**Common Formative Assessment Cycle: A 4 Step Process**

**Step 1: Course Team CFA Planning Meeting(s)**

(Resource = Chapter 5 and p.107)

**GQ1 – What do we want our students to know and be able to do?**

* Decide what to assess.
  + Select Core Targets **“I can conjugate –ar, -ir, and –er verbs in the present tense.”**

**GQ2 – How do we know if our students are successful?**

* Decide how to assess core targets. **Juego de conjugaciones**
  + What method of assessment is appropriate to most effectively assess target mastery?
  + Create the Common Formative Assessment
* Decide when to administer assessment.
  + Timeline
  + Common Pacing
  + Align with Collaboration Days (see 2012-13 Collaboration Calendar)
* Decide proficiency criteria and data reporting method
  + How does our team determine proficiency (below, at, above)?
    - Exceeds proficiency – 9, 10
    - Meets – 7, 8
    - Below – 6 or below
  + How will the team determine if a student needs additional time and support, needs additional practice, or can benefit from enrichment?
    - Students earning a 6 or below will need additional time and support, practice, enrichment opportunities
  + How will the team effectively share this information with each other during the Data Review Meeting?
    - We will create an assignment (non-graded) in Infinite Campus for each class so that we can the number of students earning each score

**Step 2: Administer the Common Formative Assessment**

**Step 3: Course Team Data Review Meeting**

(Resource = Chapter 7, p.112-115)

**GQ2 – How do we know if our students are successful?**

* Each team member reviews and organizes student performance data individually (Preparation)
* Share & compile student performance data with team members (Preparation)
* Conduct a Data Review Meeting
  + Review and group the students who are Below Proficiency, At Proficiency, or Above Proficiency in each target assessed.
  + Share previous instructional methods that may have led to positive results.
  + Specifically review the students who are Below Proficiency.

**GQ3—How do we respond when students are not successful?**

* What can be gleaned through review of specific performance, student interview, or professional judgment?
  + - What new strategies can be used to help re-teach the Target?
    - What new practice or engagement does the student need to master the Target?
  + Specifically review the students who are At or Above Proficiency.
    - What new practice or enrichment will benefit them?

**Step 4: Responsive Teaching**

* Implement interventions, practice or enrichment to respond to student learning needs.
* Decide how and when to reassess students for target mastery.

**Remember, the goal of this entire process is to be a *Responsive Teacher.* As James Popham (2006) explains, “Educators need to realize that the research rationale for formative assessments is based on short-cycle assessments. Such rapid turnaround assessments yield results during a class period or in the midst of a multi-week instructional unit. If the results don’t get back in time for teachers to adjust instruction for the students being assessed, then it is not formative assessment.”**