

CFA Training/Information

Brookvale

January 24 Staff Meeting



Learning Outcomes

- Understand the purpose of formative assessments
- Understand the connection between unwrapped standards, learning targets, unit overview sheets, learning progressions, CFAs, and success criteria

Outcomes for Priority standards

- What do we want students to learn?

RL.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

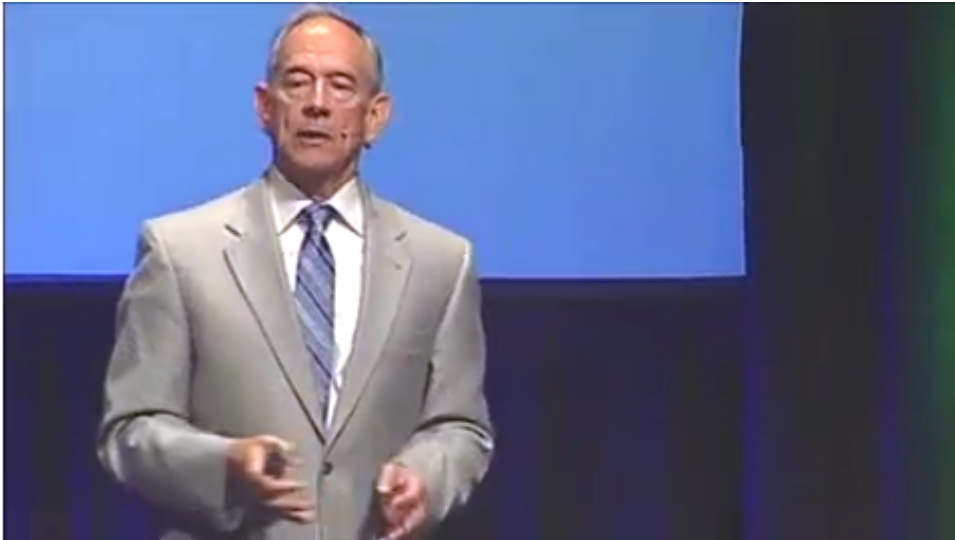
"Unwrapped" Skills (students need to be able to do)	"Unwrapped" Concepts (students need to know)	Bloom's Taxonomy Level	DOK

Learning Targets

Analyze how complex characters:

- develop over the course of a text
- interact with other characters
- advance the plot
- develop the theme

Common Formative Assessment



- [https://
www.global
pd.com/
search/
content/80](https://www.globalpd.com/search/content/80)



A Balanced Assessment System

	Classroom Quick Progress Checks	Common Formative Assessments	End of unit, course exams, final projects
Summative/ Formative	Most formative	More formative	More summative
Who creates/ chooses	Classroom teacher	Collaborative team	Collaborative team
When given	Daily throughout instruction	At least once per unit	End of unit or course
Purpose	To provide immediate feedback, inform instruction, identify regrouping	To respond to students who haven't learned yet; systemic intervention	To assess mastery of concepts in a unit or course

A Balanced Assessment System, continued

	Interim/ Benchmark	External Summative
Summative/ Formative	More summative	Fully summative
Who creates/ chooses	District teams of teachers	External experts
When given	One or two per year	Annually
Purpose	To assess district progress toward goals; program- level support	To measure district progress; accountability

Learning Targets are the Foundation

Learning Targets (example)

Analyze how complex characters develop over the course of a text; interact with other characters and advance the plot.

I can....

- Analyze how complex characters develop over the course of a text
- Analyze how complex characters interact with other characters
- Analyze how complex characters advance the plot



Learning
Progressions

Success
Criteria

Formative
assessments

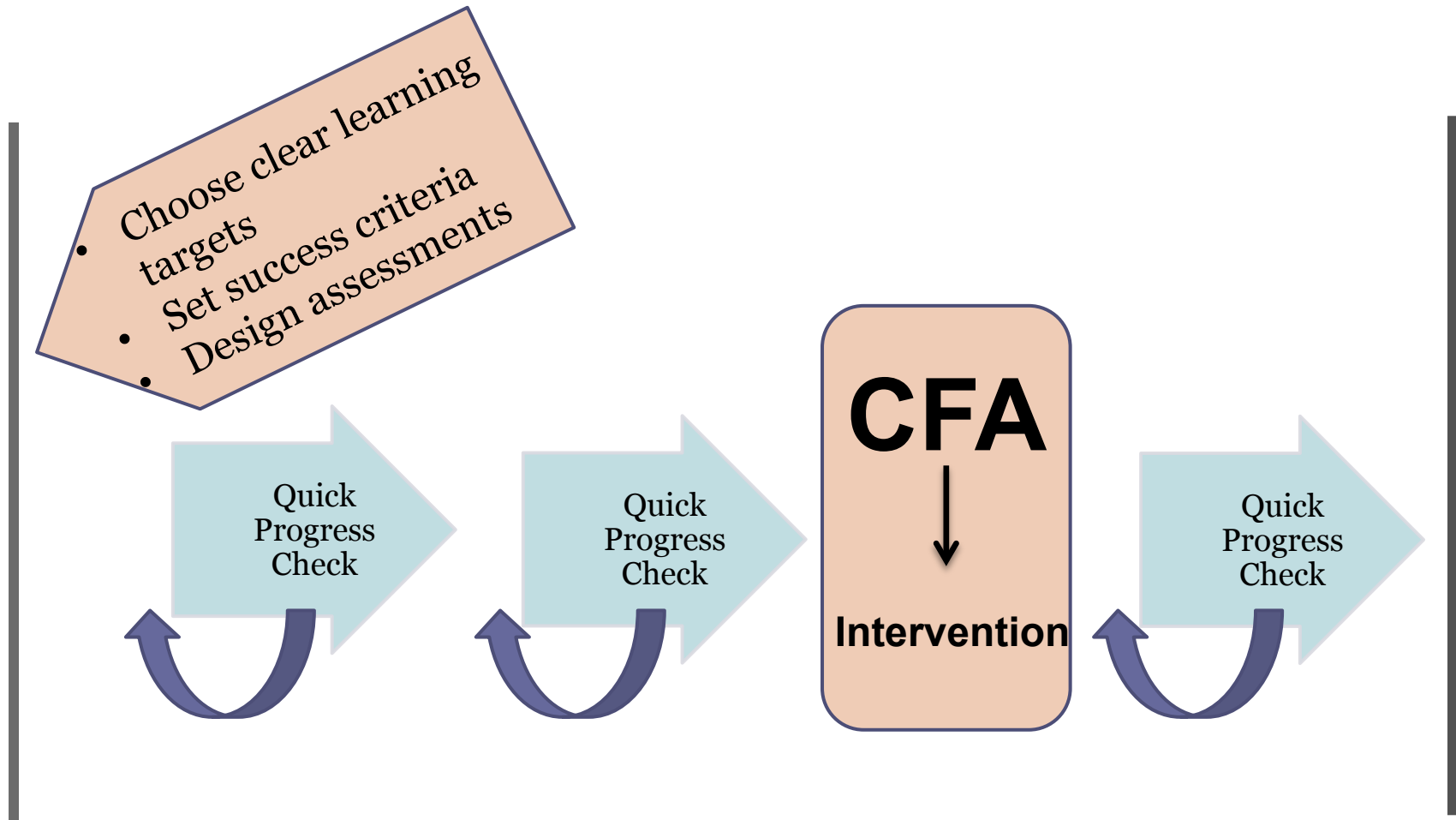
Learning Progressions - Knowing

- Learning targets ordered by level of complexity
 - DOK, Blooms, Hess matrix
 - Teaching progresses from simpler ideas to more complex

Success Criteria- Doing

- Learning targets stated in a way that allows them to be measured for mastery

How Does This Look in a Classroom?



Steps to Designing CFAs

1. Decide **WHAT** to assess (What to assess?)
2. Decide **HOW** to assess (What type of CFA?)
3. Define **MASTERY** (What mastery looks like?)
4. Plan **LOGISTICS**/ (When will assess?)

2. Decide How to Assess

Item Type	Examples	DOK	Scoring	Best for
Selected response	T/F, matching, multiple choice	1,2	Quick, little judgement required	Recall, single answers
Constructed response	Short answer, longer essays, math problem with shown work	2,3,4	Time consuming, requires calibration	Deeper understanding, complex ideas
Performance tasks	Models, presentations, group conversations	2,3,4	Can be time consuming, can require calibration	Physical tasks, procedures, complex connected ideas

Other Design Considerations

- Decide how many items
 - Scoring ease vs getting enough information
 - Amount of time to administer
- Decide on DOK level of items
 - Plan some at a lower level?
- Align with year-end tests
- *Validity*: the assessment measures the target
- *Reliability*: results are accurate in informing growth and proficiency
- Okay to use existing tests, projects, etc.—as long as they align to the specific learning targets



What would you do? Table talk!

You have taught these two learning targets. How would you assess student progress? Why? What do the assessments or products look like?

Analyze how complex characters:

- LT 1 - develop over the course of a text
- LT 2 - interact with other characters

3. Define Mastery

- Keep purpose in mind
 - Used to diagnose further learning needs
 - May only need “pass/not yet” level of performance
- Agree on success criteria
 - “What do we want kids to show us they can do?”
 - Connect directly to wording of learning targets
 - Consider DOK
- Discuss: What does proficiency look like?
 - How many correct items?

4. Plan the Assessment Logistics

- When will the assessment be given?
 - Common pacing, not lockstep teaching
- How will the data be collected?
 - Bring assessments for team scoring?
 - Bring scores?
- How will the data be analyzed?
 - Should make sense to the team and reflect their focus

Connecting to Unit Overview Sheets

Unit: Ecosystems			
Over the next three weeks, we'll be studying the ecosystems of the world. Specifically, we'll be exploring how species live and interact with each other, the factors that explain how ecosystems change over time, and how species adapt to their environments.			
Essential Questions:			
<input type="checkbox"/> How do plants survive and reproduce?	<input type="checkbox"/> What are photosynthesis and cellular respiration?	<input type="checkbox"/> How does energy flow through an ecosystem?	
<input type="checkbox"/> How do the non-living and living things in an ecosystem interact?	<input type="checkbox"/> How do biotic/abiotic factors influence habitats?	<input type="checkbox"/>	
Learning Target	Task 1	Task 2	Task 3
(1). I can explain how flowering plants survive and reproduce. This means I can correctly label the petals, sepals, stamens, anthers, and pistils on an illustration of a flower and detail the role that they play in the survival and reproduction of flowers. This also means that I can explain how plants use dormancy and tropism to help them to survive and thrive.			
Rate your own mastery of this learning target. Remember that your rating can change over time:			
New To Me ←————→ I Got This!			
(2). I can explain the role that photosynthesis and cellular respiration play in the survival of green plants. This means I can create a table that details the characteristics of both photosynthesis and cellular respiration.			
Rate your own mastery of this learning target. Remember that your rating can change over time:			
New To Me ←————→ I Got This!			

Learning Targets

Quick check or CFA results



Formative Assessment for Teachers



[https://
www.youtube.com/
watch?
v=h8OohQ32IIQ](https://www.youtube.com/watch?v=h8OohQ32IIQ)

Connecting the Concepts Activity!

- Draw a diagram that connects these words:
 - Unwrapped standards
 - Learning targets
 - Unit overview sheets
 - Learning progressions
 - Formative assessments
 - Common formative assessments
 - Success criteria



CFA PD Options

1. CFA Overview

- 1 hour
- Presented by Liaison at your school
- Outcome: understand the CFA process

2. CFA Development Workshop

- 2 hours
- Presented by C&I coaches + Liaisons at PD sites around district
- Outcome: PLC teams will develop a CFA and agree on when to give it and how to score it

- [Description document](#)