## ***Common Formative Assessment Practice Profile***

Implementation with fidelity requires clearly described implementation criteria. The Practice Profile framework has recently 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 template includes four pieces and is anchored by the essential functions. First, as a header is the foundation of implementation that philosophically grounds implementation. Then moving from left to right across the template 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. Four levels of implementation are described for each teaching/learning objective: exemplary, proficient, close to proficient, and far from proficient. The professional development provider should review 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 of the implementation criteria and is also aligned with the fidelity checklists and the electronic practice profile self-assessment tool. These sources provide data regarding further training or coaching.

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| **Common Formative Assessment (CFA) 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 clear and meaningful learning targets to guide instruction and student learning. | Meet 5/6 criteria:   * Learning target is clearly connected to an essential learning in the domain. * Learning target develops deep understanding of underlying concepts and/or acquisition of skills. * Learning target clearly engages higher order thinking processes. * Learning target is clearly manageable and can be accomplished in the course of a lesson or unit (may be several periods). * Learning target is clearly explained to students. * Connections between current learning target and prior learning are clearly made. | 4/6 criteria are met including:   * Learning target is clearly connected to an essential learning in the domain. | 3/6 criteria are met including:   * Learning target is clearly connected to an essential learning in the domain. | Fewer than 3 of the criteria are met. |
| 2 | Educators establish clear and measurable student success criteria in a rubric, scoring guide, or checklist. | Meet 4/5 criteria.   * Success criteria are clearly and effectively aligned to learning targets. * Success criteria clearly and effectively relate to what students will say, do, make or write to show evidence of learning. * Success criteria clearly and effectively reflect ways for students to indicate their current status relative to the learning targets. * Success criteria are communicated in language student can fully understand. * Success criteria are frequently referred to during the learning process. | 3/5 criteria are met including:   * Success criteria are clearly and effectively aligned to learning targets. * Success criteria clearly and effectively relate to what students will say, do, make or write to show evidence of learning. | The following criteria are met:   * Success criteria are clearly and   effectively aligned to learning targets.   * Success criteria clearly and effectively relate to what students will say, do, make or write to show   evidence of learning. | Fewer than 2 of the criteria are met. |

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| 3 | Educators construct and/or use quality assessment instruments which are of sound design and measure the learning targets. | Meet 4/5 criteria: Formative assessments:   * are used to collect data on student learning during the learning process. * are fully aligned with the learning target and success criteria. * are clearly appropriate for the purpose of generating data in relation to the success criteria. * are consistently and strategically placed during the course of the learning process. * provide opportunities for students to clearly show where they are in relation to mastery of the learning target. | 3/5 criteria are met including:   * Formative assessments are used to collect data on student learning during the learning process. | 2/5 criteria are met including:   * Formative assessments are used to collect data on student learning during the learning process. | Fewer than 2 of the criteria are met. |
| 4 | Educators use assessment data to improve student learning. | Meet 3 of the following criteria.   * The teachers’ decisions about next steps are completely based on evidence. * The teacher takes clearly appropriate action based on evidence (e.g., to continue as planned, scaffold, give student feedback, shift focus). * The teacher feedback to students is clearly aligned with the learning target and success criteria. | 2/3 of the criteria are met including:   * The teachers’ decisions about next steps are completely based on evidence. | The following criteria are met:   * The teachers’ decisions about next steps are completely based on evidence. | No criteria are met. |