

Hattie and Popham Endorsements of CFA 2.0

“One of the hardest tasks for teachers is to align a pre- and post- classroom assessment to best measure the change or progress made between the two occasions. Such a test needs to have questions in the two tests anchored on a common scale (i.e., whatever is measured on each occasions should be the same construct) and anchored on a common difficulty scale. **Ainsworth spells out how classroom teachers can work together to create such tasks and this then allows a major focus, as it should, on using the progress to help monitor learning and adapt teaching.**

“The book is an update on an already successful text, and the new material in this book is critical to its value: **Ainsworth introduces constructive alignment of learning objectives, standards, success criteria, classroom and larger-scale assessments, and emphasizes the quality of assessments leading to excellent diagnostic interpretations of data – but does not ask teachers to do all this alone – but in a community of experts lead by instructional leaders (the chapter on PLCs is worth buying the book in itself). All of this with the intention of maximizing our positive impact on student learning.**

“There have been many who have written about the power of success criteria, growth and progress, assessment for teachers -- but not how to do it. **Ainsworth spells it out to perfection.** It seems so obvious – create the pre- and post- measures as part of the lesson planning; then make the links between pre- and post- and this is the learning progression. So why do we not do this? Because it requires a major transformation in how we think about our role. No longer just teach and then see how well the students listened to us by creating an assessment at the end focused on what we covered. **Changing this thinking is the power of this book.**

“There are so many gems in this book. For example, Ainsworth is not talking about ‘tests’ but about ‘tasks,’ which opens up so many more possibilities. The sections on the qualities of measures are directed to classroom tasks; and the many varied examples based on the Common Core will make it so much more practicable for teachers using those standards to implement many of the major purposes of the nationally consistent curriculum.”

John Hattie

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“Formative assessment’s essence is its reliance on evidence-informed judgments about the need for instructional adjustments. Ainsworth relied on an analogous strategy in refining the recommendations he made in 2006 regarding common formative assessments. **Based on nearly a decade’s worth of real-world evidence obtained by his watching educators implement those earlier suggestions, Ainsworth has clearly refined his thinking about group-guided formative assessment.** To most of us, a designation of 2.0 represents a “new and improved” version of whatever’s being described. Well, in every sense of its definitely deserved designation, this powerful book represents Common Formative Assessments 2.0.”

W. James Popham

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