



5.2 - Classroom Culture Inventory

Successful formative assessment takes place in the context of 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.

In Module 5, we explore the idea of classroom culture in more depth. We invite you to use this inventory to take stock of the characteristics of your classroom culture to identify areas of strength as well as those in need of improvement.

Place an **X** in the cell that applies

1=never 2=sometimes 3=often 4=always

Characteristic	1	2	3	4
Establish Norms With my students, I have established norms, structures, and expectations for participation in interactions in my classroom.				
Collaboratively Create Learning Goals and Success Criteria I work collaboratively with my students to develop Learning Goals and Success Criteria, and we refer to these throughout the lesson to maintain a common understanding of where we are going.				
Model Careful Listening I model careful listening to student ideas, and my students listen to each other and build on each other's thinking.				
Reveal Student Thinking My students feel comfortable revealing their thinking in front of me and their peers.				
Model Mistakes as a Learning Resource I have modeled that mistakes are sources of new learning, and my students use their mistakes as a learning resource.				
Act on Descriptive Feedback I provide descriptive feedback to my students, and they act on it to advance their learning.				
Teach and Model Peer Assessment I teach and model the process of peer assessment, and my students use this process routinely during their learning.				

Teach and Model Self-Assessment I teach and model the process of self-assessment, I structure time for my students to independently assess their learning, and we use their self-assessment to guide next steps.				
Students are Responsible for Learning My students know that, in collaboration with their peers and me, they are responsible for their own learning and the learning of their classmates.				

Once you have completed the inventory, make notes on the following:

Why is working actively to develop a collaborative culture for learning in your classroom necessary for implementing formative assessment? What are the next steps for you in developing a strong collaborative culture for learning in your classroom?

[Enter your insights here]

5.6 - Commitment/Call to Action

As you reflect on the videos, images, and ideas about culture that have been presented in this lesson, consider:

1. What did you observe about the role of the student in developing a classroom culture? Were there observable differences between what you saw in the videos and the actions of your own students?
2. Identify two or three strategies from this lesson that you could use to meet the goal(s) you set in Activity 5.2, the Classroom Culture Inventory. How might you apply these strategies when you next implement a formative assessment lesson?

[Enter your insights here]

5.17 - Revisit Your Self-Assessment

Gauge your current experience level with formative assessment by filling out the chart below. Next, you will be asked to compare your answers from Module 1.

Place an **X** in the cell that applies

1=never 2=sometimes 3=often 4=always

How often do you:	1	2	3	4
Use assessment as an integral part of teaching and learning?				
Identify clear Learning Goals and Success Criteria for the lesson and communicate them to students?				
Use a variety of strategies to gather evidence of learning during the lesson to gauge where students are relative to Learning Goals?				
Ask questions that promote student discourse and encourage deeper exploration of ideas?				
Modify pedagogy during the course of instruction in response to evidence of learning?				
Plan individual, group, or whole class learning based on the evidence gathered and interpreted?				
Give clear feedback to students that provides cues for subsequent learning?				
Provide opportunities for students to use feedback to advance their learning?				
Provide opportunities for students to comment constructively on each other's work?				
Guide students to discuss and explain their feedback to peers?				
Provide opportunities for students to engage in self-reflection about their learning?				
Guide students to be effective in self-reflection and adapt their learning tactics when needed?				

Go back to your answers in your Module 1 Insights Journal and reflect on your growth:

[Enter your insights here]

Course reflection and next steps:

What progress did you make on the personal Learning Goals that you set early in the course?
What are next steps you will take to deepen and sustain the changes that you have begun to make in your classroom?

[Enter your insights here]