

Formative Assessment Analysis Protocol

Subject:	
Grade Level:	
Standard & Learning Target:	
Formative Assessment:	

Reaching Consensus About Proficiency:

1. Do the task or assessment.
2. Determine the criteria for proficient responses on this assessment.
3. Identify exactly what students need to say or write for their work to be considered proficient.

Reaching Consensus About Proficiency:

Diagnosing Student Strengths and Needs

1. Read FAs without scoring.
2. Sort student work by the general degree of the objectives met, partially met, or not met. You may need a “not sure” pile. After sorting, any papers in the not sure pile should be matched to one of the other groups.
3. Record students’ names in the columns below.

Overall Trends (Whole Set)

PROFICIENT (Objectives Met)	APPROACHING (Objectives Partially Met)	NOT YET PROFICIENT (Objectives Not Met)
●	○	●
% of class (or group) ____	% of class (or group) ____	% of class (or group) ____

Identified Strengths (Subset)

Choose a few samples from each level and discuss and identify the prerequisite knowledge that students demonstrated they know.

Identified Misconceptions & Errors (Subset)

Using the reviewed subset, discuss and identify the misconceptions, wrong information, and what students did not demonstrate that was expected.

Identifying Instructional Next Steps

After diagnosing what the student knows and still needs to learn, discuss as a team the learning needs for the students at each level. Consider the following questions:

1. *What patterns or trends are noted for the whole class (or group)?*
2. *What instructional strategies will benefit the whole class (or group)?*
3. *What instructional strategies will benefit students at each of the identified levels?*

Instructional Next Steps Notes

1. *What patterns or trends are noted for the whole class (or group)?*
2. *What instructional strategies will benefit the whole class (or group)?*
3. *What instructional strategies will benefit students at each of the identified levels? (fill in chart below)*

HIGH (Objectives Met)	APPROACHING (Objectives Partially Met)	LOW (Objectives Not Met)

Measures to Assess Process, Outcome, and Balance

1. *Process Measure: How will you know if you implemented the instructional strategy as intended?*
2. *Outcome Measure: How will you know if the instructional strategy improves student proficiency?*
3. *Balance Measure: How will you know if there were any unintended negative consequences from implementing the strategy?*