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CFQ: Common Focus Quiz (Grades 3-5)

CSA: Common Summative Assessment
(Middle and High School)

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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.

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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)

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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.

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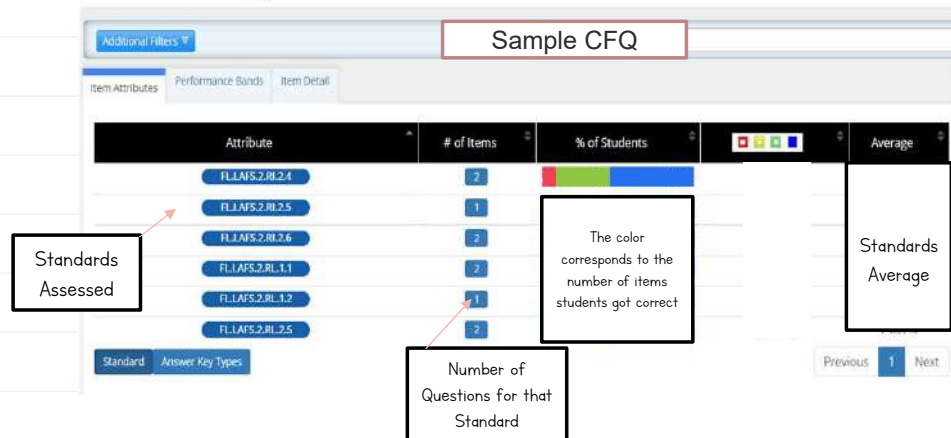
What do we want all students to know and be able to do?

- 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.

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How will we know if they learned it?





Student Item Analysis



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How will we respond when some students need additional support?

| Standards | Foundational Practice (if needed) | Reteach Option #1: emphasize Intervention from Javari | Reteach Option #2: Look for Sustained Comprehension from Javari | Reteach Option #3: Good Reader Workbook Reading Javari Practice | FLA ELA Reading Practice Test Item | Exit Tickets |
|--|---|---|--|--|---|---|
| ELA.4.2.2.2 Explain Explain how the central ideas, themes, or insights... MAFS.4.NBT.1.2 Demonstrate the understanding of a multi-digit number by explaining the value of each digit. | Question #1 Explain how the central ideas, themes, or insights... | Practice 1 & 2 Explain how the central ideas, themes, or insights... | Student Teacher Comprehension Task... | Student Teacher Social Studies... | Part A of the Question Student Teacher... | Word Word... |
| | Question #2 Explain how the central ideas, themes, or insights... | Activity 1 Activity 2 Explain how the central ideas, themes, or insights... | Practice 3 Explain how the central ideas, themes, or insights... | Student Teacher Comprehension Task... | Student Teacher Social Studies... | Part B of the Question Student Teacher... |

| | | | |
|----------------------|--|---|---|
| Question #1 | Which number has a value of 5 that is 10 times the value of 5 in 1,358? A. 1,358 B. 3,518 C. 5,138 D. 8,155 | | |
| Standard | MAFS.4.NBT.1.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division. | | |
| Information | <ul style="list-style-type: none">• If students selected A, they chose the number where the 5 has the same value as the number in the question.• B is the correct answer.• If students selected C, the value of 5 is 100 times larger than the value of 5 in the problem.• If students selected D, they chose an answer where the value of the 5 is ten times smaller than the original number. | | |
| Reteach | Reteach Activity  CFQ 3.1 Option 1 | Answer Key  CFQ 3.1 Option 1 Key | Reteach Lesson Fourth grade Lesson What's Your Value? ReteachLesson |
| Exit Ticket |  CFQ 3.1 Exit Ticket |  CFQ 3.1 Exit Ticket KEY | |
| Additional Resources | Khan Academy Video - Finding Place Value Khan Academy Video - Place Value when Multiplying and Dividing by 10 Study Jams! - Place Value | | |

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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