

Common Formative Assessment (CFA) 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 template is anchored by the essential functions. Moving from left to right across the template are the essential functions of the practice, implementation performance levels, and criteria/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 (CFA) Practice Profile					
Essential Function		Exemplary Implementation	Proficient	Close to Proficient (Skill is emerging, not yet proficient, coaching recommended)	Far from Proficient (Professional development and coaching are critical)
1	Educators develop and use clear and meaningful learning targets to guide instruction and clarify student learning.	<p>Educators develop and use learning targets that meet 4/4 criteria.</p> <ul style="list-style-type: none"> • 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 1/4 or fewer criteria.
2	Educators establish measurable student success criteria to clarify learning.	<p>Educators develop and use student success criteria that meet 5/5 criteria.</p> <ul style="list-style-type: none"> • 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 2/5 or fewer criteria.

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3	Educators elicit evidence of learning through daily formative assessments to monitor student understanding and improve instruction.	<p>Educators elicit evidence of learning through daily formative assessments that meet 4/4 criteria.</p> <ul style="list-style-type: none"> 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 1/4 or fewer criteria.
4	Educators elicit evidence of learning through common formative assessments to improve instruction and student achievement.	<p>Educators elicit evidence of learning through common formative assessments that meet 4/4 criteria.</p> <ul style="list-style-type: none"> 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 1/4 or fewer criteria.

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5	Educators interpret and act on formative assessment data to provide feedback and improve student learning.	<p>Educators interpret and act on formative assessment data in ways that meet 5/5 criteria.</p> <ul style="list-style-type: none"> • 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 2/5 or fewer criteria.