MINISTRY OF EDUCATION, YOUTH & INFORMATION
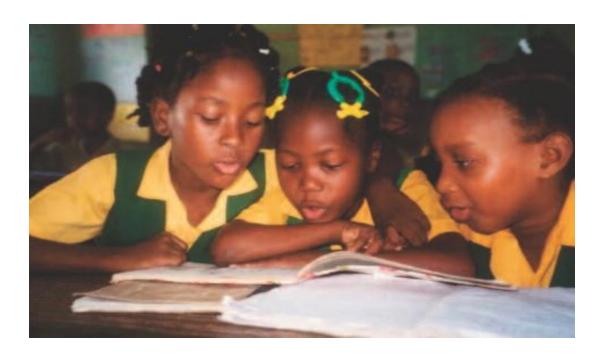
FORMATIVE ASSESSMENT WALKTHROUGH INSTRUMENT

Introduction

Learning success is dependent on factors such as (a) the quality of the support for students and teachers based on the curriculum (b) the relationship between the preferred learning facilitation models and the design of the curriculum (c) the use of data to inform actions to deal with learning needs or challenges. A curriculum that places the learner and learning at the centre of school life requires an emphasis on instructional assessment for the purpose of learning and as a part of the learning process. This tool may be used for team walkthroughs or by individual curriculum leaders. The checklist of questions/items is to be used to guide the formative assessment process. Where necessary, additional questions or items may be added based on the purpose of the walkthrough. The comment section serves as a space for recording general observations, concerns and commendations. Curriculum decisions are to be informed by these data and others. A record of actions taken and outcome is to be maintained.

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QUESTIONS/ITEMS TO GUIDE THE ASSESSMENT WALKTHROUGH PROCESS

1. What curriculum standards and related goals is the class addressing?
2. What does the class profile reveal about students' learning needs based on diagnostic activity/activities or record?
3. Does each child have a learning plan that indicates the area of focus and strategies for success?
4. Does the learning facilitation plan (5Es) show evidence of customization to meet diverse students' needs?
5. How are students informed of their roles/responsibilities in relation to their learning plan or the purpose of the session?
6. What evidence is there during the session of students' reflection on their learning based on success criteria?
7. What do students do to deal with challenges/difficulties they face?
8. What sources of evidence are used to determine progress/reduction in learning gaps?
9. What is the approach of the teacher/peers in providing feedback to students?
10. What is the evidence of student's use of suggested actions/recommendations for them to make progress?
11. What is the evidence of collaboration as part of the assessment process?

12. What are the signs of a healthy atmosphere (warmth versus coldness)?
13. How is the teacher coping with the demands of the learning process?
14. Others (specify as required)

General Comments

✓ CHECKLIST FOR FORMATIVE ASSESSMENT WALKTHROUGH

Direction: For each of the items included as a component of the formative assessment process, indicate if present (P) or absent (A) in the relevant column. Use the comments column to record any evidence that supports/justifies claims in relation to the formative process being used at the time of the walkthrough.

DIMENSIONS OF THE FORMATIVE PROCESS	YES/NO	COMMENTS
1. **Curriculum Standards and related goals are being addressed.**		
2. **Class profile reveals students' learning needs based on diagnostic activity/activities or records**		
3. **Each child has a learning plan indicating success criteria to be met (Example: *I can* statements)**		
4. **Learning facilitation plan (including the 5E Instructional Model) is customized to meet diverse students' needs (Example: Tasks of different levels of complexity, gender, access to support etc.)**		
5. **Students observe the expected roles/responsibilities for the session (Example: I will statement)**		
6. **Students reflect on their learning strategies based on success criteria (Example: Sharing what is working/not working and plan of action)**		

7. Students seek help with challenges/difficulties when individual efforts do not work 8. More than one data source used to collect evidence of progress 9. Descriptive feedback on progress is given by teacher and/or peers in relation to success criteria 10. Learner/s use suggested actions for success to make corrections where needed 11. Members of the class, including the teacher, collaborate as a part of the assessment process 12. The learning environment/atmosphere is warm/inviting. 13. Teacher is coping with the demands of the learning process		

General Comments

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1. **Class profile** – This is a general description or outline of the learners in a specific class. It includes their learning styles, their interests and their particular learning needs based on their strengths and limitations

2. **Classroom atmosphere** – The general feeling and attitudes conveyed in the learning environment that may affect the learning experience in positive or negative ways. The atmosphere may be described as supportive, non-threatening, risk-tolerant, inclusive, exclusive or threatening.

3. **Collaboration** – The act of working *flexibly* together to achieve a common learning goal.

4. **Curriculum** – The experiences or educational encounters for students that are influenced by the national teaching/learning plan that serves as the formal guide that outlines teaching and learning expectations across Units and Terms of the school year. This document standardizes the attainment targets, benchmarks objectives, assessment criteria and learning outcomes. It also includes suggested learning activities and general and specific guidelines for teachers. The curriculum focuses on achieving the standards that form the base of this document through the provision of developmentally appropriate learning support systems and conditions.

5. **Digital/Electronic Driven Formative Assessment**: This is the use of Information and Communication Technology, including relevant devices to present assessment tasks and to enable students to use assessment as one of the means for make progress towards expected learning outcomes.

6. **Formative Process** - The steps in facilitating the development of targeted skills. It involves providing assessment criteria, providing meaningful feedback and scaffolding students' efforts to self-correct as required.

7. **Formative Walkthrough/Acknowledgement** – This is a focused observation during a teaching/learning episode aimed at monitoring the assessment component of the

curriculum implementation process in order to provide the necessary support to teachers. It may be done online or face to face. It is also treated as an assessment tour to find evidence of students' progress from appropriate use of assessment principles.

8. **Goals**: Statements of expected achievements in regards to process, performance and outcomes of assessment

9. **Learning Facilitation Plan:** A document outlining the approach and activities that will be used by facilitators to prepare self and students to engage in the learning process and to execute other planned lessons. It also addresses activities to be done after scheduled sessions and how instructional and student performance will be assessed and findings used.

10. **Learning Plan**: A document outlining the customized set of goals for students to achieve learning outcomes and the strategies and support mechanisms that will serve as part of the enabling and accountability framework

11. **Reflection** - A process of looking back before taking action and looking critically in the moment of acting as well as after the moment. The process is carried out within the boundaries of the philosophy of the curriculum and is carried out to enable achievement of goals or to solve problems. In this context, the focus is on teaching, learning, assessment and other related activities.

12. **Standards** – Broadest level of descriptions of what students should know and be able to do at the end of a specific grade level. The curriculum programme for each subject discipline is based on these standards.

13. **Success Criteria** – A set of parameters or dimensions or features of a completed student task that must be present to achieve the learning goal. They should be written in child-friendly terms such as "I can" statements based on the objectives of the lesson.

References

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