

THE FORMATIVE ASSESSMENT PROCESS

	Where the learner is going?	Where the learner is right now?	How does the learner get there?
Teacher	Clarifying and sharing learning intentions and criteria for success	Engineering effective classroom discussions, activities, and tasks that elicit evidence of learning	Providing feedback that moves learning forward
Peer	Understanding and sharing learning intentions and criteria for success	Activating learners as instruction resources for one another	
Learner	Understanding learning intentions and criteria for success	Activating learners as the owners of their own learning	

Source: Leahy, S., Lyon, C., Thompson, M., & Wiliam, D. (2005). Classroom assessment: Minute-by-minute and day-by-day. *Educational Leadership*, 63(3), 18–24.