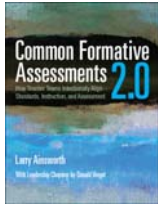


Common Formative Assessments 2.0: How Teacher Teams Intentionally Align Standards, Instruction, and Assessment


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The Leadership and Learning Center

CFA^{2.0} Presented by Larry Ainsworth

**ODE/COSA
Oregon Summer
Assessment Institute**




Eugene, OR
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A Preview

- An overview of the *new* CFA 10-step process!
- How to write *learning intentions* as student success criteria
- How to plan *learning progressions* as the instructional pathway to the learning intentions
- How to design *quick progress checks* matched to each learning progression



DRAMATIC Research RESULTS



The research compiled information from across existing research studies:

- 800+ meta-analyses
- 50,000+ studies
- 240+ million students



Measuring Instructional Impact With Effect Size

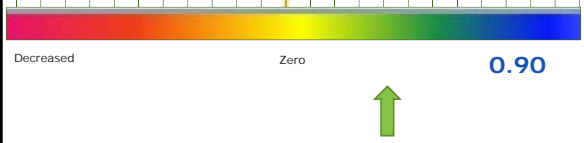
Any professional practice that can achieve a **0.40** effect size equates to approximately one year of growth in student learning.

John Hattie, *Visible Learning*, 2009, pp. 2-3

Effect on student achievement over time

One Year's Growth

0.40



Decreased Zero 0.90

FORMATIVE EVALUATION

Source: Visible Learning plus

One of The Most Powerful Influences on Student Achievement

Formative evaluation ranks fourth among all positive influences on student learning, producing an overall effect size of **0.90**—equivalent to **more than two years** of student gains within a single academic school year.

John Hattie, *Visible Learning*, 2009, p. 181

The Impact of Formative Assessments

Five reviews synthesizing 4000 research studies conducted over 40 years—
Conclusion?

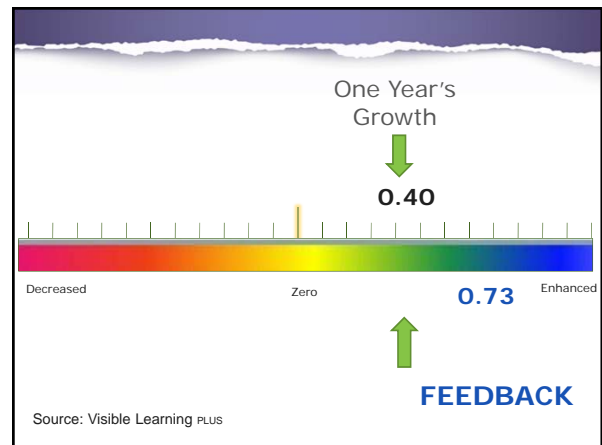
“When well-implemented, formative assessments can effectively **double** the speed of student learning.”

Dylan William, *Education Leadership*, December 2007/January 2008, p. 36

Feedback ~ Another Powerful Influence on Student Achievement

“The essence of formative interpretations is providing *teachers with feedback* from assessments about how they need to modify their teaching, and providing *students with feedback* so that they can learn how to self-regulate and be motivated to engage in further learning.”

John Hattie, *Visible Learning for Teachers*, 2012, p. 126



The Effective Use of Feedback

“The effective use of feedback ranks tenth, with an effect size of **0.73** and a nearly similar result as formative evaluation—**almost two years** of student growth in **one** academic school year.”

John Hattie, *Visible Learning for Teachers*, 2012, p. 126

Grade- and course-level teacher teams collaboratively “mine” common formative assessment results in order to **correctly interpret** student learning needs and make instructional shifts to better meet those learning needs.



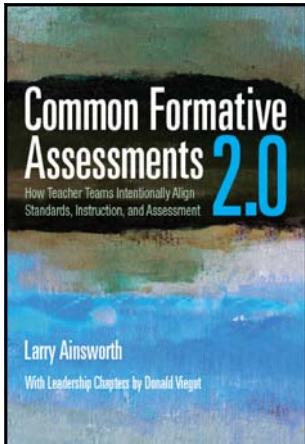

Common formative assessments are *aligned* pre- and post-assessments within units of study that are collaboratively designed by a grade-level or course-level team and administered to students by each participating teacher throughout the year.

CFAs assess student understanding of the particular *learning intentions* (standards or outcomes) that the grade-level or course-level educators are currently focusing on in a curricular unit of study.

CFAs provide *valuable feedback* regarding what students currently know and what they yet need to learn with regard to the learning intentions for that unit.

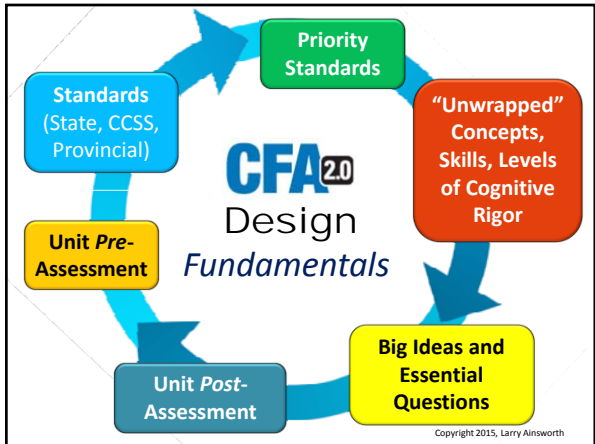
Develop a Shared Assessment Language

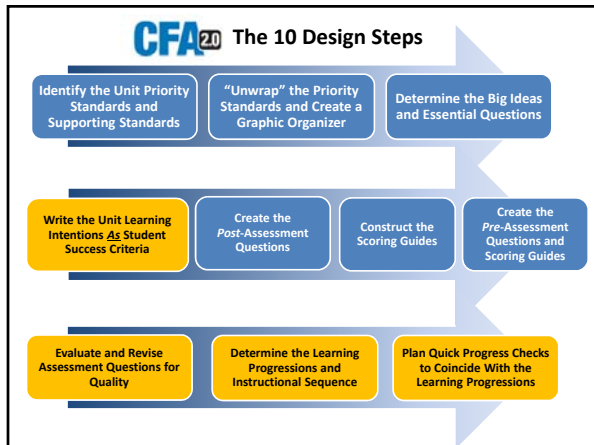
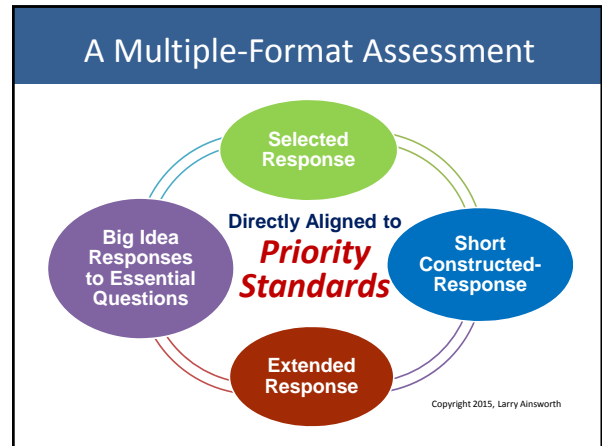
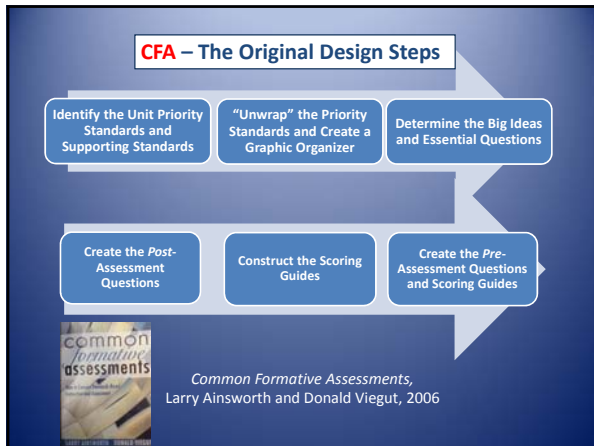
A Common Vocabulary for Knowledge and Clarity



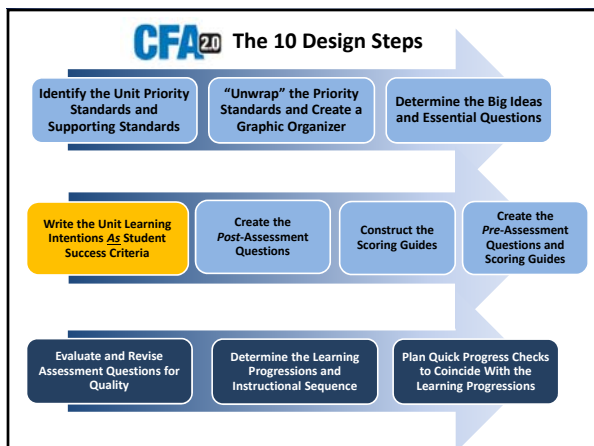
Chapter 2
Assessment Literacy
2.0
Pages 33-40

Glossary
Pages 269-274





- Chapter 6**
Unit Learning Intentions and Student Success Criteria
- Chapter 9**
Evaluating Quality of CFA 2.0 Questions
- Chapter 10**
Learning Progressions and Quick Progress Checks



The Critical Role of Learning Intentions

“Learning intentions describe what it is we want students to learn in terms of the skills, knowledge, and values within any particular unit or lesson...”

John Hattie, *Visible Learning*, 2009, pp. 162-163

Learning Intentions



Are Not Just Standards

Student Success Criteria



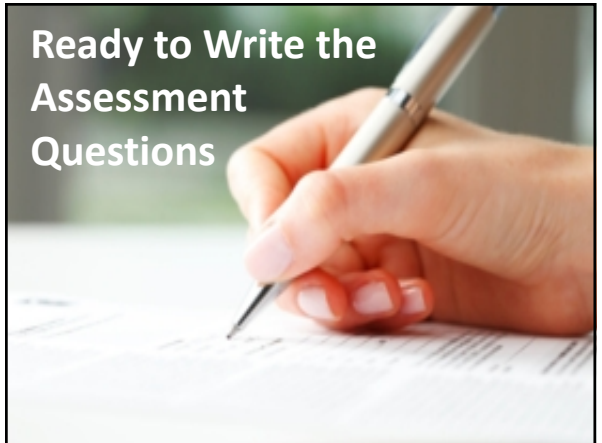
Examples With *Student-Friendly* Success Criteria



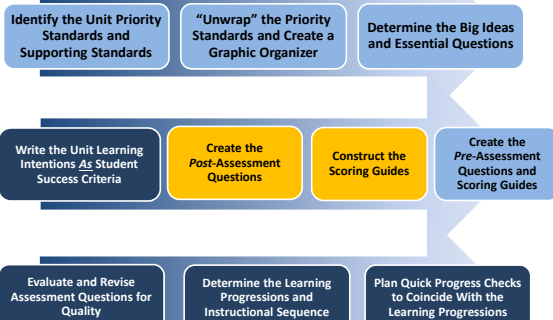
www.corwin.com/pd/common-formative-assessment-2.0.html

Click on "Examples of Design Step 4"

Ready to Write the Assessment Questions



CFA²⁰ The 10 Design Steps



Are Your Classroom Assessments



As Good As They *Could* Be?

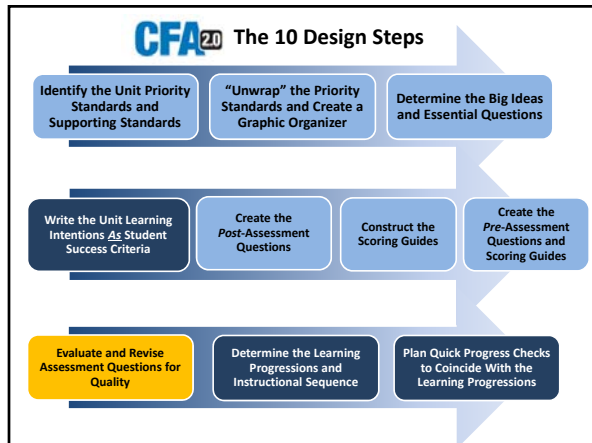
Assessment Is Inference Making

“Teachers use test (results) in order to make inferences about their students’ cognitive status. Once those score-based inferences have been made, the teacher then reaches instructional decisions based (at least in part) on those inferences. *Educational assessment revolves around inference making.*”

W. J. Popham, *Test Better, Teach Better*, 2003, p. 60

It’s All About Inferences

- How can we make **accurate inferences** about what students understand?
- Inferences are only as good as the **evidence** we collect.
- The **source** of that evidence must be of **high quality**.


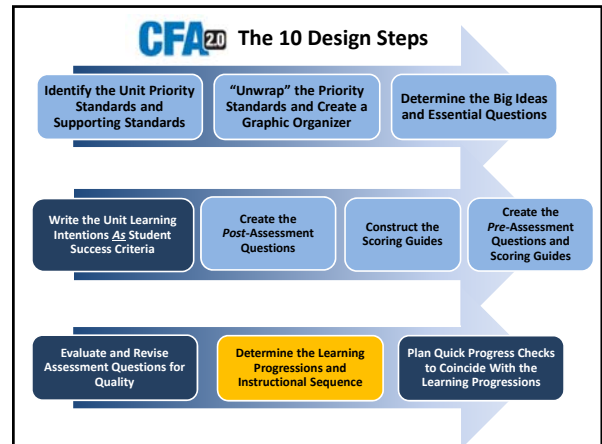


Quality Control Checks




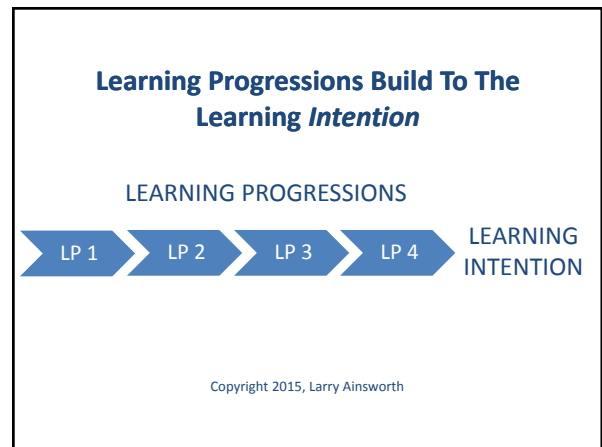
Learning Progressions

The Instructional Pathway to the Learning Intentions

Learning Progressions Defined

Learning progressions are the smaller, sequenced “building blocks” of instruction that lead students to understand the learning intentions. They help educators know *where and when* to adjust instruction.

Missing Links...




Learning Progressions

Guidelines

- You must be able to **assess each** learning progression.
- If the learning progression seems **too big**, **break it down** into two smaller ones.
- If the learning progression seems **too small**, **combine it** with another small one.
- Limit the total number** of learning progressions for each learning intention only to those that are **essential** for student understanding.

Quick Progress Checks

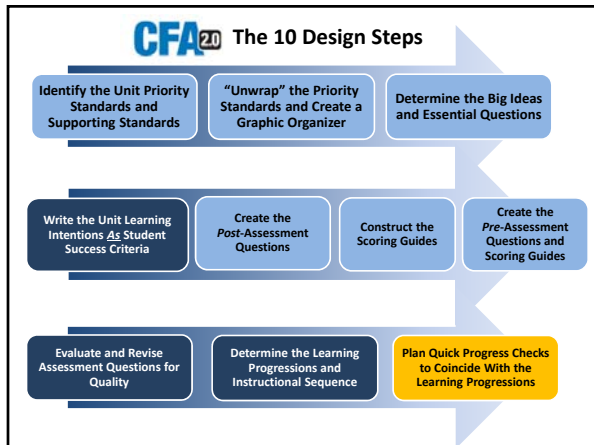


**Immediate Feedback
to Educators and Students**

Assessment *for* Learning


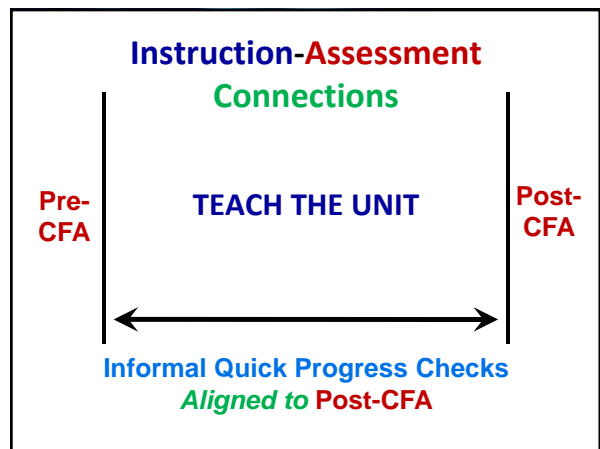
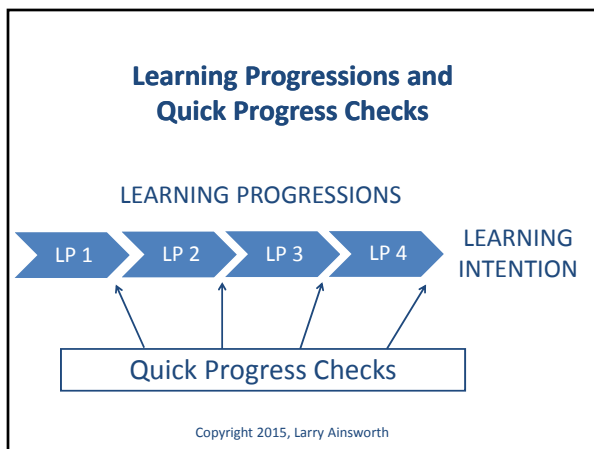
“Assessments *for* learning happen while learning is still underway. These are the assessments that we conduct ***throughout teaching and learning*** to diagnose student needs, plan for next steps in instruction, provide students with feedback they can use to improve the quality of their work, and help students see and feel in control of their journey to success.”

Stiggins, Arter, Chappuis, & Chappuis, *Classroom Assessment For Student Learning: Doing It Right—Using It Well*. 2006, p. 31.



Quick Progress Checks *Defined*

A quick, informal, ungraded check for student understanding needs to occur immediately after each learning progression. Planned in advance by the teacher team, quick progress checks provide *immediate feedback* to educators and students about students’ understanding of the learning progression and where to go next instructionally.

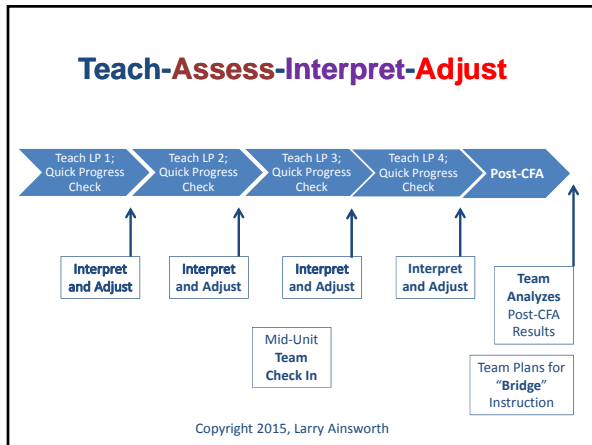
Feedback from CFAs and quick progress checks shows *students* how well they are proceeding in their understanding of the targeted learning intentions, and *where they need to go next*.



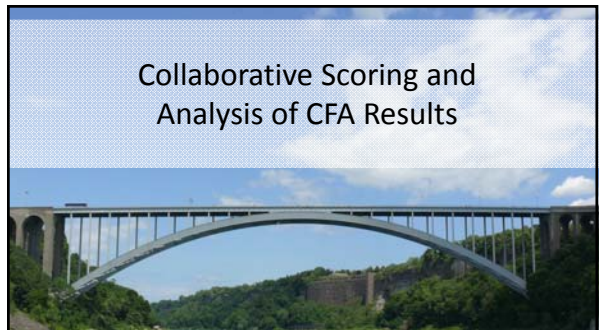
Adjusting Instruction and Learning Based on **FEEDBACK** From Quick Progress Checks



Teach-Assess-Interpret-Adjust

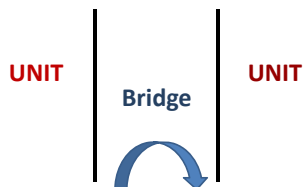


Collaborative Scoring and Analysis of CFA Results



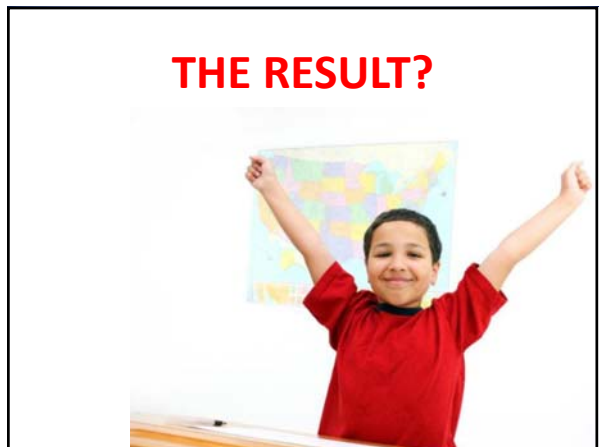
Planning for the "Bridge" Between Units


The "Bridge" Between Units



For **Remediation** and **Enrichment**

THE RESULT?





“Know Thy Impact”


“The ultimate requirement is for teachers to develop the skill of evaluating the effect they have on their students, that is, to ‘know thy impact’!”

Visible Learning, Session 2:
Gathering the Data, Key Messages



Teacher teams engage in the collaborative design of...

COMMON FORMATIVE ASSESSMENTS

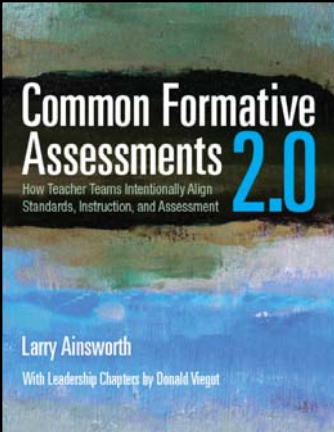


that move toward a focus on...

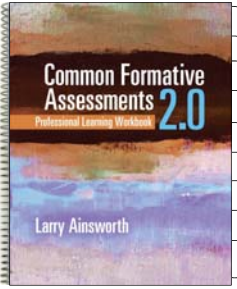
STUDENT-CENTERED ASSESSMENT

**Use CFAs to
“Know Thy Impact”**



Student responses to *high-quality* CFA questions provide educators with *credible evidence* as to the degree of their instructional effectiveness and their *impact* on student learning and achievement.



The Book and Workbook



Companion Resources

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