

Common Formative Assessment Development Process

1. Topic or unit:	2. Identify the standards to be addressed in this topic or unit.	
3. Select a standard to be commonly assessed and write it in this box. To gain a better understanding, underline the nouns and circle the verbs.	Describe what a student would know, understand and be able to do if he/she mastered the standard.	
	Create learning targets using student friendly language. "I can statements."	
4. List your BIG ideas.	5. Write an essential question/s with the corresponding BIG idea (BIG ideas answer the essential questions)	
6. Learning Target/Test Item Match: Based on the Learning Targets and Definition of Mastery (See #3), choose the types of test items that will work best to measure mastery. Place checkmarks in the appropriate boxes below.		
<p style="text-align: center;">Selected Response Items</p> <p><input type="checkbox"/> True false</p> <p><input type="checkbox"/> Multiple Choice</p> <p><input type="checkbox"/> Matching</p> <p><input type="checkbox"/> Multiple-Response*</p> <p><input type="checkbox"/> Fill-in the Blank *</p> <p>* List of choices provided. Note: If constructed properly, a multiple-choice item has the capability of measuring higher-levels of cognitive processes.</p>	<p style="text-align: center;">Constructed Response Items</p> <p><input type="checkbox"/> Closed Constructed Response: Lend themselves to a right or wrong answer. Usually support two levels of performance. (0 and 1). Fill-in the blank or short answer.</p> <p><input type="checkbox"/> Minimal to Medium Open-Ended Constructed Response Items: Usually support three or four levels of performance. (0,1,2) or (0,1,2, 3)</p> <p><input type="checkbox"/> Extended Constructed Response: Very close to being a performance event. Usually support four to five levels of performance.</p>	<p style="text-align: center;">Performance or Personal Communication</p> <p><input type="checkbox"/> Personal Communication: Oral response from students with teacher observation and the recording of performance on a grid, checklist, or rubric.</p> <p><input type="checkbox"/> Performance event (task) using a written prompt with a scoring guide.</p> <p><input type="checkbox"/> Student demonstration coupled with teacher observation and the recording of performance on a grid, checklist or rubric.</p>

<p>7. Selected Response: Write Test Items:</p> <p>Give correct answers.</p>	<p>8. Constructed Response: Write Test Items:</p> <p>Create Scoring Rubrics</p>	<p>9. Performance or Personal Communication Write Test Items:</p> <p>Create Scoring Rubrics.</p>
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10. Define Achievement Levels: Describe how information from the scoring guides can be used collectively to determine achievement levels for students. These levels will be used in the Data Team Process. **(In example below, students complete a 7 question formative assessment. Questions 1-5 are selected response, and questions #6 and #7 are constructed response items with either 3 pt or 4 pt rubrics for scoring)**

Proficient & Higher	Correct answers on all 5 SR items, at least 2 out of 3 on CR item #6, and at least 3 out of 4 on CR item #7
Close to Proficient	Correct answers on at least 3-4 SR items, at least 2 out of 3 on CR item #6, and at least 2-3 out of 4 on CR item #7
Far to Go	Correct answers on 1-2 of 5 SR items, at least 1 out of 3 on CR item #6, at least 1 out of 4 on CR item #7
Intervention	Correct answers on 0-1 SR items, OR 0-1 out of 3 on CR item #6, OR 0-1 on CR item #7

Proficient & Higher	
Close to Proficient	
Far to Go	
Intervention	

11. Review and Revise.....Exchange tests with another group. Use a critique form to evaluate the overall quality of the assessment as well as the individual items within the test. Make suggestions and return test to writers for them to make suggested revisions.

NEXT STEPS:

- 12. Give the Pre-Assessment to students and collaboratively score—begin the DT process by charting the results for each teacher and for sub-populations.

- 13. Evaluate the students understanding of the BIG ideas as you go along with the unit of study by using the Essential questions...an indicator of what’s happening as you continue with the unit of study.

- 14. Give the Post-Assessment to students and collaboratively score----chart post test results. Compare Pre-Test Results with Post-Test Results. Determine next steps.

Adapted from Ainsworth, L. & Viegut, D. (2006). *Common formative assessment: How to connect standards-based instruction and assessment.*