My big take-away from this chapter:

Chapter 2

 Key Concepts:

*Chapter 2 gets to the heart of why assessment is key to learning and how we can make use of the seven step framework in terms of assessment “of” and “for” learning.*

 Essential Question(s):

Who uses assessment information? What do they do with it?

What is the difference in formative and summative assessment?

What is the balance between assessment for learning events and assessment for learning events in our classes?

 Are there any ideas in the seven strategies that are new to you?  What do you already do?  Did this list suggest anything you may want to try?

Let’s get started on this important chapter. Actually, let’s *back* into it – we will start at the end to jumpstart your thinking!

1. Flip to the last page of chapter 2 (p. 51). Outside the margin to the right of each statement indicate your rating (see 1-5 key) on each of the statements as they relate to where you are “right now.”
2. Add all the ranking numbers together and find your total score in the table below:

|  |  |
| --- | --- |
| Score falls between: |  |
| 1-18 | C:\Documents and Settings\wkuuser\Local Settings\Temporary Internet Files\Content.IE5\S73YJFP2\MC900434803[1].pngRed Flag: I need to read and note ideas carefully in chapter 2 while setting goals to quiz myself over the content and documenting QUESTIONS I have about assessment and learning. |
| 19-35 | yellow flag.jpgYellow Flag: I am on track and need to read chapter 2 with specific areas of growth in mind focusing on all statements that I ranked a 1, 2, or 3.  |
| 36-45 | green flag.jpgGreen Flag: My thinking and practices already align with good practice in assessment. I will find that chapter 2 confirms and extends many of the things I already do. |

Chapter 2 - “Right there” information

B. Skim and Scan pages 29-41. Draw lines from terms in the left column to matching terms/phrases/definitions on the right.

|  |  |  |  |
| --- | --- | --- | --- |
| 1 | Assessment **fo**r learning (p. 36) | A | Must be included in assessment **for** learning process |
| 2 | Assessment **of** learning (p. 36)  | B | Our brains are wired to learn |
| 3 | Students (p. 34, p. 38) | C | Superior to evaluative for growth and motivation to learn |
| 4 | Lowest achievers (p. 37) | D | How do I cloze the gap? |
| 5 | Descriptive feedback (p. 38, p. 40) | E | Gain most from the use of formative assessments |
| 6 | Intrinsic motivation (p. 38) | F | Formative assessment |
| 7 | Deficit mode of assessment  | G | Emphasizes to students what they DO NOT know |
| 8 | Where am I going? Where am I now? (p. 41)  | H | Summative assessment |

Excellent! Now to reinforce this learning and develop deep neuronal pathways in your brain that will ensure when you think of ONE of these matching elements you will automatically think of the other, please make one sentence with each set of matching terms. You may (suggested) write the sentence or you may say it out loud twice. Our brains are so cool, huh?

For overachievers: Take one sheet of paper and use all these terms as you summarize the concepts into a cohesive one-page document for someone who has not read the chapter.

Alternative to one-pager: Draw/design one graphic that illustrates how all these concepts are related to assessment. Use color – have some fun. This activity is especially great for visual learners.

Chapter 2

C. This is a “biggie” concept so let’s spend some time getting this whipped into shape.

Compare and Contrast IN YOUR OWN WORDS the following:
(Note: Your OWN words make you OWN the learning.)

Benefits of Evaluative feedback?

Benefits of Descriptive feedback?

What are the implications of the overlap:

Evaluative feedback might look like this:

Descriptive feedback might look like this:

Challenges of Evaluative feedback?

Challenges of Descriptive feedback?

Chapter 2

D. The cornerstones of “Assessing for Learning” are the strategies listed on page 42 and explained on pages 42-46. Respond to each as indicated below:

|  |  |  |  |
| --- | --- | --- | --- |
|  | To me this means: | Examples of how I already do this in some way:  | Need more work on this!!  |
| **Where am I going?** |  |  |  |
| 1. Provide a clear and understandable vision of the learning target.
 |  |  |  |
| 1. Use examples and models of strong and weak work.
 |  |  |  |
| **Where am I now?** |  |  |  |
| 1. Offer regular descriptive feedback.
 |  |  |  |
| 1. Teach students to self-assess and set goals.
 |  |  |  |
| **How can I close the gap?** |  |  |  |
| 1. Design lessons to focus on one aspect of quality of time.
 |  |  |  |
| 1. Teach students focused revision.
 |  |  |  |
| 1. Engage students in self-reflection, and let them keep track of and share their learning.
 |  |  |  |