

Components

Shared definition and understanding, learning opportunities, supports, resources, and committed stakeholders in concert with experienced, knowledgeable change agents and organizations



Increasingly consistent policies

Increased buy-in



Intentional and ongoing use of formative assessment and quality teaching practices

Increased student achievement and preservice teacher quality

Life-long Learners

Students, preservice teachers, teachers, and systems



States

State-level stakeholders include Department of Education staff, policymakers and state legislators. They play a key role in developing consistent policies, professional learning, and creating buy-in across the entire system.



Communities

Schools, districts and educator preparation programs are situated in the communities they serve which may include knowledgeable change agents such as educational consultants and volunteers and educational organizations such as research facilities, CCSSO, colleges and universities, etc.



Districts

All classes are situated within a larger context. For K-12 students, the larger context is the school; for preservice teachers, the context is the educational preparation program.



Classes

Classes are where the enactment of formative assessment takes place. This level of the system includes ALL teachers, whether they are in educational preparation programs learning how to implement formative assessment, or teachers using formative assessment to improve learning in their classrooms.



Students

The ultimate purpose of formative assessment is to use evidence of learning to inform teaching and learning. Therefore, the ultimate users of, and those impacted by, the information are students. There are two types of students in the system: K-12 students and pre-service teachers.