

TEAMS Process Protocol for Building Common Formative Assessments

Teams engage in the following actions. Use the “Building an Assessment Plan by Learning Target: Critical Question Two (Show)” and “TEAMS Process Template: Building Common Formative Assessments” tools to support your work.

1. **Name** the unit by genre or focus, and list the essential standards that will be assessed and the date of the summative unit assessment. Determine the tentative dates for common formative assessments within the unit.
2. **Pace** the teaching, assessing, and response to each learning target within the essential literacy standard by deciding how many days of instruction will be dedicated to each of the learning targets and which learning targets will be included on the common formative assessments.
3. **Align** with available assessment blueprints or released assessment items for expectations of rigor, text complexity, and academic vocabulary and models of assessment questions.
4. **Format** the assessment, choosing the most appropriate method or design in order to have the best opportunity to gain insight on student learning and provide feedback.
5. **Select** appropriate texts to be used if assessing for comprehension, specifically evaluating the text complexity and purpose to be sure students can access the text and show what they comprehend.
6. **Create** or curate the common formative assessment, building the questions, answer stems, tasks, or prompts, or collectively determining which premade or prepublished assessment meets the agreed-on criteria and if it needs to be adapted in any way.
7. **Review** the assessment by having all teachers on the team take the test as if they were students to identify any possible edits or revisions. Have teachers determine the *best* answer choice as a key and the best *incorrect* answer to explain why students would make the error.
8. **Refine** and revise as necessary. Assign individual team members action steps and a timeline for completion if necessary before publishing the assessment.
9. **Determine** how to score the assessment by creating a checklist, proficiency scale, or rubric with clearly articulated success criteria.
10. **Calibrate** the scoring guide, and proactively determine how to assign points, give credit, or make determinations of proficiency. How will the team manage accommodations for students with IEP or 504 eligibility? Will other literacy skills such as grammar and punctuation be measured on this assessment?