COMMON FORMATIVE ASSESSMENTS Toolkit
Why are we still talking about Common Formative Assessments?

What is Common Formative Assessment..Really?

How to create a quality “Common” Formative Assessment?

How do we do when we have the data?
WHY WE ARE STILL TALKING ABOUT CFAS?
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

CHALLENGES
WHAT IS A COMMON FORMATIVE ASSESSMENT...REALLY?
As educators we need to measure and grow our students so we need an assessment that does both.

PURPOSE OF CFA
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?

WHAT THE QUESTIONS ARE FOR THE STUDENT
HOW DO WE CREATE A QUALITY CFA?
...to get inside their thought patterns.

...to show students where to grow

CFA DESPERATELY NEEDS...
fail quick + fail often + fail cheaply

GROWTH

PURPOSE OF CFA
student demographics

student learning

process

student perceptions
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?

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

What is the conversation structure & time needed to communicate the feedback?
<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>
Rather than having students provide solutions to problems, offer the students several solutions to a problem and ask them what caused each solution.
WHAT DO YOU DO WHEN YOU HAVE THE DATA?
To verify if your formative assessment is giving you *reactive* data, ask yourself 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 (a) problem?</td>
<td>What instructional choices relate to student success?</td>
</tr>
<tr>
<td>What are some patterns of proficiency that you are discovering across the problems?</td>
<td>What are some patterns of proficiency that you are discovering across the problems?</td>
</tr>
<tr>
<td>How does your work compare to the desired state?</td>
<td>How are students attempting to extend their learning?</td>
</tr>
<tr>
<td>Why did you make some of the choices you made?</td>
<td>What is the casual frame for student performance?</td>
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</tbody>
</table>
Did you make a causal decision about your data OR just react to it?
## Reviewing CFAs

1. Make a Problem statement
2. Describe Causal Statements
3. Weigh Options
4. Measure Impact
5. Create Inquiry
2 TYPES OF DISCUSSIONS

Improving Learning
OR
Improving Instruction
• 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