

In Formative Assessment Classrooms ...

Students show responsibility to *themselves* by reflecting on where they are in their learning and trusting their own self-assessment. They seize opportunities for corrective feedback to continue learning. When they know where they want to go, they set goals and advocate for themselves.

Students show responsibility to their *peers* by collaboratively facilitating a safe learning space in the classroom. They listen to the needs of their classmates, ask questions, and clarify their understanding. Students provide actionable feedback to one another and are receptive to feedback.

Students show responsibility to their *teachers* by co-constructing the culture of the classroom, the learning procedures, and the success criteria. They are active participants in an environment of trust, risk-taking, and participation. They show a willingness to change their mindsets to become empowered learners. They provide evidence of learning and, when needed, seek out and accept support from their teachers.

Students show responsibility to their *families and caregivers* by providing them with evidence of their own learning. They explain to their families what they are learning, what they still need to learn, and how they will acquire and evaluate that learning. They lead their own parent-teacher conferences and Individualized Learning Plan (IEP) or 504 meetings using evidence they have collected themselves.