# Developing Common Formative Assessments 2.0

2 Semester Hours of
Graduate Credit

## About Corwin Advance

Corwin Advance courses are created from popular Corwin books in direct consultation with our author experts. Each course features learning and skills you can transfer to your classroom immediately, using video from classrooms showing strategies in action, along with interviews with authors, teachers, and students. All Corwin Advance courses are designed to support teacher license renewal and professional growth with the goal of improving outcomes for all students.

## Accessing the Course

To access your course you will need an Internet-connected device such as a computer, tablet, or mobile phone. Courses run within the following web browsers:

- Chrome
- Firefox (Extended Releases are not supported)
- Internet Explorer 11 (Windows only)
- Edge (Windows only)
- Safari 10 and 11 (Macintosh only)

For the best experience please ensure that your browser is up to date.

## Login

1. Go to https://corwin.instructure.com
2. Login with the email address and password you used to purchase the course.
3. If you don't remember the password you created, simply click Forgot Password? to reset it.

## Materials

All required readings and videos are included in the course as digital files, including content from:

Ainsworth, L. (2015). *Common formative assessments 2.0: How teacher teams intentionally align standards, instruction, and assessment.* Thousand Oaks, CA: Corwin.

## Course Description

This course focuses on ways educators, working in collaborative teams, can create their own common formative assessments (CFA) and implement them to interpret student understanding more correctly while adjusting their instruction accordingly to meet learner needs more effectively.

As part of this course, you will complete a series of design activities based on Larry Ainsworth's *Common Formative Assessments 2.0*, which will result in a comprehensive and actionable CFA plan for your setting. Videos within the course of collaborative teaching teams illustrate each of the CFA 2.0 design steps.

## Course Objectives

By the end of this course, you will be able to:

- Use the CFA 2.0 design steps to upgrade your own assessments
- Determine the learning intentions and student success criteria for a unit of study
- Evaluate and revise assessment questions for quality
- Plan learning progressions that enable students to attain learning intentions
- Create, revise, and improve common formative assessments

## Course Outline

This course is self-paced. However, if you are taking this course for graduate credit, please be aware of the due date of the final assignment as this must be met in order to receive credit.

## Key Dates

Many students find the courses most rewarding if they work through at a steady pace, setting aside dedicated time to take the course. Completing one module per week is a common goal.

| Module 1 | Why CFAs?<br>After completing this module you will be able to:<br>• identify the components of a quality CFA<br>• determine how you can construct or improve upon components of the CFA process in your work | 2.5 hrs<br>Typical time to complete |
|---|---|---|
| **Read** | Why Align Assessments? | |
| **Watch A** | CFA 2.0 | |
| **Watch B** | The Key Benefits of CFAs | |
| **Reflect and Create** | Setting Goals for CFA Design | |
| **Discuss** | Self-Assessment | |
| **Quiz** | The CFA Highway | Graded |
| **Reflect** | Putting Research Into Practice | |
| **Update Your Portfolio** | CFA in Practice | |

| Module 2 | Being Assessment Literate | | 2.5 hrs |
|---|---|---|---|
| | After completing this module you will be able to:<br>• describe how and why assessment literacy can benefit all educators<br>• demonstrate the importance of formative assessment<br>• distinguish between assessments *for* and *of* learning | | Typical time to complete |
| **Read** | Assessment Literacy 2.0 | | |
| **Watch A** | The Purpose of Assessment | | |
| **Watch B** | Introduction to CFAs | | |
| **Reflect and Analyze** | Assessment Inventory | | |
| **Discuss** | Shared Understanding of Terms | | |
| **Quiz** | Your Assessment Literacy | | Graded |

| Module 3 | The CFA Design Steps | | 2.5 hrs |
|---|---|---|---|
| | After completing this module you will be able to:<br>• define the ten steps of the CFA 2.0 design process<br>• discuss the role of performance tasks in assessing student understanding of unit learning intentions<br>• create a list of the benefits of CFAs | | Typical time to complete |
| **Read** | Overview of the CFA 2.0 Design Steps | | |
| **Watch** | The Fundamental Components of CFAs | | |
| **Analyze** | Get Ready to Design CFAs | | |
| **Discuss** | Performance Tasks | | |
| **Quiz** | Design Steps of CFA 2.0 | | Graded |

| Module 4 | Priority Standards and Learning Intentions | | 2.5 hrs |
|---|---|---|---|
| | After completing this module you will be able to:<br>• summarize the rationale for prioritizing standards<br>• analyze standards in order to identify Priority Standards, supporting standards and unit learning intentions<br>• preplan a unit of study by completing Step 1 of the Design Steps of CFA 2.0 | | Typical time to complete |
| **Read A** | The Rationale for Priority Standards | | |
| **Read B** | Learning Intentions and Success Criteria in Action | | |
| **Watch A** | Identifying the Unit Priority Standards and Supporting Standards | | |
| **Watch B** | Priority and Supporting Standards Defined | | |
| **Analyze, Identify and Create** | Complete CFA 2.0 Design Step 1 | | |
| **Discuss** | Prioritization, Not Elimination | | |
| **Quiz** | Getting Priorities Straight | | Graded |

## Module 5 — "Unwrapping" Big Ideas and Essential Questions

After completing this module you will be able to:
- "unwrap" the Priority Standards in order to complete Step 2 of the CFA design process
- create a graphic organizer with identified levels of rigor to support assessment design
- determine the Big Ideas and Essential Questions for a unit to complete Step 3 of the CFA design process

**2.5 hrs** Typical time to complete

| | | |
|---|---|---|
| **Read A** | Unwrapping Priority Standards | |
| **Watch A** | Unwrapping the Priority Standards and Creating a Graphic Organizer | |
| **Read B** | What's the Big Idea? | |
| **Watch B** | Determining the Big Ideas | |
| **Watch C** | Determining Essential Questions | |
| **Create** | Unwrapped Graphic Organizer | |
| **Discuss** | Rap About Unwrapping Standards | |
| **Quiz** | Design Steps 2 and 3 | Graded |
| **Project** | Determine the Big Ideas and Essential Questions | Submit for Grading |
| **Update Your Portfolio** | CFA 2.0 Steps 1 to 3 | |

## Module 6 — Finalizing Unit Learning Intentions

After completing this module you will be able to:
- write learning intentions
- develop success criteria for students that parallel unit learning intentions
- create a strategy for introducing success criteria to students

**2.5 hrs** Typical time to complete

| | | |
|---|---|---|
| **Read** | Unit Learning Intentions and Success Criteria | |
| **Watch** | Using Success Criteria and Learning Intentions | |
| **Reflect, Evaluate and Create** | Learning Intentions as Success Criteria in Your Classroom | |
| **Discuss** | Intentions of Learning Intentions | |
| **Quiz** | Design Step 4 | Graded |
| **Reflect** | Intentionality | |

## Module 7 — Writing Assessment Questions

After completing this module you will be able to:
- write multiple-format assessment questions aligned to the rigor of "unwrapped" concepts and skills
- discuss important guidelines that support the creation of the post-CFA

**2.5 hrs** Typical time to complete

| | | |
|---|---|---|
| **Read** | Writing Assessment Questions in Multiple Formats | |
| **Watch A** | Multiple-Choice Assessment Questions | |
| **Watch B** | Writing Selected-Response Questions | |
| **Watch C** | Writing Short Constructed Response Questions | |
| **Watch D** | Writing Extended Response Questions | |
| **Create and Analyze** | Writing Selected-Response Questions | |
| **Discuss** | Pros and Cons of Assessment Types | |
| **Project** | Constructed Response Questions | Submit for Grading |
| **Quiz** | Assessing Questions | Graded |

## Module 8 — Scoring Guides and Pre-Assessing

After completing this module you will be able to:
- identify the rationale for the expectations created in the scoring guide
- write scoring guides for the constructed response questions on the post-CFA
- summarize the key points regarding the design of a pre-CFA

**2.5 hrs** Typical time to complete

| | | |
|---|---|---|
| **Read** | Detailed Success Criteria | |
| **Watch** | Constructing the Scoring Guide | |
| **Analyze** | Scoring Guide and Success Criteria Alignment | |
| **Discuss** | Scoring Guide Considerations | |
| **Project** | Writing Scoring Guides | Submit for Grading |
| **Quiz** | Scoring Guide Design | Graded |
| **Update Your Portfolio** | Above and Beyond a Score | |

## Module 9 — Evaluating Quality of CFAs

After completing this module you will be able to:
- use established guidelines to evaluate quality of assessment questions
- revise CFA's based on assessment quality criteria

**2.5 hrs** Typical time to complete

| | | |
|---|---|---|
| **Read** | Design Step 8: Evaluating and Revising Assessment Questions for Quality | |
| **Watch** | Reviewing Selected-Response Questions | |
| **Evaluate** | Quality of CFA 2.0 Design | |
| **Discuss** | Support from Administrators | |
| **Quiz** | Quality Control | Graded |
| **Reflect** | Revision Plan | |

## Module 10 — Learning Progressions and Quick Progress Checks

After completing this module you will be able to:
- determine learning progressions to help students achieve unit learning intentions
- plan quick progress checks to coincide with learning progressions
- define the importance of feedback in the instruction-assessment-adjustment cycle

**2.5 hrs** Typical time to complete

| | | |
|---|---|---|
| **Read** | Learning Progressions and Quick Project Checks | |
| **Watch A** | Monitoring Progress | |
| **Watch B** | Using Assessment as Feedback | |
| **Create** | CFA 2.0 Design Steps 9 and 10 | |
| **Discuss** | Feedback Loops | |
| **Quiz** | Progression and Progress | Graded |
| **Update Your Portfolio** | Taking the Last Two Steps in the CFA 2.0 Design | |

| Module 11 | | CFA 2.0 Results | | |
|---|---|---|---|---|
| | | After completing this module you will be able to: <br> • describe how learning teams collaboratively score constructed-response questions <br> • summarize how teams use data analysis and apply results to successfully carry out the CFA 2.0 process | | **2.5 hrs** <br> Typical time to complete |
| **Read A** | | Collaborative Scoring and Analysis of CFA 2.0 Results | | |
| **Read B** | | Success Criteria for CFA 2.0 Design Teams | | |
| **Watch** | | CFA 2.0 Takeaway | | |
| **Evaluate** | | Verify Your CFA 2.0 Design | | |
| **Discuss** | | Building a Bridge | | |
| **Quiz** | | Purpose and Function of Collaboration | | Graded |

| Capstone | | |
|---|---|---|
| **Final Project** | Putting Together a CFA 2.0 Action Plan | Submit for Grading |
| **Final Reflect** | Effective Implementation of Common Formative Assessments | |
| **Update Your Portfolio** | CFA 2.0 in Action | |

## InTASC Standards Alignment

Our courses have been aligned to the InTASC Mode Core Teaching Standards that outline what all teachers across all content and grade levels should know and be able to do to be effective in today's learning contexts. You can also view alignment to other popular frameworks here.

| Standard | Covered in Modules |
|---|---|
| Standard 1: Learner Development | 1, 3–6, 10 |
| Standard 2: Learning Differences | 2 |
| Standard 4: Content Knowledge | 1, 3, 6–8 |
| Standard 6: Assessment | 1–11 |
| Standard 7: Planning for Instruction | 1–7, 10 |
| Standard 8: Instructional Strategies | 2, 3, 5–7, 10 |
| Standard 9: Professional Learning and Ethical Practice | 9, 11 |
| Standard 1: Learner Development | 1, 3–6, 10 |

## Course Policies

### Grading Policy and Rubric

| Letter Grade | % Grade |
|---|---|
| A | 94–100 |
| A- | 90–93 |
| B+ | 87–89 |
| B | 84–86 |
| B- | 80–83 |
| C+ | 77–79 |
| C | 74–76 |
| C- | 70–73 |
| *D\** | *65–69* |
| *F\** | *0–64* |

| Component | Percentage of Final Grade |
|---|---|
| Final Project | 45% |
| Module Projects | 35% |
| Module Quizzes | 20% |

*\*Students earning a D grade or below will not be eligible to receive a Certificate of Completion or graduate credit.*

### Assignment Resubmission Policy

Students receiving a non-passing grade in the course have one opportunity to re-submit a project assignment to improve their grade. To resubmit an assignment please work directly with your course facilitator; you have seven days from completion of the course to resubmit the assignment.

### Facilitation Model

Throughout your course experience, you will have a dedicated facilitator to answer questions and provide feedback on your submitted projects.  Your facilitator will respond to any questions within one business day. All submitted assignments will receive written feedback and grades within 5 business days of their submission date.

### Standards of Academic Integrity

Corwin Advance maintains high standards of academic integrity related to student academic performance in our courses. When enrolling in a Corwin Advance course you do so with the understanding and agreement to produce your own work, to submit assignments that you completed yourself, and to take quizzes and exams without the assistance of others. Course facilitators will enforce our Standards of Academic Integrity Policy and will report to Corwin all suspected violations. Read the full Standards of Academic Integrity Policy at the Corwin Advance Academic Integrity web page.

### University Graduate Credit & Transcript

If you select a course that is eligible for graduate credit, that credit will be awarded upon successful completion of the course by the university you select upon purchase. Upon successful completion Corwin will communicate your final grade to the university and you will be directed to the university to register and access your transcript. This could take 2–3 weeks depending on the university, though you will receive a Corwin Certificate of Completion upon completion of the course. For more details on Corwin Advance university partners visit our web page, or if you have questions, contact advancesupport@corwin.com.