

# Strategies for Student Success



## Assessing Teaching and Learning

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# Objectives

**At the end of this session, participants will be able to:**

- **Develop** formative assessments to intentionally activate cognitive processes;
- **Implement** formative assessments aligned to the appropriate section of the lesson;
- **Coach** students on distributive and focused study habits and tools;
- **Utilize** a variety of checks for understanding that provide ways for students to demonstrate their learning; and
- **Employ** effective academic feedback to communicate current progress and next steps to move forward.



## Based on the work of...

- P. K. Agarwal
- L. B. Ainsworth
- H. L. Andrade
- J. Arter
- J. M. Atkin
- P. Black
- S. M. Brookhart
- P. C. Brown
- J. Chappuis
- S. Chappuis
- J. Coffey
- D. Dean
- J. Dunlosky
- M. Emberger
- E. Good
- L. Havens
- R. Marzano
- J. McTighe
- K. A. Rawsons
- D. Rohrer
- P. M. Sadler
- C. Santa
- R. J. Shavelson
- R. Stiggins
- D. J. Stipek
- K. Taylor
- B. Valdes
- D. J. Viegut
- D. William
- Y. Yin





## **Assessing Teaching and Learning Agenda**

### **Introductory Activities**

- Set Norms
- Introduce Topic

### **Handbook**

- Session Focus/Objectives
- Sharing Expectations
- Introductions

### **Part A: Establishing Common Language**

- **Reading:** Assessment Defined
- **Activity One:** Understanding Assessments

### **Part B: Developing Responsible Learners**

- **Activity Two:** What Really Works?
- **Reading:** Tools for Students

### **Part C: What Does Formative Assessment Look Like? Where? When?**

- **Reading:** Before It All Begins
- **Activity Three:** Formative Pre-Assessments
- **Reading:** It Has Begun
- **Activity Four:** We Have Started

### **Part D: In the Middle**

- **Reading:** Ensuring Effective Instruction
- **Activity Five:** On Point

### **Part E: The End**

- **Reading:** Assessments That Foster the Use of Meta-Cognitive Skills
- **Activity Six:** End Point

### **Part F: Closing the Gap**

- **Reading:** Getting to Close the Gap
- **Activity Seven:** I Have Arrived
- **Activity Eight:** Reflection: What Happens Now?

# Activity One

## Understanding Assessments

### Directions

Read "Assessment Defined" (**pp. 2-3**), and respond to the following:

- 1. Explain** the difference between summative and formative assessments.
- 2. What** advice does Brookhart give to teachers?
- 3. State** a learning goal and a performance-based goal for your content. **Develop** a formative and summative (one activity for each) assessment.



## Discussion

# Tools for Students

What are the implications for educators?

What are your takeaways from this reading?



## Activity Three

# Formative Pre-Assessments

### Directions

- **Read** "Before It All Begins" (p. 8).
- **Complete** activity as a table group first, then individually.
- **Select** one of the pre-assessment tasks listed in the reading and design a pre-assessment activity for a concept in your subject matter.
- **Suggest** a pre-assessment that is not covered in the listing on p. 8.



## Activity Four

### We Have Started



## Directions

**Design** a formative assessment activity for your lesson that responds to each of the questions stated in the Suggested Best Practices for Beginning Assessments section of the reading, *It Has Begun*, on page 8.

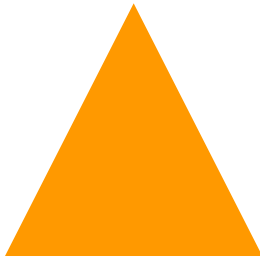
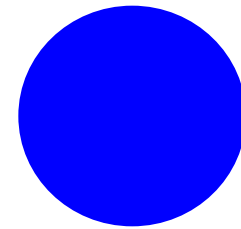


## Based on today's conversation....



What squares with your beliefs?

What is circling around in your mind?



What 3 questions do you still have?