

Common Formative Assessment Team Creation Protocol

Instructions: Follow the steps to create an assessment that is quick to administer, appropriate for the allotted time, and easy to score.

1. Locate identified priority standards and learning targets from the learning block plan.
2. Write the assessment about one to three learning targets and plan the assessment before the learning block.
3. Evaluate the cognitive demand levels of each learning target, select the best strategy for assessing the target (selected response, constructed response, a combination, or performance task), and align the assessment to the rigor of the standard.
4. Create assessment items that match the level of thinking of the learning targets (align each item to the level of demand of the learning target).
5. Agree on what mastery will look like for each item, each target, and the overall assessment, with clear success criteria.
6. Ensure the common formative assessment meets the following criteria: one or two constructed-response items, two to four selected-response items, or a combination of both. This ensures the common assessment is short, and teachers can score quickly.
7. Arrange assessment items as a cohesive, neat, organized, and easy-to-read assessment. It should include clear directions and assessment items, as well as adequate space to write and solve problems. Write the learning target on the assessment.

Tips for Creating a Common Formative Assessment

For multiple-choice items when students choose the correct answer:

- Write quality question stems.
 - + Write the stem at the lowest reading level possible.
 - + Make the problem in the stem clear to students.
 - + Do not give away the answer in the stem.
 - + State the whole question.
 - + Avoid using negatives.
 - + If you use *most likely* and *best*, emphasize the words so students understand the question.
- Write quality multiple-choice answers.
 - + Each answer should be reasonable.
 - + Write only one correct answer.
 - + Keep response items brief.
 - + Answers should be parallel in length and grammatical construction.
 - + Limit use of *all* or *none of the above*.
 - + Use *always* and *never* with caution.
 - + Avoid clues in the answer that give away the correct response.
 - + Questions do not have to have the same number of responses.

Tips for Creating a Common Formative Assessment

For constructed-response items when students answer open-ended questions or solve problems that require learners to write out their answers:

- Be clear with expectations and instructions.
- Write the question at the easiest reading level.
- Provide success criteria for mastery.
- Choose the correct stimulus (or information you provide to students before you ask a question; for example, text to analyze for English language arts; maps or tables in social studies; or tables in mathematics); the stimulus must align with the learning target and be at the appropriate reading level and length.
- Provide adequate space for a response.
- Specify the form of the desired response, avoiding options within the question.

For performance assessments where students perform their learning or create a product:

- Determine the focus of the performance assessment and what the students must demonstrate.
- Align the assessment to the priority standard of the learning block.
- Create performance assessments that ask students to apply their learning and explain what they created.
- Create success criteria to describe the expectations of mastery.