**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