**Common Formative Assessment**

**Pre/Post Knowledge Check KEY**

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| **Common Formative Assessment Pre/Post Assessment**  **Questions or examples**  The scenarios include various teaching situations that feature individual classroom educators and\or teacher teams. Questions include examples depicting various grade levels and content area. An effort has been made to make examples general enough for all educators to connect with. | **Answer and rationale for correct and incorrect**  **Green indicates a yes response**  **Red indicates a no response** | **Which element of the practice does this question address?**  **Questions are aligned with indicators on the SBIC Practice Profile** |
| **For each scenario, does the action taken by the educator(s) work to establish/use meaningful learning targets to guide instruction and clarify student learning?**    **Mark yes or no.** |  | **Educators use meaningful learning targets to guide instruction and clarify student learning.**   * Learning targets focus on the essential learning of a content area. * Learning targets are clarified and communicated throughout the learning process. * Learning targets engage students in higher order thinking processes. * A full sequence of learning targets indicate what students are expected to know, to understand and to do at the end of the lesson/unit. |
| The sixth-grade science team met to identify learning targets for the second semester. Each teacher reviewed instructional units and selected learning targets. The team then compiled and shared a list of learning targets so second semester science instruction would be consistent. | It is important for grade level teachers to have consistency regarding what is taught, however, selecting learning targets involves more than merely choosing targets most appealing to teachers. Learning standards need to be examined and priority standards identified based on endurance, leverage, and readiness. They also need to be unwrapped to clarify the skills and concepts students need to know and be able to do. A sequence of clear and explicit learning targets can then be written to engage students in higher order thinking processes. | * Learning targets focus on the essential learning of a content area. * Learning targets engage students in higher order thinking processes. * A full sequence of learning targets indicate what students are expected to know, to understand and to do at the end of the lesson/unit. |
| Teachers from each grade level at Sunset Elementary met to develop learning targets for math. First, the Missouri Learning Standards were examined and each grade level identified priority standards and checked them for vertical flow. Next, the standards were unwrapped, and essential skills and concepts were identified. | Learning targets are developed by first examining learning standards and prioritizing those that have endurance, leverage, and readiness. Checking for vertical flow assures there are no gaps, overlaps, or omissions. Standards should then be unwrapped to uncover essential skills and concepts so a sequence of clear and explicit learning targets can be written to engaged students in higher order thinking processes.  . | * Learning targets focus on the essential learning of a content area. * Learning targets engage students in higher order thinking processes. * A full sequence of learning targets indicate what students are expected to know, to understand and to do at the end of the lesson/unit. |
| Mr. Mason posts daily learning targets on the whiteboard and explains their meaning, clarifying academic vocabulary. He has students discuss the learning targets with peers and clarifies any student questions. He refers to the learning targets throughout lessons. | Effective learning targets involve more than just posting them in the classroom It is essential that students have opportunities to have them clarified and reviewed throughout lessons. Peer discussion is a great strategy used to help students understand learning targets and to promote higher order thinking processes | * Learning targets focus on the essential learning of a content area. * Learning targets are clarified and communicated throughout the learning process. * Learning targets engage students in higher order thinking processes. |
| **For each scenario, does the action taken by the educator(s) work to establish and use measurable student success criteria to clarify learning?**  **Mark yes or no.** |  | **Educators establish measurable student success criteria to clarify learning.**   * 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 are communicated in student-friendly language and referred to throughout lessons. * Success criteria is used to reflect on progress made toward the learning goal. |
| Mrs. Paxton posted the following learning target and success criteria on the whiteboard:  **Learning Target**: I am learning how to multiply fractions and mixed numbers.  **Success Criteria**:   * Work is shown. * Correct answers are circled * Explanation is provided * Neatness | Success criteria must be closely aligned to the learning target. The success criteria should be clear, explicit, and provide specific actions the student should take to demonstrate progress toward and mastery of the learning goal.  Notice how the success criteria example below is directly aligned with the learning target and specifies what needs to be demonstrated.  **Learning Target**: I am learning how to multiply fractions and mixed numbers.  **Success Criteria**:  **I know I am successful when I can:**   * Draw an area model to multiply. * Apply the distributive property. * Solve word problems. * Create arguments (using evidence) to assess reasoning. | * 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 are communicated in student-friendly language and referred to throughout lessons. * Success criteria is used to reflect on progress made toward the learning goal.   . |
| The Physical Education Teacher uses the following strategies to help students understand the success criteria needed for the learning target: *I am learning to improve basketball free throws.*  First, students brainstorms ways free throws could be improved. The teacher then reviews strategies he had taught and will be teaching to increase the number of baskets made. Together, the teacher and students created a list of specific success criteria explaining what students needed to do to improve free throws. | It is important that success criteria are communicated in student-friendly language and that students have a clear understanding of what the expectations are for success. Involving students in the process of developing success criteria helps them know what needs to be done to demonstrate progress toward and mastery of the learning goal. | * 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 are communicated in student-friendly language and referred to throughout lessons. * Success criteria is used to reflect on progress made toward the learning goal. |
| The second-grade teachers developed the following success criteria to be used with the learning target for finding proper nouns.  **Learning target**:  I am learning to find proper nouns in a story.  **Success Criteria**: I know I am successful when I can:   * Define a proper noun using my own words. * Give examples of proper nouns. * Identify and circle all the proper nouns in a sentence. | Success criteria must be closely aligned to the learning target and in student friendly language. The success criteria should be clear, explicit, and provide specific actions the student should take to demonstrate progress toward and mastery of the learning goal. | * 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 are communicated in student-friendly language and referred to throughout lessons. * Success criteria is used to reflect on progress made toward the learning goal. |
| **For each scenario, does the action taken by the educator(s) work to elicit evidence of learning through daily formative assessments to monitor student understanding and improve instruction?**  **Mark yes or no.** |  | **Educators elicit evidence of learning through daily formative assessments to monitor student understanding and improve instruction**.   * Effective conversations, tasks, and activities are engineered to elicit evidence of learning. * Student learning evidence is observed, collected, analyzed, and acted upon throughout lessons. * Teaching and learning strategies are adjusted minute by minute during lessons based on real time evidence. * Students are activated as owners of their own learning and resources for one another through self-assessment and peer assessment |
| The high school ELA teacher wants to ensure that she collects valid evidence about student learning so it can be acted on throughout lessons. She uses several tools and strategies such as white boards, exit tickets, response cards, and online apps to collect student responses to help her make decisions about her next teaching moves. | The formative assessment evidence that teachers gather should include data from all students. By using “all student response systems”, teachers are assured that their evidence is much more reliable and valid than data from just a select group of students. This real time evidence can then be used to adjust teaching and learning strategies minute by minute throughout lessons. | * . Effective conversations, tasks, and activities are engineered to elicit evidence of learning. * Student learning evidence is observed, collected, analyzed, and acted upon throughout lessons. * Teaching and learning strategies are adjusted minute by minute during lessons based on real time evidence. |
| Mr. Jansen develops a comprehensive unit assessment each quarter for his science classes. The assessment includes items that require students to apply the concepts that have been taught. The assessment score is the primary source from which student quarterly grades are derived. | Assessment that occurs after learning is summative assessment (of learning) which is evaluative. Formative assessment (for learning) is diagnostic and takes place while learning is still taking place through conversations, observations, and products. Summative assessment is often used for grades, whereas formative assessment is used to adjust learning and teaching. | * Student learning evidence is observed, collected, analyzed, and acted upon throughout lessons. * Teaching and learning strategies are adjusted minute by minute during lessons based on real time evidence. |
| A team of fourth grade teachers wants to improve their formative assessment practices so they developed a plan to teach and encourage students to be much more self-reflective and metacognitive. They included more opportunities in the plan for students to meet with peers to review and assess each other’s work. | An essential part of the formative assessment process is activating students as owners of their own learning and peers as learning resources for one another. Developing and ensuring opportunities for peer and student self-reflection and assessment is a great way to help both learners and educators monitor student understanding and improve instruction. | * Students are activated as owners of their own learning and resources for one another through self-assessment and peer assessment |
| **For each scenario, does the action taken by the educator(s) work to elicit evidence of learning through common formative assessments to improve instruction and student achievement?**    **Mark yes or no.** |  | * **Educators elicit evidence of learning through common formative assessments to improve instruction and student achievement.** * CFAs are intentionally and collaboratively developed, analyzed, and acted upon. * CFAs are aligned with priority standards, learning intentions, and success criteria. * CFAs are scaffolded to reflect the progression of learning and rigor of learning targets. * A Data-Based Decision-Making team process is used to analyze CFA data to determine student interventions, reteaching and extension opportunities, as well as instructional improvements |
| Mrs. Rice, the instructional coach, reviewed the Missouri Learning Standards and developed a writing assessment for her school district’s second grade students. The purpose of this assessment was to evaluate writing skills of each student before 3rd grade placement. | Common formative assessments are developed intentionally and collaboratively by a team of educators with a common interest (grade level, content, etc.). CFA’s are aligned with learning intentions and success criteria and reflect the progression of learning. Common formative assessments are used to determine WHY students are not yet proficient and help provide systematic interventions while learning is still taking place. Data is collaboratively analyzed, and the Data-Based Decision-Making team collectively determines “takeaways” to adjust current and future lessons. | * CFAs are intentionally and collaboratively developed, analyzed, and acted upon. * CFAs are aligned with priority standards, learning intentions, and success criteria. * CFAs are scaffolded to reflect the progression of learning and rigor of learning targets. * A Data-Based Decision-Making team process is used to analyze CFA data to determine student interventions, reteaching and extension opportunities, as well as instructional improvements |
| High school art teachers from several districts met to develop an assessment aligned with learning targets and success criteria they had previously identified for color and design priority standards. The assessments will be used to determine which students demonstrated proficiency on the skills and concepts and which students needed interventions. | CFA’s are aligned with learning intentions and success criteria and reflect the progression of learning. Common formative assessments are used to determine WHY students are not yet proficient and help provide systematic interventions while learning is still taking place. Data is collaboratively analyzed, and the team collectively determines “takeaways” to adjust current and future lessons. | * CFAs are intentionally and collaboratively developed, analyzed, and acted upon. * CFAs are aligned with priority standards, learning intentions, and success criteria. * CFAs are scaffolded to reflect the progression of learning and rigor of learning targets. * A Data-Based Decision-Making team process is used to analyze CFA data to determine student interventions, reteaching and extension opportunities, as well as instructional improvements |
| The following steps were implemented by the kindergarten team while developing a common formative assessment for the measurement unit:   * Determine the purpose of testing. * Clarify essential learning targets/success criteria. * Create an assessment plan based on the targets/success criteria. * Select item format and number. * Assemble the assessment. * Give the assessment, then collect, analyze, act on data. * Revise assessment as needed. | Common formative assessments are developed intentionally and collaboratively by a team of educators with a purpose and plan in mind. CFA’s are aligned with learning intentions and success criteria and reflect the progression of learning. Common formative assessments are used to determine WHY students are not yet proficient and help provide systematic interventions while learning is still taking place. Data is collaboratively analyzed, and the team collectively determines “takeaways” to adjust current and future lessons. CFAs are revised based on data gathered. | * CFAs are intentionally and collaboratively developed, analyzed, and acted upon. * CFAs are aligned with priority standards, learning intentions, and success criteria. * CFAs are scaffolded to reflect the progression of learning and rigor of learning targets. * A Data-Based Decision-Making team process is used to analyze CFA data to determine student interventions, reteaching and extension opportunities, as well as instructional improvements |

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| **For each scenario, does the action taken by the educator(s) provide effective feedback and improve student learning?**    **Mark yes or no.** |  | **Educators interpret and act on formative assessment data to provide feedback and improve student learning.**   * Student learning evidence (feedback) is used to adjust instruction based on student need. * Feedback is clearly aligned to learning targets, success criteria, and where students are in their learning. * Timely, descriptive, and actionable feedback is provided relative to three important questions:   Where am I going? How am I now? Where to next?   * Feedback promotes student thinking and self-regulation. * Students are taught and encouraged to provide effective feedback to themselves and peers. |
| The tennis coach watched John serve the ball and then provided him the following feedback:  ”When you tossed the ball for your serve, it was a bit too far in front of your body. Try picking a spot on the floor and practice tossing the ball and having it land on the same spot as you step forward. Then reflect on the process you use. This should help you hit that sweet spot when serving.” | Feedback should be timely and is most effective when educators use evidence to adjust their instruction based on student need. The feedback needs to be actionable, clearly aligned with the learning goal and success criteria, and addresses the point at which the student is in their learning. Feedback should encourage students to think and do! | * Student learning evidence (feedback) is used to adjust instruction based on student need. * Feedback is clearly aligned to learning targets, success criteria, and where students are in their learning. * Timely, descriptive, and actionable feedback is provided relative to three important questions:   Where am I going? How am I now? Where to next?   * Feedback promotes student thinking and self-regulation. * Students are taught and encouraged to provide effective feedback to themselves and peers. |
| Miss Sampson provided feedback to her writing students by corrected every punctuation, spelling, and grammatical error using a different colored marker. This method would help students easily identify mistakes they had made so errors would not be repeated in the future. | Teacher feedback that is most effective should only focus on one or two aspects and is closely aligned to the learning target and success criteria. Feedback “overkill” is not actionable and can overwhelm and shut down students. Effective feedback encourages students to engage in thinking and doing. It helps them answer the questions:  Where am I going?  How am I now?  Where to next?  The student learning evidence gathered should also be used by the educator to evaluate and adjust their instruction according to student needs. | * Student learning evidence (feedback) is used to adjust instruction based on student need. * Feedback is clearly aligned to learning targets, success criteria, and where students are in their learning. * Timely, descriptive, and actionable feedback is provided relative to three important questions:   Where am I going? How am I now? Where to next?   * Feedback promotes student thinking and self-regulation |
| While conferencing with Susan to discuss her recent science lab drawing, Mr. Lee provided the following feedback, “Susan, you drew clear boundary structures of the amoeba and included secondary features as well. I see that you have labeled two of the parts. Are there other parts that could be labeled? You have included the title and specimen name at the top, but the description doesn’t include very many details. What might you do to make your scientific drawing even better? “ | Feedback should be timely and is most effective when educators use evidence to adjust their instruction based on student need. The feedback needs to be actionable, clearly aligned with the learning goal and success criteria, and addresses the point at which the student is in their learning. Feedback should encourage students to think and do! | * Student learning evidence (feedback) is used to adjust instruction based on student need. * Feedback is clearly aligned to learning targets, success criteria, and where students are in their learning. * Timely, descriptive, and actionable feedback is provided relative to three important questions:   Where am I going? How am I now? Where to next?   * Feedback promotes student thinking and self-regulation. * Students are taught and encouraged to provide effective feedback to themselves and peers. |