24 Ways to Embed Formative Assessment in Your Classroom

Evidence informed strategies, with or without technology · Rooted in the work of Black, Wiliam, Butler, Sadler, Berger, Hattie, Bjork, Rosenshine, Angelo & Cross and CAST

"We should view technology as a tool to amplify good teaching practices, not replace them." — Mark Anderson, RISE Edu Magazine

Pedagogy First
24 STRATEGIES TO TRY TODAY

Clarify Learning Intentions · Elicit Evidence of Learning · Feedback That Moves Learning Forward · Students as Learning Resources · Students as Owners of Their Learning

🎯 01
CLARIFY INTENTIONS
Separate Intention from Task
The learning intention is what to learn, not what to do. Finishing the task is not the same as achieving the learning. Keep them distinct in your planning and in what you say to students at every stage of the lesson.
TECH presentation or display tool
INFORMED BY Wiliam

🤝 02
CLARIFY INTENTIONS
Build Success Criteria Together
Ask students what excellent looks like before they begin. Their language, not yours, becomes the standard. Criteria they articulate themselves land far more deeply than criteria handed to them.
TECH collaborative document tool
INFORMED BY Wiliam & Leahy

📄 03
CLARIFY INTENTIONS
Exemplars Before Rubrics
Show work at different standards before students start their own. Students spot quality in someone else's work more readily than in their own. A rubric tells students what quality is; an exemplar shows them.
TECH visualiser or document camera
INFORMED BY Sadler, Berger

🔮 04
CLARIFY INTENTIONS
Withhold the Objective
Ask students to name what they learned at the end rather than copy an objective at the start. Generating the answer embeds it far more reliably than copying from the board.
TECH polling tool; whole class response
INFORMED BY Wiliam

🔀 05
ELICIT EVIDENCE
Hinge Questions
A hinge question is a diagnostic question at a lesson turning point. Wrong answers each map to a known misconception. Responses tell you whether to move on or go back. Never improvise it.
TECH polling or quiz tool
INFORMED BY Wiliam

🧩 06
ELICIT EVIDENCE
Plausible Distractors
Engineer wrong answers as carefully as the right one. Each distractor should map to a real misconception. Every wrong answer a student gives tells you something precise. Wrong answers are the diagnostic data.
TECH quiz tool; full response view
INFORMED BY Wiliam, Black

🎙️ 07
ELICIT EVIDENCE
Deliberate Cold Call
Select who answers deliberately, not at random. Track participation so nobody stays invisible across lessons. Where appropriate, target the students whose thinking you most need to hear.
TECH participation tracking tool
INFORMED BY Wiliam, Black

✍️ 08
ELICIT EVIDENCE
Mini Whiteboards
All students write their response and hold it up simultaneously. The teacher reads the room in seconds: full participation, no waiting, no dominant voices. Works across all subjects.
TECH multimodal response tools
INFORMED BY Wiliam

🃏 09
ELICIT EVIDENCE
ABCD Response Cards
Give each student a card: A, B, C and D. Pose a question and all students hold up their answer at once. No hands, no opt-out. The spread of responses shows instantly where misconceptions lie.
TECH multimodal audience response tools
INFORMED BY Wiliam

🌎 10
ELICIT EVIDENCE
Every Voice, Every Time
Eliciting evidence only works if every student can respond. Offer written, verbal, visual and digital means of expression. The method you choose decides who gets to show what they know.
TECH multimodal and anonymous response tools
INFORMED BY CAST

💬 11
ELICIT EVIDENCE
Think, Pair, Share: Disciplined
Individual thinking first; paired discussion second; nominated response third. Nomination makes the report-back evidence, not just the most confident voice. Without it, the share is optional.
TECH timer for paired discussion
INFORMED BY Wiliam

✏️ 12
FEEDBACK
Comment Only Marking
Remove grades from work in progress. Research showed comments alone produced the greatest gains. Adding a score to a comment cancels it out: students read the grade and ignore the feedback
TECH digital annotation or LMS tool
INFORMED BY Butler, Wiliam

🧠 13
FEEDBACK
Feedback Must Cause Thinking
Feedback must be more work for the recipient than the donor. Pose questions rather than writing corrections. If feedback requires no response from the learner, it is not feedback; it is merely information.
TECH annotation tool with reply function
INFORMED BY Wiliam

⏰ 14
FEEDBACK
Build In Time to Act
Feedback with no time to act on it has no value. Begin the next lesson with students reading and responding to feedback before anything new. Time to act is where the learning happens.
TECH LMS; share feedback in advance
INFORMED BY Wiliam & Leahy

📋 15
FEEDBACK
Whole Class Feedback
Record class patterns rather than individual comments: common strengths, recurring errors and two or three next steps. Teach to the gap, not to the individual paper. Workload stays manageable.
TECH shared document or display tool
INFORMED BY Wiliam & Hattie

❓ 16
FEEDBACK
3 Questions, Not Corrections
Return work with three questions rather than corrections. Students must respond before moving on. Cognitive effort belongs with the learner. Feedback that corrects for them removes the struggle.
TECH digital annotation tool or LMS
INFORMED BY Wiliam

👥 17
STUDENTS AS LEARNING RESOURCES
Guided Practice Together
Independence is the destination, not the starting point. Before students work alone, have them practise with peers in structured steps, checking each other's responses at every stage before moving forward.
TECH collaborative document tool
INFORMED BY Rosenshine

💡 18
STUDENTS AS LEARNING RESOURCES
Student Generated Questions
Ask students to write questions that could appear in an assessment on this topic. Collate the best and use them for review. Generating questions demands higher order thinking than simply answering them.
TECH shared doc or quiz builder tool
INFORMED BY Black & Wiliam

🔍 19
STUDENTS AS LEARNING RESOURCES
Structured Peer Assessment
Peer feedback only works when students understand quality. Use exemplars first so students assess against shared criteria. Without shared criteria, peer feedback is opinion, not evidence.
TECH peer assessment tool
INFORMED BY Sadler, Berger

🔁 20
STUDENT OWNERSHIP
Spaced Retrieval Practice
Low stakes quizzing on prior content, not today's lesson. Returning to older material at increasing intervals is one of the most robust findings in memory research. Re-reading notes is not the same as retrieving.
TECH spaced repetition quiz tool
INFORMED BY Bjork

📝 21
STUDENT OWNERSHIP
Test Before You Teach
Quiz students on material before you teach it. Triggering the feeling of not knowing primes attention and improves retention. Students who struggle before instruction remember the answer better.
TECH quiz tool; lesson start
INFORMED BY Bjork, Wiliam

🌧️ 22
STUDENT OWNERSHIP
The Muddiest Point
At lesson close, each student anonymously writes the one thing they are least clear about. The teacher addresses the most common muddy points publicly at the start of the next lesson. Two minutes; high
TECH anonymous response tool
INFORMED BY Angelo & Cross

📅 23
STUDENT OWNERSHIP
Review Little and Often
Begin every lesson with a brief review of prior content: yesterday's, last week's, last month's. The most effective teachers check understanding constantly. If most students cannot answer, adjust the pace of teaching.
TECH low stakes quiz tool
INFORMED BY Rosenshine

🧪 24
STUDENT OWNERSHIP
Spaced Self Quizzing
Teach students to quiz themselves rather than re-read notes. Re-reading feels productive but produces weak retention. Self quizzing feels harder but works. Retrieval effort drives long term memory.
TECH quizzing or flashcard tool
INFORMED BY Bjork

PEDAGOGY FIRST, TECHNOLOGY SECOND. Always.
Rooted in the work of Black, Wiliam, Butler, Sadler, Berger, Hattie, Bjork, Rosenshine, Angelo & Cross and CAST
Want to work together? **ictevangelist.com/contact**

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