

FARROP Suite

Using the Formative Assessment Rubrics, Reflection and Observation Tools to Support Professional Reflection on Practice (Revised)

Commissioned by the Formative Assessment for Students and Teachers (FAST) State Collaborative on Assessment and Student Standards (SCASS) of the Council of Chief State School Officers (CCSSO)

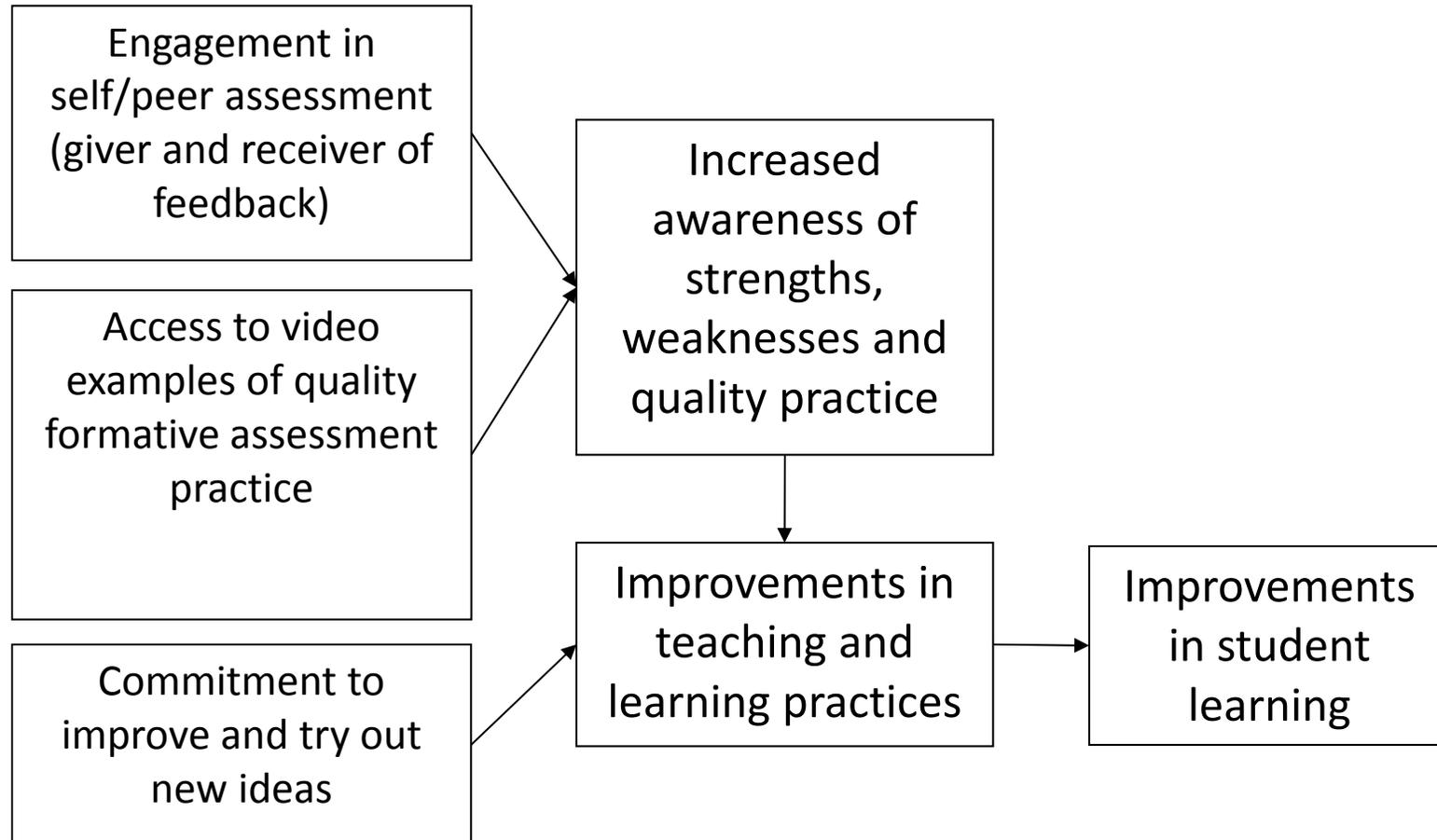
Member States: Alaska, Arizona, Arkansas, Connecticut, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Maryland, Michigan, North Carolina, Ohio, Oregon, Utah, Washington, and Wyoming

By Caroline Wylie and Christine Lyon, Educational Testing Service
February 2016

Seven Online Learning Modules

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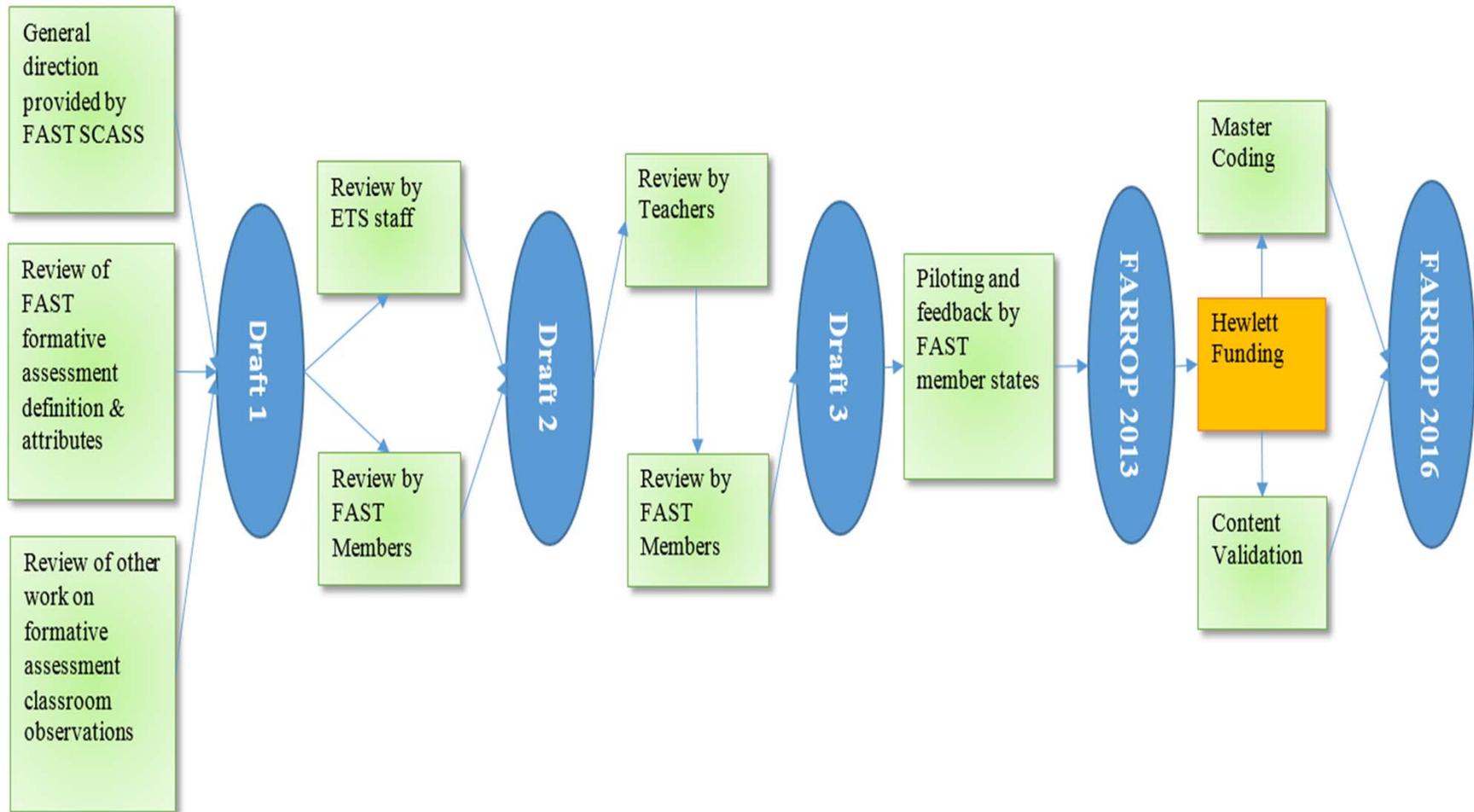
FARROP: Theory of Action



Formative Assessment Questions



Development of the FARROP 2012-2016



Content Validation Summary

Seven subject matter experts asked to comment on:

- Overall how important is each dimension?
- By dimension, the rubric and observation notes:
 - Capture important aspects of the dimension
 - Contribute evidence of effective practice, at the high end of the rubric
 - Suggest area of growth, at the low end of the rubric
- As a rule of thumb, we used an average rating of 3.5 as a cut-score

Content Validation Summary

- Capture important aspects of the dimension
- Contribute evidence of effective practice, at the high end of the rubric
- Used a 5-point Likert Scale from Strongly Disagree to Strongly Agree
- As a rule of thumb, used an average rating of 3.5 as a cut-score

Content Validation Summary

- Overall all ten dimensions were viewed as important, and taken as a set were viewed as completely operationalizing the definition of formative assessment practices
- Careful review of the qualitative comments to inform revision of the rubrics.

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Rubric Structure

Definitions

Dimensions: There are ten dimensions of formative assessment practice that identify important aspects of practice from the definition of formative assessment and the attributes of effective formative assessment. See the next page for the complete list.

Rubrics: Each dimension has a rubric that describes four *levels of practice*.

Indicators: Each rubric details multiple aspects of practice that are called *indicators*.

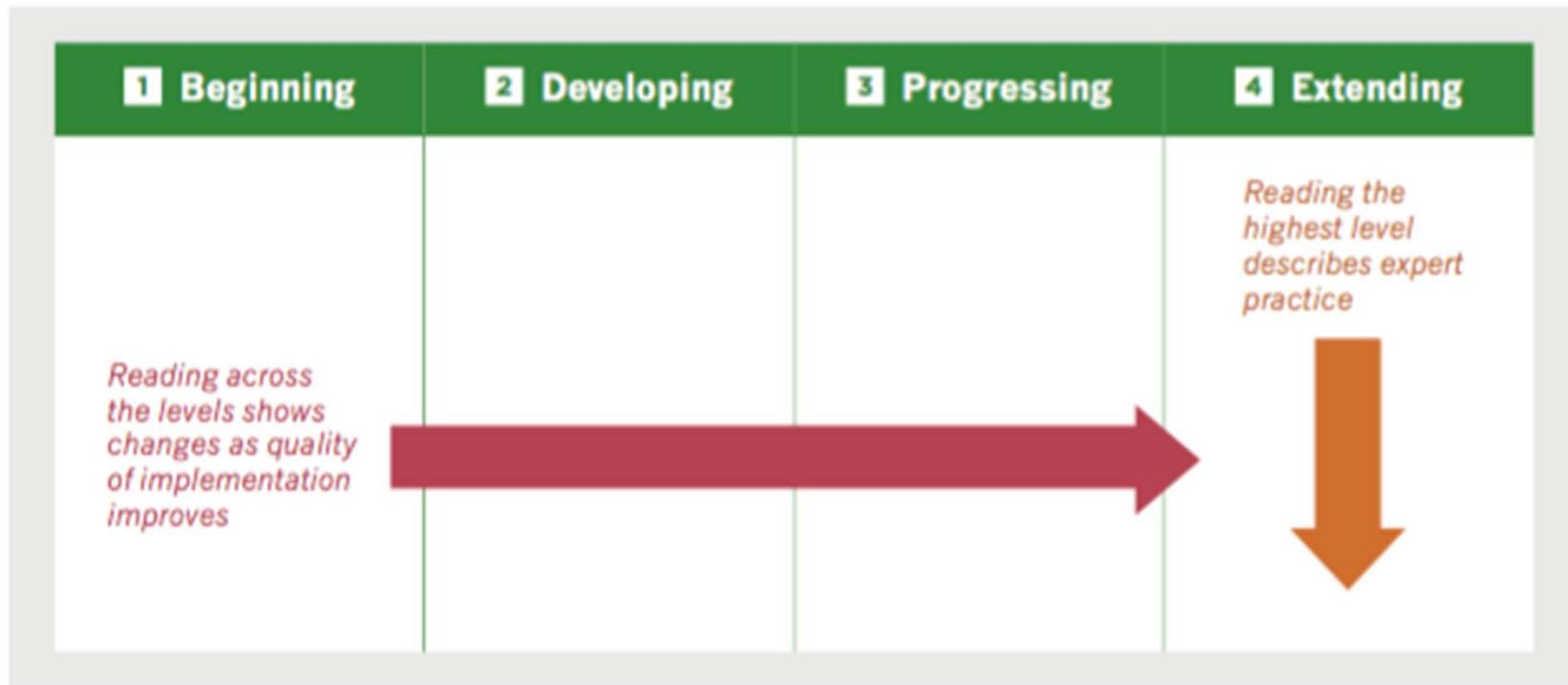
Observation Notes: After each rubric there is a page of observation notes that elaborate on terms used in the rubric and that describe how to handle specific cases during an observation.

- I Learning Goals**
- II Criteria for Success**
- III Tasks and Activities that Elicit Evidence of Student Learning**
- IV Questioning Strategies that Elicit Evidence of Student Learning**
- V Extending Thinking During Discourse**
- VI Descriptive Feedback**
- VII Peer Feedback**
- VIII Self-Assessment**
- IX Collaborative Culture of Learning**
- X Using Evidence to Inform Instruction**

Parallel Structure to Each Rubric

- Brief description of the dimension
- Four levels of the rubric:
 - Beginning; Developing; Progressing; Extending
 - Separate category for “not observed”, or “a non-formative adaptation” (lethal mutation where the formative aspect is entirely lost)

Rubric Levels



Rubric Clusters



FARROP Dimensions

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Review the dimensions on page 20.

Note any questions/confusions.

Which Dimensions Do You See in this
Video?

