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.
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
“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

Pretest → Teach → Posttest → Assign Grades

Instruction-Assessment Model with Data Analysis

Pre-Assess:
- Analyze Results
- Plan to Differentiate

Teach:
- Monitor, Reflect, Adjust
- Reteach

Post-Assess:
- Analyze Results

Ainsworth & Viegut, 2006
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?
“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?
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

<table>
<thead>
<tr>
<th>To Monitor</th>
<th>To Evaluate</th>
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<tbody>
<tr>
<td>Individual Student Progress</td>
<td>Instructional Effectiveness (Team and Individual)</td>
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- In terms of
  - What student did or did not learn
  - What student can or cannot do

- Addressed by
  - Modifying instruction
  - Reteaching

- Warrants
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
1. Collect and Chart Data.


3. Set SMART Goals.

4. Select Common Instructional Strategies.

5. Determine Results Indicators.
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
Endurance
Value for Life; Long-Lasting Knowledge

Priority Standards
Readiness
Prepares students for the next level of learning

Leverage
Has value in many disciplines
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?
1. Collect and Chart Data.


3. Set SMART Goals.

4. Select Common Instructional Strategies.

5. Determine Results Indicators.

The Leadership and Learning Center
Douglas Reeves
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 be 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?

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
GREAT RESOURCES:

common formative assessments
How to Connect Standards-Based Instruction and Assessment
LARRY AINSWORTH DONALD VIEGUT

foreword by DOUGLAS B. REEVES