**Learning Goals and Criteria for Success:** Both are clearly identified and communicated to students in student-friendly language. Learning Goals describe what students are to know and be able to do by the end of a learning period. Criteria for Success describe what successful achievement of the Learning Goals look like. By identifying the Learning Goals and what success looks like, students can answer the question: Where am I headed? Students are more likely to succeed if they can explain what they are trying to accomplish.

Descriptive Feedback: Identify what was done well, what needs improvement, and how to improve (Black, et al, 2003; Dixon, 2005; Hattie and Timperley, 2007). It needs to relate specifically to the Learning Goal and Criteria for Success, so students are fully aware of the steps needed to close the gaps or improve their performance. This information can be conveyed orally, in writing, or as a question that causes students to reflect.

Self- and Peer Assessment: Both provide students an opportunity to think metacognitively about their learning. Self- and peer assessment are about revision and improvement. It enables students to independently assess their own and other students' work by identifying how well it reflects the Learning Goals and Criteria for Success and how to revise it accordingly. When students engage in self- and peer assessment, they are more actively involved in the learning process and their independence and motivation improves.

Descriptive Feedback

Learning Goals and Criteria for Success

Self- and Peer Assessment

Learning Progressions

Key Attributes

Collaboration
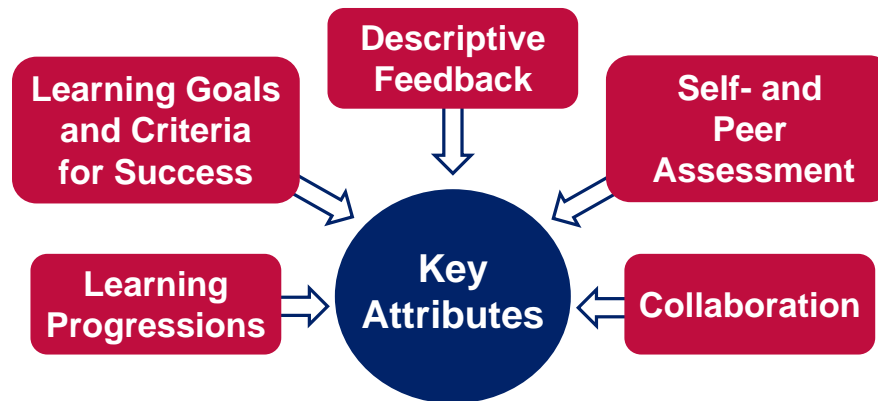
Learning Progressions: Clearly articulate the sub-goals of the ultimate Learning Goal. They focus on the big ideas of our Arizona English Language Arts Anchor Standards. Knowing the connection of the Standards across content areas and grade levels is the core concept of Learning Progressions. This understanding connects day-to-day instructional planning with annual Learning Goals and longer-term goals that extend beyond the current grade level.

Collaboration: A classroom culture with teachers and students as partners in learning should be established. Successful formative assessment takes place in a classroom culture where all students feel respected and see that their contribution to the learning community is valued. When the classroom culture reflects these characteristics, students feel confident about revealing their learning status in front of peers and their teacher and in giving and receiving peer feedback.