

## COMMON FORMATIVE ASSESSMENT PLANNING TEMPLATE

--FIRST DRAFT--

**Grade Level or Course:** Kindergarten

**Authors:** Ann Schott

**Assessment Topic:** Math

**Selected Power Standards:** List 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 the skills (verbs).

Numbers: Read, write, order, and identify whole numbers less than 10.

Use objects or pictures to decompose whole numbers.

### Graphic Organizer of “Unwrapped” Concepts and Skills

**Concepts:** Need to Know about Numbers:

- Read
- Write
- Order
- Identify
- Use pictures

**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 in supporting documents.)

- (1) Identify (numbers)
- (1) write (numbers)
- (5) order (numbers)
- (6) use (pictures)

### Big Ideas from “Unwrapped” Power Standards

1. Numbers can be identified, written, and put in order.
2. Pictures can be used to represent numbers.

### Essential Questions Matched to Big Ideas

1. How do we read and understand numbers? (Numbers can be identified, written, and put in order.)

2. How can we show numbers? (Pictures or objects can be used to represent numbers.)

**SECTION 1: Selected-Response Items**—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.)

1. Which number comes after 6?

- a. 2
- b. 4
- c. 7
- d. 9

2. How many hearts do you see?

- a. 1
- b. 3
- c. 5
- d. 10



3. Which number comes directly in front of 9?

- a. 0
- b. 3
- c. 6
- d. 8

4. Which picture shows 2 stars?

- a. 
- b. 
- c. 
- d. 

5. 6 comes between 5 and 7? Select which face.

- a.  Yes
- b.  No

**Answer Key:**

1. c   2. c   3. d   4. b   5. a

**SECTION 2: Extended Constructed-Response**—Design an extended-response item 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 Task-Specific Scoring Guide below (to be completed).

**Write the numbers from 1 to 10 in order.**

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**Extended-Response Scoring Guide:**

**Exemplary**

- All “Proficient” criteria *plus*:
- Can write past 10 up to 20.

**Proficient (X)**

- Writes all numbers from 1-10.
- Numbers going in the correct direction.

**Progressing (I)**

- Writes 5 numbers correctly, or:
- Writes more than 5 numbers incorrectly.

**Beginning (\*)**

- Writes fewer than 5 numbers correctly or incorrectly.

Teacher’s Evaluation \_\_\_\_\_

Comments regarding student’s performance:

### SECTION 3: Short Constructed-Response

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 Power 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 below. Provide space for students to write their Big Idea responses.

**Children will respond orally to the following questions:**

- How do we read and understand numbers?
- How can we show numbers without writing them?

**Scoring Guide:**

#### **Exemplary**

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

#### **Proficient (X)**

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

#### **Progressing (I)**

- Meets 2 of the “Proficient” criteria

#### **Beginning (\*)**

- Meets fewer than 2 of the “Proficient” criteria
- Task to be repeated after reteaching

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?