

# **FORMATIVE ASSESSMENT & MODELING**

Faculty Meeting  
December 1, 2010

# PLC NORMS

## **Responsible**

Actively participate

Bring closure to tasks and decisions

Keep confidential issues confidential

Embrace the school's mission statement

## **Share responsibility for the work**

Be accountable to one another by following through  
and completing what is agreed upon

## **Respectful**

Respect one another's opinions

Be open and honest, but tactful

One person speaks at a time, avoid interrupting

## **No side bar conversations**

Be willing to compromise and try to reach consensus  
Don't personalize issues

## **Reliable**

Be on time for meetings

Start and end meetings on time

## **Stick to the agenda or task**

# Why Focus Formative Assessment & Modeling?

Dana Center Walk Data

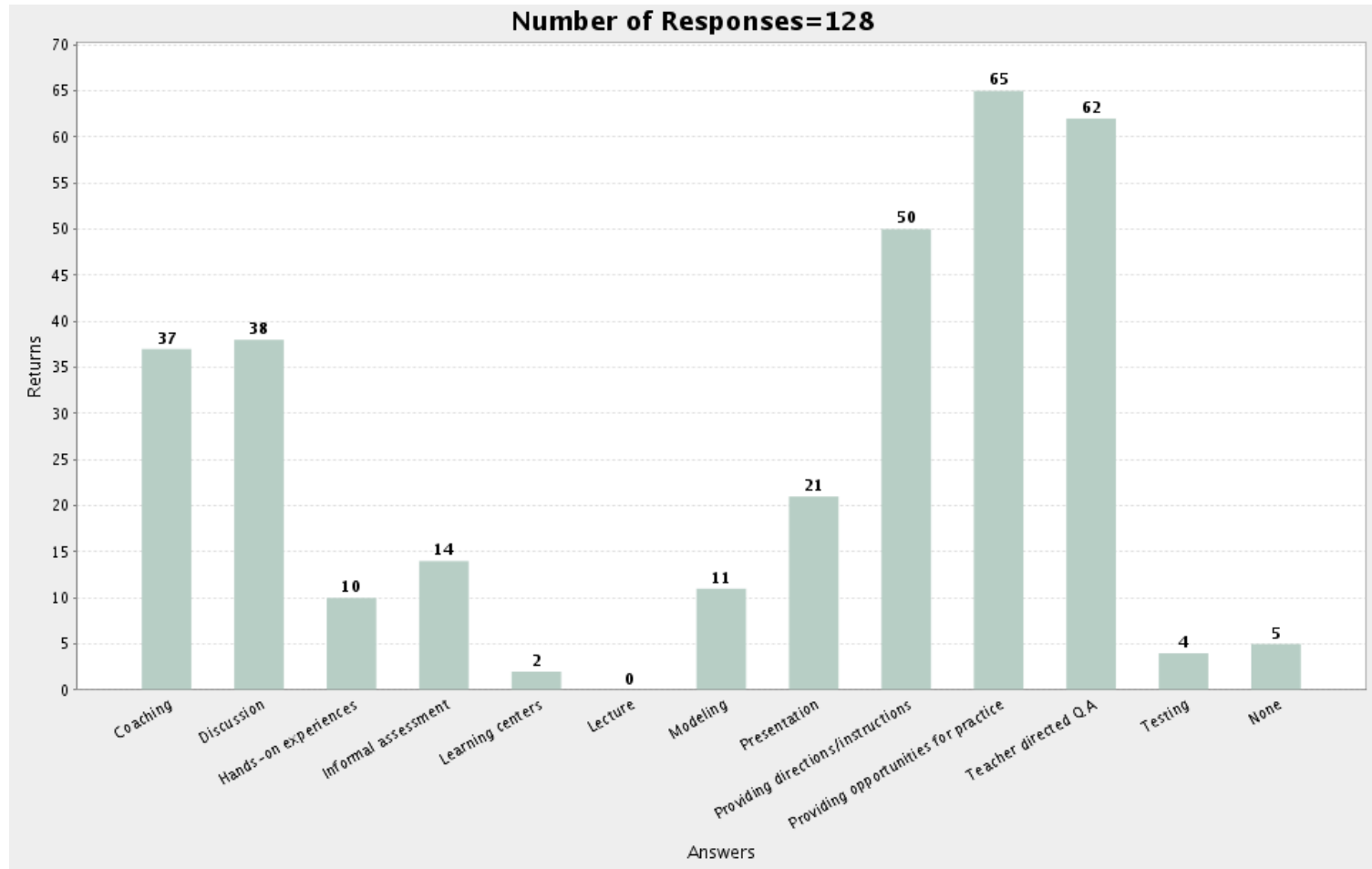
Literacy Walk Report Data

Teacher Evaluation Standards –  
Observation Rubric

# **DANA CENTER DATA**

## **Instructional Practices**

# FOCUS ON INSTRUCTION: INSTRUCTIONAL PRACTICES



# **LITERACY WALK REPORT**

## **October, 2010**

# How do teachers use formative assessment to support student learning at all levels?

## Observations:

- Most teachers actively engaged small groups (asking questions, conferencing with students, student-centered discussions) to gauge the understanding of materials, content, group work skills, collaborative, processes etc.
- Many teams have established explicit expectations, student roles and responsibilities within groups.
- Many teachers use tools (whiteboards; color-coded cups, cards, and sticks; exit and entrance slips; multiple choice quizzes) as means to assess student understanding.
- Many teachers provide feedback to student(s), either individually, small group or whole class, when clarification on learning objectives or content is needed.
- A few teachers appropriately stop the entire class to adjust instruction and clear up misconceptions

# How do teachers use formative assessment to support student learning at all levels?

## Recommendations:

- *Teachers must continue to employ formative assessment strategies at the individual, group, and whole class levels and use the results to immediately adjust instruction and clarify misconceptions.*
- *Teachers should continue to use tools (whiteboards; color-coded cups, cards, and sticks; exit and entrance slips; multiple choice quizzes, etc.) and strategies (questioning, observation, conferencing, press back, etc.) to gauge and clarify understanding, provide feedback, and regroup students for instruction.*
- *When planning for instruction, teachers should design purposeful formative assessments that can be used to gauge student learning throughout daily lessons.*

**Is there an obvious daily lesson structure with evidence of gradual release of responsibility?**

**Observations:**

- Most teachers demonstrate new skills for students, but few model their own thinking throughout the process when introducing new skills and concepts.

**Is there an obvious daily lesson structure with evidence of gradual release of responsibility?**

**Recommendation:**

- *Teachers must consciously model their own thinking (thinking aloud; sharing their cognitive processes) to demonstrate the thinking process before moving to shared and independent practice. (Gradual Release-I do, We do, You do).*

# **Teacher Evaluation Standards – Observation Rubric**

## **“EFFECTIVE” RATING**

**Teacher selects and/or designs both formal and informal assessments** that consider the strengths, limitations, and data provided by previous assessment results for the class as a whole, for groups of students, and for individual learners.

**Teacher analyzes information from formative and summative assessment results to plan instruction, adjust student groupings, monitor, improve, and report student progress.**

# **Pre-Assessment**

**Working individually,  
define *modeling*.**

(See yellow sheet of paper.)

**Working with a partner, share your definition and craft a shared, agreed upon definition using the process outlined on the graphic organizer (Definitions Are Us).**

# ***Modeling Expert Thinking***

**Silently read the article Modeling Expert Thinking. Identify two or three important points.**

**Be prepared to share you most important points with a partner, reaching consensus on the most important point.**

# Video on Modeling

**While watching the video on modeling, reflect on the two questions outlined on the As I See It graphic organizer - be prepared to answer them.**

<http://www.asfms.net/admin/video/principalleadershipmodeling/PrincipalLeadershipModelingVideo.html>

# POST ASSESSMENT

**EXIT TICKET** - (reverse side of yellow sheet of paper.)

- After today's PD, how would you define modeling?
- Set a personal goal.
- Rate your comfort level.

**Submit slip to Literacy Action Team member.**