

Common Formative Assessment

SECOND EDITION

A TOOLKIT FOR PROFESSIONAL
LEARNING COMMUNITIES AT WORK®

Kim Bailey & Chris Jakicic
Foreword by Robert Eaker

Common Formative Assessment Book

Clemens Wendtner

Common Formative Assessment Book:

Common Formative Assessment Kim Bailey,Chris Jakicic,2011-10-11 Teams that engage in designing using and responding to common formative assessments are more knowledgeable about their own standards more assessment literate and able to develop more strategies for helping all students learn In this conversational guide the authors offer tools templates and protocols to incorporate common formative assessments into the practices of a PLC to monitor and enhance student learning

Common Formative Assessments Larry Ainsworth,Donald Viegut,2006-04-20 A powerful resource The authors clarify the terminology of assessment with painstaking precision and offer specific practical steps to help educators develop their assessment literacy Richard DuFour Educational Author and Consultant Highly recommended a clear and helpful guide to navigating the terrain of instruction assessment and standards Mike Schmoker Author Speaker and Consultant A powerful way of coping with accountability This important book lays out a game plan for coming up with an educationally defensible response to today's score boosting pressures W James Popham Professor Emeritus UCLA Graduate School of Education and Information Studies In this era of high stakes testing this book conveys the power of formative assessments as a means of improving student achievement by providing educators specific and timely information they can use to plan instruction Nancy Stark Education Manager of School Improvement and Literacy Connecticut State Department of Education Now you have powerful means to closely align curriculum instruction and assessment to the standards essential for student success You will learn how teams of teachers in the same content area or grade level can collaboratively develop test and refine common formative assessments in order to gain reliable and timely feedback on student progress The results provide teachers with critical insight into how well students are understanding the standards what changes are needed in instructional strategies and how to best meet the needs of every student This timely resource presents the big picture of an integrated standards based instruction and assessment system and offers instructional leaders and teacher teams guidelines for

- o Developing high quality common formative assessments
- o Aligning school based common formative assessments with district benchmarks and large scale summative assessments
- o Predicting likely student performance on subsequent assessments in time to make instructional modifications
- o Implementing and sustaining common formative assessments within the school's or district's assessment culture

This book is a must read for all educators and leaders committed to improving standards based assessment practices in their district school or classroom

Common Formative Assessment Kim Bailey,Chris Jakicic,2012 In Common Formative Assessment A Toolkit for Professional Learning Communities at Work authors Kim Bailey and Chris Jakicic argue that real improvement in student achievement can begin when teams tackle the task of writing and implementing common formative assessments They assert that teams that are engaged in designing using and responding to common formative assessments become more knowledgeable about their standards more assessment literate and able to develop more strategies for helping all students learn The authors use a comfortable conversational tone

to describe how to create and incorporate common formative assessments into the practices of a PLC to monitor and enhance student learning. They provide numerous accessible tools and templates for teams to adjust to suit their own needs and offer protocols with clearly listed steps educators can take to facilitate the formative assessment process. Chapter 1 provides an overview of the purpose, structure and workings of a professional learning community. The authors provide an explanation of how common formative assessments fit into the work of teams. Chapter 2 defines common formative assessments and explains where they along with other types of assessments fit in a balanced assessment system and provides schools with guidelines for designing these systems using assessment data effectively and efficiently. Chapter 3 explains how teams can approach the foundational work of identifying and using power standards as the starting point for creating common formative assessments. Chapter 4 guides teams through the process of unwrapping their power standards to reveal clear learning targets for instruction and formative assessment. Using a seven step process chapter 5 focuses on how to develop and design assessments for learning targets in a way that will provide accurate data and clear information to teachers and students. Chapter 6 provides tools and outlines steps for creating pacing guides and designing unit plans that respond to and incorporate assessments. Chapter 7 contains protocols teams can use to gather, organize and analyze data in a way that will best enable them to identify students' needs. Chapter 8 explores ways that teachers can involve students in the assessment process and encourage students to assume ownership of their own learning. Chapter 9 addresses how teams can continue to improve, stay motivated and sustain their efforts.

Common Formative Assessment Kim Bailey, Chris Jakicic, 2023-01-24

In the second edition of this pivotal work by Kim Bailey and Chris Jakicic you will discover updated and improved resources to use formative data to support higher levels of student learning. Data driven techniques and new tools will guide you in improving collaboration and student engagement throughout the assessment process. Teams can use the ideas, templates and protocols in this practitioner friendly resource. K-12 educators will identify successful assessment tools for implementation. Understand the role of assessments in advancing student learning. Reflect on assessment processes and the standards driving instruction. Access a wide variety of assessment designs and strategies for guiding collaboration. Utilize data driven jump start resources and templates that suit their teams' needs. Contents: Foreword by Robert Eaker. Introduction. Chapter 1: Getting Started as a Collaborative Team. Chapter 2: Setting the Stage for Common Formative Assessments. Chapter 3: Essential Standards Determining Priorities for Student Learning. Chapter 4: Achieving Collective Clarity With the Unwrapping Process. Chapter 5: Designing Quality Common Formative Assessments. Chapter 6: Going Deeper Advanced Processes for Designing Assessments. Chapter 7: Now What Using Data to Make a Difference. Chapter 8: Building Student Self Efficacy in Learning. Chapter 9: Strengthening and Sustaining the Work. Appendix Tools for Teams. References and Resources. Index.

Simplifying Common Assessment Kim Bailey, Chris Jakicic, 2016-11-07

Built on the process featured in *Common Formative Assessment* A Toolkit for PLCs at Work this book demonstrates how educators can develop effective and efficient assessments. The authors

simplify assessment development to give teacher teams the confidence to write and use team designed common formative assessments that help ensure all students master essential skills and concepts Design tasks and assessments that feature the greater rigor and complexity the new standards require Use assessment data to make adjustments that increase student learning Explore possible team structures and practices that foster successful use of common assessments Benefits Learn the different purposes that wide angle questions and close up questions serve in reaching assessment goals Understand different types of assessments and what the data gained from each of them can reveal about student learning Frame assessment and feedback methods to pursue the end goal of learning for all Use templates and protocols to unwrap essential learning standards create performance tasks plan appropriate assessments and analyze data Discover a road map that can help guide your work with common assessments Contents 1 Framing the Power of Assessment in Professional Learning Communities 2 Starting With the End in Mind 3 Considering Rigor and Complexity 4 Intentionally Planning of Instruction and Assessment 5 Writing Questions That Work 6 Using Data to Support Student Learning 7 Focusing on Feedback and Grappling With Grading 8 Using Common Formative Assessments in Less Traditional Settings Appendix Road Map for Implementing

Common Assessments **Common Formative Assessments 2.0** Larry Ainsworth,Donald Viegut,2014-11-14 Assessments that improve the speed and quality of learning fully updated for teacher teams In this expanded all new edition author Larry Ainsworth provides a system of intentionally aligned components standards instruction assessments and data analysis that all work together to improve student learning Readers will learn to Build the highway to aligned assessments Decide the learning intentions and student success criteria for a unit of study Evaluate and revise assessment questions for quality Plan the learning progressions for students to attain the learning intentions Create quick progress checks to coincide with the learning progressions Use assessment results as feedback to adjust instruction and student learning strategies Upgrade your CFAs using CFA 2.0 CFA 2.0 is so much more than assessment design It shows teachers how they can intentionally align standards instruction assessment and data analysis in every unit of study Common Formative Assessment Kim

Bailey,2023 **Common Formative Assessments** Ainsworth, Larry,Leadership and Learning Center,2008 **Common Formative Assessments for English Language Learners** Rachel Carrillo Syrja,2012 Common Formative Assessments for English Language Learners provides a model for teachers to develop high quality assessments both formative and summative that meet the language development level needs of ELL students The book guides teachers through a plan for aligning curriculum instruction and assessment to maximize ELL student achievement All that is needed states the author is the will and courage to turn the tide of achievement for every ELL student Handbook for Collaborative Common Assessments Cassandra Erkens,2019-05-31 When educators participate fully in the consistent and systematic process of collaborative common assessments teachers learners and schools all thrive A companion to the assessment book Collaborative Common Assessments by Cassandra Erkens this practical handbook presents measures teams can take to improve their collaborative

common assessments Each chapter features reflection questions as well as tools and protocols for implementing each phase of the process Use this practical handbook to improve your collaborative common assessment process Gain a deeper understanding of the collaborative assessment process Discover how to ensure the accuracy and reliability of collaborative common assessments in analyzing student assessment data Identify student misconceptions in the classroom to better plan educational interventions and collaborative instruction Answer reflection questions to ensure collaborative teams are concentrating on the right work Contents Introduction Teamwork Instruction Results Chapter 1 Foundational Concepts of Collaborative Common Assessment Chapter 2 Evidence and Research Supporting the Collaborative Common Assessment Process Chapter 3 The Preparation Phase Chapter 4 The Design Phase Chapter 5 The Delivery Phase Chapter 6 The Data Phase Chapter 7 The Re Engagement Phase Epilogue References and Resources

Fundamentals of Common Formative Assessments 2.0 Ecourse

Slimpack Larry B. Ainsworth,2016-04-15 **Leading and Learning About Corrective**

Instruction Dorie Davis Hall,2024-06-06 Learn how to provide students with timely and meaningful corrective instruction after analyzing their common formative assessment data Schools consistently require students to take common formative assessments but often grapple with what to do next School leaders recognize the need to respond to the data but may not have the time and resources readily available to support students who don t perform well Experienced educator Dorie Hall offers proactive and practical ways to help students who don t master the standards the first time they are assessed She infuses personal stories and subtle humor from her experiences implementing corrective instruction throughout her career Dorie describes in detail how to update your pacing guide revive your school improvement plan and use Hot Now data to quickly respond to students needs Written with district and school leaders teachers and instructional coaches in mind this book will equip you with action steps to easily put in place before and after your students next common formative assessment

Common Formative Assessment Drubas Poranba,2023-04-08 guide you in improving collaboration and student engagement throughout the assessment process Teams can use the ideas templates and protocols in this practitioner friendly resource

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How to Make Decisions with Different Kinds of Student Assessment Data Susan M. Brookhart,2015-12-07 In How to Make Decisions with Different Kinds of Student Assessment Data best selling author Susan M Brookhart helps teachers and administrators understand the critical elements and nuances of assessment data and how that information can best be used to inform improvement efforts in the school or district Readers will learn What different kinds of data can and cannot tell us about student learning What different analyses reveal about changes in student achievement How to interpret use and share relevant data and How to

create a model to go from problem to solution in a data based decision making process With easy to understand explanations supplemented by examples and scenarios from actual schools this book offers a path to better understanding more accurate interpretation of assessment results and most important more effective use of data to improve teaching and learning

Examining Common Formative Assessment in Middle School English Language Arts: Maximizing Collaborative Data Inquiry for Teacher and Student Success Cristina Meglich, California State University San Marcos. College of Education, Health and Human Services, 2014 The study evaluated teacher practices in middle school English language arts when teaching teams use common formative assessment to inform instruction Data for this study was collected through standards based testing measures of academic performance MAP content area team meeting notes for data inquiry steps in process and teacher feedback reflections The finding revealed that implementing common formative assessments creates a supportive learning structure for teachers while they evaluate student work reflect on teaching practices and plan future instruction through a collaborative process Furthermore the finding revealed that most teachers find the practice meaningful not only for raising student achievement but also for improving teaching and learning two pieces of the puzzle Based on the literature reviewed and research data for using common formative assessment in middle school English language arts teachers are better informed for planning differentiated instruction when using CFA and teaching teams participate in data based dialogue and reflection with their colleagues *The Teacher as Assessment Leader* Thomas R. Gusky, 2010-07-01 Discover how to improve student learning through the power of effective assessment and realize your power to transform education from inside the classroom Meaningful examples expert research and real life experiences illustrate the capacity and responsibility every educator has to ignite positive change Packed with practical strategies from expert practitioners for designing analyzing and using assessments this book shows how to turn best practices into usable solutions **The School Leader's Guide to Formative Assessment** Todd Stanley, Jana Alig, 2013-08-15 This user friendly guide shows school leaders how to use formative assessment to improve both student and teacher achievement With step by step information and practical examples this book will help you develop better assessments that will transform your school You will learn The advantages of formative assessment When and why to use formative assessment How to develop valid and reliable assessments How to mimic the state assessment schedule How to organize and use data effectively How to use data to develop teacher leaders The appendix features more than ten pages of handy reproducibles that will help you implement formative assessments immediately also available as free downloads www.routledge.com/9781596672468 A curriculum pacing guide A presentation template to explain formative assessment to your staff A non mastery report A class item analysis graph A class profile graph A student questionnaire and more Ahead of the Curve Douglas B. Reeves, 2009-11-01 This anthology brings the ideas and recommendations of many of the world's education leaders into one resource that illustrates the many perspectives on effective assessment design and implementation From involving students in the

assessment process to ensuring accuracy and applying assessments to English learners and students with special needs you will find compelling insights and proven strategies [Using Formative Assessment in the RTI Framework](#) Kay Burke,Eileen Depka,2011-09-20 RTI and formative assessment have the potential to positively impact student achievement Understand the basics of RTI and its connection to formative assessment and base instructional decisions on the results of effective formative assessment practices Learn how to adjust instruction to increase levels of student understanding and achievement with the information tools and techniques presented in this practical guide

Unveiling the Power of Verbal Art: An Mental Sojourn through **Common Formative Assessment Book**

In a world inundated with monitors and the cacophony of instantaneous connection, the profound power and psychological resonance of verbal artistry often fade in to obscurity, eclipsed by the regular assault of noise and distractions. However, set within the musical pages of **Common Formative Assessment Book**, a interesting work of fictional brilliance that impulses with organic thoughts, lies an remarkable journey waiting to be embarked upon. Penned by a virtuoso wordsmith, this enchanting opus instructions visitors on an emotional odyssey, softly revealing the latent possible and profound influence stuck within the elaborate web of language. Within the heart-wrenching expanse of the evocative examination, we shall embark upon an introspective exploration of the book is central subjects, dissect its fascinating writing design, and immerse ourselves in the indelible effect it leaves upon the depths of readers souls.

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