Moss, C. and Brookhart, S. 2009 *Advancing formative assessment in every classroom: A guide for instructional leaders,* 144. Alexandria, VA: ASCD.

Checklist for Taking a Formative Assessment Pulse

Description of the Assessment (When did it take place, what was the format, timing, time limit, etc):

Skills/Content That you Assessed:

Type of Assessment	Uses of the Assessment (Check All That Apply)		My Purpose for the Assessment
	Formative *(for* Learning)	Summative *(of* Learning)	____To analyze and direct lesson planning (content/process)
____Written	____My students and I entered into the assessment with the intention to learn more about where we are, where we are headed, and how we are going to get there.	____I used it to evaluate overall student performance at the end of a unit of study or lesson.	____To identify student needs
____Oral			____To compare with other evidence of learning
____Private conference			
____Project		____I used it to evaluate specific skills and/or knowledge at the end of a lesson or unit of study.	____To contribute toward final grade
____Portfolio			
____Essay			____To report to student/parent
____Cooperative activity	____My students and I used it to monitor excellence during the process of learning.		____To help my students set goals.
____Presentation/performance			
____Other	____My students and I used it for goal setting.		
_____			

My Students' Role During the Assessment (Check All That Apply)	Assessment Source
____Were aware of the skills and/or content to be assessed.	____Textbook
____Helped develop the assessment.	____Teacher-made
____Identified specific strategies that they would use to succeed.	____Another source (book, Web site, etc.)
____Were aware of the criteria for success beyond what constituted a passing score.	
____Had a rubric, checklist, or other way to monitor and regulate themselves during the assessment.	____Teacher-modified or refined (explain):