Discovery School – Professional Learning Communities

Form B

CFA Creation
How will we know if students have learned the content?

1. Complete your deconstruction for the standard.
2. Choose the most effective learning targets to formatively assess.
   - Hard to teach? Hard to learn? Essential to know? Worth spending more instructional time?

Knowledge Level Targets	Reasoning Level Targets	Skill Level Targets	Product Level Targets
-Multiple Choice (can also be: select all that apply, HOT text, fill in the blank, select two, drop down, Part A & B, etc.)	-Multiple Choice (can also be: select all, fill in the blank, select two, HOT text, drop down, Part A & B, etc.) -Constructed Response with a rubric	-Multiple Choice (can also be: select all, fill in the blank, select two, HOT text, drop down, Part A & B, etc.) -Constructed Response with a rubric -Essay with rubric	-Product creation with a rubric Examples of Products: Essays Graphs Math Strategies

3) Gather your materials.
   - Proficiency maps, Pacing Guides, Blueprints, AzMERIT Item Specifications and Performance Level Descriptors, data from previous assessments, etc.
4) Use your available resources.
   - Released test items, ATI item banks, ReadyGen, myPerspectives, GoMath, Mobymax, problem-attic.com, etc.
5) Create your CFA.
   - Find or create problems that match your chosen learning targets.
     - Does the problem meet the AzMERIT Item Specifications? DOK? Item Format? Task Demands? Content Limits?
     - Does the problem meet the Performance Level Descriptors for *proficient* or *highly proficient*?
     - Will the problem give you enough specific information to know how to respond in the most effective and efficient manner? **Is it actionable?**
6) Determine how your team will commonly score the assessment. Create a scoring rubric, if necessary.
7) Fill out the CFA Analysis Form for your CFA.