

As we continue with the attributes of formative [assessment](http://www.teachthought.com/teaching/20-simple-assessment-strategies-can-use-every-day/?utm_campaign=trueAnthem&utm_content=dhwZgr&utm_medium=social&utm_source=twitter#!dhwZgr), this week we will highlight interpreting and acting on evidence.

* **Interpret evidence**: Using rubrics or other forms of assessments, students and teachers assess the criteria they have met and [understand](http://www.edutopia.org/resource/checking-understanding-download).

[Rubrics](http://www.rcampus.com/rubricshellc.cfm?mode=gallery&sms=publicrub&sid=32&) are not only a good way to elicit evidence, but also a good way for you and the students to interpret evidence. Checklists can also be a good go/no-go method for you and the students to see progress on a topic or project. Using formative assessment allows students’ learning to become transparent and personalized. Not only are you able to deliver just-in-time learning, but the students get just-in-time feedback.

* **Acting on evidence**: After interpreting evidence, the teacher adjusts the teaching and learning sequence until the class is ready to move on or to do a summative grade.

As a CTE teacher, you rely on formative assessments to give students specific, actionable feedback that they can use to refine their work, seek out resources and engage in learning that is specific to their needs. Such feedback will lead to increased success for all students. As a CTE teacher, you do not have to guess when the class is ready for a summative evaluation. You will know because the students will have shown you they are ready by the way they have been engaged. As we have discussed in the past few weeks, engagement leads to better student understanding that is relevant and meaningful to the student.

If you use formative assessments correctly, you should never be surprised at the outcome of a summative assessment. Formative assessments done correctly can lead to transformational learning.