COMMON FORMATIVE ASSESSMENTS

Toolkit
As educators we need to measure and grow our students so we need an assessment that does both.

PURPOSE OF CFA
fail quick + fail often + fail cheaply

GROWTH

PURPOSE OF CFA
2 TYPES OF DISCUSSIONS

Improving Learning
OR
Improving Instruction
The tension between what is technically desirable and what is culturally or logistically possible.

The tension between the need for immediate feedback to inform current practice and the need for instruction.
• Technical challenges

• Difficult to capture the data we really want

• Hard to spot ‘cause and effect’ in the data that we have

• Time

• Consensus on Proficiency
...to get inside their thought patterns.

...to show students *where* to grow

**CFA DESPERATELY NEEDS...**
What do we want students to learn?

How will we know that they have learned it?

What will we do when they don’t?

What will we do when they already know it?

WHAT THE QUESTIONS ARE FOR THE TEACHER
Why am I not where I am supposed to be?

How am I going to get to where I need to be?

What led me to where I am at currently?
Are your standards, targets related to the questions?

How many of the questions are simply recall?

Will this assessment produce evidence that will create instructional change?

Will results have predictive value?

What is the conversation structure & time needed to communicate the feedback?

Does each question relate to a gradation of learning?

Does the CFA give you enough evidence of proficiency? Variety of Contexts?

Quality Common Formative Assessment
<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Rank Based on Potential for Instructional Change 1=Low 5=High</th>
<th>Rank Based on Alignment to Targets 1=Low 5=High</th>
<th>Rank Process to Review &amp; React to Feedback 1=Short 5=Long</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Name</td>
<td>5</td>
<td>5</td>
<td>1</td>
</tr>
</tbody>
</table>
## Common Formative Assessment

### Step 3

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Essential Questions</th>
<th>Target(s)</th>
<th>Evidence</th>
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<tbody>
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</table>
To verify if your formative assessment is giving your reactive data, a student should be able to ask themselves these questions:

<table>
<thead>
<tr>
<th>Students</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are some choices you made that led to success on the problem?</td>
<td>What instructional choices you made that led to student success?</td>
</tr>
<tr>
<td>What are some patterns of proficiency that you are discovering across the</td>
<td>What examples of proficiency do you see in this work?</td>
</tr>
<tr>
<td>problems?</td>
<td></td>
</tr>
<tr>
<td>How does your work compare to the desired state?</td>
<td>What are some choices you made that led to success?</td>
</tr>
</tbody>
</table>
• Measures a few things frequently
• Tells teachers not only what students know but the effectiveness of their practice
• Describes a growth experience
• Physical exam not Autopsy
• Gives enough evidence of Quality (proficiency)

• Collects Student Perceptions as well as learning
• Validates instructional strategies and resources used
• Results have predictive value; how students will do, not how they did. (if I gave them an extension problem)
• Occurs while there is still time to change instruction

CFA IN 1 SLIDE