Common Formative Assessments

If **all students** are expected to demonstrate the same knowledge and skills, **regardless of the teacher** to which they are assigned, it only makes sense that teachers must work together in a **collaborative effort to assess** student learning. (DuFour, DuFour, Eaker, 2007)

Common Formative Assessment

Teacher-created, **teacher**-owned assessments that are collaboratively scored and that provide immediate **feedback to students and teachers**.

1. Identify students who are struggling and/or excelling.

2. Improve (and reflect on) our professional practice.

_____

Tells us if we need a tool or a skill

- **Tool** - something to help you reach *this* group of kids
- **Skill** - a learned/developed aptitude or ability

At Jefferson **all** students will **demonstrate proficiency** of **essential** core standards by the end of each course.
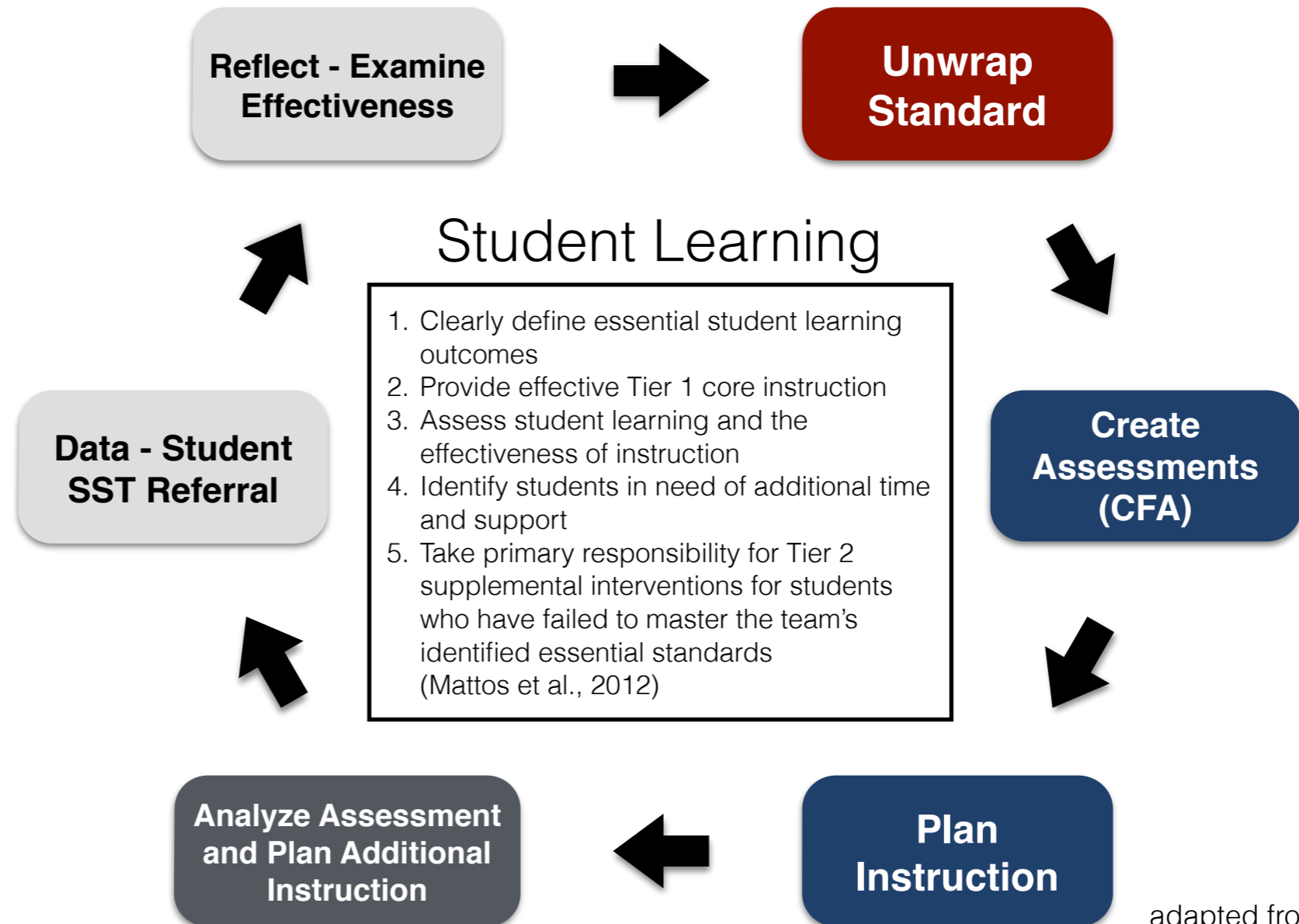
PLC Collaboration Cycle

As a

High Functioning PLC

We keep

Fidelity to the Core

Have and follow an

Instructional Framework

Use

District Tools & Assessments

and support students with

Multi-Tiered System of Supports

Reflect - Examine Effectiveness

Unwrap Standard

Data - Student SST Referral

Student Learning

1. Clearly define essential student learning outcomes
2. Provide effective Tier 1 core instruction
3. Assess student learning and the effectiveness of instruction
4. Identify students in need of additional time and support
5. Take primary responsibility for Tier 2 supplemental interventions for students who have failed to master the team's identified essential standards
(Mattos et al., 2012)

Create Assessments (CFA)

Analyze Assessment and Plan Additional Instruction

Plan Instruction

adapted from Matthews & Williams

Unwrap Standard

https://vimeo.com/124449909

https://prezi.com/x82gyiqew_z2/unwrapping-the-standards-getting-to-the-learning-targets/#
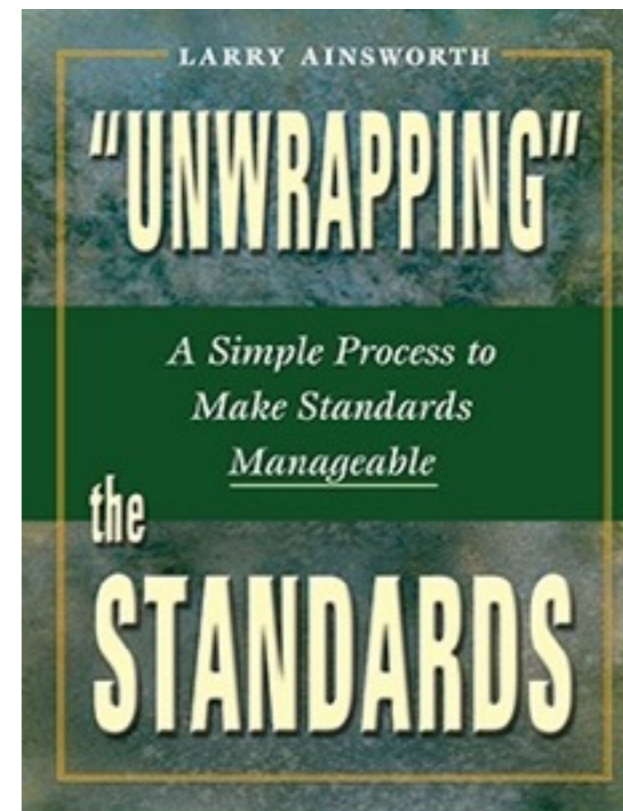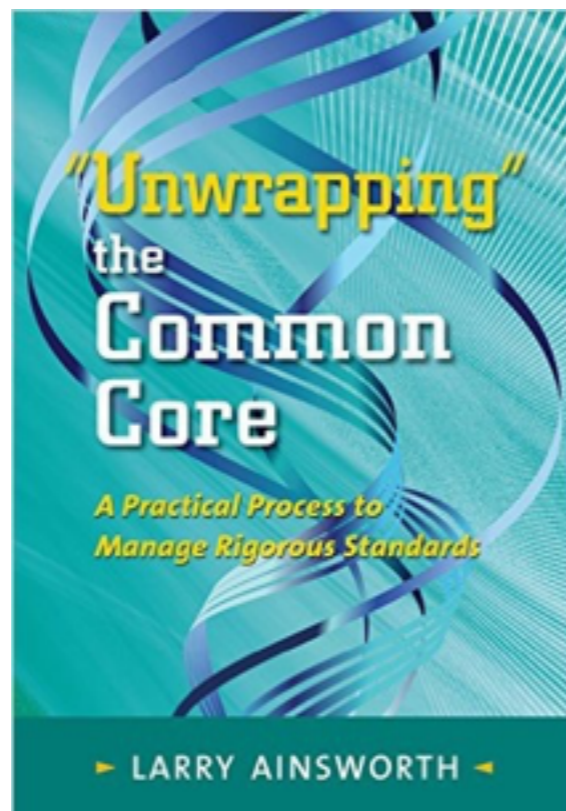
Unwrap Standard

Identify Essential Standards

- **Endurance** - Value for Life; Long-Lasting Knowledge

- **Readiness** - Prepares students for the next level of learning

- **Leverage** - Has value in many disciplines

Unwrapping a Standard in a PLC Team

Choose one standard

1. Unwrap the standard by underlining the concepts (nouns) and circling the skills (verbs).
2. List the concepts and content in the chart.
3. List the skills in the chart.
4. Write the learning targets as "I can" statements in student friendly language.

Teacher:	Content Area:
Standard:	

CONTENT (underline the nouns – include important adjectives)	**SKILLS:** (circle the verbs – include their objects)

Learning Targets

Unwrap Standard

Identify Priority Level

- **Level 1** - Teach, Assess, Ensure

- **Level 2** - Teach, Assess

- **Level 3** - Teach

Subject:		Quarter:	
Core Standard (Standard Number & Description)	**Priority Level** 1 - Teach, Assess, Ensure 2 - Teach, Assess 3 - Teach	**Assessment Description**	**Follow-up Needed** (Review, remediation, etc.)

Create Assessments (CFA)

As for which assessments should be common, the answer is simple: EVERY summative task must be common. Common summative tasks help to ensure that EVERY student in the hallway is exposed to the same essential knowledge and skills.

- Every essential standard should be tested.

- A CFA can cover more than one essential standard, but not too many.

Common Formative Assessments:
An Overview

by Larry Ainsworth

What Are Common Formative Assessments?
- Periodic or interim assessments collaboratively designed by grade-level or course teams of teachers
- Designed as matching *pre-* and *post-*assessments to ensure same-assessment to same-assessment comparison of student growth
- Similar in design and format to district and state assessments
- Items should represent essential (Power) standards *only*
- A *blend* of item types, including selected-response (multiple choice, true/false, matching) *and* constructed-response (short- or extended)
- Administered to all students in grade level or course several times during the quarter, semester, trimester, or entire school year
- Student results analyzed in Data Teams to guide instructional planning and delivery

What Are the Guidelines for Designing Common Formative Assessments?
1. Identify and vertically align Power Standards in content areas for each grade level and course, preK–12.
2. Determine important topics to assess with common formative assessment; locate the Power Standards that match those topics.
3. "Unwrap" the Power Standards for those topics to pinpoint concepts and skills students need to know and be able to do.
4. From those "unwrapped" Power Standards, determine Big Ideas that represent the integrated understanding students need to gain.
5. Collaboratively design common formative *pre-* and *post-*assessments—aligned to one another— that assess student understanding of the concepts, skills, and Big Ideas from the "unwrapped" Power Standards.
6. Include both selected-response and constructed-response items.
7. Review items to determine if student assessment results will provide *evidence of proficiency* regarding the Power Standards in focus; modify items as needed.

What Are the Benefits of Using Common Formative Assessments?
- *Regular and timely feedback* regarding student attainment of most critical standards, which allows teachers to modify instruction to better meet the diverse learning needs of all students
- *Multiple-measure assessments* that allow students to demonstrate their understanding in a *variety of formats*
- *Ongoing collaboration* opportunities for grade-level, course, and department teachers
- *Consistent expectations* within a grade level, course, and department regarding standards, instruction, and assessment priorities
- Agreed-upon *criteria for proficiency* to be met within each individual classroom, grade level, school, and district
- *Deliberate alignment* of classroom, school, district, and state assessments to better prepare students for success on state assessments
- Results that have *predictive value* as to how students are likely to do on each succeeding assessment, in time to make instructional modifications

Source: Larry Ainsworth & Donald Viegut, *Common Formative Assessments: How to Connect Standards-based Instruction and Assessment* (Corwin Press, 2006).

Ten Tips for Writing Common Formative Assessments

Remember that getting information quickly and easily is essential. Assessment data is only valuable if (1). you are actually willing and able to collect it and (2). you can act on it in a timely manner. That simple truth should fundamentally change the way that you think about assessments.

Write your assessments and scoring rubrics together even if that means you initially deliver fewer common assessments. Collaborative conversations about what to assess, how to assess and what mastery looks like in action are just as valuable as student data sets.

Assess ONLY the learning targets that you identified as essential. Assessing nonessential standards just makes it more difficult to get -- and to take action on -- information quickly and easily.

Ask at least 3 questions for each learning target that you are trying to test. That allows students to muff a question and still demonstrate mastery. Just as importantly, that means a poorly written question won't ruin your data set.

Test mastery of no more than 3 or 4 learning targets per assessment. Doing so makes remediation after an assessment doable. Can you imagine trying to intervene when an assessment shows students who have struggled to master more than 4 learning targets?
#meneither

Clearly tie every single question to an essential learning target. Doing so makes tracking mastery by student and standard possible. Your data sets have more meaning when you can spot patterns in mastery at the target -- instead of just the question -- level.

Choose assessment types that are appropriate for the content or skills that you are trying to measure. Using performance assessments to measure the mastery of basic facts is overkill. Similarly, using a slew of multiple choice questions to measure the mastery of complex thinking skills is probably going to come up short.
#sheeshArne

When writing multiple choice questions, use wrong answer choices to highlight common misconceptions. The patterns found in the WRONG answers of well-written tests can tell you just as much as the patterns found in the RIGHT answers. Fill your test with careless or comical distractors and you are missing out on an opportunity to learn more about your kids.

When writing constructed response questions, provide students with enough context to be able to answer the question. Context plays a vital role in constructing a meaningful response to any question. Need proof? Find the parents of a teenage daughter who asks, "Can I go to the mall with some friends tonight?" How much you want to bet that they are going to ask a few questions before saying yes? I know I will!
#sorryReecie

Make sure that higher level questions ask students to apply knowledge and/or skills in new situations. A higher level question that asks kids to apply knowledge in the same way as they have practiced before becomes a lower level question really quickly.

The beautiful part of all of these tips, y'all, is that they are easy to understand AND easy to integrate into your process for developing common formative assessments.
So whaddya' waiting for?

Posted by Bill Ferriter on Friday, 04/04/2014
http://www.teachingquality.org/content/blogs/bill-ferriter/ten-tips-writing-common-formative-assessments

Analyze Assessment and Plan Additional Instruction

Data-Driven Culture

- **Assessments**

- **Analysis**

- **Action**

Reflection Questions for Data Teams

- How are our students doing?

- Why do we think they performed the way they did?

- What are we going to do about intervening for students who are still not proficient?

- How will we accelerate instruction for students who continue to excel?

- Which instructional strategies produced the greatest results?

- What other changes or modifications do we want to make?

Ainsworth and Viegut, 2006, p. 108.

Subject: _____

Standard: _____

Assessment: _____

Item #	Type of Question	% Correct	Notes
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

How are our students doing?

8			
9			
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Standards Assessment Data

JEFFERSON SCHOOL GOAL - **_All_** _students will demonstrate_ **_proficiency_** _on_ **_essential_** _core standards by the end of the semester/ year in each class._

Standard:

_____

Step 1: Identify your class average _____

Level 1 - Minimal Mastery	Level 2 - Approaching Mastery	Level 3 - Mastery	Level 4 - Above Mastery
Foundational Support Needed (0-25%)	Intervention Support Needed (26-50%)	Intervention? Enrichment? (51-75%)	Enrichment Needed (76-100%)

Percent of students in Level 1	Percent of students in Level 2	Percent of students in Level 3	Percent of students in Level 4
%	%	%	%

- Record the names of each student under the appropriate level.
- Record the percentage of students in each level.

Step 2: Next Step - What will you do to increase student mastery?

Teacher _____ Subject _____ Period _____

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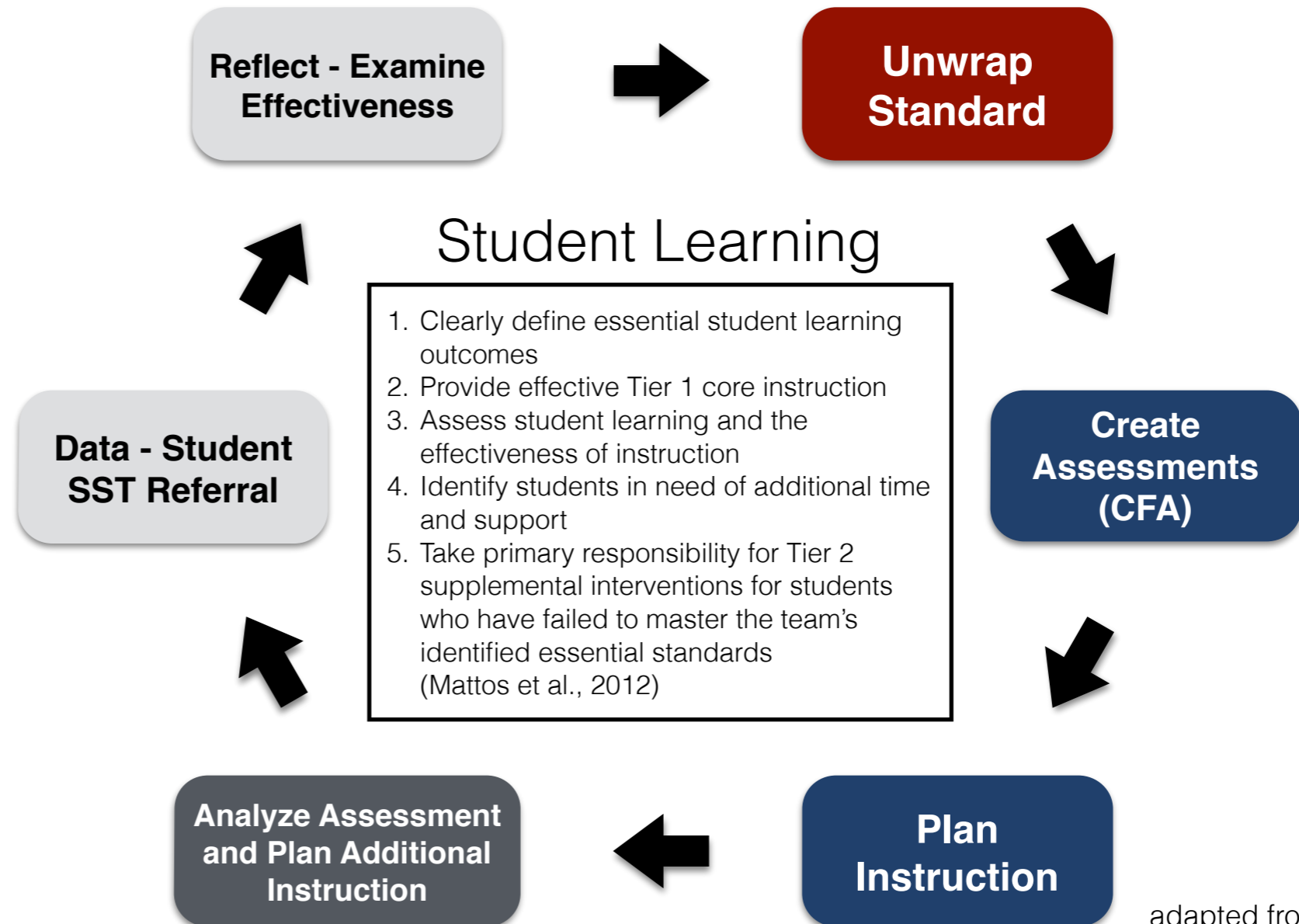
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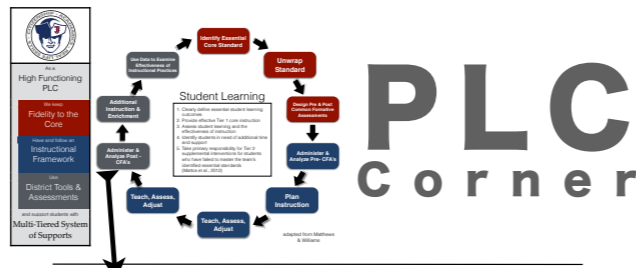## Multi-Tiered System of Supports

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adapted from Matthews & Williams

CITIZENSHIP
ATTITUDE
RESPECT
EXCELLENCE

2014 - 2015
April 13th - April 17th

20	Monday	B	21	Tuesday	A	22	Wednesday	B	23	Thursday	A	24	Friday	B
				• School Community Council - 4:00 pm			• Administrative Professionals Day • Talent Show - Assembly Schedule			• All-In Activity			• PLC Collaboration	

✦ **ADMINISTRATIVE PROFESSIONALS DAY -** We want to thank all of our secretaries for all they do to help the school run smoothly. We all, including parents and students, have been helped many times from these great people. Thanks for all you do!!

✦ **TALENT SHOW -** Wednesday will be our Talent Show assembly. We will be on assembly schedule. Below is a copy of the assembly bell schedule (bell schedules can also always be accessed on our website under the "Information" tab... here is that link http://schools.graniteschools.org/jeffersonjr/files/2015/01/Bell-Schedule-2.0-2014-2015.pdf). Also below you will find a copy of the Assembly Seating and Expectations form that is also in your teacher binder (the only change on this form compared to that in your binder is that we have added the PBIS student expectations grid for assemblies on the bottom). It is important for ease of seating that you use the assigned door and sit as far forward as possible in the assigned section. Please review with your class these procedures and student expectations before you bring your class to the assembly.

✦ **ALL-IN ACTIVITY -** Thursday during advisory we are going to have an All-In Activity. Progress reports will be printed on Tuesday at noon and will be put in boxes of teachers who have a 1B class by end of day Tuesday. Please take the last few minutes of 1B class on Wednesday to pass these out to students. Also, please have grades current (this will also help you be on schedule for midterm posting).

✦ **FRIDAY COLLABORATION -** This Friday is PLC department collaboration, but we will be meeting as an entire faculty in the Media Center from 12:45 - 1:15 before separating into departments.

P L C
C o r n e r

Common Formative Assessments - "Here's ten tips that I pulled from Common Formative Assessment that might help to strengthen the assessment practices of your learning teams:

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To see the rest of the list click http://www.teachingquality.org/content/blogs/bill-ferriter/ten-tips-writing-common-formative-assessments
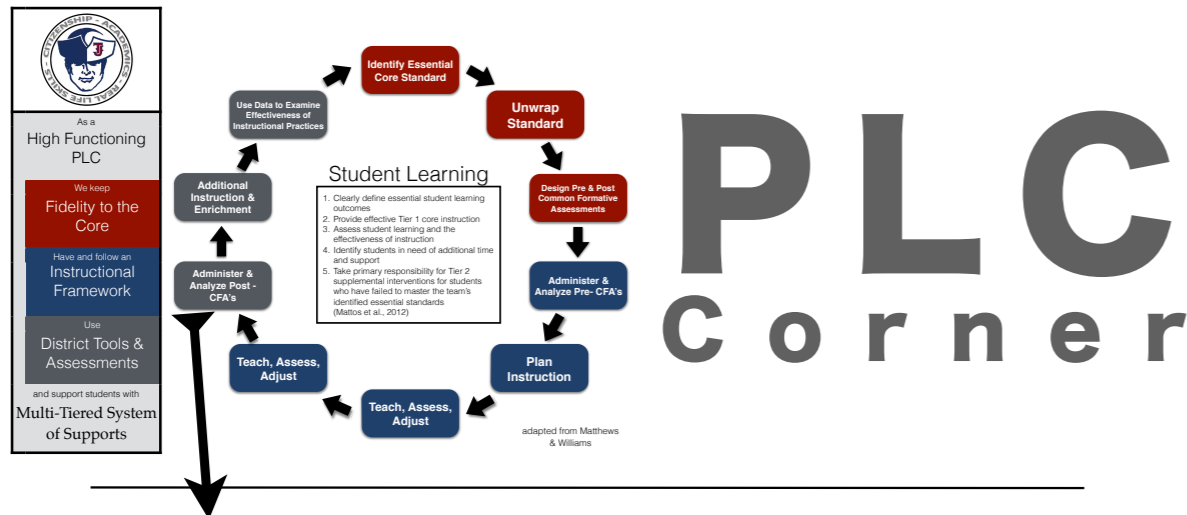
P B I S
POSITIVE BEHAVIOR
INTERVENTION AND SUPPORT

Consistency and Unity - It is important that we are all working on positive supports together. Here are a few things to remember:

- Adult presence in halls between classes and right after school. Not only are we deterring negative behavior but we have the opportunity to talk to a lot of students that might not be our students and build positive relationships as we welcome students in class.

- If you see backpacks, dress code violations, electronics, food and/or gum please take the time to correct the behavior. If done positively this is another great opportunity to show students your kindness and caring and to build relationships.

Office Referrals - When deciding if you should submit a referral to the office remember that it is your discretion if you feel the "small" behavior is chronic or that it is a "minor" behavior. If you feel a student should be referred to the office please do so. When we receive a referral in the office the student is called down parents are contacted.

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PLC Corner

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Be creative, Make it fun

Carol Dweck
https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve
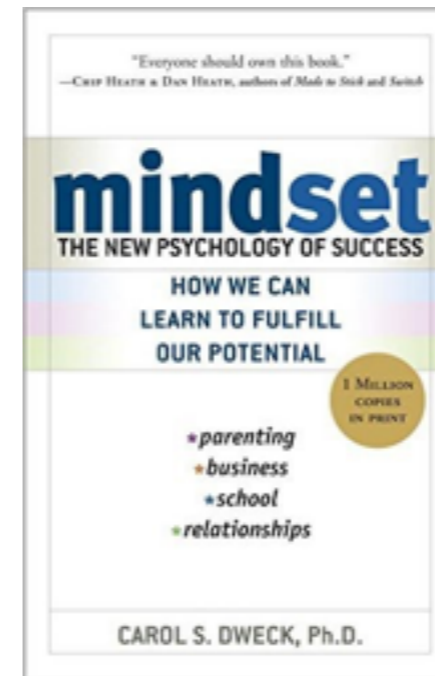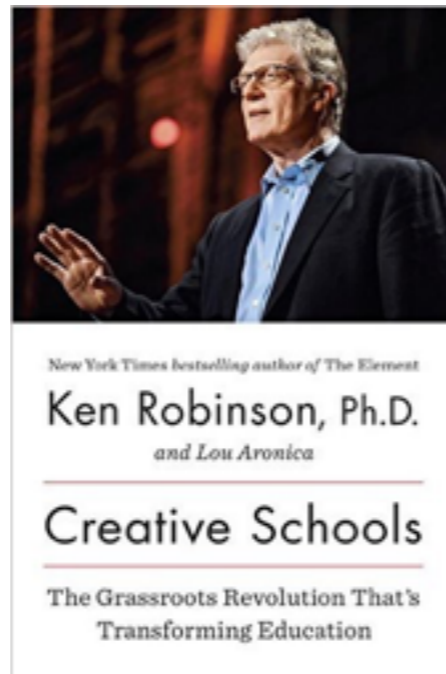
The power of "yet"

Ken Robinson
https://www.ted.com/talks/ken_robinson_says_schools_kill_creativity

Alternative Assessments

- Projects

- Portfolios

- Kids assessing their own work

   The VAST majority of my kids reported NEVER taking the time to systematically assess their own work in ANY subject or ANY grade level before our classroom experiment.

   The VAST majority of my kids gave themselves accurate feedback when assessing their own work.

   The VAST majority of my kids enjoyed giving and receiving feedback from their peers MORE than receiving feedback from me.
   http://blog.williamferriter.com/2012/05/10/selfassessment-assessment/

CFA vs Interim Benchmark

- Teacher created and owned

- CFA's indicate

- Benchmarks should tell you if your CFA's