Assessment Literacy

Common Formative Assessment

Formative Assessment
4. **USING UNIQUE EXAMPLES AND OPINION, STUDENTS WILL BE ABLE TO** EFFECTIVELY EXPLAIN THE MAIN CAUSES OF WORLD WAR I IN A WRITTEN ANALYSIS.

3. **USING EXAMPLES FROM CLASS, STUDENTS WILL BE ABLE TO** EFFECTIVELY EXPLAIN THE MAIN CAUSES OF WORLD WAR I IN A WRITTEN ANALYSIS.

2. **USING GIVEN DEFINITIONS AND TERMS, STUDENTS WILL BE ABLE TO** EFFECTIVELY EXPLAIN THE MAIN CAUSES OF WORLD WAR I IN A WRITTEN ANALYSIS.

1. **USING A TEXT, STUDENTS WILL BE ABLE TO** EFFECTIVELY EXPLAIN THE MAIN CAUSES OF WORLD WAR I IN A WRITTEN ANALYSIS.
Creating a PLAN

## Unit Assessment Plan

<table>
<thead>
<tr>
<th>Learning Target</th>
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<th>Formative or Summative</th>
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### Target - Method - Match

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<td>I can consistently simplify rational expressions in simple context</td>
<td>skill</td>
<td>simple, short response</td>
<td>formative</td>
<td>9 Questions</td>
</tr>
<tr>
<td>I can consistently simplify rational expressions in complex context</td>
<td>product, process</td>
<td>process response</td>
<td>formative</td>
<td>2 process demonstrations</td>
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Examples

Target - Method - Match

Advanced Algebra
06_06 Simplifying Rational Expressions

Learning Target D: Simplifying rational expressions
ARE YOU READY?????????

DIRECTIONS: Reduce each fraction below completely:

1. $\frac{4}{8}$
2. $\frac{9}{6}$
3. $\frac{-10}{2}$
4. $\frac{5}{5}$

5. $\frac{(3)(-8)}{(3)(16)}$
6. $\frac{(7)(-1)}{(-1)(7)}$
7. $\frac{12(-2)}{4(-2)}$
8. $\frac{9}{9}$

YES I'M READY

NO, I'M NOT READY

Advanced Algebra
06_06 Simplifying Rational Expressions
EXIT SLIP

1. Simplify: $\frac{5(x+4)(x-4)}{-10(x+4)(x+3)}$
2. Simplify: $\frac{x^2 + 8x + 16}{5x^3 + 35x + 60}$

Name: __________________________
Date: Monday, Dec. 10, 2012

Name: __________________________
Date: Monday, Dec. 10, 2012
4. Using unique examples and opinion, [students will be able to] effectively explain the main causes of World War I in a written analysis.

3. Using examples from class, [students will be able to] effectively explain the main causes of World War I in a written analysis.

2. Using given definitions and terms, [students will be able to] effectively explain the main causes of World War I in a written analysis.

1. Using a text, [students will be able to] effectively explain the main causes of World War I in a written analysis.
**Target - Method - Match**

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<td>Knowledge</td>
<td>short response</td>
<td>formative</td>
<td>1 Question</td>
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All of the following have been considered to be a main cause of World War I:

a.
b.
c.

Please explain the causes in detail

Place answer here:
### Point to Ponder: Do you need a PLAN?

3. USING EXAMPLES FROM CLASS, [STUDENTS WILL BE ABLE TO] EFFECTIVELY EXPLAIN (THE MAIN CAUSES OF WORLD WAR I) IN A WRITTEN ANALYSIS.

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I. All of the following have been considered to be a main cause of World War I:
   a. 
   b. 
   c. 

   Please explain the causes in detail using examples from class

   Place answer here:

II. In your opinion which of the main causes was more integral in starting the War?

   Place answer here:
Common Formative Assessment

Periodic or interim assessments

Collaboratively designed

Designed as matching pre- and post-assessments

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
Common Formative Assessment is the collaborative process of designed inquiry and intentional change.
Strategy #1: Causation Framing
Structuring the Conversation

Problem Statement (Inquiry)

Focused Data Analysis

Causation Frame

Data
• **Activity: Creating Inquiries**

Take a few moments to browse the Quarter 1 and Quarter 2 reports.

Each group pick a data topic to discuss. EPAS, PSAE, SENDER SCHOOL, ETC.

3 types of Data Inquiries

**A Problem Statement:** The problem I see is...?

**An Inquiry:** Why does...? What are differences between...?

**A Hypothesis:** Based on what I see in [Data Set] if we did.... then we should see...
Activity: Using this chart what are some potential “Categories of Causation” for your problem statement?
Strategy #2: Spotlight
“Spotlight” (To brainstorm solutions to address a problematic Learning Target for students)
Strategy #3: 5 Whys
5 Whys

- Person 1: Asks Why? about some data point
- Person 2: Answers that question with an assumption/fact
- Person 3: Asks Why? about Person 2 answer
- Person 4: Answers that question with an assumption/fact
- 5th Why is the root cause of the data. Action must be directed by 5th Why.