

# For native Assessment

Why It Matters

# Professional Development

8 / 19 / 16

## Agenda

12:30- 1:45 Formative Assessment Practice

1:45- 1:55 Break

2:00- 3:00 Resume with FA Practice

3:00- 4:00 Apply to your content area(s)/evaluations

The image shows a chalkboard background. On the left, there are two white chalk-drawn speech bubbles. To the right of the speech bubbles, the words "chalk" and "talk" are written in a white, chalk-like font, stacked vertically. The word "chalk" is on the top line and "talk" is on the bottom line.

# chalk talk

Chalk Talk is a silent way to do reflection, generate ideas, check on learning, develop projects or solve problems. It can be used productively with any group—students, faculty, workshop participants, committees. Because it is done completely in silence, it gives groups a change of pace and encourages thoughtful contemplation. It can be an unforgettable experience. Middle Level students absolutely love it—it's the quietest they'll ever be!

# Please Do Now!

(2- 5 minutes)

Used in classrooms to:

- X Warm up the brain
- X Access prior knowledge
- X Review
- X Explore
- X Frontload

Formative Assessment: What is it?

Formative Assessment is a deliberate process used by teachers AND students during instruction that provides actionable feedback used to adjust ongoing teaching and learning strategies to improve students' attainment of curricular learning targets/goals.

(SmarterBalanced)



## Write/Pair/Share

### Directions:

1. Read 2 page section from “Connecting Formative Assessment Research to Practice”.
2. Highlight key words or phrases that resonate with you.
3. Choose one of your highlighted words or phrases and write it on an index card.
4. Walk around the room, discussing with at least 2 people what you chose and why.

# Written Conversations

## Directions:

1. Choose a sentence prompt or question.
2. Form groups of 2 or 4.
3. Provide paper with 4 quadrants.
4. Have students read the prompt or question.
5. Student 1 writes response to prompt.
6. When directed, student 1 passes paper to next person.
7. Repeat process until all group members have responded.
8. Pass back to owner and group discusses conversation out loud.



# Quick Write/Draw

## Directions:

1. View video "[The Formative Classroom](#)"
2. Complete Quick Write/Quick Draw: What did you think? Learn? Like? Not Like? What surprised you?
3. Pair/Share

## Formative Assessment Techniques

- X Observations (monitor)
- X Interviews (Tell me..)
- X Show Me (Performance based)
- X Hinge Questions (A check at “hinge” time)
- X Exit Tasks (Captures major focus- Next Day’s Plan)

*Self-Reflect: Where in your day, specifically, could you implement each of these techniques? Reflect independently. Share with group.*

## Par king Lot

What are your questions and/or concerns you may have regarding formative assessments?

Write one on a post-it note and place it on the chart paper.

We will discuss these as a whole group.

# Talk to the Text - a.k.a - Close Reading, Text Rendering, Annotating the Text, etc.

## Directions:

1. Read article “The Best Value in Formative Assessment”
2. As you read, highlight key points, write questions, comments, etc. Use post-its or margins.
3. We will use “Save the Last Word For Me” protocol to discuss.

[Save The Last Word For Me Directions](#)

# When and How often Should I Use a Formative Assessment?

Once or Twice during a class period

Midway and at the end of a class period

Every time you switch a topic

At the end of your students' "focus" time: their age +2

Any time you sense uncertainty or confusion

# Google Form

Complete the google form that has been shared with you. ...

Discuss responses.

# Quizizz

[Quizizz Tutorial](#)

Let's Practice!

## Self - Reflection

Long-term retention and motivation increase when students track, reflect on, and communicate about their learning. In this strategy, students look back on their journey, reflecting on their learning and sharing their achievements with others.

Engage students in self-reflection, and let them keep track of and share their learning.

Time for our own self-reflection!



## 4 Corners

Decide how you feel about incorporating as many formative assessments as you can into your classes this year.

Find the road sign that best describes your feelings. Go to that corner.

We will discuss our thoughts as a whole group. If you decide to move to another corner as we are discussing, you may, but tell us why!

# Final Thoughts...

If the teacher doesn't change the instruction when needed, it's not formative assessment. It's just an activity.

“Good formative assessment is not about keeping records of students' achievements; it's about the minute by minute and day by day adjustments of your teaching.”

*Dylan William*