Leading Teams to Write, Implement, and Analyze Effective Common Formative Assessments

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Welcome !
Penny for Your Thoughts Icebreaker

Fold the index card to create a name table tent

Write your name in the middle of the card

In the top left corner write your email address

In the top right corner write your position title and the county you serve

In the bottom left corner write your years of experience in education

Look at the year of penny in the bottom right corner and relate an event

(in your life if possible) that relates to the year. Share with your tablemates.

Premise

"The catalyst for real change - real improvement in student achievement - is writing and implementing common formative assessments."

- Kim Bailey & Chris Jakicic

Four-Box Synectics

Information Processing - Activating and Engaging Strategy

Together we will determine the objects in the fields.

Object 1	Object 2 (as different from 1 as possible)
Object 3 (again, different)	Object 4 (again, different

Common formative assessments are like _____ because _____.

Wonder

1. What is the purpose do common formative assessments (CFA) serve?

2. What are the elements of effective common formative assessments, and why do these assessments play such an important role in the professional learning community process?

3. How can we use the results of the assessment process to expand our individual and collective instructional expertise?

4. How can we use the results of the assessment process to respond to the individual needs of students?

Prerequisite Culture and Structure

There must be a Professional Learning Community Culture and Structure in Place

- "An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve." - DuFour et al., 2010, p.4

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- Characterized by three big ideas
  - A focus on learning
  - A culture of collaboration
  - A focus on results

What it's NOT: a program, a fad, a meeting

Collaborative Learning Teams

"A group of people working interdependently to achieve a common goal for which members are held mutually responsible" - DuFour et al., 2010, p.6

The actions of the team is guided by the following questions:

- What do we want students to know and do?
- How do we know they are learning?
- What do we do when they're not learning?
- How do we respond when they've already learned the information?

Operate with a process: **Plan - Do - Study - Act**

Implementing a guaranteed and viable curriculum requires team to identify and unpack the

Power Standards and Learning Targets

APS Math Power Standards

Typical Timeline

Develop common assessment

Administer and analyze assessment

Identify Power Standards & Learning Targets

Plan Instruction

Deliver instruction

Plan for intervention and/or enrichment
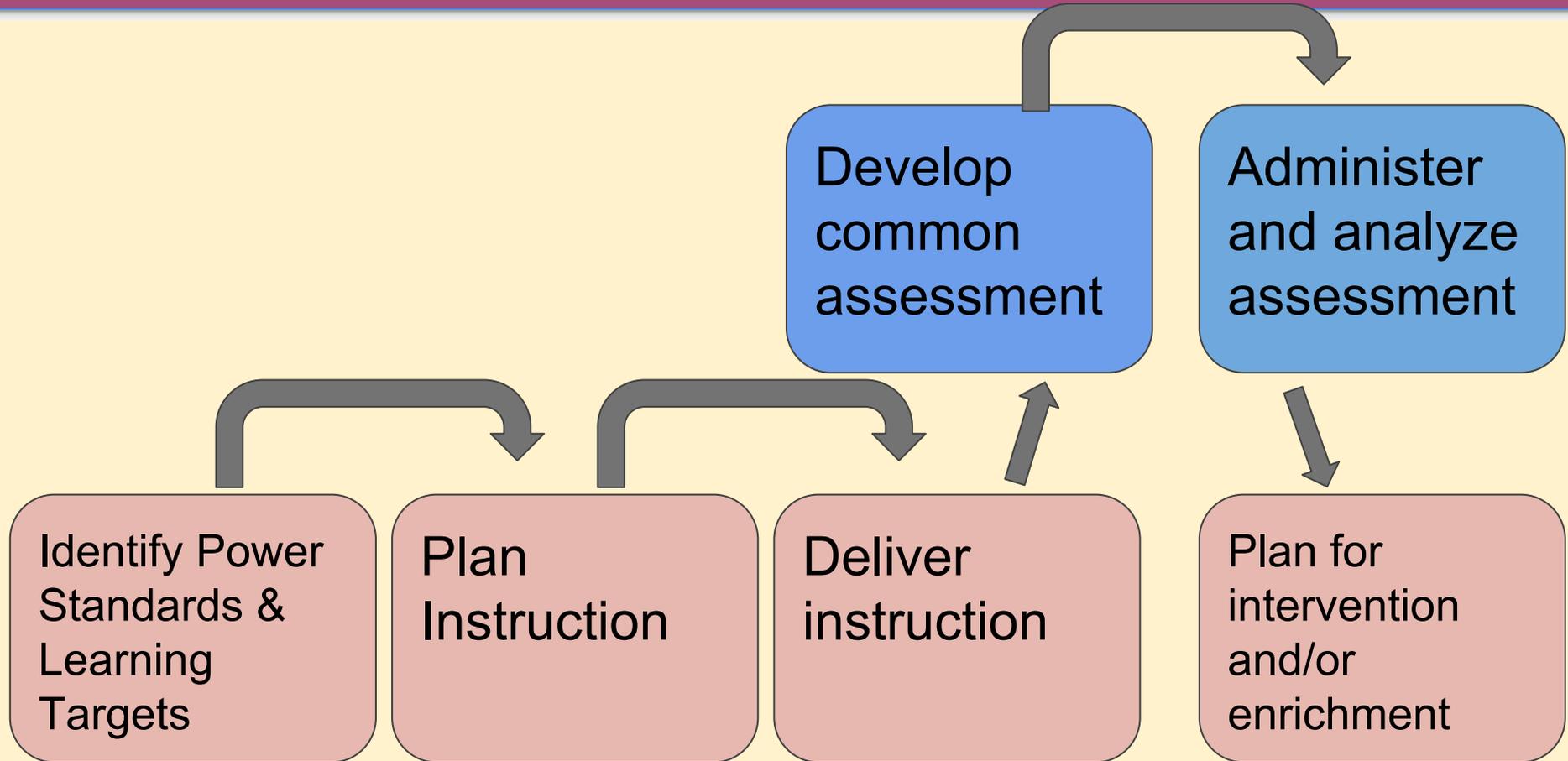
Recommended Timeline
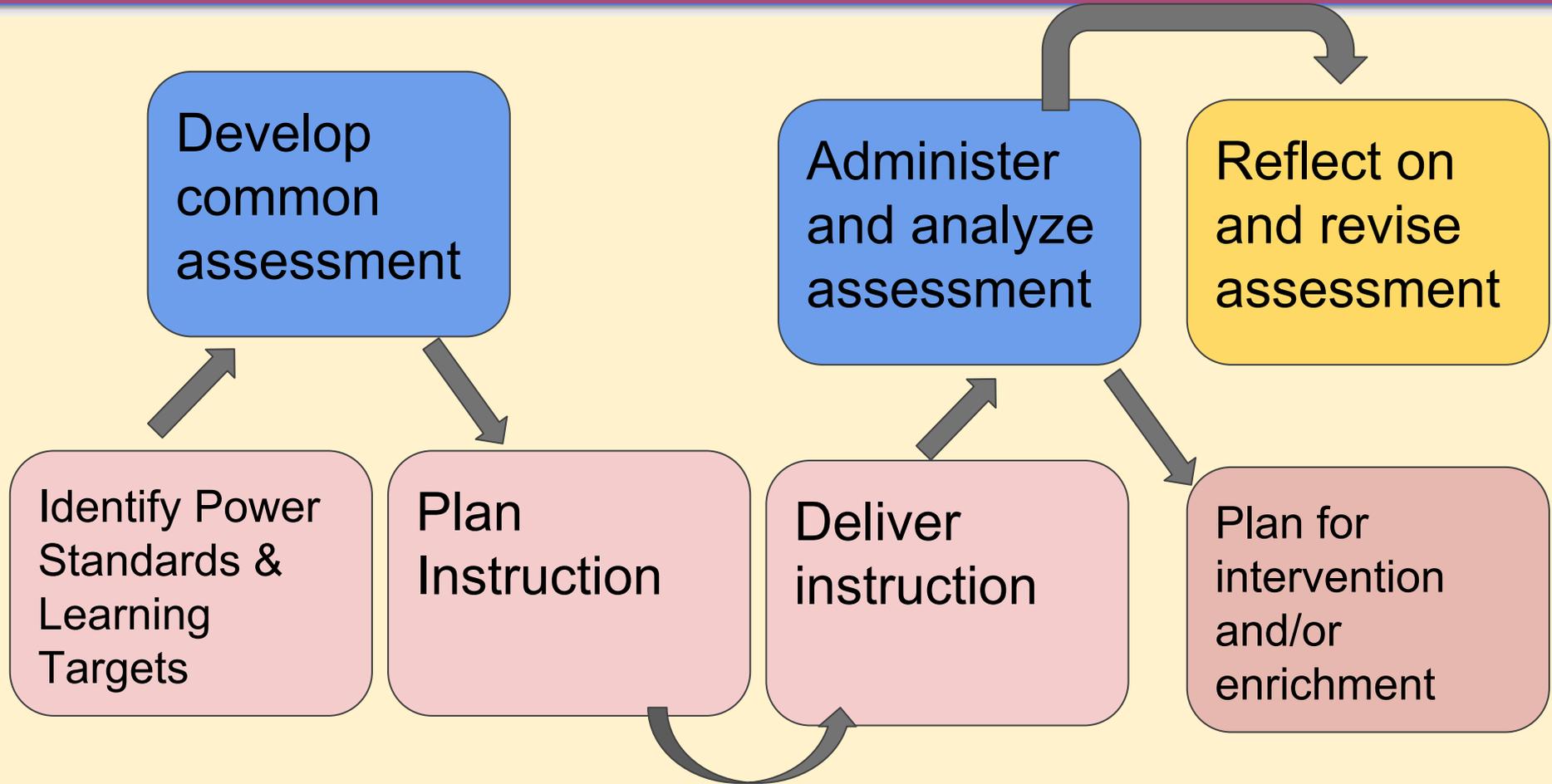
Assessments = Data

Monitoring student learning through ongoing common formative assessments created by the team.

Data = Information

Teams use the results from the common formative assessments to

- Improve instructional practice

- Build the capacity of the team to achieve its goals

- Intervene on behalf of the students

Common Formative Assessments

created and
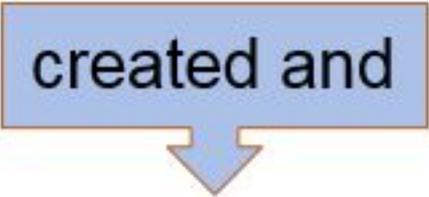
Any assessment given by 2 or more instructors with the intention of collaboratively examining results for

- Shared learning
- Instructional planning for individual students and/or
- Curriculum, instruction, and/or assessment modifications

Creating Quality CFAs

1. Identify/Unpack standard and learning target
2. Create Table of Specifications
3. Select item formats
4. Assemble assessment
5. Administer assessment and collect data
6. Provide interventions
7. Reassess

Table of Specifications

Table of Specifications SOL NUMBER
Procedures:
Materials:

Power Standard & Learning Target	Question	remember	understand	apply	analyze	evaluate	create	total
Total								

Proficiency ___/__

Table of Specifications **1.18**

1.18 - The student will demonstrate an understanding of equality through the use of the equal sign.

Procedure: paper pencil quiz

Materials:

Power Standard & Learning Target	Question	remember	understand	apply	analyze	evaluate	create	total
Identify the equality (=) symbol	Circle the equal sign + = - ? ¢	1						1
represent the relationship between two expressions of equal value	4 + ___ = 6 + 1					1		1
Identify equivalent values	7 = 5 + ____				1			1
Model an equation/equality relationship	Math mountain with 6 as total, make 4 as one partner, determine the missing partner				1			1
Total		1			2	1		4

Proficiency: 3/4

Select Item Formats

Selected Response	Constructed Response	Performance Assessment	Personal Communication
True / False	Short Answer	Task Rubric	Interview
Multiple Choice	Essay	Process Rubric	Think aloud
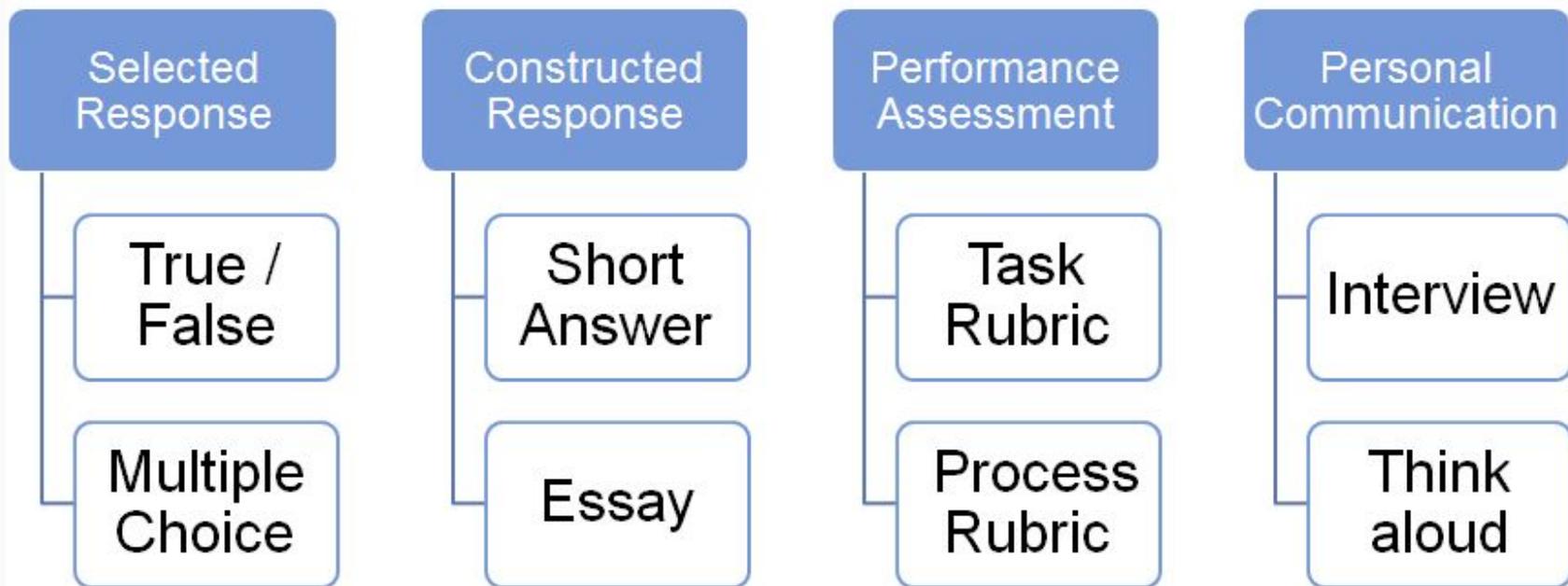
Here's What, So What, Now What

Assessment Analysis & Instructional Plan for _____ Grade: _____ Quarter:_____

(teacher/class)

STANDARDS ANALYSIS What standards warrant more time for *all students* (re-teaching and review)?	ROOT CAUSE ANALYSIS Why did students not learn the standard?	INSTRUCTIONAL PLAN What techniques will you use to address these standards?	MONITORING TOOL(S)
Students of Major Concern	Concerns and Evidence	Next Steps	

Resources Needed:

Example

STANDARDS ANALYSIS What standards warrant more time for *all students* (re-teaching and review)?	ROOT CAUSE ANALYSIS Why did students not learn the standard?	INSTRUCTIONAL PLAN What techniques will you use to address these standards?	MONITORING TOOL(S)SOLS
SOL 2.15b **Which figure has more than one line of symmetry?**	The picture was confusing. The triangle is confusing with the bisecting line. Language: more than one	When we teach symmetry we need to do more of the hands on with them cutting shapes, folding, finding multiples lines of symmetry. Also do more work with unfamiliar shapes and shapes found in nature (also curved sides) Sort with 1 line, 2 lines, 2+, and no lines of symmetry	Sort and morning quick checks
SOL 2.1 c	Visually overwhelming Different for them to see the words "more than" instead of the symbols Tests place value and greater than/less than	Teach strategy of translating this picture into a number on paper Checking each one	Check to make they have the place value. Create a simple check that simply has them say the value and label which side is greater.
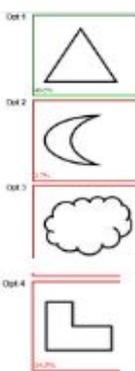
Address needs of Tier 2

Tier 2: Intervention/Extension
Typically short term (3-4 week cycle)

Can support the student's academic, behavioral and/or social and emotional needs

Generally a 30-minute block, 3-5 times/week

Progress is typically monitored every other week

10-15%
of students may need intervention while the other students receive extension opportunities

Questions that guide each team: 3 4

Arlington Public Schools

All Hands on Deck!

- 30-40 minute blocks, 3 times per week

- Homeroom teachers, SPED, ESOL/HILT, reading teachers assigned to the grade level

- Assistants assigned to the grade level can support or deliver teacher planned lessons

- Math Coach, Reading Specialist, and RTG can coach, assist in analyzing data, identify resources, and model lessons

In Summary...

- Identify targeted needs of students; put intervention students into homogenous groups

- Reteach gap skill areas

- Use CFAs to help determine teachers that had success in different skill areas

- Reassess and regroup frequently

References

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