

RESIDENT EDUCATOR YEAR

FOCUS: FORMATIVE AND SUMMATIVE ASSESSMENT

Instructions: From the following list of activities, select two (2) to complete in collaboration with your mentor. Document your work in your collaborative log as you work through the activity. In the Final Report, due toward the end of the school year, you will be asked to briefly document the activities you completed.

Formative and Summative Assessment

1. Planning for assessments

With your mentor, review an upcoming lesson plan looking for opportunities to formatively assess learning. Select formative assessment strategies to be included in the lesson.

With your mentor, discuss possible lesson adjustments that you might need to make during or after instruction based on the formative data collected. These adjustments might include clarifying questions, differentiated activities, or alternate methods of teaching the information again.

Document in your collaborative log.

2. Formative and summative assessment task

Choose three assessments you used during an instructional unit. Share each assessment with your mentor and three student responses. Collect the assessment responses of three students whose progress you are following across all three assessments. Of the three students, choose a low-performing, a mid-performing, and a high-performing student on the initial formative assessment.

Analyze each student's learning based on the results of Formative Assessment 1. Explain where each student succeeded and struggled in relation to the learning objectives and your assessment criteria. Then explain how the assessment results affected the instruction that followed for each student.

Analyze each student's learning based on the results of Formative Assessment 2. Explain where each student succeeded and struggled in relation to the learning objectives and your assessment criteria. Then explain how the assessment results affected the instruction that followed for each student.

Analyze each student's learning based on the results of the Summative Assessment. Explain where each student succeeded and struggled in relation to the learning objectives and your assessment criteria. Then explain how the assessment results affected the instruction you planned to follow this instructional unit.

You may want to develop a chart as you collect your data.

Document in your collaborative log.

3. Videotape a lesson

With your mentor describe the plan you made for formative assessment during the lesson prior to teaching the videotaped lesson. View the videotape and reflect on what actually took place when you taught this lesson. What, specifically, in the video segment demonstrates a method of formative assessment you used in this lesson? Discuss what you learned from this formative assessment and how you used this information in this lesson or in subsequent lessons.

Document in your collaborative log.

Video analysis of teaching and learning cycle

4. Selects a short video of a lesson from a resource such as You-Tube, Teaching Channel videos or from another source. Watch the video of a lesson with your mentor. Identify the components of the Teaching and Learning Cycle in the video. What prior knowledge did the teacher have of the students? What prior knowledge did the students need to participate in the lesson? After watching the video, identify the teaching strategy that was most effective? Least effective? How might the lesson have been improved? What formative assessment techniques were employed? Were they useful? How do you know? What evidence is there that the techniques used were successful?

Document in your collaborative log.

5. Response to Intervention

During the semester, identify an exceptional student, gather data, analyze the data, prescribe and implement adaptations, and evaluate their effects. In addition to providing valuable assistance to an individual student, this inquiry project aids in developing your sense of efficacy as a teacher. Consult with other professionals such as intervention specialists, and school counselors. You will research the student's background and report on the student's current level, strengths, and weaknesses at the beginning of the semester. After doing background research, you will define the targeted goal and gather baseline data on your student. You will then create an instructional plan for that student, identifying strategies to achieve these goals. You will continue to gather data as you implement your plan of intervention. Throughout this process, you will reflect on the strategies that you use and analyze their effectiveness. If your initial intervention does not work, you are encouraged to try other intervention strategies.

Document in your collaborative log.

6. Inquiry into Student Learning

This inquiry requires you to analyze and use student assessment data to characterize what has been learned during a unit of study. There are two parts to this inquiry.

Whole Class Assessment: The purpose is to organize and analyze assessment evidence in order to draw conclusions about student achievement of each of the

specified learning outcomes. The best way to conduct this kind of assessment is to examine and compare pre-instructional assessments and post-instructional assessments targeting the same concept of understanding. It is not necessary to report analyses for each individual child. Rather, you should aggregate assessment information of the whole class to show what students learned and are now able to do. What patterns of performance are evident in the assessments? Are these the results expected? In what areas did the students perform best and worst? What misconceptions, if any, are revealed by the assessments?

Individual Student Assessment. In this sub-component, the task is to organize and analyze assessment evidence for **at least one student identified with special needs, exceptionality, etc.** The purpose is to demonstrate your ability to monitor and interpret the academic performance of an exceptional child and reflect on your *own* ability to differentiate instruction. What patterns of performance are evident in the assessment? Are these the results expected? In what areas did the student (or students) perform best and worst? What misconceptions, if any, are revealed by the assessments?

Document in your collaborative log.

Summative Assessment

7. After giving a summative assessment to a class, conduct an item analysis. What questions were missed most frequently? Which question(s) did nearly every, or all, students get correct? With your mentor, reflect on instructional practices to teach the concepts the questions are assessing. How did you teach the material? What types of strategies were incorporated into the lesson? Does the wording of the question reflect the instruction and what you are assessing? Do the questions align with your learning outcomes?

Document in your collaborative log.

Professional Development on Assessment

8. Attend at least one professional development session/workshop that focuses on formative and summative assessment this school year. How did what you learn impact your knowledge of formative and summative assessment? Discuss with your mentor what new assessment strategy or strategies you are going to implement in your classroom. After implementing a new strategy, consider the result. Did it work? Did it make a difference? Teacher reflection is an effective way to move new learning to action. Importantly, it serves to examine how the activity increases your teacher effectiveness and/or student learning.

Document in your collaborative log.