

EDISON SCHOOL DISTRICT

STAFF DEVELOPMENT

SCHEDULE

DAY ONE

8:00 - 3:00

Welcome and Introductions

Setting the Stage

Part 1:

Introduction to Common Formative Assessments

Part 2:

Laying the Standards Foundation

DAY TWO

8:00 - 3:00

Part 3:

Assessment Formats and Item Writing Guidelines

Part 4:

Writing First Draft Assessments

Part 5:

Creating Scoring Guides

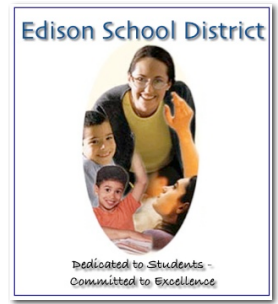
Part 6:

Tools for Checking Item Quality

*Breakfast and lunch will be served on both days

Participants are asked to dress accordingly: **business casual attire.

PRESENTED BY STEVE VENTURA, ERICA ANDREWS, LOREDA CLEVINGER, AND JENNIFER DELMARTER



Common Formative Assessments

Common Formative Assessments are periodic or interim assessments, collaboratively designed by grade-level or course teams of teachers, and administered to all students in a grade level or course several times during the quarter, semester, trimester, or entire school year.

Common formative assessment items are intentionally aligned to essential (Power) standards *only* and reflect a blend of item types, including selected-response (multiple choice, true/false, matching) *and* constructed-response (short- or extended). Participating teachers analyze student assessment results in Data Teams to plan and differentiate instruction. Such results provide *predictive value* as to how students are likely to do on each succeeding assessment (school, district, and state) in time for teachers to make instructional modifications.

This two-day/12 contact hour seminar is based on the book, *Common Formative Assessments: How to Connect Standards-based Instruction and Assessment*, by Larry Ainsworth and Donald Viegut (Corwin Press, 2006)

What are the BENEFITS of this seminar?

Participants will learn about:

- *Regular and timely feedback* regarding student attainment of the most critical standards in order to better meet diverse learning needs of all students
- *Multiple-measure assessments* that allow students to demonstrate their understanding in a variety of formats
- *Ongoing collaboration* opportunities for grade-level, course, and department teachers
- *Consistent expectations* within a grade level, course, and department regarding standards, instruction, and assessment priorities
- Agreed-upon *criteria for proficiency* to be met within each individual classroom, grade level, school, and district
- *Deliberate alignment* of classroom, school, district, and state assessments to better prepare students for success on state assessments
- Results provide *predictive value* as to how students are likely to do on each succeeding assessment in time to *make instructional modifications*

What are the LEARNING OBJECTIVES of this seminar?

Participants will learn about:

- The Big Picture: How Powerful Practices Connect
- Formative and Summative Assessments
- Aligning Common Formative Assessment to Standards
- Connecting "Unwrapped" Standards to Common Formative Assessments
- Assessment Literacy
- Developing and Refining Common Formative Assessments
- Collaborative Scoring of Common Formative Assessments
- Collaborative Analysis of Common Formative Assessment Results
- Schoolwide and Districtwide Implementation of Common Formative Assessments
- Guidelines for Systemwide Sustainability

