



Creating Common Formative Assessments

Vision/Mission

Our Mission: Emily Dickinson School exists to provide a safe, nurturing, and respectful community where all children are supported in achieving high levels of learning and are prepared for future success.

Our Vision: Our vision is to ensure the highest levels of instruction so all students learn.

Norms for PLC PD

- Be on time; the meeting starts at 3:30 and ends at 4:30.
- Be engaged and participate in the learning.
 - No side conversation
 - No outside technology distraction
 - No side work
- Come prepared
 - PLC Binders and other materials as needed
- Be positive. Keep negative comments to yourself. If you have questions or concerns, bring those to Nellie or Sarah outside of the meeting.

Information and Handouts for PLC PD

The information for PLC training was taken from the following sources:

- Keynote and break out sessions and handouts from TEAMS training in Irving, TX - July 2022
- *The Big Book*
- *The Collaborative Team Plan Book for PLCs at Work*
- *Learning by Doing*

Learning Objectives

- Understand PLC Question 2: How will we know if the students learned the information?
- Teams will tie the work done with standards and learning targets to develop CFAs.
- Teams will develop CFAs for Unit 2.

Where are we in the PLC process?

Question 1: What do we expect students to learn?

The Process

- Start with the CCSS Standards.
- Prioritize the standards.
- Align the standards with the curriculum.
- Unpack the standards.
- Clarify what the standards look like in student work.
- Identify the learning targets.
- Identify the rigor of the learning targets/DOK.
- Identify the academic vocab.
- Identify the “I can” statements.
- Write SMART goals
- Determine pacing guides
- Determining instructional strategies
- Design engaging lessons
- Evaluate the rigor

Where are we in the PLC process?

Question 1: What do we expect students to learn?

- Determine pacing guides
- Determining instructional strategies
- Design engaging lessons
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Where are we in the PLC process?

Question 1: What do we expect students to learn?

- **Shared Calendars**
 - Create a Google grade level calendar and share with Sarah and Nellie
 - Title: GradePlanningCalendar
 - Ex: 3rd Grade Planning Calendar
 - All Pre and Post Assessments
 - Checkpoints
 - STAR testing
 - Acadience
 - SuperKids and Wonders Assessments

What's next?

Question 2: How will we know if they know it?

The Process

1

- Clarify essential knowledge and skills.

2

- Develop a common pacing guide or unit assessment map.

3

- Create common formative assessments.

4

- Establish a common standard of proficiency.

5

- Use common assessment results to identify students for intervention and extension.

6

- Designate a block of time for intervention and extension during the school day.

What's next?

Question 2: How will we know if they know it?

Creating Common Formative Assessments

“Powerful, proven structures for improved results are at hand. “It starts when a group of teachers meets regularly as a team to identify essential and valued student learning, develop common formative assessments, analyze current levels of achievement, set achievement goals, and then share and create lessons and strategies to improve upon those levels” (Schmoker, 2004, p. 48).

One of the most effective ways educators can use formative assessments is by collaboratively creating common formative assessments with grade-level or course-level colleagues . . . to assess student understanding of the particular learning intentions and success criteria currently in focus within a curricular unit of study. Common formative assessments afford teacher teams a clear lens through which to see their instructional impact on student learning (Ainsworth, 2014).

What's next?

Question 2: How will we know if they know it?

What the experts say...

- The focus is on student learning.
- Teams create and agree upon assessments.
- Teams collaboratively analyze and act on results.
- Students and teachers receive immediate feedback.
- Students have multiple opportunities for success.

(Source: DuFour, DuFour, Eaker, Many, & Mattos, Learning by Doing, 2016)

What's next?

Question 2: How will we know if they know it?

Formative assessment is...

- An assessment for student learning Often nongraded
- A moving picture of their learning
- A process during learning
- It asks, How can we guide learning?

Summative assessment is...

- An assessment of learning
- Typically graded
- A snapshot of their learning An event after learning
- It asks, What have students learned?

What's next?

Question 2: How will we know if they know it?

The Process for Developing CFAs

1. After identifying the learning targets and area of focus, look at the end of unit assessment.
2. Determine questions that assess these learning target; each team member brings sample questions/problems to the PLC meeting.
3. Collectively design the assessment questions.
4. Tally the number of questions for each learning target on the assessment. (Form 4)
5. Give team members a copy of the assessment to complete during collaboration time. This process clears up misconceptions or tricky questions.
6. Agree on how to administer the assessment. Consider items such as: Can students use a calculator? Can students use a times table chart? Can students have access to vocabulary definitions? Can teachers read a portion of the assessment to students?
7. Agree on how to score the assessment.

(Source: Maria Nielson- PLC Teams Conference)

What's next?

Question 2: How will we know if they know it?

Checklist for the CFA:

The assessment focuses on students learning essential standards.

The team collaboratively creates and agrees on the assessment.

The team delivers the common assessment in the same timeframe.

The team collaboratively analyzes results and takes action.

Feedback is immediate for students and teachers.

The assessment is formative and guides student and adult learning.

Students receive multiple opportunities for success.

Students who are not proficient receive skill-specific interventions.

Students who achieve mastery receive rigorous extensions of the targets.

Students are involved in monitoring their progress.

Teachers acknowledge and celebrate student progress.

What's next?

Question 2: How will we know if they know it?

Essential Learning Target to Be Assessed:			
Depth of Knowledge Level of Target	Best Strategy for Assessing This Target	Percentage of Questions on District Benchmarks and Standardized Tests That Cover This Target	How Important Is This Target for Future Success in and Beyond School?
<input type="checkbox"/> Recall or Reproduction <input type="checkbox"/> Skills and Concepts <input type="checkbox"/> Strategic Thinking <input type="checkbox"/> Extended Thinking	<input type="checkbox"/> Selected Response <input type="checkbox"/> Constructed Response <input type="checkbox"/> Performance Task <input type="checkbox"/> Other:	<input type="checkbox"/> 0–5 percent <input type="checkbox"/> 6–10 percent <input type="checkbox"/> 11–15 percent <input type="checkbox"/> More than 15 percent	<input type="checkbox"/> Not important <input type="checkbox"/> Somewhat important <input type="checkbox"/> Very important <input type="checkbox"/> Essential
Potential Assessment Questions			
Question	Expected Answer	Common Mistakes We Might See	

What's next?

Question 2: How will we know if they know it?

Things to remember...

- Extra standards often arise when using a test from a textbook or an assessment found online in a test bank website.
- Standards not practiced during the unit of study should not be part of assessments.
- It is important to know how many questions students must answer correctly to constitute mastery of a learning target.

(Source: Maria Nielson- PLC Teams Conference)