

Planning Template for Common Formative Assessments

Directions: Record your topic and “unwrapped” matching standards below.

First Draft

Grade Level or Course

Authors

School/District/City/State

Assessment Topic

Matching Priority Standards List two to three standards by number and include the full text here. Then “unwrap” to identify what students need to know and be able to do. Underline the concepts (important nouns or noun phrases) and circle or capitalize the skills (verbs).

Number	Grade-Specific Standards

Directions: Create a graphic organizer.

Graphic Organizer of “Unwrapped” Concepts and Skills

Concepts: Need to *Know* about _____

Planning Template *(Continued)*

Directions: Continue completing your graphic organizer.

Skills: Be Able to Do Next to each skill, write number in parentheses indicating approximate level of Bloom's Taxonomy of thinking skills. Refer to Bloom's Taxonomy resource (pp. 167–168).

Appropriate Level of Bloom's Taxonomy	Skill and Related Concept(s)

Directions: Refer again to the “unwrapped” concepts and skills on the graphic organizer. Write topical Big Ideas that students should discover on their own by the conclusion of instruction. Then write Essential Questions matched to the Big Ideas to focus instruction and assessment.

Big Ideas from “Unwrapped” Priority Standards

- 1.
 - 2.
 - 3.
 - 4.
-

Essential Questions Matched to Big Ideas

- 1.
- 2.
- 3.
- 4.

Planning Template *(Continued)*

SECTION 1: Selected-Response Assessment Items Directions: Design multiple-choice, matching, true/false, and/or fill-in items to assess student understanding of the following “unwrapped” concepts and skills represented on your graphic organizer. Indicate approximate level of thinking skill in parentheses. *Match assessment items to rigor of skill level.* (Use additional space as needed.)

Answer Key:

SECTION 2: *Extended* Constructed-Response Assessment Item

Directions: Design an extended response item (or short constructed-response items) to evaluate student understanding of the following “unwrapped” concepts and skills represented on your graphic organizer. Include approximate level of thinking skill in parentheses. *Match item to rigor of skill level.* Evaluate student work using the Constructed-Response Scoring Guide on the next page.

Planning Template *(Continued)*

Constructed-Response Scoring Guide:

Exemplary

All “Proficient” criteria *plus*:

Proficient

Progressing

Meets of the “Proficient” criteria

Beginning

Meets fewer than of the “Proficient” criteria

Task to be repeated after re-teaching

Teacher’s evaluation:

Comments regarding student’s performance:

SECTION 3: *Essential Questions with Big Idea Responses*

Note to Teachers: This portion of the common formative assessment requires students to demonstrate their *integrated* understanding of all the “unwrapped” concepts and skills from the targeted Priority Standards by expressing their understanding of the Big Ideas in their own words. Copy your planned Essential Questions (and corresponding Big Idea responses) for your own reference here. Then write each Essential Question only beneath the student directions on the next page. Provide space for students to write their Big Idea responses.

Planning Template *(Continued)*

SECTION 3: Essential Questions with Big Idea Responses Student

Directions: Write a Big Idea response for each of the following Essential Questions. Include supporting details and any vocabulary terms from the “unwrapped” concepts you have been learning for each response. Your responses will be evaluated using the Generic Scoring Guide below.

Exemplary

- All “Proficient” criteria *plus*:
- Makes connections to other areas of school or life
- Provides example(s) as part of explanation

Proficient

- States Big Ideas correctly in own words
- Provides supporting details for each one
- Includes vocabulary of “unwrapped” concepts in explanation

Progressing

- Meets 2 of the “Proficient” criteria

Beginning Meets fewer than 2 of the “Proficient” criteria

- Task to be repeated after re-teaching

Teacher’s evaluation

Comments regarding student’s performance:

Design Team Reflections after Administration of Assessment to Students

1. *Which assessment items produced the results we intended?*
2. *Which items do we need to revise?*
3. *Regarding the design, administration, scoring, and analysis of the assessment, what worked? What didn't?*
4. *What do we need to do differently next time?*
5. *What should we again do the same?*