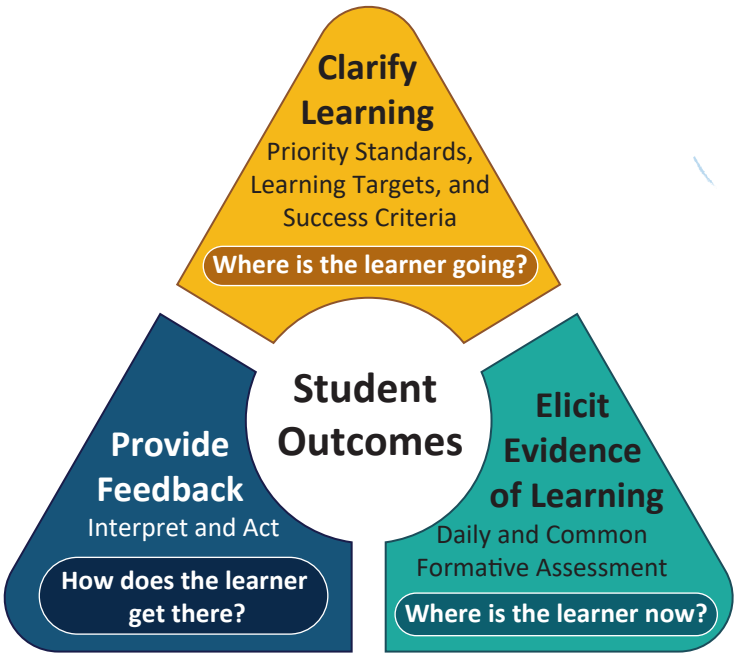
Common Formative Assessment

Overview

The goal of formative assessment is to monitor student learning so instructors can both improve their instruction and provide feedback to students. Common Formative Assessments (CFAs) are team-designed measures used to assess and analyze students' understanding of essential learning targets. They are used by grade or course levels teams at regular intervals. Daily formative assessments are the on-going "checks for understanding" teachers use to provide immediate information during instruction. Daily formative assessments are necessary to provide students with immediate feedback and help teachers fine-tune instruction.



Benefits of Team-Developed CFA

- Efficient use of educator's time
- Equitable for students
- Effective in monitoring and improving student learning
- Informs and improves individual and teacher team practices
- Builds the capacity of the team to achieve at higher levels
- Essential to systematic interventions when student struggle

Daily and Common Formative Assessment have the highest leverage for improving student outcomes. The impact is greatest when information is used to provide immediate feedback.

Educators...

- Interpret and act on formative assessment data to provide feedback
- Develop and use clear and meaningful learning targets
- Elicit evidence of learning through daily formative assessments
- Elicit evidence of learning through Common Formative Assessments
- Establish measurable student success criteria

Resulting in...

- Clarity of instruction and learning targets
- Ongoing monitoring of student understanding
- Learners engaged in self-assessment
- Improved student outcomes

Common Formative Assessment Practice Profile

Implementation with fidelity requires clearly described implementation criteria. The Practice Profile framework has been developed by the National Implementation Research Network (NIRN) as a way of outlining implementation criteria using a rubric structure with clearly defined practice-level characteristics (NIRN, 2011). According to NIRN, the Practice Profile emerged from the conceptualization of the change process outline in the work of Hall and Hord's (2006) Innovation Configuration Mapping (NIRN, 2011). The Practice Profile is anchored by the essential functions. Moving from left to right are the essential functions of the practice, implementation performance levels, and lastly, evidence which provides data or documentation for determining implementation levels.

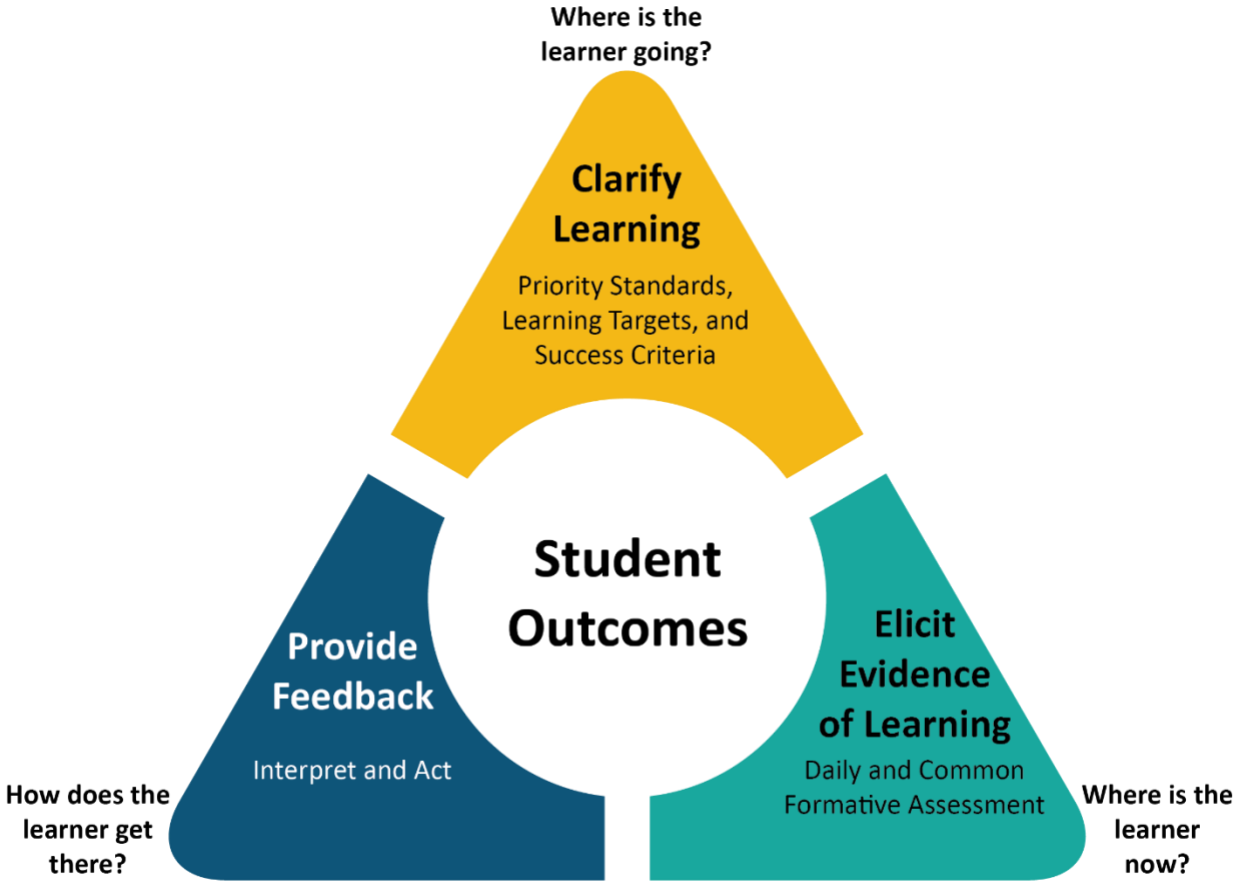
How to Use the Practice Profile

The essential functions align with the teaching/learning objectives for each learning package. For each teaching/learning objective are levels of implementation. For some essential functions, proficient and exemplary implementation criteria are the same and in others, criteria differ. Close to proficient levels of implementation suggest the skill or practice is emerging and coaching is recommended for moving toward more proficient implementation. When implementation is reported at the unacceptable variation level, follow-up professional development in addition to coaching is recommended. The professional development provider should walk through the practice profile with the educator-learners, referring to the data and artifacts listed as suggested evidence. It is an important tool for self-monitoring their own implementation because it serves as a reminder as to the implementation criteria and is also aligned with the fidelity checklists.

Common Formative Assessment Practice Profile					
Essential Function		**Exemplary Implementation**	**Proficient**	**Close to Proficient** (Skill is emerging, but not yet to proficiency. Coaching is recommended.)	**Far from Proficient** (Follow-up professional development and coaching are critical.)
1	Educators develop and use clear and meaningful learning targets to guide instruction and clarify student learning.	Educators develop and use learning targets that meet 4/4 criteria. • Learning targets are clearly connected to essential learning in a domain. • Learning targets indicate what students are expected to know, understand, and be able to do at the end of the lesson/unit. • Learning targets engage students in higher-order thinking processes. • Learning targets are clearly explained to students.	Educators develop and use learning targets that are clearly connected to essential learning in a domain and meet 3/4 criteria.	Educators develop and use learning targets that are clearly connected to essential learning in a domain and meet 2/4 criteria.	Educators develop and use learning targets that meet 1 or fewer criteria.
2	Educators establish measurable student success criteria to clarify learning.	Educators develop and use student success criteria that meet 5/5 criteria. • Success criteria are closely aligned with learning targets. • Success criteria indicate what the student will say, do, make, or write to show evidence of learning. • Success criteria reflect progress toward the learning goal. • Success criteria are communicated in student-friendly language. • Educators refer to success criteria during instruction.	Educators develop and use student success criteria that are aligned with learning targets and meet 4/5 criteria.	Educators develop and use student success criteria that are aligned with learning targets and meet 3/5 criteria.	Educators develop and use student success criteria that meet 2 or fewer criteria.

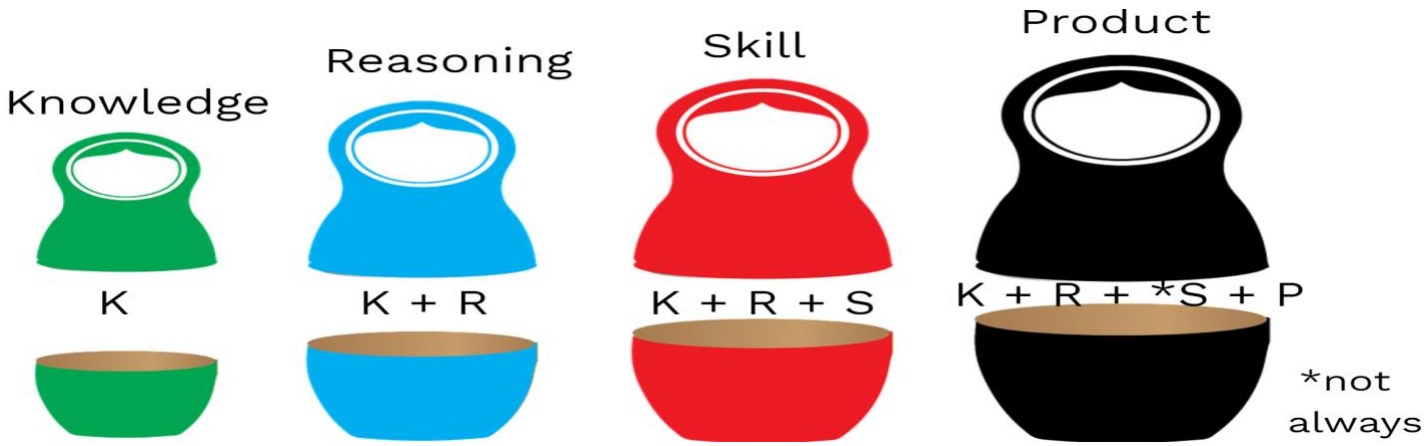
3	Educators elicit evidence of learning through daily formative assessments to monitor student understanding and improve instruction.	Educators elicit evidence of learning through daily formative assessments that meet 4/4 criteria. • Teachers design discussions, tasks, and activities that effectively elicit evidence of learning. • Evidence of student learning is collected and used during lessons to fine-tune instruction. • Teachers provide opportunities for students to be learning resources for one another through formative assessment. • Teachers provide opportunities for students to engage in self-evaluation.	Educators collect and use evidence of learning during lessons to fine tune instruction and meet 3/4 criteria.	Educators collect and use evidence of learning during lessons to fine tune instruction and meet 2/4 criteria.	Educators meet 1 or fewer criteria.
4	Educators elicit evidence of learning through common formative assessments to improve instruction and student achievement.	Educators elicit evidence of learning through common formative assessments that meet 4/4 criteria. • CFAs are collaboratively developed. • CFAs are scaffolded to reflect a progression of learning. • CFAs are aligned with learning intentions and success criteria. • CFAs indicate which students are on track, which students would benefit from extension, and which students would benefit from additional instruction.	Educators elicit evidence of learning through common formative assessments that are collaboratively developed and meet 3/4 criteria.	Educators elicit evidence of learning through common formative assessments that are collaboratively developed and meet 2/4 criteria.	Educators meet 1 or fewer criteria.
5	Educators interpret and act on formative assessment data to provide feedback and improve student learning.	Educators interpret and act on formative assessment data in ways that meet 5/5 criteria. • Educators use evidence (data) to adjust instruction based on student need. • Educators provide timely, actionable feedback relative to the three important feedback questions (Where am I going? Where am I now? How do I close the gap?). • Teacher feedback to students is clearly aligned to learning targets and success criteria. • Educators provide feedback appropriate to the learning needs of students. • Educators provide feedback that encourages student thinking.	Educators use formative assessment data to adjust instruction based on student need and meet 4/5 criteria.	Educators use formative assessment data to adjust instruction based on student need and meet 3/5 criteria.	Educators meet 2 or fewer criteria.

The Formative Assessment Process



1. Identify the learning destination by clarifying the learning targets
2. Establish where students are by eliciting evidence of learning
3. Interpret and act on feedback to move learners forward

(Adapted from Wiliam, 2018; NWEA, 2016;& NCTM, 2013)



Knowledge	Reasoning	Performance/Skill	Product
Explain, understand, describe, identify, recognize	***Analyze, compare/contrast, synthesize, classify, evaluate***	***Observe, focus attention, listen, perform, do, question, conduct, work***	***Design, produce, create, develop***
Identify metaphors and similes **Read and write quadratic equations** **Describe the function of a cell membrane** **Know multiplication facts** **Explain the effects of an acid on a base**	**Make a prediction based on evidence** **Examine data/results and propose a meaningful interpretation** **Distinguish between historical fact and opinion** **Use statistical methods to describe, analyze, evaluate, and make decisions**	**Measure mass in metric and SI units** **Read aloud with fluency and expression** **Participates in civic discussions with the aim of solving current problems** **Dribble to keep the ball away from an opponent** **Conduct an investigation**	**Construct a bar graph** **Write an essay to support a thesis** **Develop a personal health-related fitness plan** **Construct a physical model of an object** **Create an artistic product** **Make a map**

Adapted from Chappuis, J. (2014). *Seven strategies of assessment for learning*, 2nd edition. Pearson.

Unwrapping Template

Step One: Focus on Key Words

1. Highlight what students should be able to do (verbs).
2. Underline the concepts or knowledge the students should know (nouns).

Standard:

Step Two: Map It Out

What will students <u>do</u>?	**With what <u>knowledge</u> or <u>concepts</u>?**	**In what topic or <u>context</u>?**	**Level of Thinking**

Step Three: Analyze the standard

Type: Knowledge ____ Reasoning ____ Skill ____ Product ____

Learning Targets:

Implied Targets:

Vocabulary:

Level 1: Recall - involves basic tasks that require recall of facts or rote reproduction of simple procedures. These kinds of tasks do not require any cognitive effort beyond remembering the right response or formula.

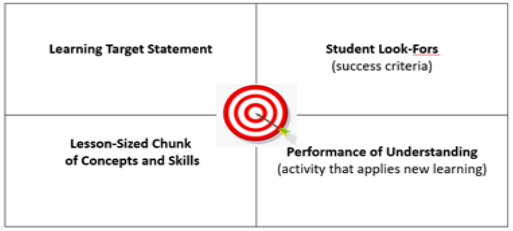
Level 2: Skills and Concepts - requires a student to make some decisions about problem solving and procedures. DOK 2 tasks may involve applying a skill in a new context or explaining thinking in terms of concepts..

Level 3: Strategic Thinking - more complex and abstract. Students must use reasoning, planning, and evidence to explain their thought processes. Often, Level 3 tasks have more than one valid response, and students must justify their choices.

Level 4: Extended Thinking - at least as complex as level 3 tasks but require an extended time period—several weeks, perhaps, or even longer—to complete.

Planning Template: Learning Target

Learning Standard (Write and unwrap.)



Academic vocabulary

Learning Targets	DOK	Success Criteria	Instruction & Learning Activity (closely aligned with learning target)	Formative Assessment

Adapted from:

Nielson, M. (2016, July 19). Unpacking standards leads to confidence, not chaos for teachers and students. All Things Assessment. [Blog]. Retrieved from https://allthingsassessment.info/2016/07/19/unpacking-standards-leads-to-confidence-not-chaos-for-teachers-and-students/

Moss, C., Brookhart, S. (2019). Advancing formative assessment in every classroom: A guide for instructional leaders. ASCD.

Next Steps: Actions = Results Common Formative Assessment

District/School: _____ **Action Planning Date :**_____

Individual Teacher_____ **or Grade Level/Content Team**: _____

Action Planned **What?**	**Responsible Person(s)** **Who?**	**Timeline** **When?**	**Resources/Support Needed**	**Results** **So What?**