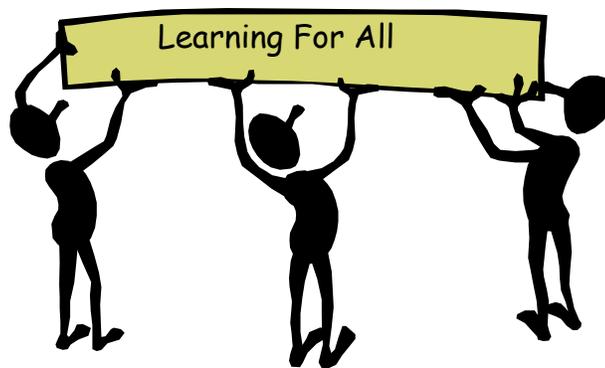


# Coaching Teams to Develop and Use Common Formative Assessments



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## Targets for Today

Explore ways to write effective common formative assessments that are:

- A part of a balanced assessment system designed to provide diagnostic information about the essential standards.
- Embedded into a unit of instruction with time allotted to respond to the evidence gathered.
- Aligned to the agreed upon expectations for proficiency.

Global PD videos:

1. Understanding the Common Formative Assessment Process: Rick DuFour
2. Doing the Right Work-Studying the Standards: Rick and Becky DuFour

## Understanding the Compelling Research

Factor Affecting Student Learning	Standard Deviation
High quality teacher in the classroom	.40
Parent Involvement	.49
Home environment	.52
Socio-economic status	.52
Formative Assessment	.90
Response to Intervention	1.07
Student Involvement in Assessment	1.44
Collective Teacher Efficacy	1.57

### Collective Teacher Efficacy

The collective self-perceptions that teachers in a given school make an educational difference to their students over and above the educational impact of their homes and communities

### Critical Questions Teams Ask

- What do we want student to know and be able to do?
- How will we know if they can?
- What will we do if they can't?
- What will we do if they already can?

### **Avoid This Common Mistake**

- Common formative assessments are used to assess ESSENTIAL standards.
- You GUARANTEE students will know these standards.

**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.

### **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.

### **Avoid This Common Mistake**

- You can't use items designed for summative assessments on your formative assessments.
- Formative assessments are written around learning targets; summative assessments are written around standards.

### **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.

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

### 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

<b>Grade 4 ELA: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the difference in focus and the information provided.</b>	
<b>Score 4.0</b>	The student will be able to rewrite a piece of text from a different point of view. e.g, if the text is a firsthand account the student can rewrite it as a secondhand account. If the text is a secondhand account the student can rewrite it as a firsthand account.
<b>Score 3.0</b>	The student will: <ul style="list-style-type: none"> <li>• Compare and contrast a firsthand and secondhand account of the same event or topic.</li> <li>• Describe the difference in focus</li> <li>• Describe the differences in information provided.</li> </ul>
<b>Score 2.0</b>	The student will recognize or recall specific vocabulary, such as firsthand account and secondhand account.  The student will be able to use the terms firsthand account and secondhand account to identify the point of view the author is using.

	Classroom Formative	Common Formative	Benchmark	End of Year
Developed and used by	Developed and used by individual teachers	Developed and used by collaborative teams	District developed or provided by external experts	Developed by "external experts"
Frequency	At least daily	Frequently	3 times a year	Once a year
Examples	<ul style="list-style-type: none"> <li>•Checks for understanding</li> <li>•Short, frequent formative</li> <li>•Exit slips</li> <li>•White boards</li> <li>•Clickers</li> </ul>	<ul style="list-style-type: none"> <li>•Short assessments around a small number of learning targets</li> <li>•administered frequently</li> </ul>	<ul style="list-style-type: none"> <li>•District quarterly benchmarks</li> <li>•MAP</li> </ul>	<ul style="list-style-type: none"> <li>•State Assessments</li> <li>•Language Development Assessments</li> <li>•AP, EOY</li> </ul>
Purpose	<ul style="list-style-type: none"> <li>•Making "in the moment" decisions</li> <li>•Keep/change lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>•Identify students who need more Tier 1 help.</li> <li>•Drive core instruction</li> <li>•Learn together about strategies</li> </ul>	<ul style="list-style-type: none"> <li>•Identify students who need more Tier 2 or 3 help</li> <li>•Progress monitoring for Tier 2 and 3</li> <li>•Universal screener</li> <li>•Monitor SMART goals</li> </ul>	<ul style="list-style-type: none"> <li>•Measure student learning</li> <li>•Award credit</li> <li>•Identify strengths and weaknesses of programs</li> <li>•Write SMART goals</li> </ul>

## **Why Won't Our Benchmark Assessments Work as CFAs?**

- Benchmark assessments often have items that are assessing content that hasn't been taught yet because they aren't tightly aligned to the pacing guide you're using.
- Benchmark items are written around standards rather than learning targets.

### **Item Around the Standard**

Standard: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Read the piece of text: "Family Loses Home to the Wildfire." How would this text be different if it was a secondhand account?

### **Assessment Item Around the Target:**

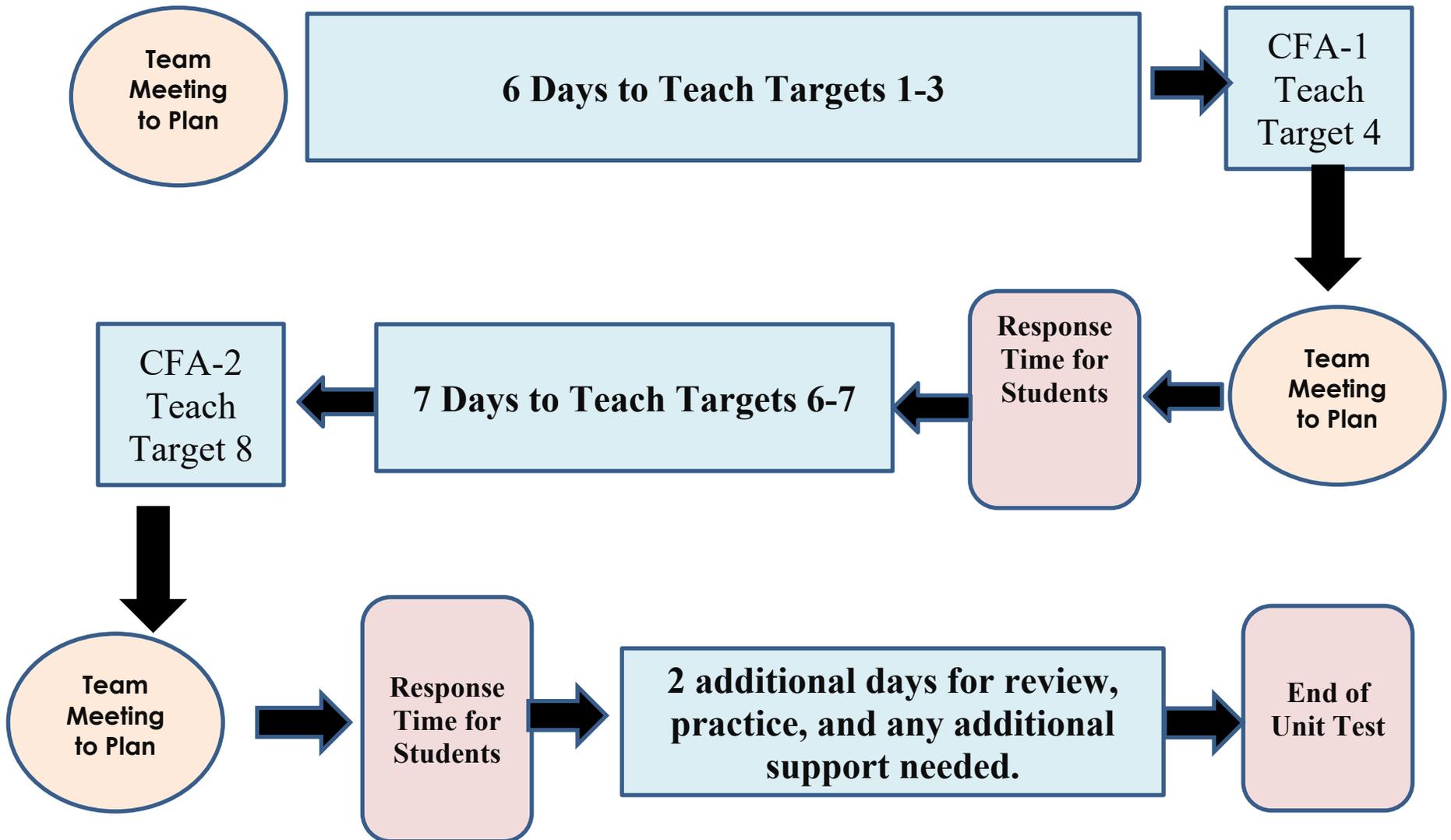
Learning Target: I can determine if a text is a firsthand or a secondhand account.

Is the article "Family Loses Home to the Wildfire" a firsthand or secondhand account? What text evidence helped you decide your answer?

### **Avoid This Common Mistake**

You must build time into your pacing guide/unit plan to respond to the evidence (data) you gather from a common formative assessment.

Assessments Within a Unit Plan



Validity—Will the items I'm using assess the learning targets (content) I've taught? Will they assess them at the rigor I've taught them at.

### Identifying Depth of Knowledge

Level 1	Recall Recall of a fact, information, or procedure.
Level 2	Skill/Concept Use information or conceptual knowledge, two or more steps, etc.
Level 3	Strategic Thinking Requires reasoning, developing a plan or a sequence of steps, some complexity, more than one possible answer.
Level 4	Extended Thinking Requires an investigation, time to think and process Multiple conditions of the problem.

### List One Concept You Teach

DOK Level	Concept
1	
2	
3	
4	

	Math	ELA
DOK 1	<ul style="list-style-type: none"> <li>•knowing math facts</li> <li>•apply an algorithm, rule, or formula</li> <li>•Evaluate an expression</li> <li>•Represent math relationships in words, pictures or symbols.</li> <li>•Solve linear equations</li> <li>•Make conversions.</li> <li>•Retrieve information from a table or graph</li> </ul>	<ul style="list-style-type: none"> <li>•identify figurative language</li> <li>•fluency</li> <li>•know vocabulary</li> <li>•use punctuation correctly</li> <li>•write simple sentences</li> <li>•apply grammar rules</li> <li>•decide what text structure is appropriate to audience and purpose</li> </ul>
DOK 2	<ul style="list-style-type: none"> <li>•make a decision about how to approach a problem</li> <li>•Explain steps followed</li> <li>•Use models or diagrams to represent math concepts.</li> <li>•at least 2 step problems</li> <li>•interpret info from table or graph (simple)</li> <li>•Construct models given criteria</li> <li>•Extend a pattern</li> <li>•Generate conjectures based on observations or prior knowledge and experience.</li> </ul>	<ul style="list-style-type: none"> <li>•give examples/non-examples</li> <li>•identify main idea, locate information to support central ideas</li> <li>•simple inferences</li> <li>•using context clues</li> <li>•predict outcome</li> <li>•summarizing</li> <li>•distinguish relevant-irrelevant information, fact/opinion</li> <li>•first draft writing</li> <li>•notetaking</li> <li>•outlining</li> </ul>
DOK 3	<ul style="list-style-type: none"> <li>•make and justify conjectures</li> <li>•draw conclusions from data</li> <li>•justify reasoning especially when tasks have more than one right answer</li> <li>•citing evidence</li> <li>•Use concepts to solve non-routine problems</li> <li>•Design an investigation for a purpose or question.</li> <li>•Generalize a pattern</li> <li>•Verify reasonableness of results</li> </ul>	<ul style="list-style-type: none"> <li>•explain, generalize, or connect ideas</li> <li>•how author's purpose affects the text</li> <li>•summarize info from several sources</li> <li>•identify abstract themes</li> <li>•analyze information and interrelationships</li> <li>•use reasoning and evidence to generate criteria for making and supporting an argument</li> <li>•writing for different purposes (awareness of audience)</li> <li>•using complex structures and ideas in writing</li> <li>•revise final draft</li> </ul>
DOK 4	<ul style="list-style-type: none"> <li>•requires complex thinking over a period of time (with different tasks)</li> <li>•requires planning</li> <li>•making connections between a finding and related concepts</li> <li>•critiquing design</li> <li>•Analyze multiple sources of evidence</li> <li>•Design a mathematical model to inform or solve a practical or abstract situation</li> </ul>	<ul style="list-style-type: none"> <li>•analyze and synthesize from multiple sources</li> <li>•explain alternate perspective from a variety of sources</li> <li>•Define similar themes over a variety of texts</li> <li>•Evaluate relevancy, accuracy and completeness of info across sources.</li> <li>•writing with voice</li> <li>•writing with information from a variety of sources</li> </ul>

Type of Assessment	Examples in Practice	Advantages	Disadvantages	When would I use this type of item best?
Selected response	<ul style="list-style-type: none"> <li>Multiple choice</li> <li>Matching</li> <li>True or false</li> </ul>	<ul style="list-style-type: none"> <li>Is easy to score</li> <li>Doesn't take a lot of time for students to take</li> <li>Requires no judgment for right or wrong answer</li> <li>Allows multiple questions per learning target</li> <li>Is good practice for current high-stakes tests</li> </ul>	<ul style="list-style-type: none"> <li>Is difficult to write for higher level thinking</li> <li>Is easy for students to guess the right answer</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Constructed response	<ul style="list-style-type: none"> <li>Short answer</li> <li>Extended response</li> <li>Essays</li> <li>Graphic organizers</li> <li>Diagrams</li> </ul>	<ul style="list-style-type: none"> <li>Allows one to see student thinking</li> <li>Helps one find student misconceptions</li> <li>Assesses higher level thinking</li> <li>May be more like future high-stakes assessments</li> </ul>	<ul style="list-style-type: none"> <li>Is timely to take</li> <li>Is timely to grade</li> <li>Needs collaborative scoring for CFAs</li> <li>Harder to demonstrate proficiency for students who find writing difficult</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Performance	<ul style="list-style-type: none"> <li>Give a speech.</li> <li>Throw a ball.</li> <li>Create a meal.</li> <li>Make a prototype.</li> </ul>	<ul style="list-style-type: none"> <li>Is the only way to see performance skills</li> <li>Can be engaging for students</li> </ul>	<ul style="list-style-type: none"> <li>Is timely to take</li> <li>Can create classroom management issues</li> <li>Needs collaborative scoring for CFAs</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Observations and Interviews	<ul style="list-style-type: none"> <li>Observations while students engage in applicable work</li> <li>1:1 Interviews with students with specific questions.</li> </ul>	<ul style="list-style-type: none"> <li>Allows one to see student thinking.</li> <li>Helps to see specific misconceptions.</li> <li>Data is immediately available</li> </ul>	<ul style="list-style-type: none"> <li>Is timely to do.</li> <li>Needs collaborative scoring for CFAs.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>