

## Common Formative Assessment Planning Guide

Content Area:	
Grade/Course:	
Unit of Study:	
<b>Step One:</b> Identify a priority standard and decide which concepts and skills you want to assess.	
<b>Step Two:</b> Consider the DOK level and proficiency expectations. Select the type of assessment.  <input type="checkbox"/> Constructed-response <input type="checkbox"/> Selected-response <input type="checkbox"/> Performance assessment <input type="checkbox"/> Other	
<b>Step Three:</b> Develop the plan of assessment.  <ul style="list-style-type: none"><li>• How many questions will we use? _____</li><li>• How long will it take to administer the assessment? _____</li><li>• When will we schedule the assessment? _____</li><li>• When will we schedule the data analysis meeting to discuss the data and next steps? _____</li></ul>	
<b>Step Four:</b> Create the assessment and rubric/answer key.	

- Select an authentic task designed to assess their ability to apply standard-driven knowledge and skills to real-world challenges.
- Ensure that there is a question for each concept/skill you agreed upon.
- Review and agree upon the criteria for proficiency.
- Agree upon the rubric/answer key to be used.

**Step Five:** Agree to your collective commitments.

- Utilization of test prep/study guides/grading expectations
  - What is the weight of the grading/scoring? \_\_\_\_\_
  - What is the point value of each question? \_\_\_\_\_
- Administer the assessment within the agreed upon timeframe.
- What information are you going to need to bring to the data analysis meeting?
  - Copy of the assessment/answer key/rubric
  - Scored assessment
  - Other? \_\_\_\_\_

**Learning  
Commitment**

By \_\_\_\_\_ (date), \_\_\_\_\_ (percentage) of my students will have demonstrated proficiency in \_\_\_\_\_ (skill set/ concept/standard) based on data from our team-created Common Formative Assessment.

