich, but information poor. This means that you can have many sources of data on students but lack the coherent information you need to make effective decisions. It's helpful to consult many sources of formal and informal data to inform your instructional design, of course, but without an intentional, well-thought-out plan for how all the sources of data fit together, it will be hard to make decisions well. A coherent approach to assessment practices can streamline decision-making and improve learning.

One way to achieve this coherence is by developing a balanced assessment system. A balanced assessment system intentionally makes use of formative, interim, and summative assessment practices—with the most emphasis placed on formative assessment. This type of system is at the heart of a Multi-Tiered System of Support (MTSS), which uses a decision-tree approach to assist in streamlining decisions, as shown below.



Strike a balance

To create a balanced assessment system, there are two major domains that teachers need to consider:

1. The standards-based core instruction domain that aligns to grade-level or advanced content
2. The intervention domain for students who are not yet achieving standards and need additional support

Formative assessment plays a key role in both domains and should always be the starting point. It begins as a universal screening process for all students. Universal screening can take many forms, such as an early literacy probe, behavioral data, attendance patterns, grades, and even [MAP Growth](#) or [MAP® Reading Fluency™](#). The purpose, just like when doctors take your blood pressure and weight during an annual checkup, is to look for signs that something might be off track.

Following the administration of a universal screening process, educators face a decision point that affects which of the two domains come into focus for teaching and learning.

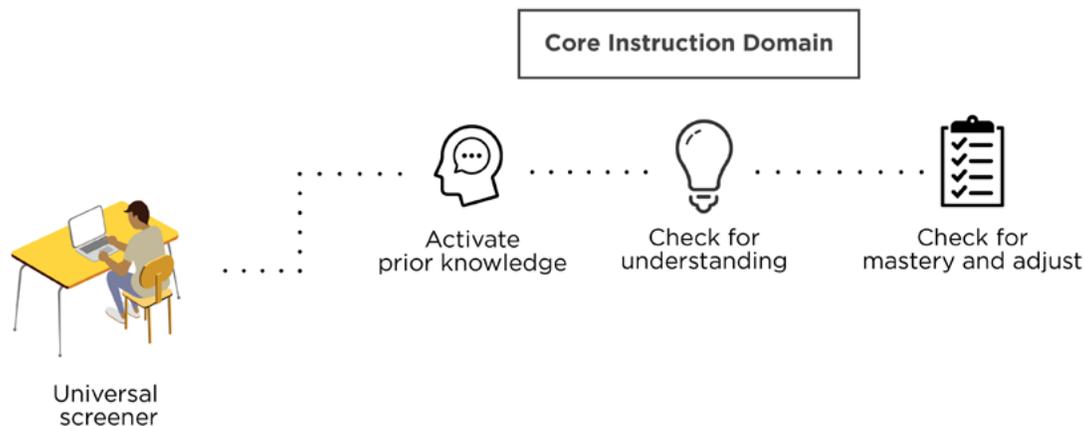
For students who are more or less on track with the universal screening measures, teachers should proceed with business as usual in the core instruction domain, using formative assessment practices to connect to and activate prior knowledge in ways that guide the relationship of teaching and learning, check for understanding along the way, and assess mastery against grade-level outcomes to determine if future adjustments need to be made.

If the universal screener indicates that the learning or social-emotional well-being of a student is at risk, then the best course of action for teachers is to employ formative assessment practices that diagnose and pinpoint what support is needed within the intervention domain, monitor progress on a learning progression, and assess mastery of prerequisite learning.

This moment in time is an opportunity to revisit and rebalance your assessment practices. [...] [A] balanced assessment system—built on formative assessment practices—can guide instruction to meet the needs of your students.

How to move forward with core instruction

All students should experience teaching and learning that supports their success in the core instruction domain. This begins with teachers reviewing the scope and sequence of standards-aligned content, establishing clear learning targets, and using formative assessment data to develop responsive plans for lessons and units. The figure below illustrates three key assessment practices within core instruction: activate prior knowledge, check for understanding, and check for mastery and adjust instruction as needed.



Before core instruction: Activate prior knowledge

Lessons and units should start with formative assessment practices in the form of a pre-assessment or a process of activating prior knowledge. This serves the purpose of illustrating what students already know and assists teachers and students in understanding the learning path that students will need to take to reach the learning target.

Formative assessment at the beginning of a lesson or unit can take many forms, such as [entrance tickets](#), [K-W-L chart activities](#), [Venn diagrams](#), [think-pair-share](#), and more. No matter the type, a formative assessment activity at the beginning of a lesson or unit will create the context for helping you know how to adapt core instruction by adding more scaffolding for students who may struggle; adapting content to adjust for key background knowledge that the whole class may need to be successful; or developing differentiated paths for advanced students who may wish to go deeper with their learning in the particular content area.

During core instruction: Check for understanding

Formative assessment practices should take the form of checking for understanding. In a lesson, for example, this may occur when you monitor small group conversations, review students' quick writing assignments, or listen to how students report out on jigsaw activities. Over the course of a unit, formative assessment should be occurring throughout, even incorporating more formal interim assessments, quizzes, and longer-term assignments.

What makes these practices formative is using them to adjust instruction to keep learning progressing. If the activities are used for grading or there's no change to the long-term instructional trajectory, they no longer serve a formative purpose and swing over into the arena of summative assessment.

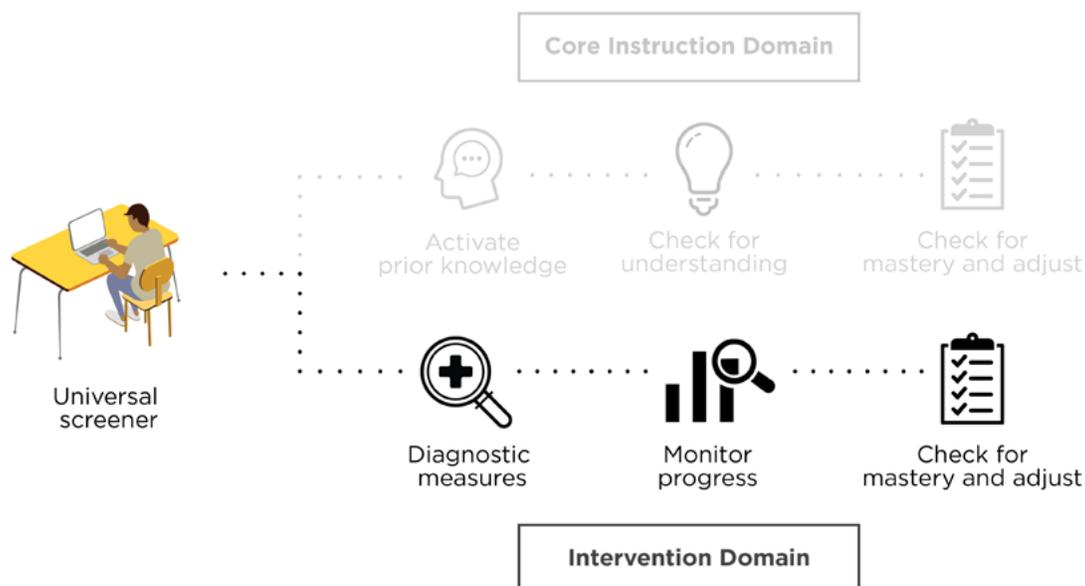
All students should experience teaching and learning that supports their success in the core instruction domain

After core instruction: Check for mastery and adjust

At the end of a lesson or unit, a balanced assessment system will make use of purposeful summative assessment. If the learning targets were clear from the beginning, a summative assessment will focus solely on the success criteria by which students demonstrate that they have learned what was expected. It is often common practice that end-of-unit summative assessments do not serve a formative purpose. However, if you intend to reteach the content or proceed to a new unit that builds on the previous one, summative assessment can be utilized in a formative manner if there is an intentional effort made to adjust teaching and learning based on the degree to which students mastered the success criteria.

Tackling the intervention domain

In the intervention domain, assessment practices often take on different terminology and more formal designs, but they represent similar ideas to the core instruction domain and are guided by the principles of formative assessment. When students are identified by a universal screener as being at risk, adopt the MTSS sequence illustrated below: diagnose learning needs; monitor progress; and check for mastery and adjust.



Before intervention: Diagnose learning needs

In elementary schools, educators often make the mistake of making intervention about the content of the universal screener. For example, an early literacy screener might emphasize reading fluency, so some teachers will make intervention about fluency. Without diagnosis, the teacher may not uncover that the root cause of the student's poor fluency performance is an underlying issue with phonics.

By implementing a clear plan for diagnosis before intervening, you stay true to the idea of formative assessment by gaining the information you need to pinpoint the best starting point for teaching and learning. In early literacy, there are diagnostic assessments for phonemic awareness, phonics, comprehension, and more. In high school, a mathematics teacher may engage in diagnostic assessment by assessing students on a spectrum of math standards from lower grade levels. Regardless, the purpose of diagnostic assessment has the long-term learning trajectory in mind and can be matched with short-term success criteria that students can demonstrate to show their learning is on track. This creates the connection between diagnostic assessments and progress monitoring.

During intervention: Monitor progress

Once you pinpoint the entry level for intervention, instruction and a progress-monitoring plan are needed. For example, an eighth-grade algebra teacher may diagnose that a student has strengths in many areas but is struggling because they have not yet learned to identify when two expressions are equivalent (a sixth-grade standard). This means that *during* intervention, instruction would begin at this level, and a learning path would slowly build toward eighth-grade standards. Formative assessment would occur in the form of progress monitoring that is broken out to measure the success criteria of each step needed to meet the related eighth-grade math standards.

By implementing a clear plan for diagnosis before intervening, you stay true to the idea of formative assessment by gaining the information you need to pinpoint the best starting point for teaching and learning.

Similarly, in early literacy, when students have mastered their basic phonics skills but still need support working on automaticity, accuracy, and prosody (i.e., fluency), a teacher might choose to use the progress monitoring for oral reading test within MAP Reading Fluency as a progress-monitoring tool.

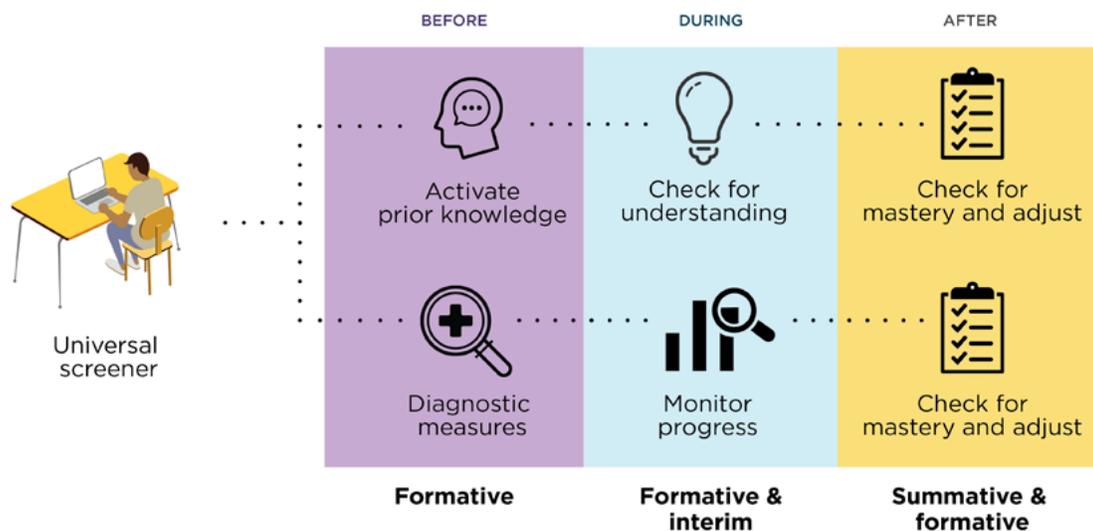
Similarly, in early literacy, if a third-grade student is identified as struggling with variant vowels (a first-grade skill), intervention would build from variant vowels and measure student progress toward mastery of this and successive phonics skills until the student demonstrates grade-appropriate success criteria with word reading.

After intervention: Check for mastery and adjust

Following instruction, student learning should be verified through a summative assessment that measures whether or not a student has mastered the goals that have been set within their learning progression. A summative approach could even be the same diagnostic assessment tool that was used to identify the student's learning needs. If this is the case, the purpose changes from a formative, diagnostic use to a summative checkpoint that assesses mastery.

Tying it all together

Here's a visual representation of the sequence and relationship between formative, interim, and summative assessment and the relevant assessment approaches that are most helpful in the core instruction domain and the intervention domain.



Want to be sure you're engaging in formative assessment every step of the way?

Here's how:

- Use the information you glean about students *before* instruction to plan core instruction and intervention
- Take what you learn *during* instruction to respond to students' needs and adjust what comes next in your lesson or unit plans
- Put summative assessment gathered *after* instruction to use guiding how you will reteach content or adjust your plans for the next unit

For more tips, visit our [Formative Assessment archive](#) on Teach. Learn. Grow. **TLG**

6 ways to help heal toxic stress, trauma, and inequity in your virtual or in-person classroom

Erin Beard and Lauren Wells

Many of our students' lives have been deeply disrupted this year by COVID-19 and police brutality.

Even during “normal” times, [our learners can be affected by toxic stress, trauma](#), and [inequality](#). But the impacts of events such as the ones we're currently experiencing can compound or trigger learners' toxic stress and trauma.

Because we care so deeply for our students, we might feel overwhelmed and even paralyzed when we consider the realities they face. Some good news (yes, I am shamelessly [stealing from John Krasinski](#)): One thing that can help us overcome paralysis is understanding how the learner-empowerer classroom assessment model—which has formative assessment practices at its core—can help us heal the effects of toxic stress and trauma as well as help us repair systems of inequity.

The shift from learner-manager to learner-empowerer

Many of us experienced a learner-manager model both as K-12 students and as educators in training. The process looks something like this: the teacher teaches *to* the students, the teacher gives tests *to* the students, the teacher assigns grades *to* the students. In a learner-manager model, classroom assessment processes and practices are done *to* students, not with them.

When classroom assessment practices are done in this way, when students have no voice, choice, or clear, predictable rhyme and reason, the experience can feel unsafe, unpredictable, unwelcoming, and even threatening. [Salvatore Terrasi and Patricia Crain de Galarce](#) explain that, “When children perceive their environment as a dangerous place, they can become hypervigilant, experiencing everyone and everything as a potential threat to their safety. Psychologically, they have a fragmented sense of self and are vulnerable to anxiety and depression; behaviorally, they are prone to the extremes of withdrawal or serious acting-out behaviors.” All of this can compound stress, trauma, and inequity.

The purpose of a learner-empowerer model is to activate students as co-owners of the learning process. Classroom assessment processes and practices are done *with* students, not *to* them. Because the learner-empowerer model activates, leverages, and responds to students' lived experiences, voices, choices, and needs, it can help us interrupt biased educational structures and methods. The principles of the learner-empowerer model also require employing stress- and trauma-sensitive practices, making it possible to ameliorate the effects of toxic stress and trauma while also addressing inequity. Here's how the two align.

Learner-empowerer practices, rooted in formative assessment	Stress- and trauma-sensitive practices
Activate respect, collaboration, engagement, and agency as well as social-emotional and academic needs.	<p>Encourage and incorporate learners' strengths and interests.</p> <p>Structure activities in predictable and emotionally safe ways.</p> <p>Provide opportunities for students to learn and practice regulation of emotions and modulation of behaviors.</p> <p>Ensure settings employ positive supports for behavior.</p>
Clarify learning goals and paths.	Communicate expectations in clear, concise, and positive ways.
Elicit thinking.	Present information and assess learning using multiple modes.
Engage in self, peer, and teacher feedback.	Provide opportunities for learning how to interact effectively with others.
Practice using actionable feedback and evidence.	Provide opportunities for learning how to plan and follow through on assignments.

Sources: Learner-empowerer practices: [Revising the definition of formative assessment](#). Stress- and trauma-sensitive practices: [Trauma and learning in America's classrooms](#) and [Addressing race and trauma in the classroom](#).

How to keep empowering students

Some more good news: You've probably been following the learner-empowerer model, at least in part and maybe even without realizing it. The model is not a new idea; the components and learner-centered intent are already embedded in our educator professional standards (e.g., [InTASC standards 3 and 6](#)) and are the topics of existing professional development opportunities (e.g., NWEA [assessment literacy](#) and [formative assessment](#) modules). The challenge now is to continue to empower students, whether we're face-to-face in a classroom, exclusively online, or following a blended approach.

We know that learning environments and access to resources often vary, and will almost certainly vary when classes resume in the fall. We'd like to help prepare you for whatever comes your way, so we've gathered some strategies that can be done with paper and pencil as well as digital tools.

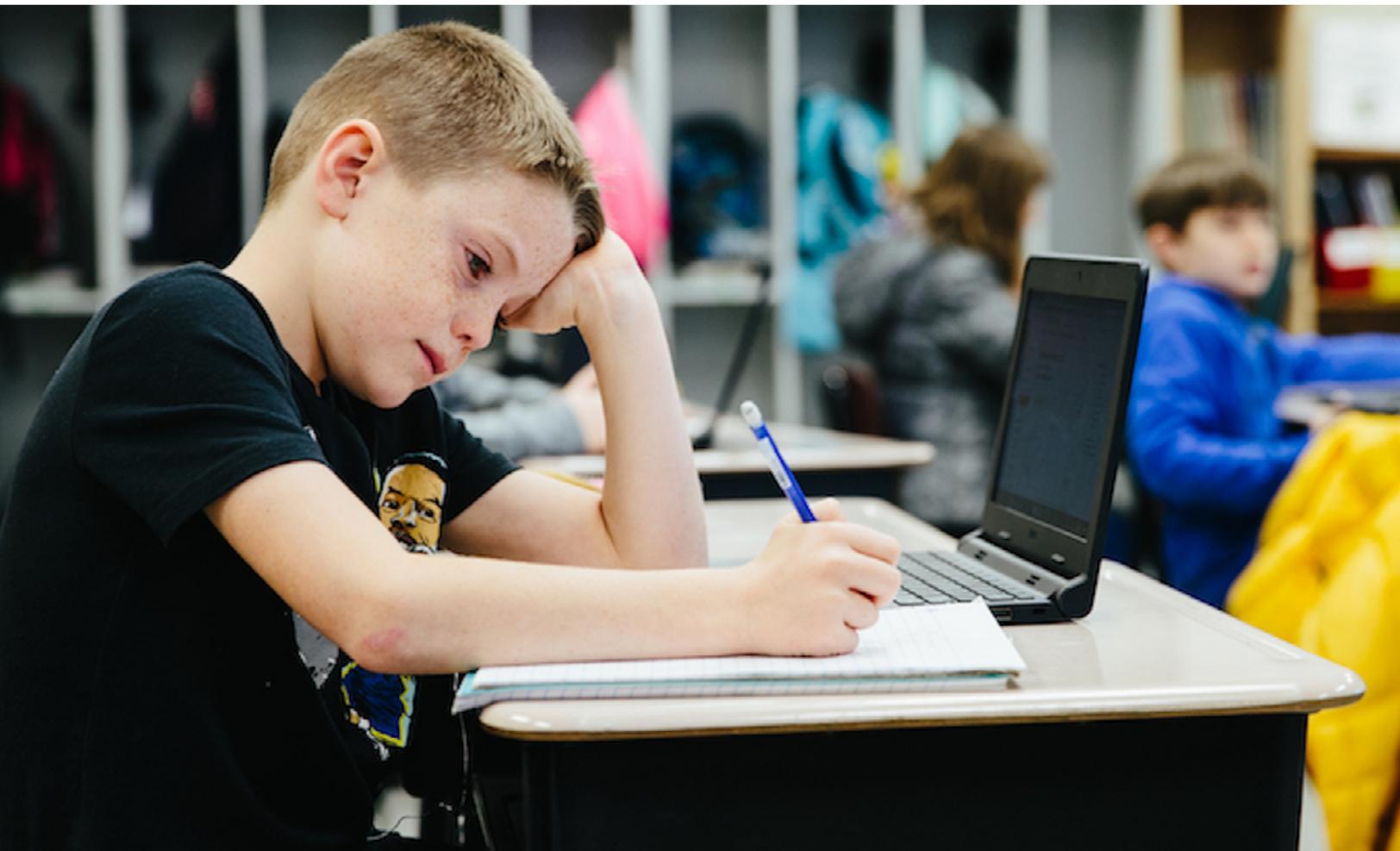
- 1. Incorporate welcoming/inclusion activities.** [CASEL has some great ideas.](#)
Paper/pencil tools: A notebook or “do now” worksheet
Digital tools: A video chat or document on a shared platform, like Google Docs
- 2. Create learning teams and expectations.** Set expectations together, and elect class leaders to help monitor progress, celebrate successes, and follow up with issues.
Paper/pencil tools: Paper ballots to vote on ideas for expectations and a handout of the final team expectations
Digital tools: [Mentimeter](#) for polls, and a final or ready-to-edit-as-a-class document on a shared platform
- 3. Use groups to get kids talking.** Practice small, structured pair or group conversations.
Paper/pencil tool: [Debrief circles](#)
Digital tool: [Flipgrid](#)
- 4. Set goals together.** Cue students to record learning goals and monitor their progress.
Paper/pencil tools: A notebook or goal-setting worksheet
Digital tool: A document on a shared platform
- 5. Involve students in quiz writing.** After a chunk of learning, prompt students to anticipate possible quiz questions that review the learning. Students write the questions and quiz their peers.
Paper/pencil tools: Notebooks, portable whiteboards, or a worksheet
Digital tools: [Kahoot!](#) or [Quizizz](#)
- 6. Try practice quizzes.** Have students compare their answers to a key and reflect on their answers.
Paper/pencil tools: Notebooks or a handout
Digital tool: A document on a shared platform

Here are some additional digital tools you can use to create interactive lessons rich in formative assessment:

- [Pear Deck](#) and [Nearpod](#) let you create interactive presentations through PowerPoint or Google Slides.
- [Edpuzzle](#) lets you embed formative assessment into videos. You can even [create a virtual field trip](#).
- [Seesaw](#) helps students use different digital mediums to show what they know and create portfolios of their work.
- [Formative](#), [Poll Everywhere](#), and [Socrative](#) let you create polls, word clouds, and quizzes.

You can do this

While there's uncertainty around what our classrooms and mode of instruction will look like in the fall, our students will still benefit from quality learning experiences that develop their knowledge and challenge their thinking. Ground your practice in the learner-empowerer model and formative assessment to set yourself and your students up for success. **TLG**



How formative assessment boosts metacognition—and learning

Vicki McCoy

In a [June 2018 BOLD blog post](#), Annie Brookman-Byrne describes metacognition this way: “[M]etacognition is ‘thinking about thinking,’ but metacognition also encompasses the regulation of these thoughts—the ability to change them. It is a step further than simple awareness of thought processes, incorporating the ability to alter thoughts and behaviours.”

Metacognition is a way of noticing our thinking that can lead to improving upon it. Metacognitive practices offer us ways to refine and expand on our range of skills, especially those in our areas of automaticity, which comprise a lot of what goes on in our brains on any given day.

Think about the steps you take when you get behind the wheel of a car and drive. Now try to recall your first time behind the wheel, the amount of energy and attention that you gave to backing out of a parking space, making a left turn, changing lanes. Big difference, right? We develop automaticity as a means to free up energy and attention for other things. And that’s usually good. Except when it’s not.

For teachers and students, many of their daily behaviors in the classroom fall into the category of automatic activity. But the bad news about *unexamined* automaticity is that we may not recognize our opportunities to change for the better. Enter metacognition: thinking about our thinking, about what we notice, how we react, where we go next. When we give our attention to otherwise automatic functions, we have a chance to notice what’s not working so well, and also to embrace and amplify the things that are helping us to meet our goals.

Formative assessment, reporting for duty

One of the best ways to bring metacognition to the classroom is through the practice of formative assessment (FA). When educators develop and implement FA, they build awareness in their own practice and demonstrate for students the habits of mind that are conducive to learning. When those habits are embedded in the routines of teaching and learning in the classroom, the classroom culture is changed.

All of this is well supported by [research on improving learning outcomes](#). Across content domains, [FA techniques in the classroom](#) are associated with some of the highest achievement gains for students among teaching strategies. This

is especially true for students who begin at the lowest levels of achievement. For students whose backgrounds have not included modeling patterns and structures that are foundational to the learning process, FA can add transparency to what might seem to them like a game with hidden rules. As a former middle school teacher, I can attest to the fact that when such students see themselves “losing” that game repeatedly, they frequently declare it stupid and irrelevant, and opt out entirely. It’s our job to change that.

When we give our attention to otherwise automatic functions, we have a chance to notice what’s not working so well, and also to embrace and amplify the things that are helping us to meet our goals.

A key benefit for these students, early or even [later in the educational journey](#), may exist within the transparency that is inherently a part of the FA cycle. When teachers give voice to steps in the process of learning—planning, monitoring, and continuous improvement—and invite students to co-own them, students can see how the game is played, so to speak, and better understand their role in it. These steps are central in FA and are often shared in student-friendly language, such as, “Where am I going?” “Where am I now?” and “How will I get there?” Articulating this metacognitive process can be a first step in promoting an independent continuous improvement cycle for students, which, for some, may be a turning point from disengagement to empowerment. Explicit modeling in the classroom during learning can provide a bridge for students to awareness of steps in the learning process that are implicit, that is, often assumed to be known and understood by all.

Moving from theory to practice

So, what does all of this look like? When FA is practiced in the classroom, the teacher is developing student metacognitive skills by helping students recognize where they are in their learning as well as what aspects of the learning process work best for them.

Let’s say that I realize I do best when I use a visual organizer to break down complex ideas. When listening to a lecture or reading dense text, I may create a T chart to graphically arrange my notes. But some students haven’t assimilated that as a strategy for learning. A formative discussion can change that.

What if I, as the teacher, model this on the board during a lesson, and explicitly invite students to self-assess their results using the T chart? Upon completion of the lesson, I’ll ask them, “What do you remember about X, Y, or Z? Did the T chart we created help you remember? If yes, add that to your learning toolkit.” If the T chart didn’t help, I can suggest other strategies for students to test within this or other lessons. Perhaps a read-aloud with a partner will help to make the learning “sticky” for some students.

Empowering kids through self-assessment

As students self-assess in this way, they grasp their best strategies for learning and recognize opportunities for choice, too. By leading a brief moment of self-assessment in a low-stakes/high-trust situation, you can invite students to identify tools they can leverage for success again and again. When you talk about assessment as a way to check for progress and understanding about what works in the midst of teaching and learning—rather than solely as a measure of success or failure—you are taking steps that empower students for a lifetime of learning.

In [student-centered assessment](#), formative practices are fundamental. Students learn to chart a learning path informed by their specific [funds of knowledge](#), identify areas of challenge, add strategies to their unique learning repertoire, and even learn to ask for what they need in the classroom. That’s empowerment, just one of the many benefits of FA listed in the 2018 [CCSSO FAST SCASS Theory of Action publication](#). As such, FA practices are key to creating the foundation for a classroom culture of learning. Such a culture is built intentionally to create a safe and transparent environment; embrace a growth mindset for all; encourage student voice, choice, and engagement; and empower all learners as active members of a learning team, advocates for themselves, and active resources for each other.

Building a culture of learning

When a teacher plans for many opportunities in which students engage in mindful and productive struggle with new ideas and skills, that leads to meaningful and lasting learning gains. Creating such a culture of learning in the classroom, school, and even at the district level enacts a powerful shift in the dynamics of education that generates engagement designed to reach every student.





Furthermore, when teachers practice FA strategies to develop such a classroom culture, they sharpen their own skills through metacognition. By definition, FA asks teachers to cultivate keen attention to evidence of learning that is exhibited by students during the process of teaching and learning. To tune teaching and learning in the classroom, teachers can develop automaticity in the skill of sifting through ongoing feedback signals from students that come in the form of student conversations in group work, responses in class discussions, and other student activity prompted by informal FA strategies. Through this deliberate attention to student behavior during a lesson, teachers strengthen automaticity in gathering informal evidence of learning, and also gain awareness of the efficacy of their lessons.

As a teacher studies the efficacy of a lesson in the moment and makes deliberate shifts, the entire process becomes easier—because more automaticity is gained—and making adjustments in the moment becomes a habit. These adjustments to instruction can sometimes spare students from more formal remediation, which often removes students from the rich instructional environment of the classroom. These corrections can help strengthen the next lesson as well. Teachers can better anticipate when to include responsive strategies like scaffolding, extension, and support in initial lesson plans, and lesson plans grow stronger.

When you talk about assessment as a way to check for progress and understanding about what works in the midst of teaching and learning—rather than solely as a measure of success or failure—you are taking steps that empower students for a lifetime of learning.

Never stop learning

By paying explicit attention to student behavior in response to any given lesson, teachers become experts at discerning the leading indicators of learning, rather than recipients of the lagging indicators of learning that more conventional assessments provide at the end of a lesson or a unit of study or, worse still, in the form of a year-end assessment, the autopsy of educational progress. In effect, the teacher has become a more expert and responsive driver of their teaching, while the students have become more expert and engaged drivers of their learning. Students can name their needs and preferences, claim their successes, and adjust their behavior to meet challenges, while their teacher can provide expert guidance from the sidelines. The classroom is no longer built around the unknown rules of a game but offers a more level and well-lit playing field for all. Go team.

Ready to learn more? Here are some additional resources on the power of metacognition and FA:

- [Using formative assessment and metacognition to improve student achievement](#)
- [Using self-assessment to develop metacognition and self-regulated learners](#)
- [A way to increase students' independence in learning](#)
- [Top 5 strategies for motivating students](#) **TLG**

About our authors



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Erin Beard has more than 17 years of practice as a secondary teacher-leader in southern Oregon, where she lives with her partner, three children, and four cats. Erin is a content designer for NWEA and received her DEd in educational methods, policy, and leadership from the University of Oregon in 2020. Her dissertation explored the intersection of student-involved assessment for learning, equity, and trauma-informed practices.



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Jacob Bruno is the vice president of Professional Learning at NWEA and oversees the organization's design and delivery of professional learning services and solutions as well as the development of strategic partnerships to enhance and expand the best-in-class experiences NWEA offers teachers and leaders. Jacob has nearly two decades of experience in professional development, training, and coaching across multiple areas of emphasis, including formative assessment, assessment literacy, mathematics, and English language learners.



Brooke Mabry

Brooke Mabry has more than 17 years of experience in education and joined NWEA in 2016 as a professional learning consultant. She now serves as strategic content design coordinator of the Professional Learning Design team. Brooke began her career as a high school English teacher in Asheville, North Carolina, and holds undergraduate and graduate degrees in education from Western Carolina University. She also holds national board certification in adolescence and young adulthood English language arts. She's deeply committed to fulfilling the NWEA mission, Partnering to help all kids learn.



Vicki McCoy

Vicki McCoy is a lifelong educator who joined NWEA in 2003. At NWEA, she has led collaborative initiatives involving philanthropic entities, higher education programs, and education service agencies nationwide. As senior director of the Professional Learning Design team, she has led the effort to build scalable, innovative, and responsive models for professional learning that support educators in building and sustaining student-centric approaches to assessment and instruction.



Chase Nordengren

Chase Nordengren is a senior research scientist at NWEA, where he focuses on understanding the impact of professional learning on teachers and students. His work includes mixed methods data gathering and analysis, collaboration with partners on evaluation design, needs assessment, and continuous improvement processes. His past work has addressed social-emotional learning, the instructional uses of assessments, and mixed methods validation procedures, among other subjects. He received a PhD in leadership, policy, and organizations in K-12 systems at the University of Washington in 2015.

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Steve Underwood joined NWEA in January 2020 and is a manager on the Professional Learning Design team. He's an experienced educational leader with extensive experience working in schools, districts, state education agencies, and non-profits. Steve specializes in the design and implementation of evidence-based professional learning and in facilitating systemic improvement to improve teaching, learning, and leading. He earned a doctorate in education in curriculum and instruction from Boise State University, with an emphasis in school improvement, and he holds undergraduate and master's degrees from Biola University. He enjoys equipping educators to successfully meet the needs of all learners.



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Read more at



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