

Full Formative Assessments Lesson Plan & Video				
Competency	Absent	Developing	Acceptable	Mastery
Plans an appropriate full check for understanding.	No opportunity to evaluate.	A plan for assessment exists. The assessment or data may be acquired after the lesson is over.	A plan exists to fully assess student learning as part of the lesson.	An assessment is designed to fully assess student achievement a timely manner within the lesson.
Aligns the full check for understanding to the learning target.	No opportunity to evaluate.	The planned assessment shows what some students know or can do.	The planned assessment shows whether students achieve the learning target.	The planned assessment provides evidence of how well all aspects of the target are met.
Reveals each student's level of understanding or performance of the learning target.	No opportunity to evaluate.	Reveals whether some students understand.	Reveals how well all students understand.	Allows teacher to diagnose learning levels for all students so remediation can occur, if necessary.
Uses the assessment results to improve student learning.	No opportunity to evaluate.	Data has little impact on instruction. Instruction pretty much continues as it otherwise would have and minimal feedback provided to students.	Aspects of the lesson are reviewed or reinforced with appropriate feedback for all students based on assessment data.	Feedback is timely, specific, and includes specific instruction on how to meet the learning target and the lesson is retaught using new strategies, if appropriate.

Quick Formative Assessments Reflection Paper				
Competency	Absent	Developing	Acceptable	Mastery
Reflects on the impact the full formative assessments had on the lesson.	No opportunity to evaluate.	The reflection describes using full formative assessments, but not specifically how it impacted the lesson.	The reflection demonstrates the full formative assessment's impact on the lesson.	The reflection demonstrates how the full formative assessment impacted the lesson's effectiveness and ways to improve.

Reflects on the impact on student learning when full formative assessments are used.	No opportunity to evaluate.	The reflection has a limited description of the impact of full formative assessments on student learning.	The reflection describes student learning when full formative assessments were used.	The reflection describes in detail how student learning was impacted by the full formative assessment. Specific examples of learning and corrective feedback and/or lesson adjustments are described.
Reflects on the future changes when planning and using full formative assessments.	No opportunity to evaluate.	The potential changes for improving the process of using full formative assessments were somewhat unclear or irrelevant. General suggestions were given for improving the process for both students and teacher. The suggestions could lead to greater mastery of full formative assessments.	The potential changes for improving the process of using full formative assessments include suggestions for improving the process for both students and teacher. The suggestions could lead to greater mastery of full formative assessments along with greater student involvement.	The potential changes for improving the process of using full formative assessments include clear analysis and synthesis of ideas. Specific suggestions were given for improving the process for both students and teacher. The multiple suggestions could lead to greater mastery of full formative assessments as well as greater student involvement.
Quality of Writing	No opportunity to evaluate	The conventions and/or structures of writing detract from the meaning of the writer's ideas. Many obvious and/or distracting errors indicate a lack of proofreading.	The conventions and structures of writing allow the reader to understand the points made. There are obvious and/or distracting errors	The conventions and structures of writing make the writer's ideas clear and easy to follow. There are no obvious or distracting errors