**Kentucky Department of Education**

with

**Reach Associates**

**Formative Assessment and Analyzing Student Work**

October 28, 2015

**Outcomes**

* Create a shared vision and understanding of LDC as a framework for implementing the instructional shifts and demands of the Common Core
* Recognize the purpose of and opportunities for formative assessment
* Gain a deeper understanding of the formative nature of a mini-task
* Analyze student work to make instructional decisions
* Learn from each other through the sharing of experiences, strategies, tools and ideas

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| **AGENDA Topics** |
| 1. **Welcome, Goals and Outcomes**
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| 1. **Revisit LDC**
	* What Task?
	* What Skills?
	* What Instruction?
	* What Results?
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| 1. **Formative Assessment – The Basics**
	* Professional Reading: *Formative Assessment – An Enabler of Learning*
	* Save the Last Word for Me Protocol
	* *Collecting Formative Assessment in Reading*
	* Collegial Brainstorming of Formative Opportunities in Writing
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| 1. **Skills Aligned to Expected Learning**
	* What Skills Need to Be Taught
		+ Reading
		+ Writing
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| 1. **Components of a Mini-Task**
	* Targeted Standard
	* Skill and Definition (Grade Specific)
	* Product and Prompt
	* Instructional Strategies
	* Scoring Guide
	* Pacing
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| 1. **Reflection**
* Self-Reflection on Lesson Design (Mini-Task)
* Partner Feedback on Lesson Design (Mini-Task)
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| 1. **Looking at Student Work**
* Establish Scoring Guide – Standard-Based Criteria
* Identify a Exceeds Expectations, Meets Expectations and Needs Improvement Sample
* Triads Look at Student Work Samples
* Next Steps for Individual Students, Small Group and Whole Group
* Reflect on Lesson (Mini-Task)
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| 1. **Give One Get One**
* Preparing for the Task
* Developing Vocabulary
* Active Reading and Note-Taking
1. **Silent Conversation**
2. **Exploring CoreTools to Support Student Growth Goals**
3. **Closing Conversations**
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