UNIVERSITEIT TWENTE.

AUDIT INSTRUMENT FORMATIVE ASSESSMENT

A FEEDBACK INSTRUMENT FOR TEACHERS

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Audit instrument Formative Assessment - Teachers

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 43 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)
6.	Characteristics of the user:	Attitude	(4 statements)
		Knowledge and skills	(7 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

For section 6, 11 statements have been described about the characteristics of the user. For each statement, indicate to what extent this applies to yourself by using the following 5-point scale:
1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree
5. Do not understand

*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

Part 1 concerns data such as test results, diagnostic tests, examinations, questionnaires. Answer the following questions from this perspective

To what extent do you use data to:	Embedded >90%	Established 75%	Emerging 50%	Sporadic 25%	(almost) never <10%	Do not understand
Set learning goals/targets for individual students	❍	❍	❍	❍	❍	❍
Determine which topics and skills students do and do not possess	❍	❍	❍	❍	❍	❍
Determine progress of students	❍	❍	❍	❍	❍	❍
Tailor instruction to individual students'	❍	❍	❍	❍	❍	❍
Set the pace of my lessons	❍	❍	❍	❍	❍	❍
Give student feedback on their learning process	❍	❍	❍	❍	❍	❍
Form small groups of students for targeted instruction	❍	❍	❍	❍	❍	❍
Identify instructional content to use in class	❍	❍	❍	❍	❍	❍
Study why students make certain mistakes	❍	❍	❍	❍	❍	❍
Adapt instruction based on the needs of gifted students	❍	❍	❍	❍	❍	❍
Adapt instruction based on the needs of struggling students	❍	❍	❍	❍	❍	❍

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2. Sharing learning goals and criteria for success

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

3. Asking Questions and Class Discussions

	Embedded >90%	Established 75%	Emerging 50%	Sporadic 25%	(almost) never <10%	Do not understand
Assessment techniques are used to facilitate class discussions (e.g., *brainstorming*)	❍	❍	❍	❍	❍	❍
Questions are used to gain information on the students' prior knowledge on a subject.	❍	❍	❍	❍	❍	❍
Students are encouraged to ask each other questions during lessons. (e.g., *the teacher invites students on a regular basis to ask the other students questions to contribute during class discussions).*	❍	❍	❍	❍	❍	❍
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.	❍	❍	❍	❍	❍	❍
Incorrect answers are used to steer teaching and learning (e.g., *a student is asked to explain why he/she gave a particular answer*).	❍	❍	❍	❍	❍	❍
Students can explain to others what they are learning. (e.g., *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*).	❍	❍	❍	❍	❍	❍

4. Feedback

	Embedded >90%	Established 75%	Emerging 50%	Sporadic 25%	(almost) never <10%	Do not understand
Written feedback on the students' work does not just consist out of a mark and a remark such as "*well done*", it should focus on what students have achieved and what they need to do next.	❍	❍	❍	❍	❍	❍
Diagnostic data from standardised tests are used to give students insight into their strengths and needs in learning (e.g., *identifying common mistakes in the addition of fractions*).	❍	❍	❍	❍	❍	❍
The teacher records the students' progress in comparison to former performances and uses that information to provide the students with feedback (e.g., *the teacher keeps a log, checklist, or performance list of his students*).	❍	❍	❍	❍	❍	❍
Tests developed by the teacher are used diagnostically to tailor the instruction to the needs of the students. (e.g. extra lessons to explain the addition of fractions)	❍	❍	❍	❍	❍	❍
Diagnostic data from assessments are used as feedback to identify the strengths and needs in teaching (e.g. the students evaluate the lesson and give feedback to the teacher).	❍	❍	❍	❍	❍	❍

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, students are given the chance to indicate to which degree they think they will be challenged by the learning task (e.g., *by using traffic lights: green=I can do it, orange=I will be able to do it, red=I need help*).	❍	❍	❍	❍	❍	❍
Students are encouraged to record their progress, for example, by keeping a log.	❍	❍	❍	❍	❍	❍
Students assess the work of their peers and provide each other with feedback (e.g., *students learn how to use the success criteria of a learning task to assess the work of one of their peers*).	❍	❍	❍	❍	❍	❍
Students are encouraged to use an array of assessment techniques to assess their own work (e.g., *rubrics to provide insights into the success criteria, traffic lights; green=I can do it, orange=I will be able to do it, red=I need help, thumbs up when the learning material is understood and thumbs down when it is not or a tip and a top: students name a positive aspect of their work and an area for improvement*).	❍	❍	❍	❍	❍	❍
A visual display of the students' progress is used to celebrate the students' growth and to show which areas the student can improve upon (e.g., *a notice board with a chart showing their progression over a period of time*	❍	❍	❍	❍	❍	❍
During lessons, time is set aside to make self- and peer-assessment possible.	❍	❍	❍	❍	❍	❍

6. Characteristics of the user

Explanation:
11 items have been described for this last part. For each statement, indicate to what extent you agree or disagree using the following 5-point scale.

Attitude of the user regarding formative assessment

	Strongly agree	Agree	Disagree	Strongly Disagree	I do not know
It is important to use data in determining individual student needs	❍	❍	❍	❍	❍
Data can offer information about students that was not already known	❍	❍	❍	❍	❍
Data are important in changing my teaching	❍	❍	❍	❍	❍
Students benefit when instruction is based on data	❍	❍	❍	❍	❍

Knowledge and skills of the user regarding formative assessment

	Strongly agree	Agree	Disagree	Strongly Disagree	I do not know
I am able to adjust my instruction based on (test)data	❍	❍	❍	❍	❍
I am able to use (test)data to diagnose student learning needs	❍	❍	❍	❍	❍
I understand the quality criteria and concepts for (test)data use (for example, correlation, validity, reliability)	❍	❍	❍	❍	❍
I know how to interpret data and reports I receive (exam results, student achievement results of previous years)	❍	❍	❍	❍	❍
I am comfortable in interpreting data that are presented in graphs	❍	❍	❍	❍	❍
I have the skills to differentiate in my lesson, based on (test)data, according to the needs of the student.	❍	❍	❍	❍	❍
In my lessons, I use a structured method of analyzing and interpreting (test)data to take action.	❍	❍	❍	❍	❍