Strategies for Student Success

Assessing Teaching and Learning

Natalie Porter-McCuiston, Presenter
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
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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?