

Common Formative Assessment



Overview

Common Formative Assessment (CFA) at the classroom level is a systematic and cyclical process designed to provide timely teacher and student feedback on curricula and student learning to improve both instructional practices and academic achievement.

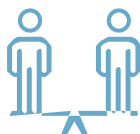
"Assessment is not something that is done to students separate and apart from instruction; assessment must be – must be seen to be – something that is done with students as an integral part of the learning process."

(O'Connor, 2002)

Benefits of Team-Developed CFA



More efficient use of educators' time



More equitable for students



More effective in monitoring & improving student learning



Can inform & improve individual and teacher team practices



Helps build the capacity of the team to achieve at higher levels



Essential to systematic interventions when students struggle

(DuFour et al., 2007)

"No one assessment type provides a complete picture of student learning. We must always consider uses and users, therefore, we must balance assessments."

(DuFour et al., 2010)

Teachers

Align CFA with standards, learning targets, & success criteria

Post student friendly learning targets

Communicate & clarify success criteria

Develop the CFA collaboratively

Use a variety of question types to demonstrate student thinking

Adjust instruction based on CFA feedback

As a Result, Students

Show learning evidence via CFA responses

Use self-assessment to evaluate and improve own learning

Can clearly explain the success criteria in own words

Engage in peer-reflection activities

Interact with peers to process learning targets