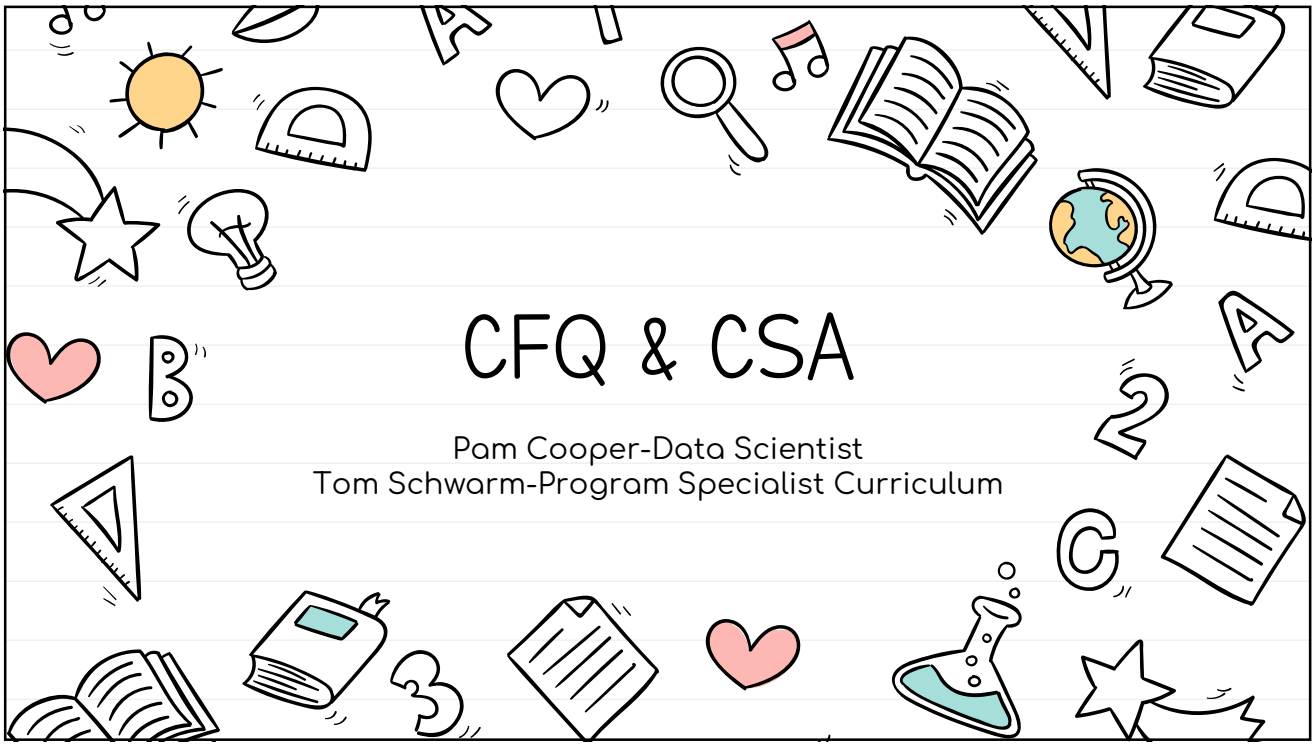


1

CFQ: Common Focus Quiz (Grades 3-5)

CSA: Common Summative Assessment (Middle and High School)

2

CFQs and CSAs

- CFQs and CSAs allow us to connect as a community of instructional leaders at both the building and district level, allowing us to share common language, a collective knowledge of strategies, data and what works best for students.
- CFQs are created by the AIS Intervention Team, CAST, and classroom teachers to impact student learning and provide timely progress monitoring data for grade level standards in math, ELA, and science (5th grade only), following the pacing guide set forth by the school district. CSAs are created by Secondary CAST and also follow the pacing guide..
- CFQs are shorter in length and CSAs are similar to a classroom summative assessment. Can be used to identify targeted reteach supports as well as student mastery towards grade level standards.
- School-based teams will have access to immediate and detailed data within Performance Matters digital platform.
- All reteach materials are housed on the Curriculum Map OneNote for easy access for teachers.

3

CFQs & CSAs

Teachers use selected Common Focus Quiz (CFQ)
and Common Summative Assessment (CSA):

a. Created and provided by Curriculum and AIS
   I. Grades 3-5 ELA/Math (4/year)
   II. Grade 5 Science (2/year)
   III. Grade 6 Std Math (3/year)
   IV. Grade 7 Civics (3/year)
   V. Grade 8 Std Science (3/year)
   VI. Grade 8 Pre-Algebra (3/year)
   VII. Std Algebra and Geometry (3/year)
b. Score results in Performance Matters (using a bubble sheet)

4

How do CFQs and CSAs Support Student Learning?

1. Teachers will use assessments to gauge student progress.
2. Teachers will review results. Performance Matters will serve as a tool.
3. Teachers will use results to determine interventions, reteach opportunities, and extensions.

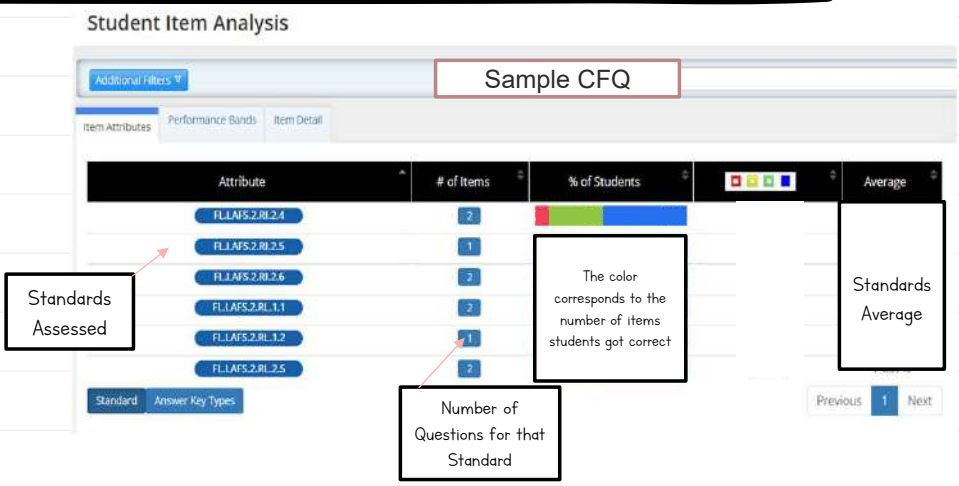
5

What do we want all students to know and be able to do?

- Using the pacing guide set forth by the school district, the AIS and CAST teams meet to determine standards that will be assessed
- Demonstrate understanding of learning targets that build to the depth of the standard.

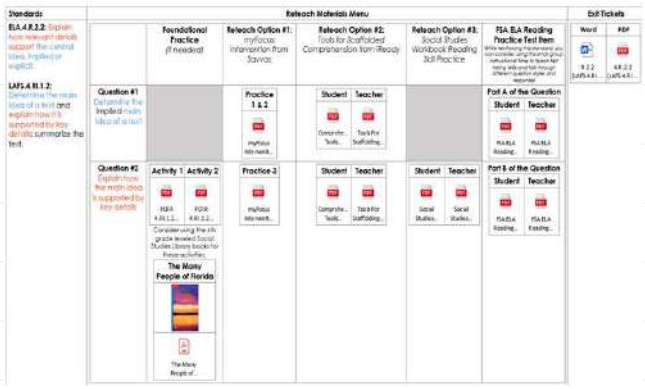
6

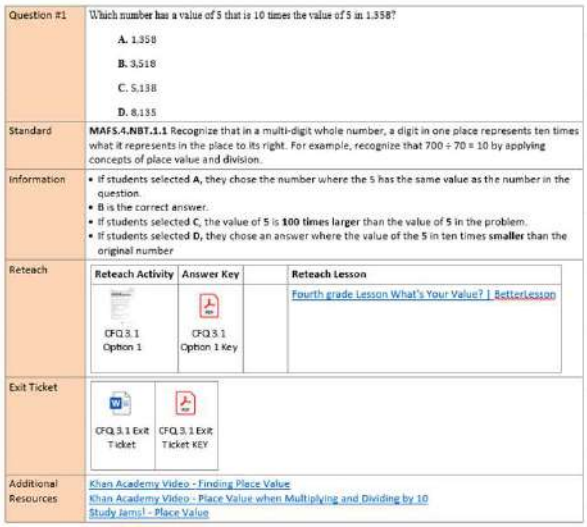
How will we know if they learned it?



7

How will we respond when some students need additional support?





8

Next Steps

Surveyed principals, assistant principals, instructional coaches, and PLC teams for feedback and input on implementation progress and next step considerations

Professional Development

State Testing

9