

# The Power of Assessment Webinar Series

INTRO	<b>THE POWER OF ASSESSMENT</b>		<b>Recorded 2012-2013</b>
 <p><b>Presenter:</b> Author and National Speaker, Tom Schimmer</p> <p><b>Facilitated by:</b> Nancy Thomas Price, SDE Coordinator of Formative &amp; Interim Assessment</p> <p><b>Intended Audience:</b> Building Administration, Classroom Teachers, District Administration</p>	<p>This webinar series supports as well as introduces the conceptual framework for balanced assessment systems that has been introduced this year through district and regional professional development sponsored by the Idaho State Department of Education.</p> <p>If you have previously taken part in assessment literacy professional development, it will serve as an excellent refresher and also provide new learning with more depth and clarity.</p> <p>The Smarter Balanced Assessment Consortium emphasizes the need for Formative, Interim and Summative assessment working together to improve and inform instruction for students.</p> <p>This webinar series supports the goals outlined by the department for Formative and Interim support.</p> <ul style="list-style-type: none"> <li> Increase awareness about formative and interim assessment and the role they play in alignment of the written, taught, and tested curriculum.</li> <li> Make optimal use of Schoolnet tools to the degree that student achievement is impacted.</li> <li> Prepare for Smarter Balanced Assessments by increasing assessment literacy and developing balanced assessment systems.</li> </ul> <p>*Each webinar session is approximately 1 hour in length. Depending on how much time is spent on discussion and completion of activities add 30-60 minutes when you use the webinars with learning teams.</p>		
<b>Module 1</b>	<b>What it Means to be Assessment Literate</b>		<i>Available after April 15th</i>
	<p>This introductory webinar will make the case for why our collective discussion about assessment and grading represent an ongoing fundamental shift as opposed to a “fad.” Specifically, this module will assist in developing a deeper understanding of key assessment terminology of assessment and grading in order to avoid some common misrules that can develop when assessment literacy is limited.</p>		
<b>Module 2</b>	<b>The Power of Classroom Assessment</b>		<i>Available after April 15th</i>
	<p>This webinar will serve to develop a deeper understanding of both formative and summative assessment. Participants will (1) Explore some essential research behind the importance of an effective classroom assessment process, (2) Have a clear understanding of the difference between formative and summative assessment, and (3) Be able to more strategically infuse formative assessment into their everyday activities.</p>		
<b>Module 3</b>	<b>Examining Curricular Standards</b>		<i>Available after April 22nd</i>
	<p>The focus of this webinar is on examining curricular standards for two reasons: (1) To identify specific elements that serve as the foundation for long-term understanding and</p>		

	(2) To identify the interconnectedness of some standards in order to create more authentic experiences for students. In the same way that coaches plan practices to work on specific elements of excellent play, teachers must learn to examine curricular standards in order to plan engaging lessons. However, coaches also know that the development of specific skills in isolation is not as important as the application of skills in authentic situations; effective teachers know the same. By examining standards for specific elements, teachers are able to provide students with intimate access a curriculum that can otherwise feel distant and unattainable.	
<b>Module 4</b>	<b>Thoughtful Assessment Choices</b>	<i>Available after April 29th</i>
	Whether using formative assessments to check for understanding or summative assessments to determine whether students have met curricular standards, it is vital that teachers garner reliable information that accurately reveals the students' levels of proficiency. While some might bemoan the use of multiple-choice questions (and other traditional assessment formats) as dinosaurs of the <i>twentieth century</i> , this module will make the case that the use of traditional assessment methods is not the issue; the issue is the <i>over</i> or <i>exclusive</i> use of any one particular assessment method. Not every standard can be assessed through multiple-choice, nor can every standard be assessed using a rubric. This module will assist teachers in becoming more thoughtful about the assessment choices they make.	
<b>Module 5</b>	<b>Asking Effective Questions (and other assessment fundamentals)</b>	<i>Available after April 29th</i>
	How do you know when you've written a good question? What are the key fundamentals behind an effective rubric? This module extends module 4 and explores the specific elements that ensure that our assessments methods yield the most accurate information. If the questions themselves are flawed, then teachers can't be certain whether students are truly proficient or need extra support.	
<b>Module 6</b>	<b>Descriptive Feedback</b>	
	This module will highlight importance of having a formative instructional response to the assessment information we have access to. Through both a review of the current research as well as practical, embedded strategies, participants will come to know 'why' and 'how' descriptive feedback serves as the cornerstone to student success and growth. To be most effective, feedback must become a natural part of our instructional routines and be something students expect to receive and act upon.	
<b>Module 7</b>	<b>Accurate Grading Pt.1</b>	
	This module shifts our focus from formative assessment to summative assessment. In this first of two modules on grading, participants will come to understand the variety ways in which student achievement information is inadvertently distorted and, therefore, inaccurate. Specifically, participants will explore some of the issues with 'traditional' grading practices, the specific practices that lead to grade distortion, and the new practices and routines that lead to more clear and accurate grades.	
<b>Module 8 NEW!</b>	<b>Accurate Grading (Pt. 2) Practice and Improvement</b>	
	As part 2 of our look at accurate grading, this module will first explore the roll of homework and practice as they relate to grading. Participants will come to understand the limits of homework being used for summative purposes and the potential inaccuracy – and lack of confidence – that can emerge from a 'count everything' paradigm. Second, participants will come to understand why emphasizing the most recent or most frequent evidence of learning leads to a more standards-based mindset and a more balanced, learning-centered approach to grading.	
<b>Module 9 NEW!</b>	<b>Meaningful Student Ownership</b>	
	Through both a brief review of some research and practical classroom-based strategies, participants will come to know why and how students can take meaningful ownership over their own learning. Specifically, the processes of self-assessment, peer assessment, as	

	well as student-choice around demonstrating proficiency will all be explored. Rather than remaining passive recipients of their own educational experience, students must become active before, during, and after each lesson.	
<b>Module 10 NEW!</b>	<b>Formative Assessment Strategies</b>	<i>Available after April 30th</i>
	While serving as a cumulative summary of the webinar series, this module will examine specific formative assessment strategies that teachers can use with their students. Specifically, this module will focus on the infusion of formative assessment into instructional strategies. Rather than having to stop teaching in order to conduct a formative assessment, this session will highlight ways in which teachers can use strategies that seamlessly lead students through a continuous assessment-instruction-feedback loop.	
<b>Module 11</b>	<b>Effective Assessment Leadership Part I</b>	
	Shifting to a focus on effective leadership and implementation, this module will highlight the importance of becoming an adaptable leader in order to contextualize our implementation efforts. As well, participants will come to understand the evolution of new ideas and the process people go through on their way to acceptance. Finally, participants will be introduced to the first three (of six) effective strategies and mindsets that will ensure greater success with implementing any new assessment or grading practice.	
<b>Module 12</b>	<b>Effective Assessment Leadership Part II</b>	<i>Available after April 22nd</i>
	This final module will focus on two specific leadership areas. First, participants will come to know what effective implementation planning looks like and how a leader can ensure that a new idea becomes an established practice or routine. Second, participants will explore the inevitable challenges and roadblocks and come to understand how leaders can respond to those challenges in a positive, productive, and proactive way. Rather than trying to avoid these challenges, leaders will become more strategic and purposeful when these challenges appear through the implementation process.	