

Formative Evidence Quick Guide

Collect enough evidence to make a better instructional decision—then use it.

STRONG FORMATIVE EVIDENCE IS...	WHY IT MATTERS
ALIGNED	Actually measures the intended learning.
USABLE	Can change what happens next.
TIMELY	Allows a response while learning is still active.
SPECIFIC ENOUGH	Shows what is secure and what is unfinished.
PROPORTIONATE	Does not create more data work than instructional value.

STANDARD / LEARNING TARGET

What learning am I trying to see?

EVIDENCE I WILL COLLECT

Question, explanation, whiteboard, exit ticket, short assessment, observation, or another aligned task.

WHY THIS EVIDENCE FITS THE STANDARD

How will this task actually reveal the intended learning?

WHAT I WILL LOOK FOR

What would secure, partial, or unfinished learning look or sound like?

IF THE EVIDENCE SHOWS...	I WILL...
Most students are ready	
Many are not ready	
Only a few need support	

HOW I WILL COLLECT NEW EVIDENCE

What will tell me whether the next instructional move worked?

FINAL QUESTION

What decision will this evidence help me make?

More evidence is not automatically better evidence.