

## An Introduction to Common Formative Assessments 2.0



### 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 introduces how 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.

## Course Objectives

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


- Identify the components of a quality CFA
- Describe how and why assessment literacy can benefit all educators
- Demonstrate the importance of formative assessment
- Distinguish between assessments *for* and *of* learning
- Discuss the role of performance tasks in assessing student understanding of unit learning intentions
- Create a plan for implementing a CFA with your colleagues

## 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.

<b>Module 1</b> 	<b>Why CFAs?</b>	After completing this module you will be able to: <ul style="list-style-type: none"><li>• identify the components of a quality CFA</li><li>• determine how you can construct or improve upon components of the CFA process in your work</li></ul>	<b>4.5 hrs</b> Typical time to complete
	<b>Focus</b>	Using Assessments	
	<b>Read</b>	Why Align Assessments?	
	<b>Watch A</b>	CFA 2.0	
	<b>Watch B</b>	The Key Benefits of CFAs	
	<b>Reflect and Create</b>	Setting Goals for CFA Design	
	<b>Discuss</b>	Self-Assessment	
	<b>Dialogue</b>	Sharing CFAs	
	<b>Quiz</b>	The CFA Highway	Graded
	<b>Reflect</b>	Putting Research Into Practice	
<b>Update Your Portfolio</b>	CFA in Practice		

## Module 2



### Being Assessment Literate

After completing this module you will be able to:

- describe how and why assessment literacy can benefit all educators
- demonstrate the importance of formative assessment
- distinguish between assessments *for* and *of* learning

**4.5 hrs**  
Typical time to complete

<b>Read</b>	Assessment Literacy 2.0	
<b>Watch A</b>	The Purpose of Assessment	
<b>Watch B</b>	Introduction to CFAs	
<b>Examine</b>	Conducting Formative Assessment	
<b>Reflect</b>	Becoming Assessment Literate	
<b>Discuss</b>	Shared Understanding of Terms	
<b>Dialogue</b>	Balanced Assessment System	
<b>Quiz</b>	Your Assessment Literacy	Graded
<b>Project</b>	Assessment Inventory	Submit for Grading
<b>Reflect</b>	Becoming Assessment Literate	
<b>Update Your Portfolio</b>	Your Assessment Literacy	

## Module 3



### The CFA Design Steps

After completing this module you will be able to:

- define the ten steps of the CFA 2.0 design process
- discuss the role of performance tasks in assessing student understanding of unit learning intentions
- create a list of the benefits of CFAs

**4.5 hrs**  
Typical time to complete

<b>Focus</b>	Your Assessment Design	
<b>Read</b>	Overview of the CFA 2.0 Design Steps	
<b>Watch</b>	The Fundamental Components of CFAs	
<b>Examine</b>	Common Formative Assessments: What's Missing?	
<b>Analyze</b>	Get Ready to Design CFAs	
<b>Discuss</b>	Performance Tasks	
<b>Dialogue</b>	The Benefits of CFAs	
<b>Quiz</b>	Design Steps of CFA 2.0	Graded
<b>Reflect</b>	Defining CFAs	
<b>Update Your Portfolio</b>	CFA Design Steps	

### Capstone

<b>Final Project</b>	Putting Together a CFA 2.0 Action Plan	Submit for Grading
<b>Final Reflect</b>	Effective Implementation of Common Formative Assessments	
<b>Update Your Portfolio</b>	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
Standard 2: Learning Differences	2
Standard 4: Content Knowledge	1, 3
Standard 6: Assessment	1-3
Standard 7: Planning for Instruction	1-3
Standard 8: Instructional Strategies	2, 3

## 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
<b>D*</b>	<b>65-69</b>
<b>F*</b>	<b>0-64</b>

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](mailto:advancesupport@corwin.com).