

Instructional Process Using Formative Assessments

You are coaching a marathon runner. You have the results of his last marathon in Portland which he completed in 4 hours and 45 minutes (*Summative Assessment*). The goal you have set together is to finish the upcoming marathon in 4 hours and 20 minutes, shaving nearly one minute per mile over the course of the race (*PowerStandard*).

In order to reach the goal, you developed a 3 month training schedule for your runner to follow prior to the race in order to achieve a 10 minute mile average during the race. (*Specific Measurable Attainable Realistic Timely—SMART Goal*)

In order to achieve this, you have decided to assess his progress at each mile, evaluate the time lapsed for both the previous mile and overall progress for the race to that point. (*Formative Assessment*)

At the 13th mile, you notice your runner is achieving only 11 minute miles and although he had faster times in the beginning, he will need some assistance in order to achieve the end time desired. (*Data Analysis*)

Along the way you make sure that your runner has plenty of water, you give him energy boosters and snacks, and post people along the route to encourage and recognize him by name. (*Interventions*)

At subsequent mile markers, you continue to monitor his progress and give him feedback as to how he is progressing toward his goal as well as what he has to do to finally achieve it. (*Opportunity to demonstrate learning after the intervention*)

Your runner picks up the pace and comes in for a final time of 4 hours, 23 minutes, very close to the goal you set together and a definite improvement over the last marathon. (*SUCCESS!*)

Professional Learning Communities

Tips for Developing Common Formative Assessments

- Decide upon a specific minimum number of common assessments to be used in your course or each subject area during this semester.
- Demonstrate how each item on the assessment is aligned to an essential learning of your course or grade level.
- Specify the proficiency standard for each Essential Learning Objective being assessed; for example, *“students must score at least 80 out of 100 possible points on each skill being assessed or at least 3 out of 5 possible points on our team’s rubric.”*
- Clarify the conditions for administering and scoring the assessment consistently in each classroom.
- Assess a few Essential Learnings frequently rather than assessing many learnings infrequently.



Teach, Reach & Inspire

Professional Learning Communities

Developing Formative Assessments Together:

1. Determine the standard(s) or learning essential(s) to be assessed (**be specific and focused**).
2. Agree on the format for the assessment and create the content.
3. Settle on a date the test is to be given.
4. Establish a proficiency standard (**what score will tell us that a student has learned what we want them to**).
5. Agree on administration and scoring procedures (**acceptable answer variations, team rubric, etc.**).
6. Discuss how the data will be compiled and used (**In what ways would you like to see the data: overall progress, question groupings, by standard or learning essential, etc.**).

Team: _____

Assessment Date: _____

Standard(s) being assessed:	
Assessment Format: <i>(attach a copy or describe here)</i>	
Administration and scoring procedures: <i>(attach a copy of rubric if used)</i>	
Proficiency Score:	
What will the resulting data look like? <i>(question groupings, overall, etc.)</i>	
Support or intervention for those who do not reach the proficiency score: <i>(to be filled in when data is gathered and analyzed)</i>	