

## SCAN - Principles of Student-Centered Formative Assessment

	Indicators
<b>PSCFA 1: Frequency</b>	<ul style="list-style-type: none"> <li>* As I use them, formative assessments of student learning are <b>intentionally, systematically, and regularly incorporated</b> into lessons and units.</li> <li>* Formative assessments are focused on <b>short-term</b> student learning goals.</li> <li>* My students' performance is assessed on a <b>daily to weekly</b> basis against expected outcomes with the goal of <b>adjusting the learning experiences</b> to better meet the outcomes and needs of the students.</li> <li>* My students and I provide each other <b>feedback on an ongoing basis</b>, for the purposes of meeting their learning needs and achieving their performance goals and outcomes.</li> </ul>
<b>PSCFA 2: Measurement</b>	<ul style="list-style-type: none"> <li>* I use, or facilitate student use of, <b>various formative techniques</b> for assessing individual student performance.</li> <li>* I actively <b>engage students</b> in peer- or self-assessment and <b>reflection</b> processes.</li> <li>* As I use them, formative assessment techniques <b>gauge and track non-academic student outcomes</b> (e.g., engagement, agency, behavioral outcomes, etc.) in addition to academic outcomes.</li> <li>* I work toward <b>systematically collecting data</b> that reflects <b>student performance</b>.</li> <li>* I work towards <b>systematically collecting data</b> that reflects <b>student engagement</b> in the formative assessment process.</li> </ul>

<p><b>PSCFA 3: Collaborative (with students)</b></p>	<ul style="list-style-type: none"> <li>* My students and I discuss and set <b>performance criteria</b> and targets together.</li> <li>* My students and I assess the extent to which their <b>performance meets</b> those <b>criteria/targets</b>.</li> <li>* My students and I use formative assessment routines that include <b>peer review/evaluation</b> activities done in pairs and groups as well as student self-reflective assessment activities.</li> <li>* My students and I work together to <b>develop/select assessment tasks</b> and/or products when appropriate.</li> <li>* I <b>share</b> performance and engagement <b>data</b> with my students at an individual and class level.</li> </ul>
<p><b>PSCFA 4: Embedded</b></p>	<ul style="list-style-type: none"> <li>* I use formative assessment data on a daily/weekly basis to <b>adjust lessons/instructional activities</b> to promote student learning.</li> <li>* Based on student performance data, where possible, I <b>include students in discussions</b> when selecting learning opportunities/experiences to meet gaps in knowledge/skills.</li> <li>* I talk individually with students about offering learning activities that will <b>meet their needs based on formative assessments</b>.</li> </ul>
<p><b>PSCFA 5: Reflective</b></p>	<ul style="list-style-type: none"> <li>* My <b>students chart or track their learning</b> and skill development as part of the assessment experience.</li> <li>* My students seek <b>ongoing feedback</b> from their peers and from me.</li> <li>* My students use formative assessments to <b>reflect on their performance</b> and make needed <b>corrections/refinements</b> to both current and future assignments.</li> <li>* I encourage <b>students</b> to <b>share</b> their formative <b>assessment results</b> and self-assessment/reflections with others in my class and when relevant outside of the classroom.</li> </ul>
<p><b>PSCFA 6: Collaboration (with colleagues)</b></p>	<ul style="list-style-type: none"> <li>* I often plan in <b>collaboration with my colleagues</b> to <b>share</b> our formative assessment methods and/or successful instructional strategies.</li> <li>* I <b>discuss</b> my formative assessment data and potential instructional adjustments with my <b>colleagues</b> on a <b>regular basis</b> (e.g., weekly to monthly).</li> </ul>