

**Thank you for joining the webinar!**

# **COMMON FORMATIVE ASSESSMENTS**

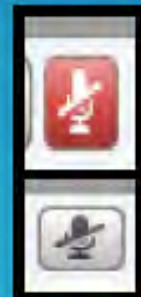
*Hawaii State Department of Education*

*Office of Curriculum, Instruction and Student Support*

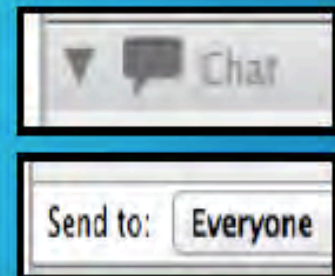
*January 08, 2013*

# Webinar Reminders

- Close all other applications to your computer.
- Please make sure to (mute) red your microphone and keep them muted unless otherwise instructed.



- Please ask all questions through the chat box.
- Make sure your chat box is set for “everyone”.
- Questions will be addressed during Q & A.
- This session will be recorded.



# ESSENTIAL QUESTION

**How can we create common formative assessments to monitor and promote student learning?**



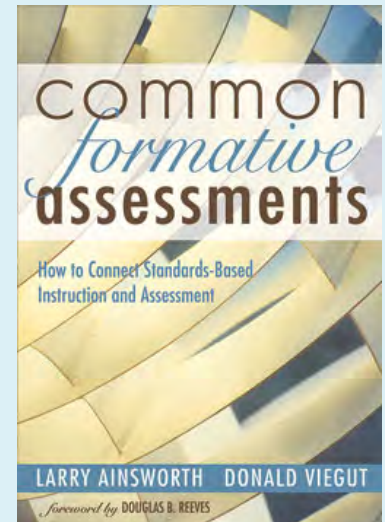
# OBJECTIVES

- Understand the definition of a common formative assessment
- Identify why and when to use common formative assessments
- Identify priority standards
- Identify the next steps after giving a common formative assessment

# WHY ASSESS?

**“The true purpose of assessment must be, first and foremost, to inform instructional decision making. Otherwise, assessment results are not being used to their maximum potential—improving student achievement through differentiated instruction.”**

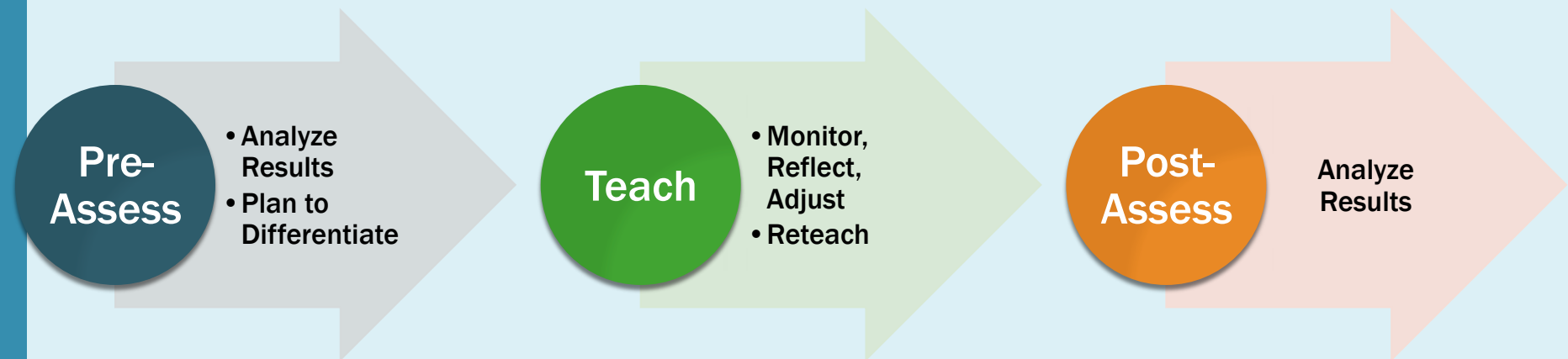
**--Ainsworth and Viegut, 2006, pp. 21-22**



# Traditional Instruction-Assessment Model



## Instruction-Assessment Model with Data Analysis

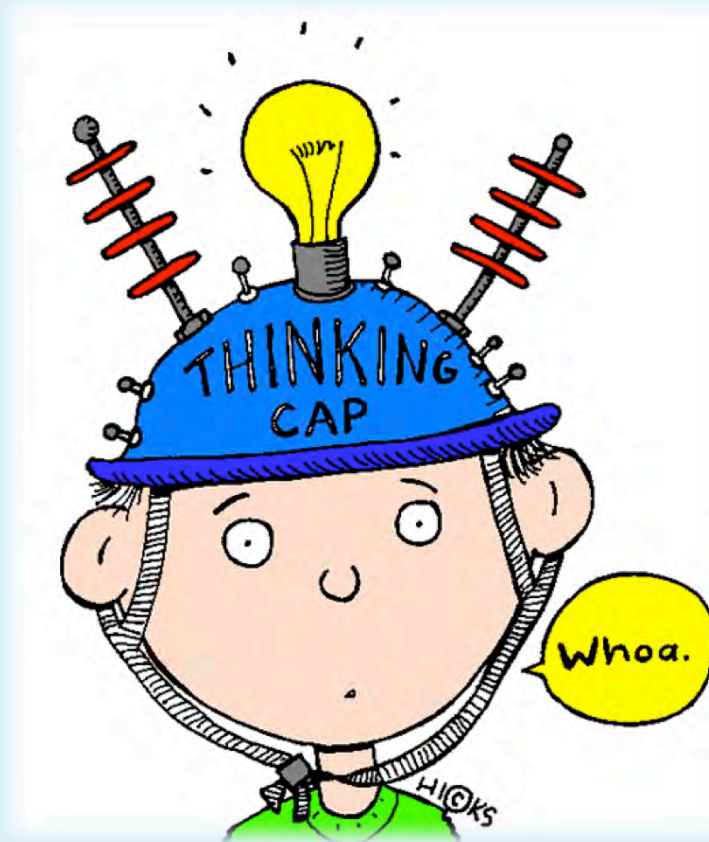


Ainsworth & Viegut, 2006

# COMMON FORMATIVE ASSESSMENTS (CFAs)

- What is it we expect students to learn?  
**Priority Standards**
- How will we know when they have learned it?  
**Common Assessments (formative and summative)**
- How will we respond when they don't?  
**Interventions**
- How will we respond when they do?  
**Enrichment and Differentiation**

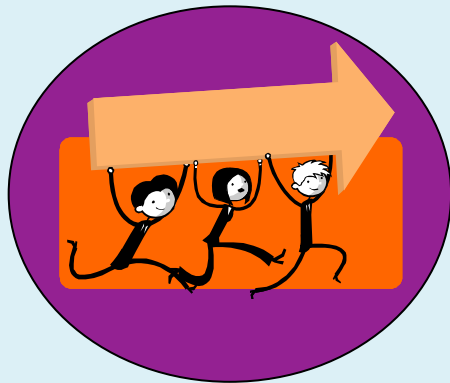
# **WHAT** ARE COMMON FORMATIVE ASSESSMENTS?





# WHAT ARE COMMON FORMATIVE ASSESSMENTS?

“Not standardized tests, but rather **teacher-created, teacher-owned** assessments that are **collaboratively scored** and that **provide immediate feedback to students and teachers.**”



-Reeves

# WHAT ARE COMMON FORMATIVE ASSESSMENTS?

- Assessments **for** learning administered to all students in grade level or course several times during a unit of study, semester, or year.
- Items collaboratively designed by participating teachers
- Results analyzed in Data Teams in order to differentiate instruction

Ainsworth & Viegut, 2006

# **WHY** COLLABORATE?



# COMMON ASSESSMENTS: WHY COLLABORATE?

If all students are expected to **demonstrate the same knowledge and skills, regardless of the teacher to which they are assigned, it only makes sense that teachers must work together in a collaborative effort** to assess student learning.

(DuFour, DuFour, Eaker, 2007)

# WHY COLLABORATE?

- **Efficiency**
- **Consistency, Equity, Fairness**
- **Informing and Improving Teaching**
- **Building Capacity of Teacher Teams**
- **Essential to Intervention Systems**



**Common Formative Assessment**

**generates**

**Timely Student Achievement  
Information**

**to monitor**

**Individual Student Progress**

**In terms of**

**What student  
did or did not  
learn**

**In terms of**

**What student  
can or cannot  
do**

**to evaluate**

**Instructional Effectiveness  
(Team and Individual)**

**addressed by**

**Modifying  
instruction**

**warrants**

**Reteaching**

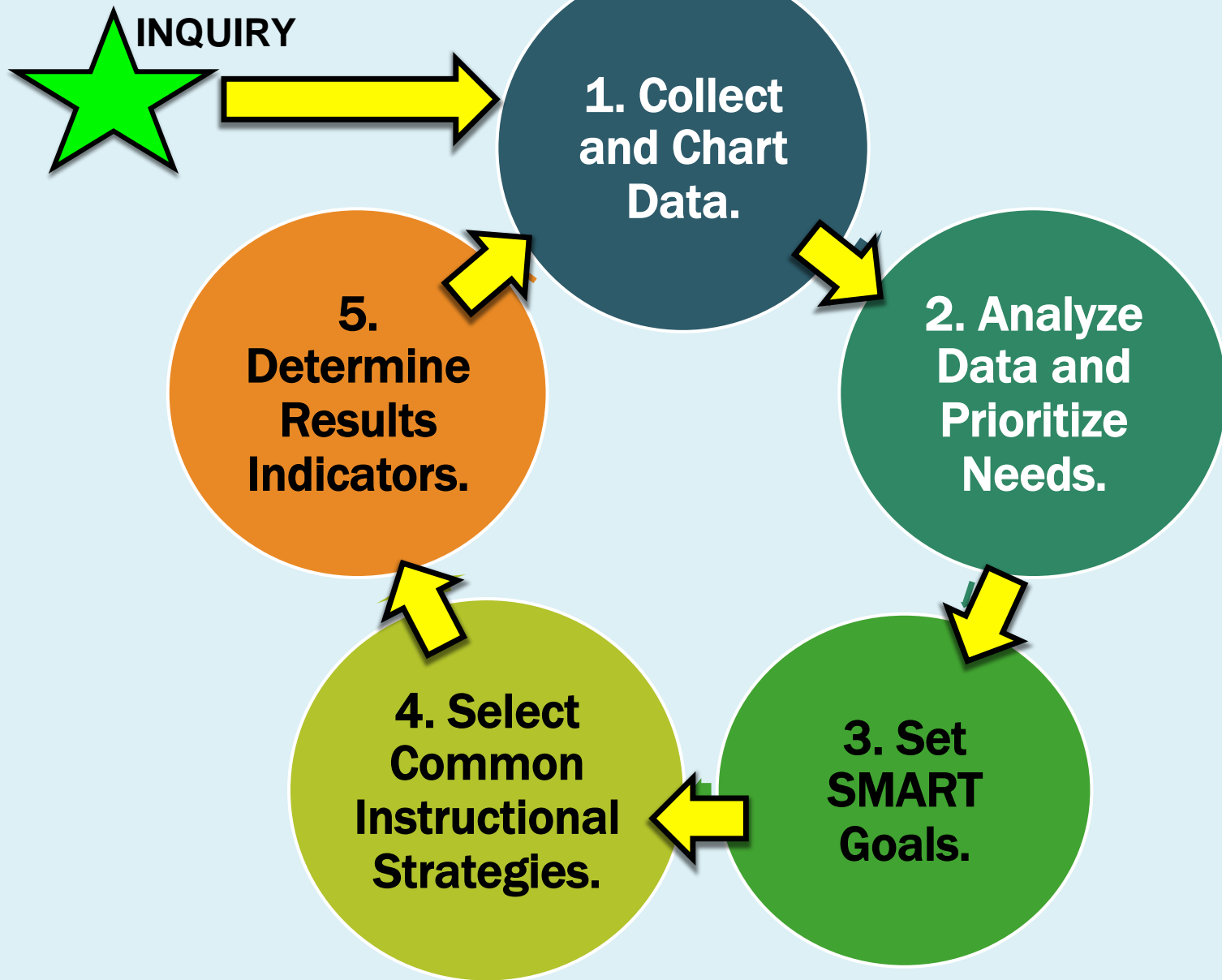
# ***WHEN*** DO WE CREATE COMMON ASSESSMENTS TO MONITOR AND PROMOTE STUDENT LEARNING?



# WHEN TO USE COMMON FORMATIVE ASSESSMENTS

- **Not all assessments need to be common assessments.** Should be identified as essential assessments by your data team.
- When using a shared curriculum map
- When using a shared program to identify student needs
- When teaching shared priority standards



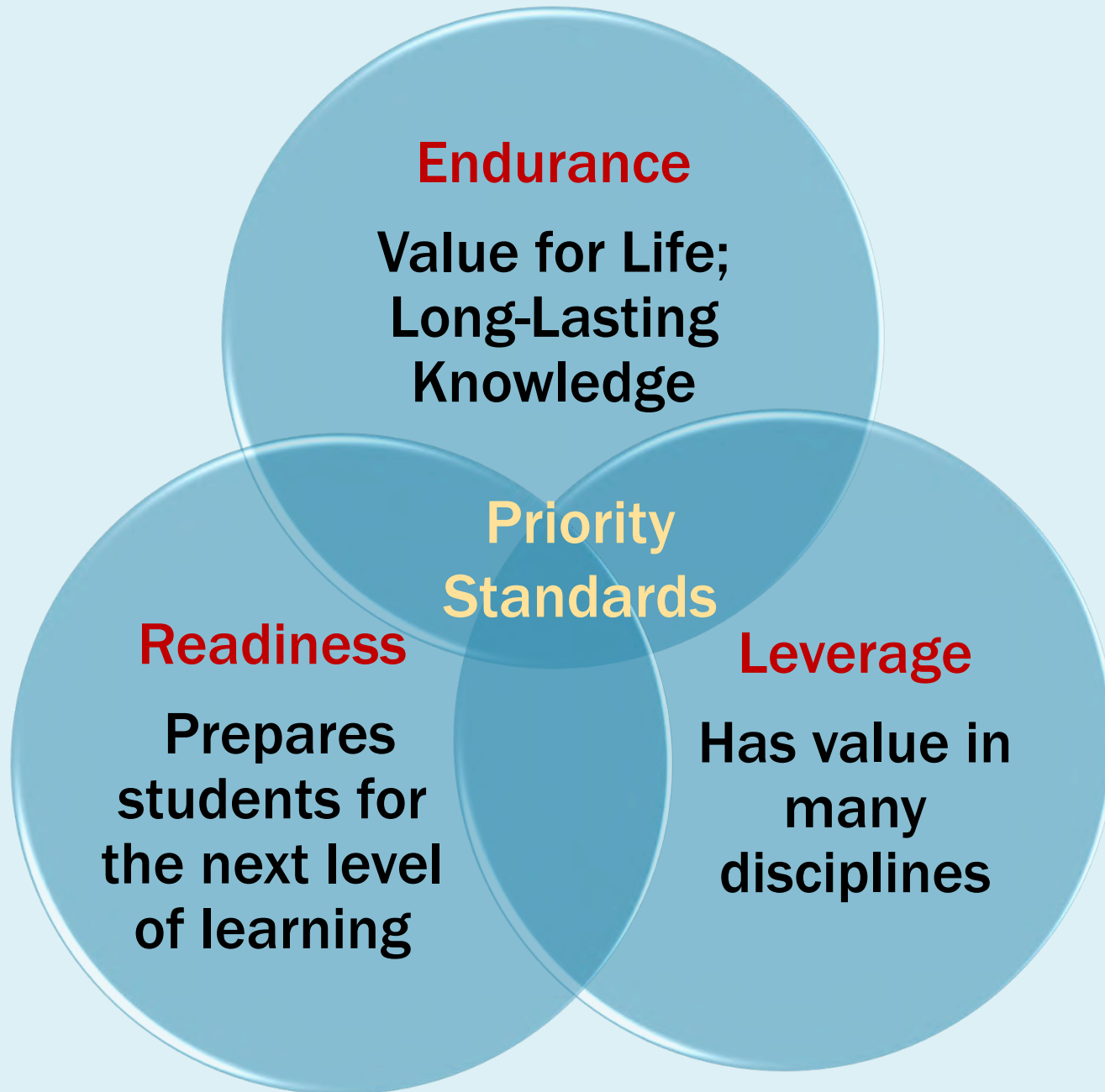


# PRIORITY STANDARDS



# IDENTIFY PRIORITY STANDARDS

- Select and review standards and accompanying benchmarks for your grade level/course.
- Identify those that match the focus for your unit of study based on the following criteria:
  - Endurance
  - Leverage
  - Readiness



# EXAMPLES OF PRIORITY STANDARDS

**WHST.6-8.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**

**VS.**

**WHST.6-8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently**



**WHST.6-8.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**

**RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions**



**WHST.6-8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently**

**WHST.6-8.10: Write routinely over extended time and shorter time frames for a range of discipline-specific tasks, purposes and audiences**

**R.6-8.7: Integrate visual information (e.g. in charts, graphs, photographs, videos or maps) with other information in print and digital texts.**

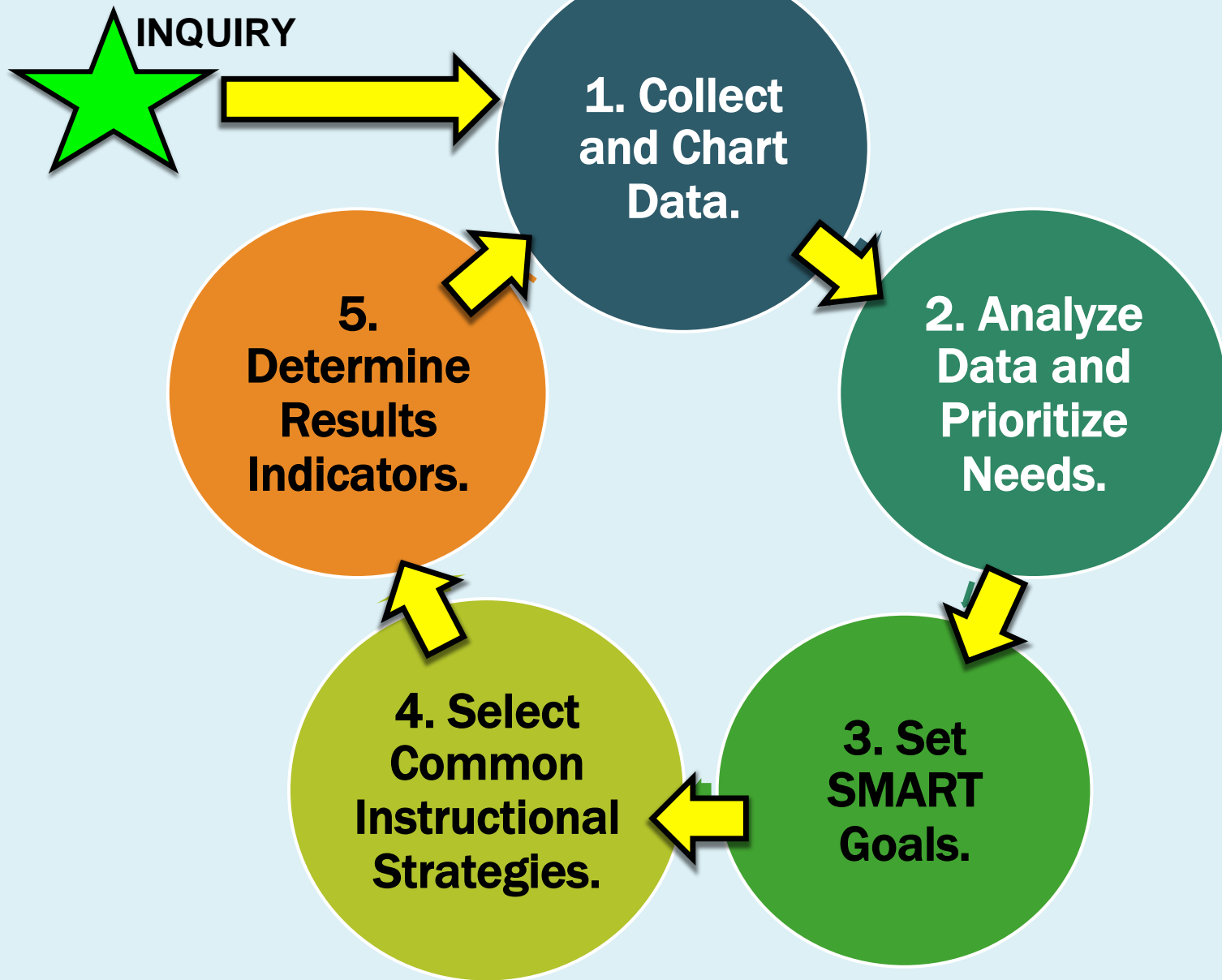
# **GUIDELINES FOR DEVELOPING COMMON ASSESSMENTS**

- **Set a specific minimum number of common assessments to be used in the course or during a unit of study.**
- **Show how each item on the assessment is linked to the competencies and evaluation criteria**
- **Work with data team to agree on levels of quality**
- **Assess a few key concepts frequently rather than many concepts occasionally**

# WHAT DO WE DO WITH THE COMMON FORMATIVE ASSESSMENT DATA?







# REFLECTION QUESTIONS FOR DATA TEAMS

- How are our students doing?
- Why do we think they performed the way they did?
- What are we going to do about intervening for students who are still not proficient?
- How will we accelerate instruction for students who continue to excel?
- Which instructional strategies produced the greatest results?
- What other changes or modifications do we want to make?

Ainsworth and Viegut, 2006, p. 108.

# NEXT STEPS

**Teachers can use the results of CFAs to:**

- Diagnose student learning difficulties
- Set individual teacher goals for student improvement
- Set team goals for student improvement
- Identify and share effective instructional strategies
- Plan differentiated instruction

**(Ainsworth and Viegut, 2006).**

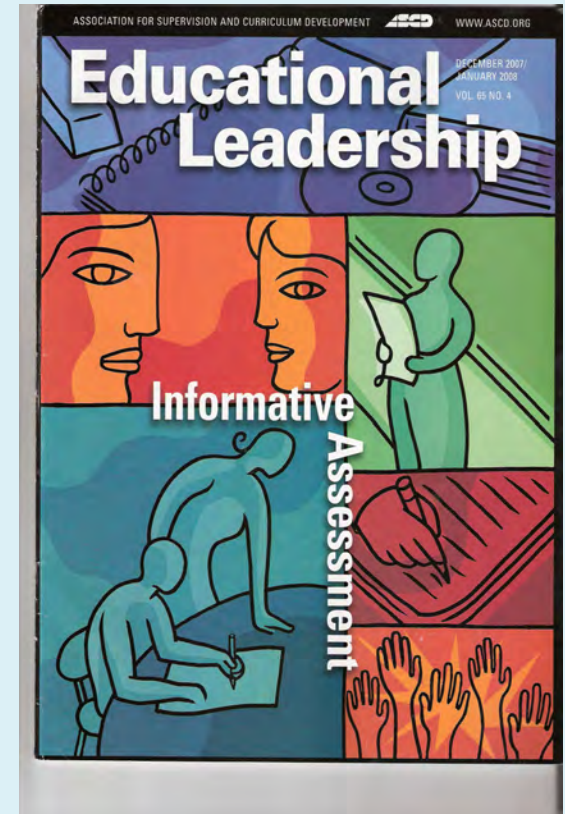
“The power of formative  
classroom assessment  
depends on how you use  
the results.”

Guskey

# GREAT RESOURCES:

**Educational Leadership:  
December 2007/ January 2008  
Vol. 65 No. 4**

[http://www.ascd.org/  
publications/educational-  
leadership/dec07/vol65/  
num04/toc.aspx](http://www.ascd.org/publications/educational-leadership/dec07/vol65/num04/toc.aspx)



# GREAT RESOURCES:

