3.6 Samples of Exemplars and Learning Expectations/Standards of Performance

See 3.1 Curriculum Guides, Curriculum Frameworks, and Grading Parameters

APPENDIX M

Success Criteria for
CFA 2.0 Design Teams

The descriptors are preceded by a check box, so teams can check the criteria that are already included and highlight any that are missing and need to be added. Teams that can verify that all success criteria are represented in their CFAs will know they have created a quality assessment.

For each of the ten design steps, the corresponding chapter of *Common Formative Assessments 2.0* is indicated in parentheses.

The alphabetized key in the box refers to the specific components in the CFA 2.0 process. These abbreviations appear in the success criteria below.

BI: Big Idea

EQ: Essential Question

LP: Learning Progression

QPC: Quick Progress Check

PS: Priority Standards

SS: Supporting Standards

SSC: Student Success Criteria

ULI: Unit Learning Intention

UPS: "Unwrapped" Priority Standards

SUCCESS CRITERIA FOR POST-CFA

Step 1: Identify the Unit Priority Standards and Supporting Standards (Chapter 4)

✓ List full text of PS in bold type preceded by proper coding

✓ List full text of SS in regular type preceded by proper coding

✓ Limit total number of standards to sharply focus unit instruction and assessment

Comments

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Step 2: "Unwrap" the Priority Standards and Create a Graphic Organizer (Chapter 5)

✓ Underline teachable concepts (nouns, noun phrases) and CAPITALIZE skills (verbs)

✓ Create graphic organizer for "unwrapped" concepts, skills, and levels of cognitive rigor:

   ✓ Make connections explicit between skills and concepts (e.g., ANALYZE author's point of view; SOLVE real-world mathematical problem)

   ✓ Assign approximate level of the revised Bloom's Taxonomy (1–6) and Webb's Depth of Knowledge (1–4) to each concept–skill pair

   ✓ Include *all* "unwrapped" concepts and skills from PS only

Comments

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Step 3: Determine the Big Ideas and Essential Questions (Chapter 5)

Big Ideas:

   ✓ Three to four key understandings students discover on their own

   ✓ Topical statements specific to unit UPS, not broad generalizations

   ✓ Derived from UPS, not curriculum materials

   ✓ Written as sentences, not phrases

   ✓ Convey long-term benefit for learning

   ✓ Represent desired student responses to teacher's EQs

Essential Questions:

   ✓ Represent comprehensive list of ULIs and SSC for unit of study

   ✓ Require higher-level thinking skills to answer

   ✓ Written as "one-two punch" questions when appropriate

   ✓ Engaging for students

   ✓ Will lead students to discover corresponding BIs

Comments

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Step 4: Write the Unit Learning Intention as Student Success Criteria (Chapter 6)

✓ Review the PS, SS, UPS, EQs, and BIs on the design template; confirm these as your comprehensive set of ULIs

✓ Confirm the unit vocabulary as part of your ULIs

✓ Write the comprehensive set of ULIs *as* SSC in a three-column SSC chart on the design template:

   ✓ Write EQs under provided performance statement in Column 1

   ✓ Write UPS under provided performance statement in Column 2

   ✓ Write unit vocabulary under provided performance statement in Column 3

✓ Add student-friendly version of the UPS in middle column, if needed

✓ Confirm SSC represent *all* unit ULIs to be assessed on CFAs

Comments

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Step 5: Create the Post-Assessment Questions (Chapter 7)

✓ Include blend of selected-response questions (multiple-choice) and constructed-response questions (short-response, extended-response, Big Idea responses)

✓ Directly align all questions to UPS and levels of cognitive rigor on graphic organizer

✓ Include proper academic vocabulary, not simplified terms

✓ Write multiple-choice questions to include stem, correct/best answer, and three distracters

✓ Provide distracter analysis for each multiple-choice question

✓ Write appropriate number of short-response questions

✓ Provide commentary or solution statement for each question

✓ Create one extended-response question that aligns to most, or all, SSC Provide commentary or solution statement for extended-response question Write directions for students to provide BIs in response to EQs

✓ Double check: make sure all questions collectively address all SSC

Comments

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Step 6: Construct the Scoring Guides (Chapter 8)

✓ Prepare answer key for selected-response questions

✓ Decide number and names of performance levels

✓ Write criteria for "achieving" and "exceeding" performance levels

✓ Use objective wording only; no vague, subjective terms open to multiple interpretations

✓ Include combination of quantitative and qualitative criteria

✓ Write criteria directly matched to directions in assessment question

✓ Create *task-specific* scoring guides for short-response questions

✓ Create *task-specific* scoring guide for the extended-response question

✓ Create *generic* scoring guide for students' BI responses to EQs

Comments

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Step 7: Create the Pre-Assessment Questions and Scoring Guides (Chapter 8)

✓ Decide whether pre-CFA will be aligned or "mirrored"

✓ Select/copy questions from post-CFA or create new ones

✓ Decide whether to use same or different reading passage

✓ Decide whether to use same or different math problems

✓ Copy/create answer key for selected-response questions

✓ Copy/create scoring guides for constructed-response questions

Comments

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Step 8: Evaluate and Revise Assessment Questions for Quality (Chapter 9)

✓ Confirm direct alignment of questions to all unit SSC

✓ Confirm direct alignment of questions to UPS and levels of cognitive rigor

✓ Check questions for validity, reliability, and absence of bias

✓ Ensure all questions meet established guidelines for quality; revise as needed

✓ Check questions for clear, concise language

✓ Confirm questions will produce credible evidence of student learning

✓ Confirm student feedback will yield accurate inferences about student learning

✓ Ensure proper academic vocabulary, not simplified terms

✓ Confirm alignment to formats, language, vocabulary of external, large-scale assessments

Comments

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Step 9: Determine the Learning Progressions and Instructional Sequence (Chapter 10)

- ✓ Confirm that LPs reflect Popham's four steps for determining learning progressions:

    - Step 1: Acquire a thorough understanding of the target curricular aim.

    - Step 2: Identify all requisite precursory subskills and bodies of enabling knowledge.

    - Step 3: Determine whether it's possible to measure students' status with respect to each preliminarily identified building block.

    - Step 4: Arrange all building blocks in an instructionally defensible sequence.

- ✓ Review each set of LPs leading to a specific ULI; revise as needed

- ✓ Review the *number and size* of LP "building blocks" planned for each ULI; revise as needed

Comments

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Step 10: Plan Quick Progress Checks to Coincide With Learning Progressions (Chapter 10)

- ✓ Review each QPC to ensure it matches related LP; revise as needed

- ✓ Reconfirm insertion points of QPCs within each set of LPs

- ✓ Make sure each QPC clearly states what students are to do

- ✓ Confirm that student responses to QPCs will make accurate inferences possible and inform instructional next steps

Comments

_____

_____

_____

_____

APPENDIX M

Success Criteria for
CFA 2.0 Design Teams

The descriptors are preceded by a check box, so teams can check the criteria that are already included and highlight any that are missing and need to be added. Teams that can verify that all success criteria are represented in their CFAs will know they have created a quality assessment.

For each of the ten design steps, the corresponding chapter of *Common Formative Assessments 2.0* is indicated in parentheses.

The alphabetized key in the box refers to the specific components in the CFA 2.0 process. These abbreviations appear in the success criteria below.

BI: Big Idea

EQ:Essential Question

LP: Learning Progression

QPC: Quick Progress Check

PS: Priority Standards

SS: Supporting Standards

SSC: Student Success Criteria

ULI: Unit Learning Intention

UPS:"Unwrapped" Priority Standards

SUCCESS CRITERIA FOR POST-CFA

Step 1: Identify the Unit Priority Standards and Supporting Standards (Chapter 4)

✓ List full text of PS in bold type preceded by proper coding

✓ List full text of SS in regular type preceded by proper coding

<mark>Limit total number of standards to sharply focus unit instruction and assessment</mark>

Comments
Most of the criteria have been met. Please note that check mark (√) indicates criteria achieved. <mark>Yellow highlighting indicates criteria needs to be addressed in the CFA</mark>

Step 2: "Unwrap" the Priority Standards and Create a Graphic Organizer (Chapter 5)

- ✓ Underline teachable concepts (nouns, noun phrases) and CAPITALIZE skills (verbs)

- ✓ Create graphic organizer for "unwrapped" concepts, skills, and levels of cognitive rigor:

- ✓ Make connections explicit between skills and concepts (e.g., ANALYZE author's point of view; SOLVE real-world mathematical problem)

- ✓ Assign approximate level of the revised Bloom's Taxonomy (1–6) and Webb's Depth of Knowledge (1–4) to each concept–skill pair

- ✓ Include *all* "unwrapped" concepts and skills from PS only

Comments

All criteria have been met. Bulleted graphic organizer makes the content to be taught and assessed very clear.

Step 3: Determine the Big Ideas and Essential Questions (Chapter 5)

Big Ideas:

> Three to four key understandings students discover on their own

> Topical statements specific to unit UPS, not broad generalizations

- ✓ Derived from UPS, not curriculum materials

- ✓ Written as sentences, not phrases

- ✓ Convey long-term benefit for learning

> Represent desired student responses to teacher's EQs

Essential Questions:

> Represent comprehensive list of ULIs and SSC for unit of study

- ✓ Require higher-level thinking skills to answer

- ✓ Written as "one-two punch" questions when appropriate

- ✓ Will lead students to discover corresponding BI

- ✓ Engaging for students

Comments

The Essential Question you have crafted seems most relevant to encompass two of the three branches of government. Could you also include the judicial branch? It might also be helpful to have a BI and an EQ for each standard.

Step 4: Write the Unit Learning Intention as Student Success Criteria (Chapter 6)

- ✓ Review the PS, SS, UPS, EQs, and BIs on the design template; confirm these as your comprehensive set of ULIs

- ✓ Write the comprehensive set of ULIs *as* SSC in a three-column SSC chart on the design template:

  <mark>Confirm the unit vocabulary as part of your ULIs</mark>

- ✓ Write EQs under provided performance statement in Column 1

- ✓ Write UPS under provided performance statement in Column 2

- ✓ Write unit vocabulary under provided performance statement in Column 3

- ✓ Add student-friendly version of the UPS in middle column, if needed

- ✓ Confirm SSC represent *all* unit ULIs to be assessed on CFAs

Comments

You have noted many vocabulary words. Are there more you might derive from the standard?

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Step 5: Create the Post-Assessment Questions (Chapter 7)

- ✓ Include blend of selected-response questions (multiple-choice) and constructed-response questions (short-response, extended-response, Big Idea responses)

  <mark>Directly align all questions to UPS and levels of cognitive rigor on graphic organizer</mark>

- ✓ Include proper academic vocabulary, not simplified terms

- ✓ Reflect formats, language, vocabulary of external, large-scale assessments

✓ Write multiple-choice questions to include stem, correct/best answer, and three distracters

Provide distracter analysis for each multiple-choice question

✓ Write appropriate number of short-response questions

✓ Provide commentary or solution statement for each question

Create one extended-response question that aligns to most, or all, SSC

✓ Provide commentary or solution statement for extended-response question

Write directions for students to provide BIs in response toEQ

Double check: make sure all questions collectively address all SSC

Comments
You have an excellent start on the assessment. Just be sure to make sure you address all the priority concepts and skills in the assessment. Use the "unwrapping" as a way to check off this in your assessment and be sure to match the rigor.

Be sure to include student directions that will also be reflected in the scoring guides.

Step 6: Construct the Scoring Guides (Chapter 8)

✓ Prepare answer key for selected-response questions

Decide number and names of performance levels

Write criteria for "achieving" and "exceeding" performance levels

✓ Use objective wording only; no vague, subjective terms open to multiple   interpretations

Include combination of quantitative and qualitative criteria

Write criteria directly matched to directions in assessment question

Create *task-specific* scoring guides for short-response questions

Create *task-specific* scoring guide for the extended-response question

Create *generic* scoring guide for students' BI responses to EQs

Comments
At this point in time, you have bolded the correct responses for selected response

Step 7: Create the Pre-Assessment
Questions and Scoring Guides (Chapter 8)

Decide whether pre-CFA will be aligned or "mirrored"

Select/copy questions from post-CFA or create new ones 🎬

Decide whether to use same or different reading passage 🎬

Decide whether to use same or different math problems 🎬

Copy/create answer key for selected-response questions

Copy/create scoring guides for constructed-response questions

Comments

Once the post assessment is completed, this will be you next task. The remaining steps in the appendix will also provide guidance.

Step 8: Evaluate and Revise
Assessment Questions for Quality (Chapter 9)

Confirm direct alignment of questions to all unit SSC

Confirm direct alignment of questions to UPS and levels of cognitive rigor

Check questions for validity, reliability, and absence of bias

Ensure all questions meet established guidelines for quality; revise as needed

Check questions for clear, concise language

Confirm questions will produce credible evidence of student learning

Confirm student feedback will yield accurate inferences about student learning

Ensure proper academic vocabulary, not simplified terms

Confirm alignment to formats, language, vocabulary of external, large-scale assessments

Comments

Step 9: Determine the Learning
Progressions and Instructional Sequence (Chapter 10)

➥ Confirm that LPs reflect Popham's four steps for determining learning progressions:

Step 1: Acquire a thorough understanding of the target curricular aim.

Step 2: ==Identify all requisite precursory subskills and bodies of enabling knowledge==.

Step 3: Determine whether it's possible to measure students' status with respect to each preliminarily identified building block.

Step 4: ==Arrange all building blocks in an instructionally defensible sequence.==

Review each set of LPs leading to a specific ULI; revise as needed

Review the *number and size* of LP "building blocks" planned for each ULI; revise as needed

Comments
Look once again at the "unwrapped" standards and a couple of short constructed response items to double check if you have met the highlighted criteria.

Step 10: Plan Quick Progress Checks to
Coincide With Learning Progressions (Chapter 10)

Review each QPC to ensure it matches related LP; revise as needed

Reconfirm insertion points of QPCs within each set of LPs

Make sure each QPC clearly states what students are to do

Confirm that student responses to QPCs will make accurate inferences possible and inform instructional next steps

Comments