

Assessment Literacy and Formative Assessment Resource Development Training

Day #1 AGENDA

Day #1 Learning Outcomes:

- Gain an awareness of the research regarding classroom assessment.
- Understand the differences among obtrusive, unobtrusive, and student-generated assessments and how to use each in the classroom.
- Learn essential practices for classroom assessment:
 - 1) Identify priority standards for informing classroom assessment development.
 - 2) Provide clear understanding of the learning goal through proficiency scale development.
 - 3) Provide instruction that focuses on the learning goal.
 - 4) Provide frequent and meaningful feedback.
 - 5) Provide opportunities for students to set goals, reflect on learning, and track their own progress.
- Learn about common assessment development for monitoring student progress to essential content.
- Learn data analysis practices related to classroom assessment.

Session I (8:00 to 9:45)

The Research Behind the What and Why of Classroom Assessment

- Welcome and overview of session objectives and materials
- Routines and protocols for the two-day session
- Opening activity
- Classroom assessment defined
- Three types of assessment – obtrusive, unobtrusive, student-generated
- Measurement error

Sessions II & III (10:00 to 11:45 and 12:30 to 2:15)

Essential Classroom Practices for Creating High-Quality Assessments

- Identify priority standards for informing classroom assessment development
- Provide students with clear understanding of the learning goal through proficiency scale development
- Provide instruction that focuses on the learning goal
- Provide frequent meaningful feedback
- Provide opportunities for students to set goals, reflect on learning, and track their own progress

Session IV (2:30 to 4:00)

Developing and Using Common Assessments for Monitoring Student Progress

- The purpose for common assessment
- A common assessment “package”
- Using common assessment results
- Review and closing activity

*Agenda timeframes are approximate and will be adjusted by the presenter(s), as needed.