

**Have a Life
Teaching:**

**Quick and Easy
Assessment**

Course B: July 2022



What We'll Learn Today

01

**Why Assessment
Is Important**

02

**Define the
Categories of
Assessment**

03

**Distinguish
Formative
Assessment
Strategies**

04

**Student
Driven
Assessment
Strategies**

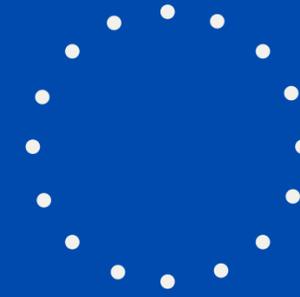
05

**Collecting Easy
Assessment Data**

06

Your Turn

Why Assessment is Important



- Helps Determine Learning Standards to Address
- Informs Both Teacher and Student if Academic Goals are Being Met
- Allows the Teacher to Pivot Instruction to Meet Student Needs
- Can Serve as a Motivator for Learning

TYPICAL LESSON PLANNING TEMPLATE		
Unit:		
Standard/s:		
Lesson Objective:		
Introduction/Anticipatory Set (5 minutes)	Student Engagement Strategy?	Check on Understanding Strategy?
Mini-Lesson/I and We Do (10/15 minutes)	Student Engagement Strategy?	Check on Understanding Strategy?
Student Individual AND Group Practice /You Do (20/25 Minutes)	Student Engagement Strategy?	Check on Understanding Strategy?
Summary (10 Minutes)	Student Engagement Strategy?	Check on Understanding Strategy?



Assessment and Testing



**Assessment is
an Audit**



**Assessment
is a Snapshot**



**Assessment is
Measurement**

While Testing is a
Form of Assessment
It is Not the Only Type
of Assessment

Two Assessment Categories



- **Formative** Versus Summative
- Informal Versus Formal

Types of Formative Assessment

If Your Learning Objective Is:

"I can cite evidence to support the central message of a story"

How Might You Assess That Formatively?

Formal:

- Essay
- Project
- Use of Discussion Protocol
- Quiz

Informal:

- Turn and Talk
- Think-Write-Pair-Share
- Signaling/Polling
- Choral Response
- Cold Calling
- Exit Ticket



Student Driven Assessment

- Self Assessment Based on Rubric/Criteria
- Peer Assessment Based on Rubric/Criteria
- Portfolio Assessment
- Student Conferencing



Collecting Formative Assessment Data



A. Signaling/Polling



B. Exit Tickets



C. Discussions

There are several ways through which to collect this data to inform tomorrow's instruction.

APPENDIX A: STRATEGIES FOR CAPTURING FORMATIVE CFU DATA (SIGNALING)

	CFU#1 Poll Topic: Date: Answer:A	CFU#2 Poll Topic: Date: Answer: C	CFU #3 T/F Topic: Date: Answer:T
Jane Adams	A	C	F
John Adams	A	C	F
Cesar Chavez	D	C	F
Martin Luther King, Jr.	D	C	F
Harriet Tubman	D	C	T

APPENDIX C: STRATEGIES FOR CAPTURING FORMATIVE CFU DATA (DISCUSSION)

Activity: Save the Last Word for Me Protocol/Give One Take One Protocol				
Topic: Distinguish between Most and Least Relevant Causes of the Civil War				
Date:				
Student:	Objective #1: Students will use accountable talking stems	Objective #2: Students will cite text-based evidence to support claim	Objective #3: Students will all be engaged in discussion (No opting out)	Objective #4: Students will draw examples from multiple sources we read
Cesar Chavez	Y	Y	N	Y
Martin Luther King, Jr.	N	Y	N	N
Harriet Tubman	N	Y	N	Y

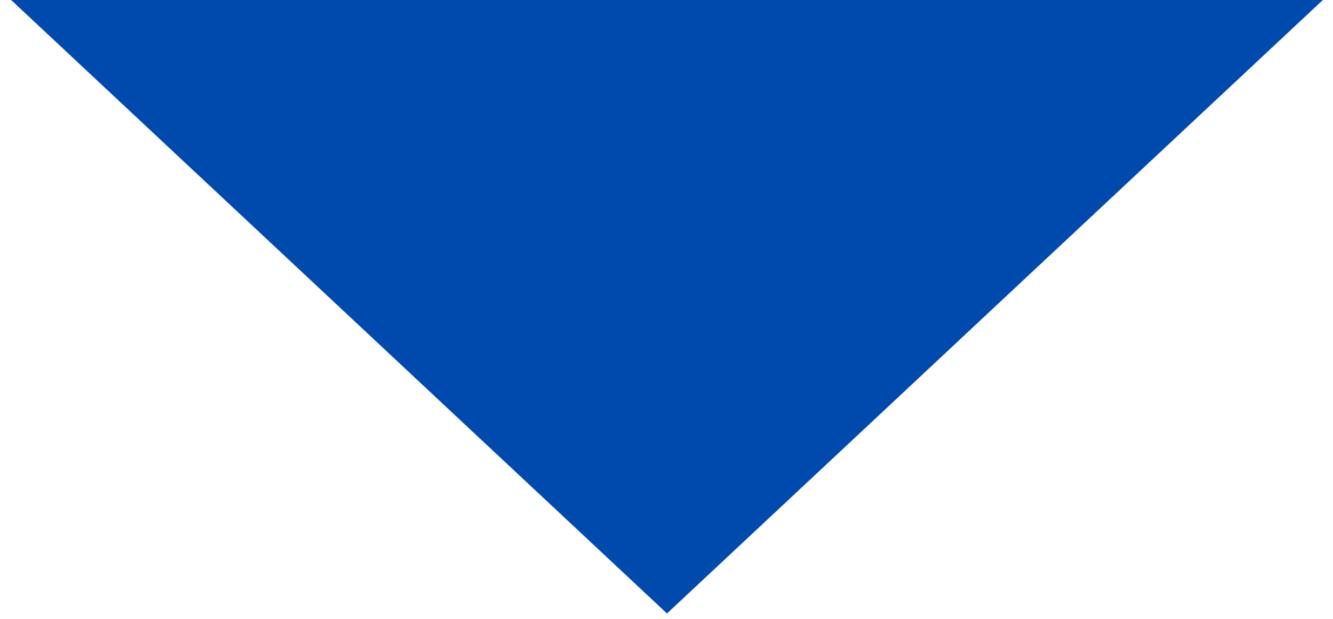
APPENDIX B: STRATEGIES FOR CAPTURING FORMATIVE CFU DATA (EXIT TICKETS/WRITING PROMPTS)

Exit Ticket Topic/Prompt: Three Causes of the Civil War/Three Ways in Which Deserts Differ from Jungles		
Date:		
Got It	Almost Got It	Did Not Get It
Cesar Chavez	Jane Adams	John Adams
Harriet Tubman		Martin Luther King, Jr.
Some Typical Errors to Review:	XXXX	XXXX

Your Turn

- Take any lesson objective you have/the one you developed in course A.
- Think of/Write 3-5 formative ways to assess student learning on this objective.
- Write how you will capture performance data using these formative strategies.
- If you would like to review your work with me, contact me at [<havealifeteaching@gmail.com>](mailto:havealifeteaching@gmail.com) for information on discounted rates.





Thank You!

I'll see you again with a new topic.



LinkedIn