



RAMP-A
SEPTEMBER 26-27, 2013



WELCOME BACK!

We missed you, and hope you had a great summer!



GOALS FOR TODAY

- Revisit norms, and focus on one in particular.
- Review last year's concepts and connections between them.
- Work in your PLC to create a Concept Progression.
- Discuss formative assessment and create a formative assessment to use with your students.
- Engage in a rich task and consider the SMP used.



- Kris, do you want to include any slides in the introductions?



FROM NATIONAL MSP CONFERENCE:

Consequences of College and Career Ready Standards:

- More (and different) learning for students.
- More (and different) learning for teachers.
- More (and different) learning for administrators.
- Different (and more challenging) assessments.
- The system is in a greater state of flux than in the recent past.

(Michael Lach, Director of STEM Policy and Strategic Initiatives at the Urban Education Institute at the University of Chicago)



NORM

- *Listening to and making sense of or building on others' ideas*



CONCEPT MAPPING...

- Kris, this is where you can start your slides for the concept maps. You don't need to keep my header



MOODLE

- Erik,
- You can put whatever teachers need to know about getting on the Moodle here.



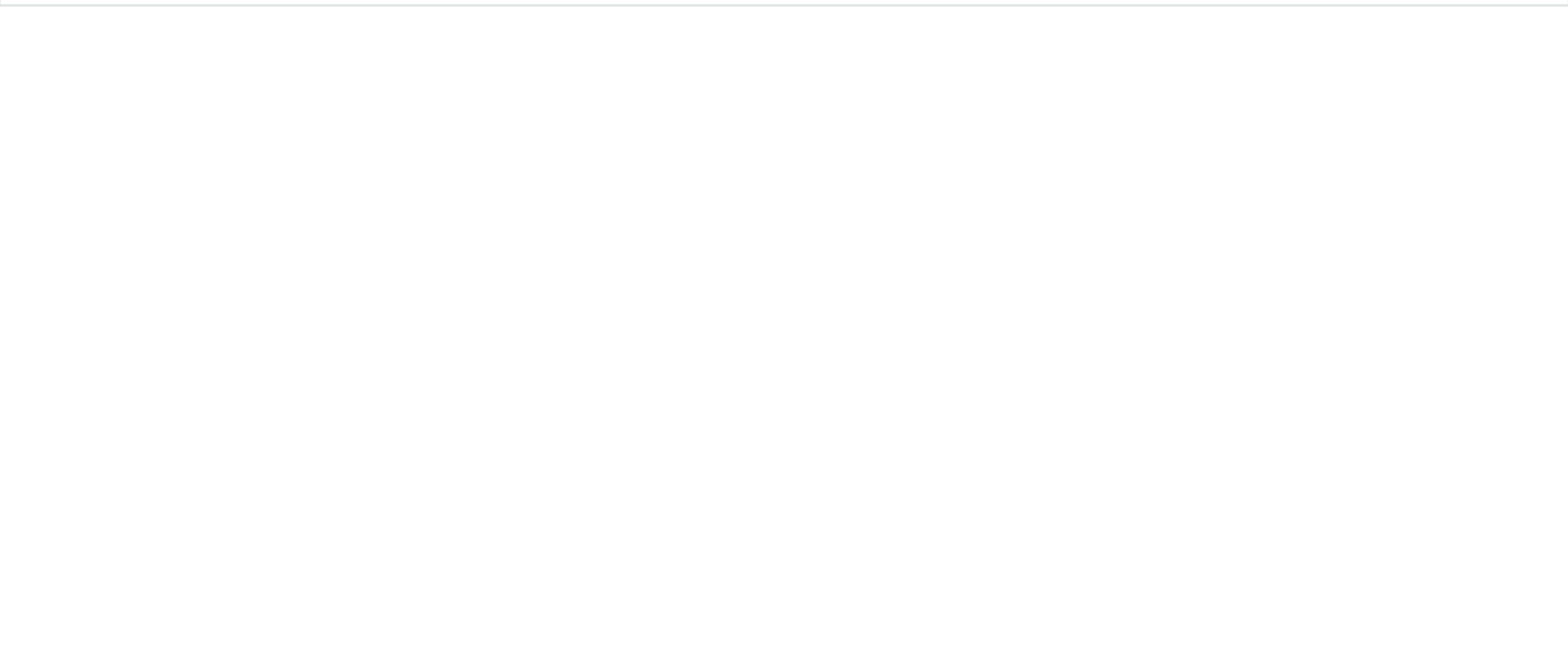
INTRODUCTION TO FORMATIVE ASSESSMENT

- Goals:
 - Understand what is meant by Formative Assessment (FA) and why it is important.
 - Reflect on ways we already use FA.
 - Consider our own learning progressions for being able to understand and apply FA in our classrooms.
- At the end of this session, I should be able to
 - Explain how FA is different from other types of assessment.
 - Describe the essence of FA.
 - Describe what I know about FA and already use and what I would like to learn more about.



FORMATIVE ASSESSMENT....

- Look at the four definitions of formative assessment.
- Discuss in your groups:
 - What do they have in common?
 - What does each one offer that is different from the others?
 - What do you think is the essence of formative assessment?





DEVELOPMENT OF THE CONCEPT OF FORMATIVE ASSESSMENT (BROOKHART, 2007):

- Formative assessment provides information about the learning process;
- Formative assessment provides information about the learning process *that teachers can use for instructional decisions*;
- Formative assessment provides information about the learning process that teachers can use for instructional decisions *and students can use in improving their performance*;
- Formative assessment provides information about the learning process that teachers can use for instructional decisions and students can use in improving their performance, *which motivates students*.



KEY STRATEGIES OF FORMATIVE ASSESSMENT (WILIAM, 2007)

- Clarifying and sharing learning intentions and criteria for success;
- Engineering effective classroom discussions, questions, and learning tasks that elicit evidence of learning;
- Providing feedback that moves learners forward;
- Activating students as instructional resources for one another; and,
- Activating students as the owners of their own learning.



BREAK!



CREATING A CONCEPT PROGRESSION



WHAT MAKES A GOOD FORMATIVE ASSESSMENT TASK?

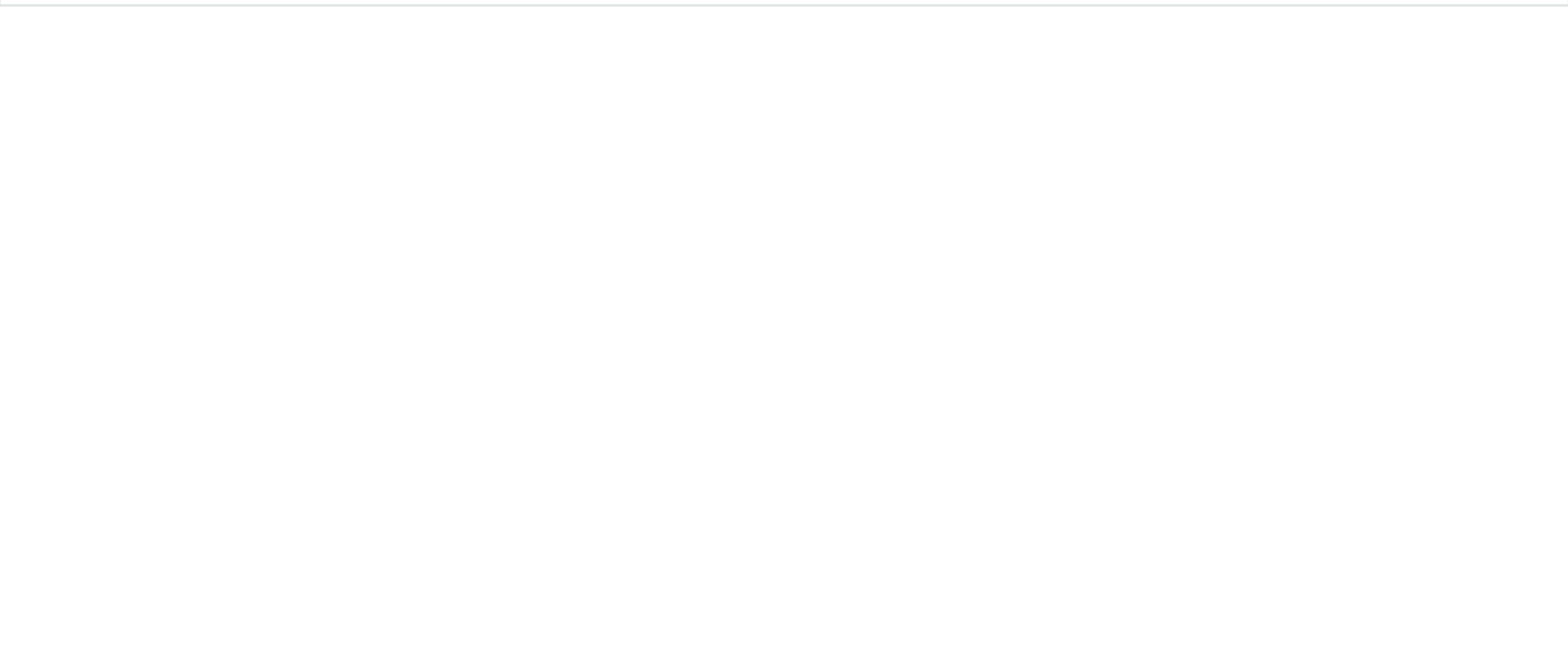


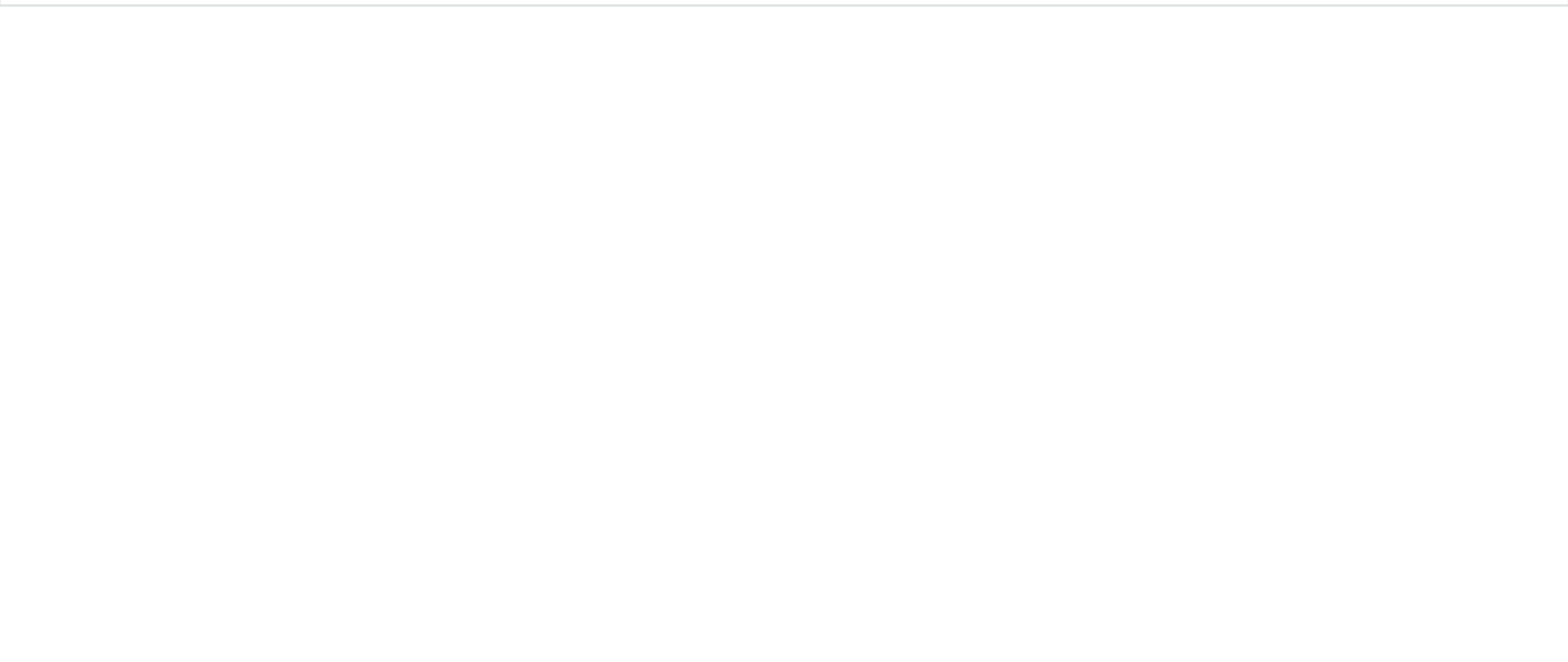
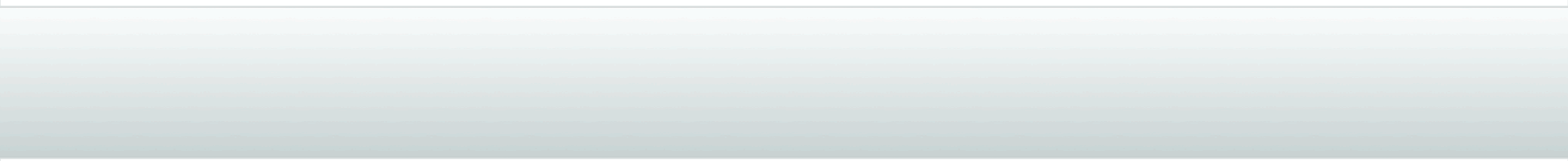
EAT LUNCH WHILE YOU WORK



TINY TRIANGLES

Cheryl and Scott, feel free to rename the slide and add more...







EVALUATIONS