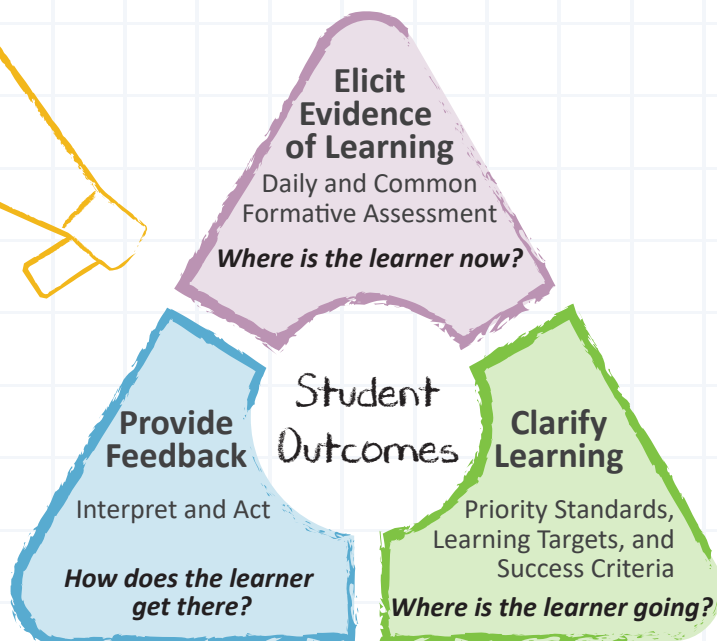
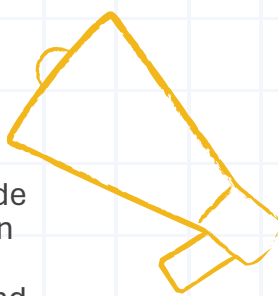


Common Formative Assessment



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.

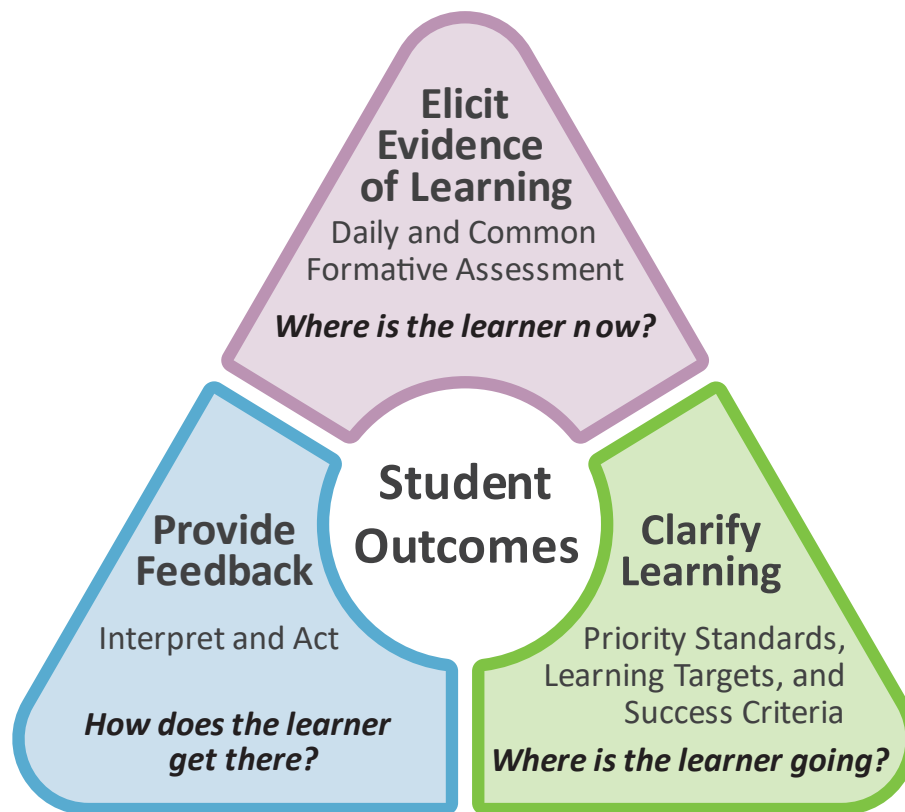
How to Use the Practice Profile

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)

<p>Judgmental/Evaluative Feedback</p> <p>“Here is my measurement.”</p>	<p>Informative /Actionable Feedback</p> <p>“These are your goals , this is what you do well, and this is how to get better.”</p>
<p>Characteristics of this Feedback</p>	
<p>The feedback compares students with each other and encourages them to compete. It is “norm-referenced.”</p> <p>The teacher gives grades, marks, and comments that make conscious or unconscious comparisons with others.</p>	<p>There are clear assessment criteria and goals.</p> <p>Feedback consists of information about the extent to which these have been met. There are:</p> <p>Medals: for what they have done well.</p> <p>Missions: showing how to improve .</p>
<p>Effect on Self-Esteem</p>	
<p>Judgment makes students nervous and protective of their self-esteem so students avoid risks and challenges.</p> <p>The self-esteem of high achieving students rises.</p>	<p>The student feels accepted, and that their efforts are being recognized and valued.</p> <p>Self-esteem and commitment tend to rise and there is increased emotional involvement in tasks.</p>
<p>Students’ Learning Theory</p>	
<p>Maladaptive learning strategies</p> <p>Surface learning is likely. Their eye is on the grade, not understanding, learning or the task. The student memory seeks short cuts, copies, etc.</p> <p>Right answer syndrome.</p>	<p>Adaptive and blame free learning theory</p> <p>‘Effort is the key and it’s up to me’ mistakes are informative feedback.</p> <p>Intrinsic motivation: Learning is an end in itself.</p>
<p>Effect on Low Achievers</p>	
<p>There is reduced: interest, effort, persistence, self-esteem and self-belief, and less emotional investment in learning.</p> <p>In some cases:</p> <p>Learned helplessness - “No matter what I do I’m bound to fail.”</p> <p>The student withdraws and retires hurt, rejecting the teachers, college, etc.</p>	<p>There is increased: interest, effort, persistence, self-esteem, and self-belief.</p> <p>In time: Learned resourcefulness - “There must be away around my difficulties and if I find it, I will succeed.”</p> <p>“Learning depends on time, effort, corrected practice, and using the right strategies.”</p> <p>Identification with the aims of the course.</p> <p>Learning is seen as an end in itself.</p>

Projects/ Writing	
The first few paragraphs kept my full attention. The scene painted was vivid and interesting. But then the dialogue became hard to follow, as a reader, I was confused about who was talking, and the sequence of actions was puzzling, so I became less engaged.	This project is not on time. Unacceptable!
You turned in your project after the deadline. Can you tell me why you are late with your project?	Your project did not address all of the required components. You obviously, didn't try very hard.
This project is a definite improvement over the last one that you turned in. You addressed all of the components but what would make it even better is to provide more data and/or visuals to validate your points.	Your project is absolutely the best. You can skip the project in the next unit.
In your paper, you showed great bias and would only convince someone that already agreed with you. How do you think you might remove the bias from your paper?	Your paper wouldn't convince anyone. I would want more information about the effects on [].

Your claim is strongly supported by the details in your report. Job well done.

Art/Music

You sound good.

Why can't you remember your part?

Watch me to make sure we all move in the same direction at the same time. Great job listening to the music and keeping the beat to make sure we are all clapping at the same time and moving in the same direction.

Yay! You remembered all of your notes and rests. Not just the names of them, but how many beats each one receives.

That's not right, fix it.

Play louder.

Your diction is spot on, you're listening to each other and matching vowel sounds. Great job remembering to emphasize those ending consonants.

Altos, at the top of page three, second note of measure 43, you are flat. Make sure you listen to the sopranos to tune with them. Open your mouths vertically, so the vowel isn't "too wide."

<p>You are so talented.</p>	<p>Your decision to add another figure into this drawing had the effect of balancing out the overall composition of your still life. That worked well. Good Job!</p>
<p>I like this painting, but your color mixing needs some improvement This is good. Please make sure you are checking to make sure your coils are connecting well.</p>	<p>This is good. Please make sure you are checking to make sure your coils are connected well.</p>

Physical Education

Your ball toss is sloppy.

When you tossed the ball for your serve, it was too far in front of your body. Pick a spot on the floor and practice tossing the ball and having it land on the same spot as you step forward.

When you shot your free throw, your elbow was not in the right position.

When running, your arms are flailing.

Math/Science

Your graph has missing components	The labels on your graph are correct but your intervals are inconsistent. Make sure that all intervals are consistent on each axis.
Your answer is incorrect. Check your calculations in the third step.	The story you have created from the graph gives a reasonable depiction of the motion of the object. You might consider being a little more explicit in your explanation of what is taking place in the third piece of the graph.
I can't follow your thinking.	Number three is incorrect. Fix it.
This is a great description of how magnets can cause objects to move. You have supported your knowledge of how magnetic forces act at a distance with general knowledge. To move to the next level of understanding, supporting the idea of how these forces act with accurate knowledge can help to fully articulate your thinking.	Your model accurately shows how the components of the ecosystem interact with little to no correct description of how the interactions move matter through the ecosystem.

<p>You partially described how magnets can cause objects to move.</p>	<p>The evidence you provided clearly states the patterns in the data that indicate differences in at least one of the characteristic properties of the reactants and the products, specifically the solubility and density.</p>
<p>Your model includes great detail to demonstrate your thinking, but is lacking many items in the “Gotta Have” list. For example, labels and descriptions to describe your thinking within the model are lacking, and therefore make it hard for a reader to interpret your thinking.</p>	<p>The description of how bacteria multiply over time is vague.</p>
<p>While the description of the advantage of shorter wings is accurate, the description could have been supported with evidence based on the graph.</p>	

Feedback Example	Highlight/Underline One for Each Descriptive/Actionable OR Evaluative/Judgmental
<p>The first few paragraphs kept my full attention. The scene painted was vivid and interesting. But then the dialogue became hard to follow, as a reader, I was confused about who was talking, and the sequence of actions was puzzling, so I became less engaged.</p>	<p>Descriptive/Actionable OR Evaluative/Judgmental</p> <ol style="list-style-type: none"> 1. Share your reasoning. 2. What might you change and why?
<p>This project is not on time. Unacceptable!</p>	<p>Descriptive/Actionable OR Evaluative/Judgmental</p> <ul style="list-style-type: none"> • Share your reasoning. • What might you change and why?

<p>You turned in your project after the deadline. Can you tell me why you are late with your project?</p>	<p>Descriptive/Actionable OR Evaluative/Judgmental</p> <p>Positive, Negative or Neutral</p> <p>What might you change and why?</p>
<p>Your project did not address all of the required components. You obviously, didn't try very hard</p>	<p>Descriptive/Actionable OR Evaluative/Judgmental</p> <p>Positive, Negative or Neutral</p> <p>What might you change and why?</p>
<p>This project is a definite improvement over the last one that you turned in. You addressed all of the components but what would make it even better is to provide more data and/or visuals to validate your points.</p>	<p>Descriptive/Actionable OR Evaluative/Judgmental</p> <p>Positive, Negative or Neutral</p> <p>What might you change and why?</p>

<p>Your project is absolutely the best. You can skip the project in the next unit.</p>	<p>Descriptive/Actionable OR Evaluative/Judgmental</p> <p>Positive, Negative or Neutral</p> <p>What might you change and why?</p>
<p>In your paper, you showed great bias and would only convince someone that already agreed with you. How do you think you might remove the bias from your paper?</p>	<p>Descriptive/Actionable OR Evaluative/Judgmental</p> <p>Positive, Negative or Neutral</p> <p>What might you change and why?</p>
<p>Your paper wouldn't convince anyone. I would want more information about the effects on []</p>	<p>Descriptive/Actionable OR Evaluative/Judgmental</p> <p>Positive, Negative or Neutral</p> <p>What might you change and why?</p>

<p>This report probably wouldn't convince a reader who didn't already agree we should recycle. What else could you do to make a more convincing argument?</p>	<p>Descriptive/Actionable OR Evaluative/Judgmental</p> <p>Positive, Negative or Neutral</p> <p>What might you change and why?</p>
<p>Your claim is strongly supported by the details in your report. Job well done.</p>	<p>Descriptive/Actionable OR Evaluative/Judgmental</p> <p>Positive, Negative or Neutral</p> <p>What might you change and why?</p>
<p>You sound good.</p>	<p>Descriptive/Actionable OR Evaluative/Judgmental</p> <p>Positive, Negative or Neutral</p> <p>What might you change and why?</p>

Why can't you remember your part?	<p>Descriptive/Actionable OR Evaluative/Judgmental</p> <p>Positive, Negative or Neutral</p> <p>What might you change and why?</p>
Watch me to make sure we all move in the same direction at the same time. Great job listening to the music and keeping the beat to make sure we are all clapping at the same time and moving in the same direction.	<p>Descriptive/Actionable OR Evaluative/Judgmental</p> <p>Positive, Negative or Neutral</p> <p>What might you change and why?</p>
Yay! You remembered all of your notes and rests. Not just the names of them, but how many beats each one receives.	<p>Descriptive/Actionable OR Evaluative/Judgmental</p> <p>Positive, Negative or Neutral</p> <p>What might you change and why?</p>

<p>That's not right, fix it.</p>	<p>Descriptive/Actionable OR Evaluative/Judgmental</p> <p>Positive, Negative or Neutral</p> <p>What might you change and why?</p>
<p>Play louder.</p>	<p>Descriptive/Actionable OR Evaluative/Judgmental</p> <p>Positive, Negative or Neutral</p> <p>What might you change and why?</p>
<p>Your diction is spot on, you're listening to each other and matching vowel sounds. Great job remembering to emphasize those ending consonants.</p>	<p>Descriptive/Actionable OR Evaluative/Judgmental</p> <p>Positive, Negative or Neutral</p> <p>What might you change and why?</p>

<p>Altos, at the top of page three, second note of measure 43, you are flat. Make sure you listen to the sopranos to tune with them. Open your mouths vertically, so the vowel isn't "too wide."</p>	<p>Descriptive/Actionable OR Evaluative/Judgmental</p> <p>Positive, Negative or Neutral</p> <p>What might you change and why?</p>
<p>You are so talented</p>	<p>Descriptive/Actionable OR Evaluative/Judgmental</p> <p>Positive, Negative or Neutral</p> <p>What might you change and why?</p>
<p>Your decision to add another figure into this drawing had the effect of balancing out the overall composition of your still life. That worked well. Good Job!</p>	<p>Descriptive/Actionable OR Evaluative/Judgmental</p> <p>Positive, Negative or Neutral</p> <p>What might you change and why?</p>

<p>I like this painting, but your color mixing needs some improvement This is good. Please make sure you are checking to make sure your coils are connecting well.</p>	<p>Descriptive/Actionable OR Evaluative/Judgmental</p> <p>Positive, Negative or Neutral</p> <p>What might you change and why?</p>
<p>This is good. Please make sure you are checking to make sure your coils are connected well.</p>	<p>Descriptive/Actionable OR Evaluative/Judgmental</p> <p>Positive, Negative or Neutral</p> <p>What might you change and why?</p>
<p>Your ball toss is sloppy</p>	<p>Descriptive/Actionable OR Evaluative/Judgmental</p> <p>Positive, Negative or Neutral</p> <p>What might you change and why?</p>

When you tossed the ball for your serve, it was too far in front of your body. Pick a spot on the floor and practice tossing the ball and having it land on the same spot as you step forward.	<p>Descriptive/Actionable OR Evaluative/Judgmental</p> <p>Positive, Negative or Neutral</p> <p>What might you change and why?</p>
When you shot your free throw, your elbow was not in the right position.	<p>Descriptive/Actionable OR Evaluative/Judgmental</p> <p>Positive, Negative or Neutral</p> <p>What might you change and why?</p>
When running, your arms are flailing.	<p>Descriptive/Actionable OR Evaluative/Judgmental</p> <p>Positive, Negative or Neutral</p> <p>What might you change and why?</p>

<p>Your graph has missing components</p>	<p>Descriptive/Actionable OR Evaluative/Judgmental</p> <p>Positive, Negative or Neutral</p> <p>What might you change and why?</p>
<p>The labels on your graph are correct but your intervals are inconsistent. Make sure that all intervals are consistent on each axis.</p>	<p>Descriptive/Actionable OR Evaluative/Judgmental</p> <p>Positive, Negative or Neutral</p> <p>What might you change and why?</p>
<p>Your answer is incorrect. Check your calculations in the third step.</p>	<p>Descriptive/Actionable OR Evaluative/Judgmental</p> <p>Positive, Negative or Neutral</p> <p>What might you change and why?</p>

<p>The story you have created from the graph gives a reasonable depiction of the motion of the object. You might consider being a little more explicit in your explanation of what is taking place in the third piece of the graph.</p>	<p>Descriptive/Actionable OR Evaluative/Judgmental</p> <p>Positive, Negative or Neutral</p> <p>What might you change and why?</p>
<p>I can't follow your thinking</p>	<p>Descriptive/Actionable OR Evaluative/Judgmental</p> <p>Positive, Negative or Neutral</p> <p>What might you change and why?</p>
<p>Number three is incorrect. Fix it.</p>	<p>Descriptive/Actionable OR Evaluative/Judgmental</p> <p>Positive, Negative or Neutral</p> <p>What might you change and why?</p>

<p>This is a great description of how magnets can cause objects to move. You have supported your knowledge of how magnetic forces act at a distance with general knowledge. To move to the next level of understanding, supporting the idea of how these forces act with accurate knowledge can help to fully articulate your thinking.</p>	<p>Descriptive/Actionable OR Evaluative/Judgmental</p> <p>Positive, Negative or Neutral</p> <p>What might you change and why?</p>
<p>Your model accurately shows how the components of the ecosystem interact with little to no correct description of how the interactions move matter through the ecosystem.</p>	<p>Descriptive/Actionable OR Evaluative/Judgmental</p> <p>Positive, Negative or Neutral</p> <p>What might you change and why?</p>
<p>You partially described how magnets can cause objects to move</p>	<p>Descriptive/Actionable OR Evaluative/Judgmental</p> <p>Positive, Negative or Neutral</p> <p>What might you change and why?</p>

<p>The evidence you provided clearly states the patterns in the data that indicate differences in at least one of the characteristic properties of the reactants and the products, specifically the solubility and density.</p>	<p>Descriptive/Actionable OR Evaluative/Judgmental</p> <p>Positive, Negative or Neutral</p> <p>What might you change and why?</p>
<p>Your model includes great detail to demonstrate your thinking, but is lacking many items in the “Gotta Have” list. For example, labels and descriptions to describe your thinking within the model are lacking, and therefore make it hard for a reader to interpret your thinking.</p>	<p>Descriptive/Actionable OR Evaluative/Judgmental</p> <p>Positive, Negative or Neutral</p> <p>What might you change and why?</p>
<p>The description of how bacteria multiply over time is vague.</p>	<p>Descriptive/Actionable OR Evaluative/Judgmental</p> <p>Positive, Negative or Neutral</p> <p>What might you change and why?</p>

<p>While the description of the advantage of shorter wings is accurate, the description could have been supported with evidence based on the graph.</p>	<p>Descriptive/Actionable OR Evaluative/Judgmental</p> <p>Positive, Negative or Neutral</p> <p>What might you change and why?</p>
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Feedback Scenarios Handout #5

Addition and subtraction word problem

Success criteria:

- I can read the problem.
- I can draw a model.
- I can write an equation.
- I can solve the problem.
- I can answer the question in a statement.

Liz read and drew a correct model for the math story problem. The equation she wrote, however, was incorrect and did not align with the model she drew. The equation she wrote was $21-7=26$. Her answer statement also reflected her computation error.

Scientific drawing

Success criteria:

- Draw clear boundary structures of the specimen that you have observed.
- Include secondary features
- Label parts you can identify with a solid straight line out to the right.
- Include title and specimen name (Genus and species name) at the top center
- Include magnification and scale line in mm.
- Write a detailed description of your specimen.

Erin drew the boundary structures of the amoeba she had observed, they were clear and secondary features were included. Erin, however, only labeled two of the six parts she illustrated. Her drawing was titled and included the Genus and species name. A magnification and scale line was not included in her drawing, but the description of the specimen she wrote was very detailed.

Making inferences

Success criteria:

- I can read the passage carefully.
- I can identify key words/sentences that provide clues to underlying meanings.
- I can look for picture clues.
- I can use what I already know or have read to uncover meaning.

Ryan's teacher asked him to describe the emotion that the main character in the story was feeling. Ryan said the character looked worried in the picture, however, he couldn't find anything in the story that said how the character felt, even though he had read it carefully. Ryan, therefore, was unsure of how to describe the emotion of the main character.

Interpreting the “I Have a Dream” Speech

Success Criteria:

- I can put the speech into my own words.
- I can explain how the speech echoes ideas from the Declaration of Independence.
- I can explain why the I Have a Dream speech still affects people today.

Common formative assessment results indicated that Kim very eloquently put the speech into her own words. She also made direct connections to the speech and today’s current events. Kim made reference to the Declaration of Independence, however, she did not explain how it echoes ideas many of the ideas contained in the Martin Luther King speech.

Matter and Interactions

Success criteria:

- Accurately measure 10 grams each of each substance: sugar, salt, and baking soda.
- Accurately measure 8 ml of vinegar in each of 3 vials.
- Combine each of the solids with the liquid and record your observations of each interaction.
- Design a chart illustrating data collected by recording the substances, measurements, and observations.

Lab team number 6 accurately measured the solids and liquids and combined them. They wrote detailed observations about only one of the interactions. The chart was well organized, however no measurements were recorded on the chart.

Delivering Effective Feedback

1. Describe the student’s work in terms of success criteria.
2. Compare the work to the success criteria or to the student’s past performance.
3. Provide positive comments coupled with descriptions of where the work needs improvement.
4. Suggest specific actions or provide guiding questions that lead toward improvement and goal attainment.

Adapted from:

William, D. (2018). *Embedded formative assessment*. Solution Tree Press.

Hattie, J. (2011). Feedback in schools. From: Sutton, Hornsey, & Douglas. *Feedback: The communication of praise, criticism, and advice*. Retrieved from <https://www.visiblelearning.com/sites/default/files/Feedback%20article.pdf>

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?

