

Of course the definition of formative assessment we gave earlier provides little guidance about how to implement effective classroom formative assessment, and in particular what it looks like in practice. To address this, Leahy, Lyon, Thompson, and Wiliam (2005) propose that formative assessment could be conceptualized as the result of crossing three processes (where the learner is going, where the learner is right now, and how to get there) with three kinds of agents in the classroom (teacher, peer, learner), as shown in Table 1.2.

The resulting model identifies the five key strategies of formative assessment. The first—clarifying, sharing, and understanding learning intentions and success criteria—deals with the joint responsibility of teachers, the learners themselves, and their peers to break this down into a number of criteria for success. The second strategy deals with the teacher’s role in finding out where learners are in their learning, once he is clear about the learning intentions (this sequence is deliberate—until you know what you want your students to learn, you do not know what evidence to collect). The third strategy emphasizes the teacher’s role in providing feedback to the students that tells them not only where they are but also what steps they need to take to move their learning forward. The fourth strategy emphasizes the role that peer assessment can play in supporting student learning and also makes clear that the purpose of peer assessment within a formative assessment framework is not to judge the work of a peer so much as to improve it. Finally, the fifth strategy emphasizes that the ultimate goal is always to produce independent learners.

Table 1.2: Five Key Strategies of Formative Assessment (Leahy et al., 2005)

| | Where the learner is going | Where the learner is now | How to get there |
|---------|---|---|--|
| Teacher | Clarifying, sharing, and understanding learning intentions and success criteria | Engineering effective discussions, tasks, and activities that elicit evidence of learning | Providing feedback that moves learning forward |
| Peer | | Activating students as learning resources for one another | |
| Learner | | Activating students as owners of their own learning | |

In the five main chapters of this book, we discuss each of the strategies in more detail. If you are familiar with *Embedded Formative Assessment* (Wiliam, 2011a) the structure will be familiar to you, for the simple reason that what we see as the five key strategies of formative assessment haven’t changed. However, as noted in our introduction, while we do cite some research studies in these five chapters, the focus is much more on the practicalities of implementing the strategies in your classroom. In doing so, each chap-