

Involving Students in the Process

	Stage 1: Pre-Initiating	Stage 2: Initiating	Stage 3: Developing	Stage 4: Sustaining
Moving from using grades to using feedback (See chapter 7, page 93.)	We haven't yet examined our grading practices related to the assessment process.	We have agreed that we need to move away from grading formative assessments and, to that end, have started learning more about what makes quality feedback and how other teachers have taken this step.	We have begun to use descriptive feedback on our formative assessments. We are helping students see its purpose and how they should respond to their own feedback. We have seen the language we're using change from grades to scores.	Students seek feedback from teachers as well as peers. They understand and value the purpose of knowing the learning targets, of formative assessment, and of feedback.
Building a learning partnership with students (See chapter 7, page 93.)	We haven't yet explored how to involve students in the assessment process.	Our students are building a growth mindset and know what expected targets of learning are for each lesson.	Students see formative assessment as evidence they can use to know what they've learned as well as what they still need to learn.	Student learning is an equal partnership between the teacher and student. Students fully understand what proficiency looks like and are engaged in getting to that point and beyond.