**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** |
| 1. **Revisit LDC**    * What Task?    * What Skills?    * What Instruction?    * What Results? |
| 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 |
| 1. **Skills Aligned to Expected Learning**    * What Skills Need to Be Taught      + Reading      + Writing |
| 1. **Components of a Mini-Task**    * Targeted Standard    * Skill and Definition (Grade Specific)    * Product and Prompt    * Instructional Strategies    * Scoring Guide    * Pacing |
| 1. **Reflection**  * Self-Reflection on Lesson Design (Mini-Task) * Partner Feedback on Lesson Design (Mini-Task) |
| 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) |
| 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** |