

Chapter 4:

Formative Assessment During Instruction

Professional Learning Community Norms:

Responsible

Be accountable to one another by following through & completing what is agree upon

Respectful

Be willing to compromise and try to reach consensus

Reliable

Stick to the agenda or task

Shared Learning Target



Know it

I will **know** how to implement formative assessment strategies during instruction



Learn it

I will **learn** how to embed formative assessment within a lesson that allows me to collect instructional data.



Show it

I will **show** this by completing both sides of the graphic organizer lesson plan and reflection sheet.

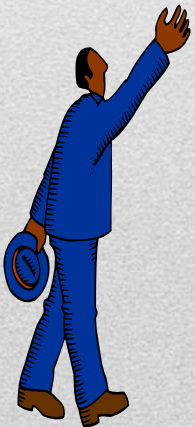
Essential Components

1. Develop & implement a data collection system. Provide written analysis of data at two levels:
 - a. Individual – one student
 - b. Collective - class/caseload [Action Plan #: 7, 8, 9] ***Everyone
2. Intervention plan for two (2) students with progress monitoring data (RtIm Direct) along with student work specific to your content area/instruction. [Action Plan #: 7, 9, 11]
***If NOT on team, you are relieved
3. Participate in professional development/professional readings and employ research-based formative assessment practices in my classroom. Evidence: actively participate in PD activities, read What Teachers Really Need to Know About Formative Assessment by Laura Greenstein & maintain a reflection journal about professional development (to include reading) and personal experiences specific to employing formative assessment throughout instruction – ~~teacher selects three journal submissions~~-(T1, T2 & ~~T3~~) to submit as final evidence for evaluation. Guided prompts will be provided.
[Action Plan #: 1, 2, 3] *** NO T3, 2 reflections, No journal, 1 goal NOT 2

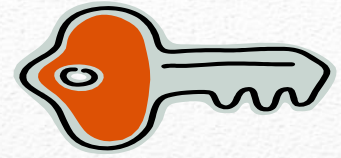
PPPR Formative Assessment Goal (Your Evaluation Goal)



3, 4, 5, 6, 8, 9, 11



Chapter 4 Key Points...



Formative assessment during instruction:

- “allows you to customize your teaching to match the current status of learning in the classroom”
 - “helps you decide whether to backtrack to address points of confusion or fast forward to higher level thinking.”
 - “helps teachers identify individual students who are struggling with particular concepts or applications...”
 - “Giving students information about their progress is an important part of formative assessment.”
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What to do...



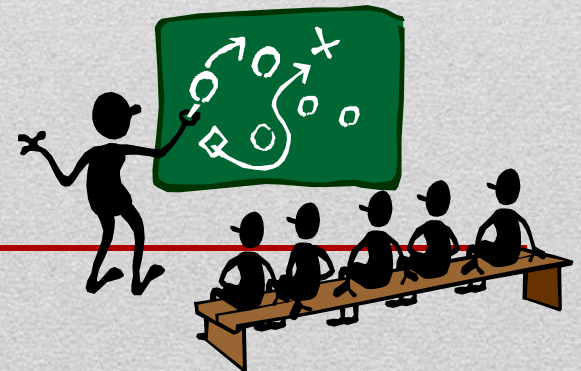
First, in your grade level groups, choose 1 formative assessment strategy that was discussed in Chapter 4- grade level must be the same/ department may vary... WHY?



Next, as a grade level cohort, begin filling out the Lesson Planning Sheet 1/1/12 graphic organizer about a lesson you will teach, using the strategy before February 15...



Lastly, with time permitting, 2 or 3 groups share out as to what they did....



What's Up



?....

- February 15- (2:30-4:30)
 - Chapter 5- Formative Assessment After Instruction (Kelly & Danny)
 - Be sure to bring completed graphic organizer- send out electronic version.
 - Begin reading Chapter 5 at this time! 😊
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And then....

- April 25- (2:30-4:30) Chapter 6 & 7 (Kelly)
 - May 9- (2:30-3:30) Formative Assessment Share-out
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