

Developing Quality Common Formative Assessments

	Stage 1: Pre-Initiating	Stage 2: Initiating	Stage 3: Developing	Stage 4: Sustaining
Creating an assessment plan (See chapter 5, page 61.)	We don't use assessment plans to guide our assessment work.	We're learning about planning our assessments prior to writing them. We know that this is important to creating a valid assessment.	For each assessment we write, we list the targets to assess and match them to the type of items we will use. We also plan how many questions we will link to each target.	We continually evaluate the effectiveness of each assessment plan after we give the assessment to determine if we assessed the right targets and chose the best item type.
Writing quality questions (See chapter 5, page 61.)	We haven't yet started to look at the issues connected with writing quality questions.	We are learning about writing quality questions and are applying it to our work. We know that with practice we will become better at this process and continue to learn by doing.	We make sure our questions are clear to students, lay out expectations for what we want students to include in the answer, and don't include words or ideas intended to trick students.	We continually evaluate the alignment and effectiveness of assessments (for example, using the ACID [aligned, clearly written, informative, designed] test) to determine if we assessed the right targets and chose or designed the best item types. If not, we develop better questions and save them for the next time we assess that learning target.
Developing the answer key or rubrics (See chapter 5, page 61.)	We don't use answer keys or rubrics in our assessment work.	We are starting to write answer keys for our assessments with at least the correct responses included. We are writing rubrics for our team to use in scoring student responses but haven't yet put them in student-friendly language.	We develop answer keys while we are writing our assessments. They include both correct and possible incorrect responses. We agree on how many questions students have to answer correctly to be proficient. We include rubrics for constructed-response questions and write them in student-friendly language.	We evaluate both our answer keys and our rubrics after each assessment. We have practiced collaborative scoring frequently so that we know we are scoring assessments the same way.