

Pathways for Critical Question Two

Creating Common Formative Assessments	Analyzing Student Work	Analyzing Assessment Data
When will you deliver your next CFA?	What student work samples did you bring to discuss as a team?	What assessment data did you bring to discuss as a team?
What targets will you address in this CFA?	Find examples of student work you deem proficient. What makes them proficient? Do you all agree?	What are the proficiency rates of each target in individual classrooms?
What targets from previous instruction do you need to reassess?	Look at papers of students who are not proficient. Are there common misconceptions or mistakes? How can you correct those misconceptions or mistakes?	What are the overall team proficiency rates for each target you assessed?
At what DOK levels do you expect students to master the target? Do the CFA questions match this expected level of DOK?	Look at the questions most students got wrong. What are the patterns among the wrong answers? How can you correct the misconceptions or mistakes?	Are proficiency levels higher in some classes than in others? Why? How can you transfer that success to other classes?
What question types will best measure the students' mastery at the required DOK level? Are these included in your assessment?	Did some groups outperform others? Why? How can you transfer that success to other groups?	Which questions did the students most often get wrong? Why? What are the patterns among the wrong answers? How can your team correct the misconceptions or mistakes?
Are there enough items per target to accurately measure the student's level of mastery?	What connections can you make between student performance and instructional strategies?	What connections can you make between student performance and instructional strategies?
Do your multiple-choice items include distractors that will help you identify specific misconceptions?	How will your team address targets that need additional whole-class instruction?	How will your team address targets that need additional whole-class instruction?
When will you analyze the CFA data as a team?	Which students need interventions on which targets? What is your plan for providing those students with additional instruction?	Which students need interventions on which targets? What is your plan for providing those students with additional instruction?
	What should your next steps be as a classroom teacher? As a team?	What adjustments do you need to make to the assessment?