**Process to Plan 4 DFA**

**Driving Questions:**

* What evidence will we accept that students have learned the essential content?
* What will we do if our students have not learned it?
* What will we do to differentiate learning when students already know it?

Work Zone:

Standard(s)/Subskill(s):

|  |  |  |  |
| --- | --- | --- | --- |
| **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **3****Describe****Third Step****Base/Prior Knowledge & Skills****(every student will be successful)** | **2****Describe****Second Step****Prior/Partial Knowledge & Skills** | **1****Describe****Start Here****Standard Knowledge & Skills** | **4****Describe****Final Step****Extension of Standard Knowledge & Skills** |

Final Guide to Align Items on the Diagnostic Common Formative Assessment

|  |  |  |  |
| --- | --- | --- | --- |
| **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **Create 1 Emerging Item/Task** | **Create 1 Developing Item/Task** | **Create 1 or 2****Proficient Items/Tasks** | **Create 1 Distinguished Item/Task** |

\*Planning for Diagnostic Common Formative Assessment to encourage students to try and determine what to say/do next for each student

**Planning/Creating DFA Worksheet**

**Driving Questions:**

* What evidence will we accept that students have learned the essential content?
* What will we do if our students have not learned it?
* What will we do to differentiate learning when students already know it?

Work Zone:

Standard(s)/Subskill(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
|  |  |  |  |

Final Guide to Align Items on the Diagnostic Common Formative Assessment

|  |  |  |  |
| --- | --- | --- | --- |
| **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
|  |  |  |  |

\*Planning for Diagnostic Common Formative Assessment to encourage students to try and determine what to say/do next for each student