

DIGITAL CHECKLIST:

How to Choose a Formative Assessment System



To create enduring formative assessment practices, administrators, teachers, and students require the necessary tools to easily access information for student learning. Systems should provide **timely and specific feedback to students, schools, and districts**. The core features to evaluate when selecting a formative assessment software system are content, environment, data analysis and reporting, and support and infrastructure.

Use this checklist to help choose a formative assessment system.

Content:

- Items aligned and formatted to state and/or Common Core State Standards
- Items available for multiple subjects
- Items associated with Bloom's Taxonomy and Webb's Depth of Knowledge
- Technology-enhanced items
- Functionality for teachers to create their own items in multiple formats:
 - Multiple choice
 - Enhanced multiple choice
 - Drag and drop
 - Fill in the blank
 - Hot spot
 - Constructed response
- Teacher-created items and assessment for all subjects
- Premade assessment bank for multiple subjects
- Access to high-quality item banks

Environment

- Multiple student testing environments (PC/Mac, tablet, mobile, paper/pencil)
- Teachers and administrators can collaborate remotely on common assessments
- 24/7 accessibility
- Technology-enhanced items
- Comprehensive permission capabilities to customize to your organization

Data Analysis & Reporting

- Ability to disaggregate formative, interim, and summative assessment data
- Comprehensive standard and customized reporting
- Multiple data sources incorporated into student overview reporting

Support & Infrastructure

- Real-time, live support for teachers and administrators
- Robust embedded help features
- Reliable technology infrastructure for consistent availability

“An assessment is really only a formative assessment when teachers glean evidence about student performance, interpret that evidence, and **use it to provide teaching that is more likely to benefit student learning** than the instruction those teachers would have delivered if they had continued forward without using what they learned through the assessment.”

DYLAN WILIAM "What is assessment for learning?", *Studies in Educational Evaluation* 37, (2011): 3-14.