

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.

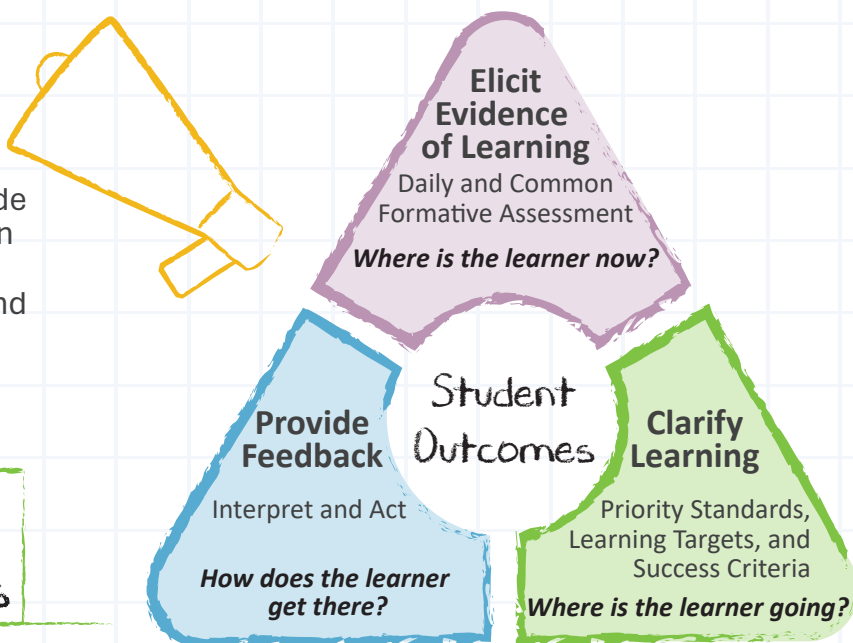
Benefits of Team-Developed CFAs

- ★ Show evidence of learning via CFA responses
- ★ More equitable for students
- ★ More effective in monitoring and improving student learning
- ★ Can inform and 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 Should

- ★ Align CFAs with standards, learning targets, and success criteria
- ★ Develop the CFA collaboratively

- ★ Post student-friendly learning targets
- ★ Communicate and clarify success criteria

- ★ Adjust instruction based on CFA feedback
- ★ Use variety of question types to demonstrate student thinking

So that Students

- ✓ Show evidence of learning via CFA responses
- ✓ Use self-assessment to evaluate and improve own learning
- ✓ Can clearly explain the success criteria in their own words
- ✓ Engage in peer-reflection activities
- ✓ Interact with peers to process learning targets

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.

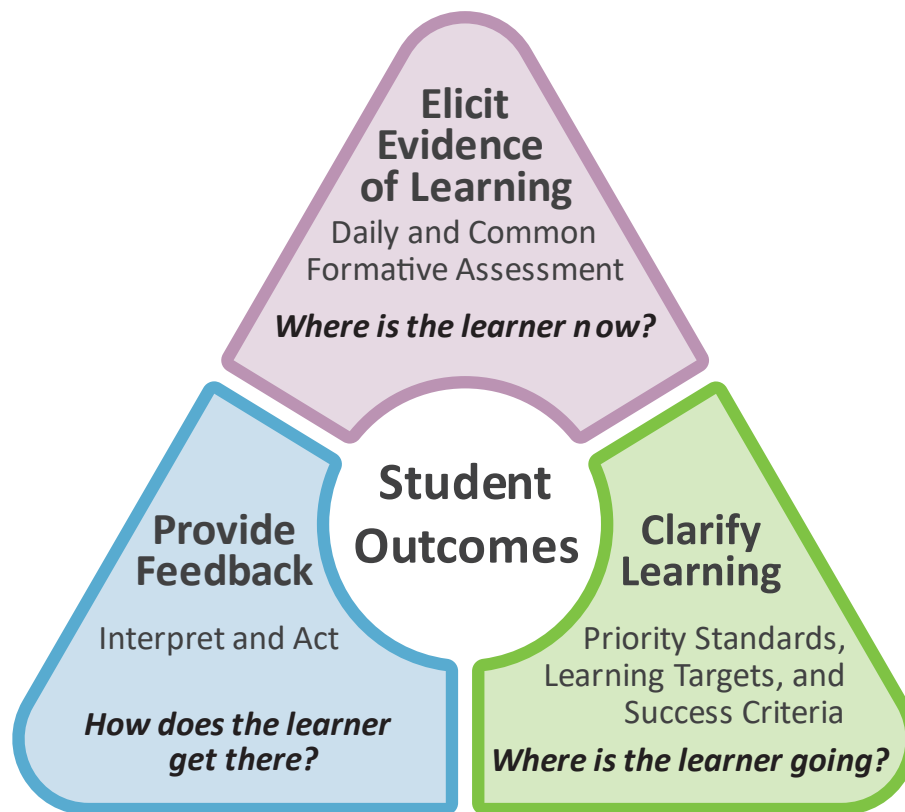
How to Use the Practice Profile

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.

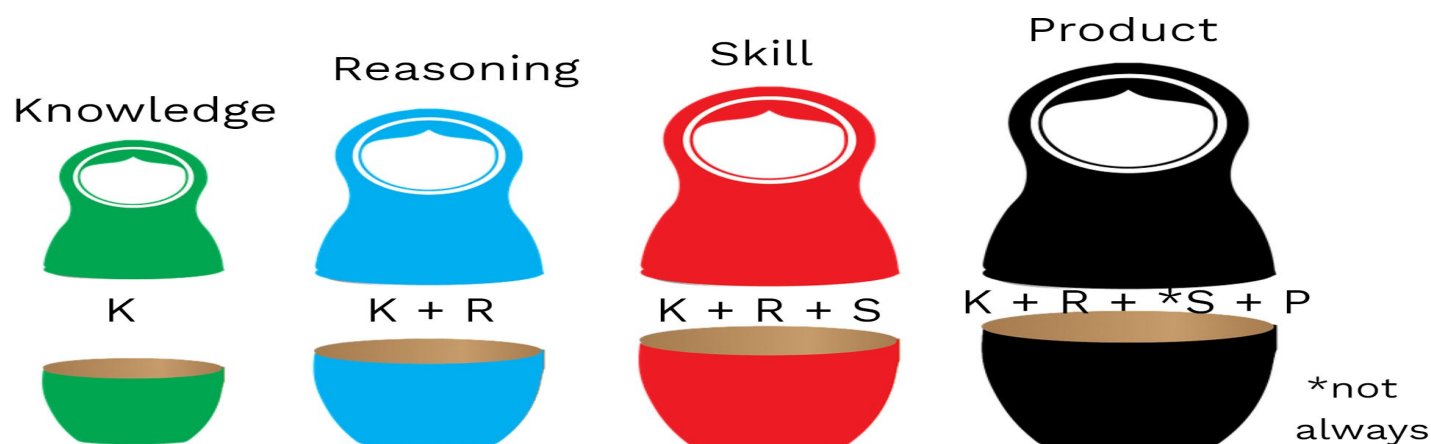
Common Formative Assessment (CFA) Practice Profile					
Essential Function		Exemplary Implementation	Proficient	Close to Proficient (Skill is emerging, not yet proficient, coaching recommended)	Far from Proficient (Professional development and coaching are critical)
3	Educators elicit evidence of learning 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.

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

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.

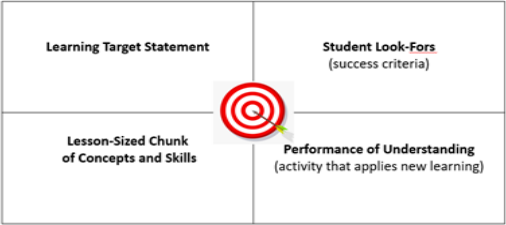
Level 2: Skills and Concepts - requires a student to make some decisions about problem solving and procedures. DOK 2 tasks may involve applying a skill in a new context or explaining thinking in terms of concepts..

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: _____

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

