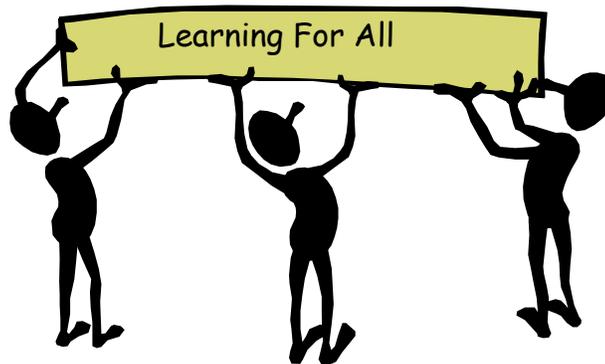


Getting Started With Common Formative Assessments



East Aurora School District 131
Teacher Institute
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Targets for Today

- Understand the district's vision for identifying priority standards and using common formative assessments to ensure all students are learning at high levels.
- Gain experience finding learning targets from priority standards and building learning progressions.

East Aurora School District 131's Mission and Vision

Mission: To educate and empower all students to reach their full potential.

Vision: Our graduates will be confident and productive global citizens committed to improving their community.

Priority Standards

RI.1, RI.2, RI.4, W.1, and Math Practice 3

Critical Questions Teams Ask

1. What do we want students to know and do?
2. How will we know if they can?
3. What will we do if they can't?
4. What will we do for those who already can?

Priority Standards

Priority standards are ones that all students must know and be able to do by the end of the year. Common formative assessments are based on these standards. (They often are called power or essential standards.) You guarantee that students who do not **(yet)** master these standards receive **time and support**.

Digging Deeper Into the Priority Standard

Previous Grade's Standard	My Grade Level Standard	Next Grade's Standard

East Aurora District 131 Priority Standards

RI.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions from the text.					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With prompting and support, ask and answer questions about key details in a text.	Ask and answer questions about the key details in a text.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With prompting and support, identify the main topic and retell key details of a text.	Identify the main topic and retell key details of a text.	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Determine the main idea of a text and explain how it is supported by key details; summarize the text	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI. 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With prompting and support, ask and answer questions about unknown words in a text.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 2 topic or subject area.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p>	<p>Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure</p>	<p>Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>

CC.K-12.MP.3 Construct viable arguments and critique the reasoning of others

● Notes: Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

What's The Purpose of Common Formative Assessment?

- To identify students who need additional time and support (or extensions) on essential standards.
- To understand where the learning stopped so that we can provide effective responses.
- To learn which instructional strategies work best for which students.

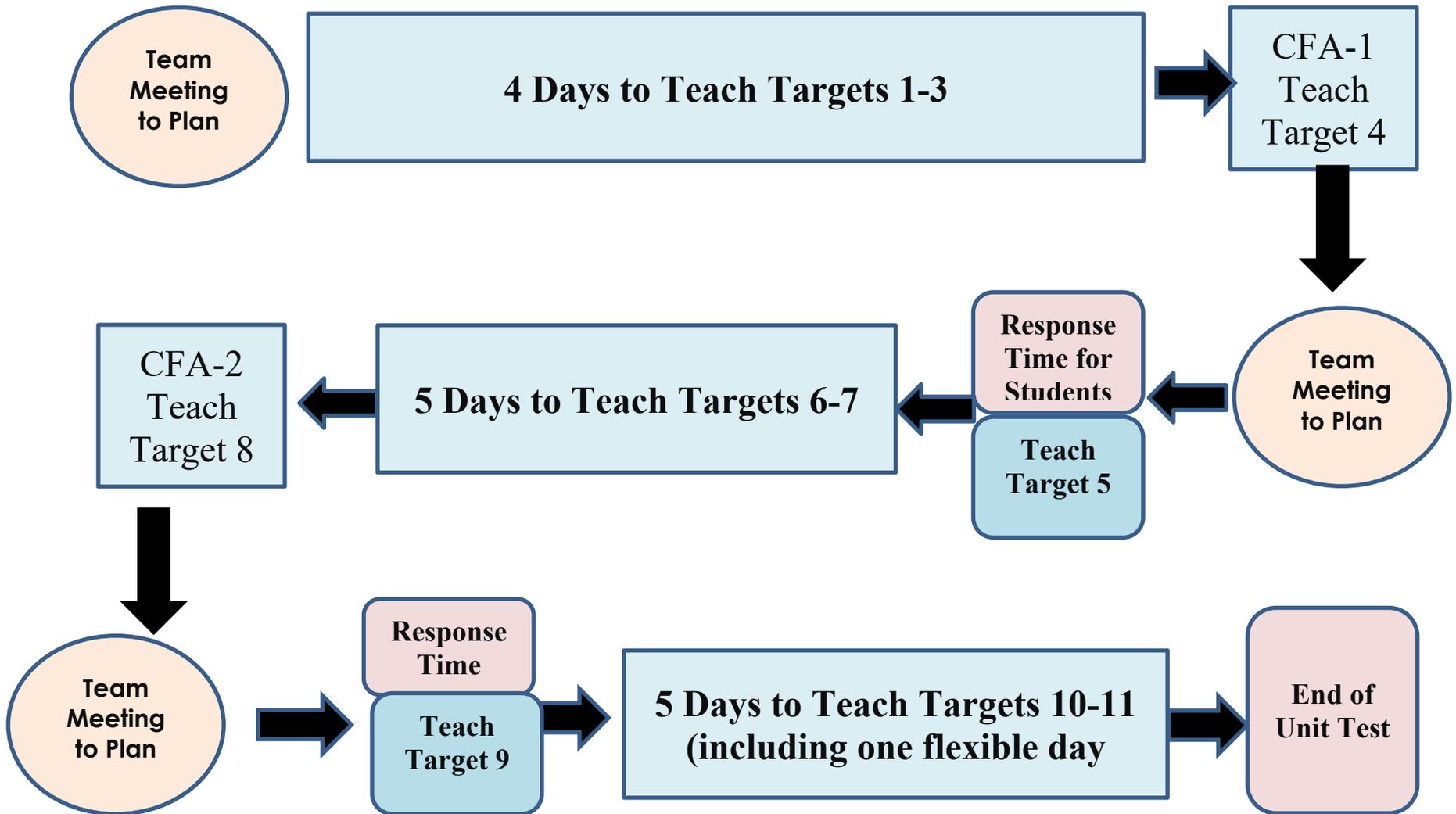
Summative assessment is the attempt to summarize student learning at some point in time. Summative assessments are not designed to give feedback useful to teachers and students during the learning process.

Formative Assessment: An assessment functions formatively to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers to make decisions about next steps in instruction *that are likely to be better, or better founded,* than the decisions they would have made in the absence of evidence.

Common Formative Assessment--Common formative assessments are team-designed, intentional measures used for the purpose of monitoring student attainment of essential learning targets throughout the instructional process.

	Daily Classroom Formative	Common Formative	Periodic/ Benchmark Summative	EOY Summative
Examples	<ul style="list-style-type: none"> •Checks for understanding •Short, frequent formative •Exit slips •White boards •Clickers 	<ul style="list-style-type: none"> •Short assessments around a small number of learning targets •administered frequently 	<ul style="list-style-type: none"> •District quarterly benchmarks •MAP 	<ul style="list-style-type: none"> •State Assessments •Language Development Assessments •AP, EOY
Purpose	<ul style="list-style-type: none"> •Making “in the moment” decisions •Keep/change lesson plans 	<ul style="list-style-type: none"> •Identify students who need more Tier 1 help. •Drive core instruction •Learn together about strategies 	<ul style="list-style-type: none"> •Identify students who need more Tier 2 or 3 help •Progress monitoring for Tier 2 and 3 •Universal screener •Monitor SMART goals 	<ul style="list-style-type: none"> •Measure student learning •Award credit •Identify strengths and weaknesses of programs •Write SMART goals

Assessments Within a Unit Plan



Why Do We Identify Learning Targets?

- Formative assessments (classroom and common) are written around learning targets which makes them more diagnostic.
- Summative assessments are designed to determine mastery of a standard.

What are Learning Targets

Learning targets are the increments of learning that make up the journey to achieving the overall standard.

They include all of the skills and concepts students must acquire to master the standard.

(Common) formative assessments are designed around learning targets rather than standards.

Learning targets may be written as "I can" statements in student-friendly language.

What is a Learning Progression?

A learning progression is a carefully developed sequence of **learning targets** from **simple to complex** that a student must learn to master a standard.

Learning Progressions help teams plan instruction as well as formative assessments.

Identifying Learning Targets

- Circle the verbs.
- Underline the nouns/noun phrases.
- Consider learning targets that you know students need to learn but that aren't explicitly written in the standard.

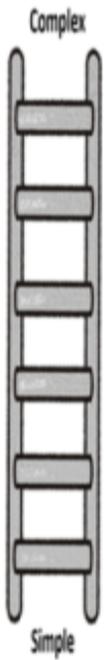
Moving From Essential Standard to Learning Targets

Priority Standard Being Unwrapped:
(RI.1, RI.2, RI.4, W.1 and MP 3)

Directions for Unwrapping:

1. Circle the verbs (in Google Docs highlight the verbs.)
2. Underline the nouns/noun phrases
3. Consider the implied learning targets

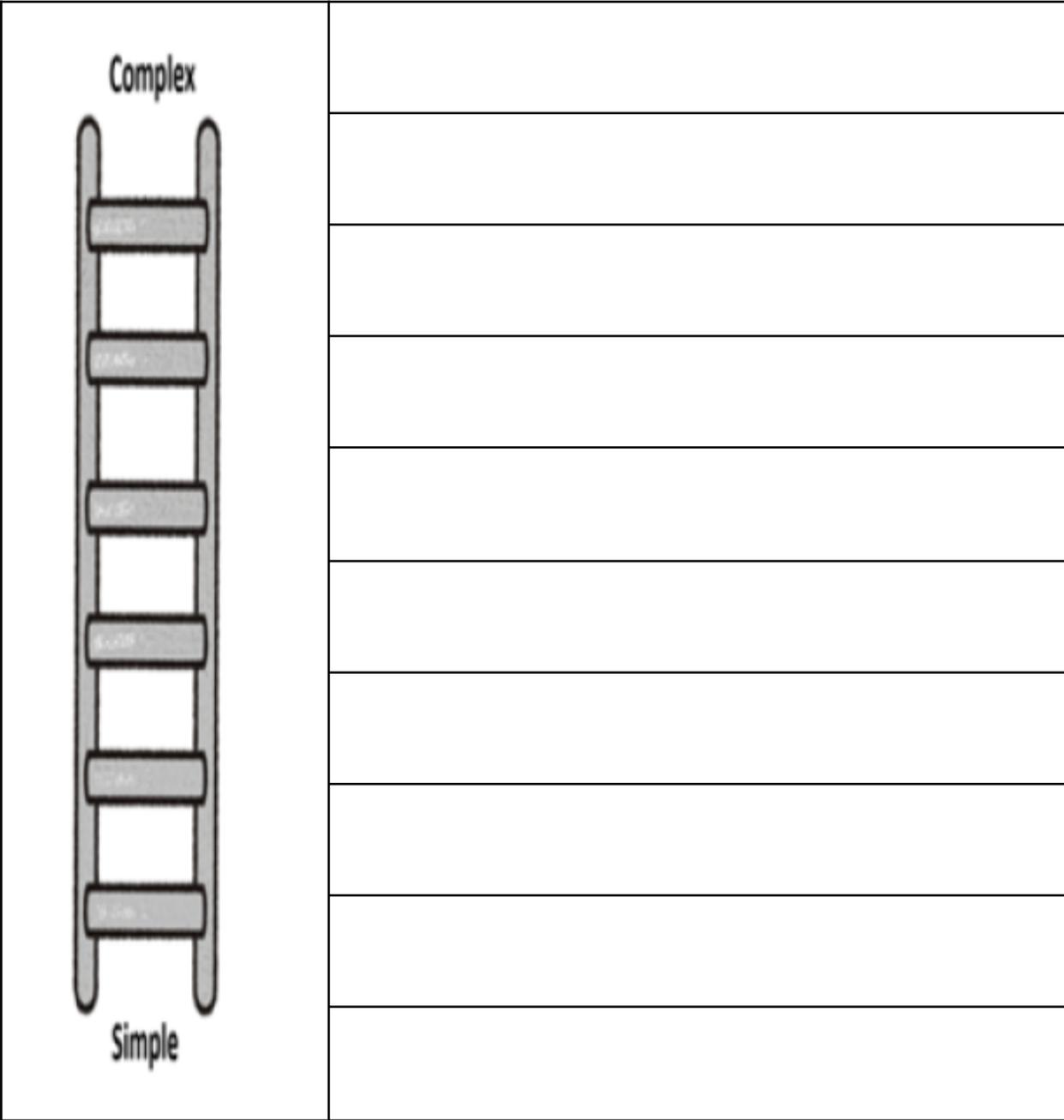
Standard	Learning Targets
<p>Compare and contrast <u>a firsthand and secondhand account of the same event or topic</u>; describe <u>the differences in focus and the information provided.</u> RI.4.6</p>	<p>Compare and contrast a firsthand and secondhand account of the same event or topic.</p>
	<p>Describe the difference in focus.</p>
	<p>Describe the differences in information provided.</p>
	<p>Know what a firsthand and secondhand account are.</p>
	<p>Be able to identify the point of view an author is using.</p>

	Describe the difference in focus.
	Describe the difference in information provided.
	Compare and contrast a firsthand and secondhand account of the same event or topic.
	Be able to identify the point of view an author is using.
	Know what firsthand and secondhand account are.

Your Turn!

Use your grade's standard RI.1. Unwrap it to identify the learning targets you must teach for student to master the standard. Then complete the learning progression ladder to indicate the complexity of the targets.

Standard	Learning Targets



Adapted from: Dimich, N. Design in 5

Adult Actions in a PLC

Learning Progression

Essential Standard: We will accept collective responsibility for student learning in order to ensure that each child is guaranteed the time, support, and resources required to achieve mastery of the essential content.

