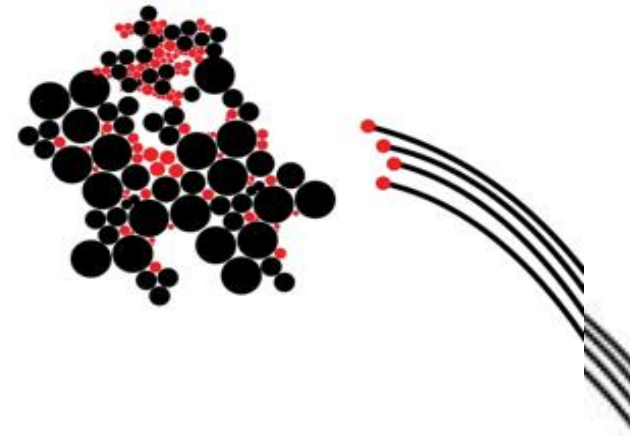


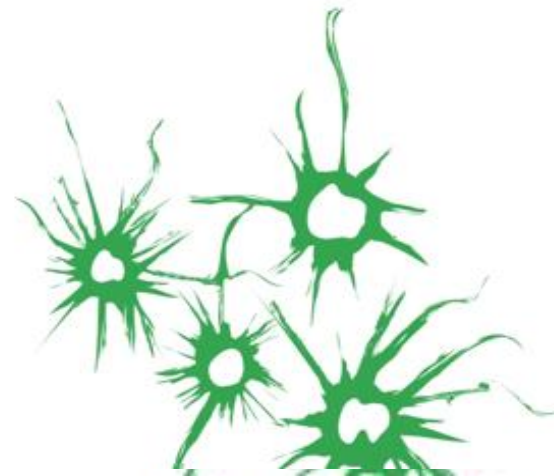
UNIVERSITEIT TWENTE.



# AUDIT INSTRUMENT FORMATIVE ASSESSMENT

A FEEDBACK INSTRUMENT FOR STUDENTS

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## **Audit instrument Formative Assessment - STUDENTS**

This questionnaire was developed by the University of Twente based on existing questionnaires\* and aims to investigate the extent to which teachers and students in secondary education are using formative assessment in daily practice. What is formative assessment? Formative assessment aims at informing teachers and students about the extent to which the subject matter is controlled. This information can be used to steer the learning process as necessary and to improve teaching and learning. Under assessments, we not only understand formal tests, but all ways in which evidence is gathered about the progress of student learning. It may include a presentation, portfolio, class observations, discussions and practical assignments.

### **Explanation:**

The completion of the questionnaire will take about 15 minutes. The questionnaire contains 32 statements divided into:

1. Data use for instruction (11 statements)
2. Sharing learning goals and criteria for success (5 statements)
3. Asking questions and class discussions (6 statements)
4. Feedback (5 statements)
5. Peer- & Self-assessment (6 statements)

For sections 1 t/m 5 statements have been made about different strategies of formative assessments in teaching practices. For each statement, indicate to what extent this applies to your own practice by using the following 6-point scale.

1. Embedded = this happens in over 90 % of my lessons
2. Established = this happens in about 75 % of my lessons
3. Emerging = this happens in about 50 % of my lessons
4. Sporadic = this happens in about 25 % of my lessons
5. (almost) never = this happens in less than 10% of my lessons
6. Do not understand

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\*O'Leary, M., Lysaght, Z., & Ludlow, L. (2013). A measurement instrument to evaluate teachers' assessment for learning classroom practices. *The International Journal of Educational and Psychological Assessment*, 14(2), 40-60.

\*Lysaght, Z., & O'Leary, M. (2013). An instrument to audit teachers' use of assessment for learning. *Irish Educational Studies*, 32(2), 217-232.

\*Schildkamp, K. Poortman, C., Luyten, H., & Ebbeler, J. (2016). Factors promoting and hindering data-based decision making in schools. *School Effectiveness and School Improvement*.

## 1. Data Use for instruction

<b>My teacher:</b>	<b>Embedded &gt;90%</b>	<b>Established 75%</b>	<b>Emerging 50%</b>	<b>Sporadic 25%</b>	<b>(almost) never &lt;10%</b>	<b>Do not understand</b>
Sets learning goals/targets for individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determines which topics and skills students do and do not possess	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determines progress of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tailors instruction to individual students' needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sets the pace of my lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gives student feedback on their learning process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Forms small groups of students for targeted instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifies instructional content to use in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studies why students make certain mistakes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adapts instruction based on the needs of gifted students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adapts instruction based on the needs of struggling students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 2. Sharing learning goals and criteria for success

	Embedded >90%	Established 75%	Emerging 50%	Sporadic 25%	(almost) never <10%	Do not understand
My teacher uses learning goals that are stated in words that underline knowledge, skills, concepts and/or attitudes, i.e., what the students are learning, NOT what they are doing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher reminds me of the way in which the things we are learning are related to the larger picture of what we are learning (e.g., “ <i>We are learning to count money in order to be able to check the change when we go shopping</i> ”.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Success criteria related to the learning goals are tailored to the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Success criteria related to the learning goals are shared with the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher shares the learning goals with the students in words they comprehend. (e.g., “ <i>we will learn to make a guess (prediction) about what will probably happen next in the story</i> ”).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 3. Asking Questions and Class Discussions

	Embedded >90%	Established 75%	Emerging 50%	Sporadic 25%	(almost) never <10%	Do not understand
My teacher uses assessment techniques to facilitate class discussions (e.g., <i>brainstorming, interview</i> )	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher uses questions to gain information on the students' prior knowledge on a subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am encouraged to ask questions to my classmates during lessons. (e.g., <i>the teacher invites students on a regular basis to ask the other students questions to contribute during class discussions</i> ).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asking questions goes beyond the one-right-answer-style (which is often focused on trying to guess the answer the teacher has in mind) and shifts to using more open questions which encourage critical thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorrect answers are used to steer teaching and learning (e.g., <i>a student is asked to explain why he/she gave a particular answer</i> ).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher asks me to explain what we are learning. (e.g., <i>when someone visits the class, the students are able to explain what they are learning in terms that clearly state which knowledge, skills, concepts and/or attitudes are being developed</i> ).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### 4. Feedback

	Embedded >90%	Established 75%	Emerging 50%	Sporadic 25%	(almost) never <10%	Do not understand
My teacher writes feedback on the students' work that does not just consist out of a mark and a remark such as " <i>well done</i> ", it focuses on what students have achieved and what they need to do next.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher gives me insight into my strengths and needs in learning by using assessment data (e.g., <i>identifying common mistakes in the addition of fractions</i> ).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher records my progress in comparison to former performances and uses that information to provide me with feedback (e.g., <i>the teacher keeps a log, checklist, or performance list of his students</i> ).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher tailors the instruction to my strengths and needs (e.g. extra lessons to explain the addition of fractions )	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher asks me / the students to identify the strengths and needs in teaching (e.g. the students evaluate the lesson and give feedback to the teacher).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 5. Peer & Self-assessment

	Embedded >90%	Established 75%	Emerging 50%	Sporadic 25%	(almost) never <10%	Do not understand
At the start of a lesson or course, my teacher gives me the chance to indicate to which degree I think I will be challenged by the learning task (e.g., by using <i>traffic lights</i> : green=I can do it, orange=I will be able to do it, red=I need help).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher encourages me to record my progress, for example, by keeping a log.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I assess the work of my peers and provide them with feedback (e.g., my teacher learns me how to use the <i>success criteria</i> of a learning task to assess the work of one of my peers).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher encourages me to use an array of assessment techniques to assess my own work (e.g., <i>rubrics</i> to provide insights into the success criteria, <i>traffic lights</i> ; green=I can do it, orange=I will be able to do it, red=I need help, <i>thumbs up</i> when the learning material is understood and <i>thumbs down</i> when it is not or a <i>tip and a top</i> : students name a positive aspect of their work and an area for improvement).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher uses a visual display of my progress to celebrate my growth and to show which areas I can improve upon (e.g., a <i>notice board</i> with a chart showing their progression over a period of time).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During lessons, time is set aside to make self- and peer-assessment possible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>