Common Formative Assessment Part 2 (Eliciting Evidence of Learning)

Content Fidelity Checklist

| **Component** | **Purpose** | **How module addresses each component with slide numbers** |
| --- | --- | --- |
| **Preparation**   * Learning objectives * Expectations for the training * Preparatory reading reflection exercise | Provide opportunity for learners to engage in the content prior to the formal training | * Presenter preparation, 1-11 * Module organization, 18 * Module objectives, 19 * CFA Infographic, 17 * CFA Practice Profile, 21 * Preparatory reading and reflection articles, 11 and 57 |
| **Opening and Introductions**   * Session-at-a-glance * Introductions * Essential questions * Norms * Pre-assessment | Provide an overview of the day, including reviewing learner objectives, outcomes, and essential questions | * Welcome and introductions, 14 * Norms, 15 * Essential questions, 20 * Session-at-a-glance, 26 * Pre-assessment on MoEdu-Sail.org |
| **Why the Topic is Important**   * Implications for student learning * Ways implementation aligns with MO Learning Standards | Review the basics and relevance to student learning | * CFA Practice Profile, 21 * MO Leader Standards alignment, 22 * MO Teacher Standards alignment, 23 |
| **Overview of the Topic**   * Core concepts * Glossary of terms * Implementation example | Provide learner with core concepts, terms, and vision for implementation | * Key terms, 8-10 * Module organization, 18 * Formative assessment process, 29 * Introduction to daily formative assessment, 32-35 |
| **Unpacking the Topic**   * Detailed description of the core components * Rationale for components * Detailed implementation steps | Explore the core components and implementation steps | * Formative assessment through conversations, 36-40 * Formative assessment through observations, 41-43 * Formative assessment through self-evaluation, 44-50 * Building formative assessments, 57-65 * Analyzing and interpreting CFA data, 66 |
| **Topic in Practice**   * Detailed description of what implementation looks like * Group discussion on what implementation looks like in a variety of contexts * Measuring fidelity * Using data to inform practice | Provide opportunity for learners to discuss what application in the classroom looks like | * Activity: 3-2-1 Bridge, 25 * Video & reflection: Daily formative assessment through conversations, 36-37 * Activity: Designing questions, 40 * Video and reflection: Daily formative assessment through self-evaluation, 44-45 * Activity: Resources for one another, 50 |
| **Topic in Action**   * Reflection on what implementation would look like in their classrooms * Discuss and problem-solve potential challenges to implementation and fidelity drift | Explore ways for the learners to incorporate the new knowledge and skills into their teaching | * Activity & Reflection: Designing robust questions, 40 * Online tools: Student response systems * Activity & Reflection: Designing daily formative assessment, 53 * Activity & Reflection: Building a CFA, 67 |
| **Assessment and Reflection**   * Post-assessment learner knowledge * Reflect on personal teaching context and implementation | Provide opportunity for the learners to reflect on their learning and potential implementation challenges | * Activity: Find someone who uses formative assessment, 51 * Activity & Reflection: Designing daily formative assessment, 53 * Activity & Reflection: Building a CFA, 67 * Essential Questions, 68 * CFA Practice Profile, 21 |
| **Closing and Follow Up**   * Template for outlining implementation steps in personal teaching contexts and follow-up coaching * Additional resources for further learning | Provide opportunity for learner to outline their implementation steps and plans for follow-up coaching | * Action planning, 69 * CFA Practice Profile, 21 * DESE resources, 72 * References, 74-78 * CFA post-assessment, online * CFA SAPP, online * CFA walk-through/assessment tool, online |