GEORGIA DEPARTMENT OF EDUCATION

Kathy Cox, State Superintendent of Schools

Training for Georgia Performance Standards

Day 3: Assessment FOR Learning

We will lead the nation in improving student achievement.

Acknowledgements

This training program was developed by the Georgia Department of Education as part of a series of professional development opportunities to help teachers increase student achievement through the use of the Georgia Performance Standards.

For more information on this or other GPS training, contact Robin Gower at (404) 463-1933 or rogower@doe.k12.ga.us.

Use of This Guide

The module materials, including a Content Facilitator's Guide, Participant's Guide, PowerPoint Presentation, and supplementary materials, are available to designated trainers throughout the state of Georgia who have successfully completed a Train-the-Trainer course offered through the Georgia Department of Education.

Table of Contents

Overview

Module Rationale

This training extends and builds upon days one and two of training.

The first purpose of day one of training was to introduce participants to the applicable standards.

The second purpose of day one of training was to introduce the standards-based education approach and to assist teachers in using this "backward design" approach to develop assessments and instruction in support of the new curriculum standards. During day one of the training, the emphasis was on the model itself—what it is, why it is important, and how it can be used so that the new GPS have a profound impact at the classroom level.

The purpose of day two of the training was to delve deeper into Stage 1 of the backward design process, helping participants to gain proficiency in unpacking standards.

The purpose of day three of the training is to teach Stage 2 of the Backward Design Process

Module Description

This module includes preparation (an assignment to unpack a standard that was given at the end of day one), an instructor-led one-day session composed of several large and small group demonstrations and practice activities, and follow up. The prior preparation helps participants to jump into meaningful discussions quickly, and the follow up serves as a bridge to day three of training.

Module Goal

Demonstrate a deep understanding of the new Georgia Performance Standards and the standards-based education approach, through thoughtful curriculum planning, development of formative and summative assessments, and the design of instruction matched to the standards and research-based best practices. This shall be measured by student performance on progress monitoring and standardized criterion-referenced tests.

Key words from the goal:

- Deep understanding
- Georgia Performance Standards (GPS)
- Standards-based education
- Research-based best practices

Note that the goal will not be reached by any single day of training. It will take preparation, eight days of classroom instruction, and follow up to master this goal.

Day Three Objectives

By the end of day three of training, participants will be able to:

1. Describe how and why assessment is Stage 2 in the backward design process (standards-based education).

2. Identify the purpose of assessment in the classroom.

3. Differentiate among diagnostic, summative, and formative assessments, and between formal and informal assessments.

4. Given a standard(s) and a purpose for assessment, determine which assessment method(s) would be most appropriate at various times to increase student learning.

5. Given an assessment plan for a unit, identify whether it meets best practice standards for assessment.

6. Create a formative and summative assessment plan for a unit, including examples of performance tasks.

Module Sequence

Prior Preparation—Participants

- Unpack several standards to create Stage 1 for a unit of study (assigned at end of day two)

Introduction (55 minutes)

- Opening Activity (5 minutes)
- Hook Activity (25 minutes)
- Overview (5 minutes)
- Assessment and Backward Design (20 minutes)

Introduction to Assessment (15 minutes)

Balanced Assessment (55 minutes)

- Balanced Assessment Frameworks and Methods (25 minutes)
- Self Assessment (30 minutes)

Planning Assessments (3 hours)

- Unit 1 (45 minutes)
- Unit 2 (1 hour)
- Unit 3 (1 hour 15 minutes)

Grading Student Work (10 minutes)

Summary, Evaluation, and Homework (10 minutes)

Leader Roles and Responsibilities

This workshop will require of you a different set of skills than most other instructor-led training programs. There is less presentation and lecture; instead, you will have to use demonstration, questioning, and facilitation skills. This guide includes the basic questions you should ask the participants, but throughout the workshop, you will have to add additional probing questions to get the participants to question their assumptions and continue to refine their understanding of what standards-based teaching is and how it can make a difference.

Target Population

The target populations for this training are teachers of English Language Arts at all grade levels; teachers 6th grade mathematics; and teachers of 6thgrade, 7thgrade, and high school science. This includes teachers of this content in special education, gifted, and supplemental/alternative positions who need to be knowledgeable of the general curriculum in order to provide accommodations, modifications, and/or support so that students with special needs have access to, and progress in, that curriculum. Also included in the target population are others in leadership positions for these portions of the curriculum (e.g., literacy coaches, curriculum specialists).

Teachers will be trained locally, in groups corresponding to the following modules:

1. K-3 ELA*
2. 4-8 ELA*
3. 9-12 ELA*
4. 6 Mathematics*
5. 6-7 Science*
6. 9-12 Life Science*
7. 9-12 Physical Science*

* This includes regular education, special education, gifted education, and supplemental/alternative teachers.

Module Preparation

Preparation is critical to a successful training session. Listed below are some tips that will help you prepare for your session.

1. Participate in a Train-the-Trainer session.

2. Gather all the required articles, texts, and other materials listed in the "Module Materials" list on page 10. A set of books is provided to each school, as listed on page 10. Become very familiar with these materials and the materials in the *Recommended Readings* list.

3. Ensure that school administrators understand the preparation and follow up requirements of the course and that the GPS curriculum changes have evolved from a very open public process that included public input from responses sought by the DOE. Current GPS were developed taking into consideration all input from all respondents.

4. Ensure the participants who are enrolled in your training sessions have the preparation materials (also known as the day two follow up assignment) and realize it is an absolute requisite to attending the training. The best way to ensure compliance is to have multiple contacts with the participants and their administrators. During these contacts, whether by mail, phone, or e-mail (preferably a combination), ensure that participants understand the assignment and are committed to arriving prepared. Anything you can do to establish a relationship with participants will help reduce stress and ensure a meaningful and successful training experience. If the participants start the training unprepared, they may never catch up.

5. Identify a date, times, and location for this training. This may vary from one setting to the next, as you work with local schools and districts to arrange a customized delivery schedule. Prepare a handout with this information and photocopy it for the participants. You can use the agenda on page 21 to guide you.

6. Determine how course follow-up will be handled. It is very important that professional development be an on-going, job-embedded process, with the training sessions being part of a cohesive plan to help teachers increase skills and knowledge. Here are some questions you must answer before conducting the workshop:

   - Will there be any follow-up conference calls or a list serve to discuss progress and provide an information-sharing and networking forum? If so, who will lead them? When? How?
   - How will we ensure that participants complete the follow-up assignments? Who will follow up with reminders? How will we make sure this effort is supported locally?
   - Will there be grade level meetings? Department meetings?

7. Gather information about your training site:
    - Mailing address, contact person with phone number (Participant materials need to be shipped to a specific location and someone needs to receive the materials.)
    - Size of room and space to work in small groups
    - Audio visual equipment
        - Projection system
        - Two flipcharts with pads
    - Table and chairs: One table for leader (in front), one for materials, enough tables for the number of participants to sit in groups of about four
    - Wall space for your posters and flipcharts
    - Determine plans and payment for refreshments as desired/needed.
    - Set up your training room the night before the training. If you have never seen the room, this is especially important.
    - Test all equipment and make sure you have all of your materials organized for efficient distribution.

8. Go through the entire Content Facilitator's Guide.
    - Prepare an agenda. (You may also want to mark key times with Post-Its put in your guide.)
    - Use margins to note key points you plan to emphasize.
    - Walk through all activities.
    - Prepare any flipcharts.
    - Make sure your materials are organized according to when you will need them.
    - Make any adjustments that are needed to the activities, room layout, audio-visuals, etc., based on the number of participants.

Module Materials for Day Three of Training

Content Facilitator's Kit contents:

- Content Facilitator's Guide (one for each leader)
- Complete set of slide transparencies (PowerPoint)
- Participant's Guide (one per participant and one per leader)

Other materials needed:

- Name tags
- Easel chart paper and stand
- Masking tape to post flipchart paper
- Note pads and pens for participants
- Highlighter markers, one per participant

Equipment:

- Overhead projector or computer and LCD projector

Other materials needed:

- Post-It notes (3 X 5, one package for every three participants)
- Scissors
- Name tags (one per participant)
- A variety of colored markers for flipchart
- Highlighter markers (one per participant)
- Flipchart paper and stand (two sets)
- Masking tape to post flipchart sheets
- Contact Information handout
- Small prizes
- Index cards (one package per table)
- Bell or other signaling device
- Pads of note paper for participants (any size, any type)
- Timer

Equipment:

- Projection system for slides/overhead transparencies
- Computer

Provided Texts

Each school will receive one copy of each book listed below, and ten copies of the *Understanding by Design* book.

Hayes Jacobs, Heidi. *Mapping the Big Pictures: Integrating Curriculum and Assessment K-12.* Alexandria, VA: Association for Supervision and Curriculum Development. 1997

Marzano, Robert J. *What Works in Schools: Translating Research into Action.* Alexandria, VA: Association for Supervision and Curriculum Development. 2003.

Robert J. Marzano, Debra Pickering, and Jay McTighe. *Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model.* Alexandria, VA: Association for Supervision and Curriculum Development. 1993.

Marzano, Robert J, Debra J. Pickering, and Jane E. Pollock. *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement.* Alexandria, VA: Association for Supervision and Curriculum Development. 2001.

Marzano, Robert J, Jana Marzano, & Debra Pickering. *Classroom Management That Works: Research-Based Strategies for Every Teacher.* Alexandria, VA: Association for Supervision and Curriculum Development. 2003.

Strong, Richard W., Harvey F. Silver, and Matthew J. Perini. *Teaching What Matters Most: Standards and Strategies for Raising Student Achievement.* Alexandria, VA: Association for Supervision and Curriculum Development. 2001.

Tomlinson, Carol Ann. *How to Differentiate Instruction in Mixed-Ability Classrooms, 2nd edition.* Alexandria, VA: Association for Supervision and Curriculum Development. 2001.

Wiggins, Grant and Jay McTighe. *Understanding by Design.* Alexandria, VA: Association for Supervision and Curriculum Development. 1998. *

Wiggins, Grant and Jay McTighe. *Understanding by Design Study Guide.* Alexandria, VA: Association for Supervision and Curriculum Development. 2000.

* Note: Ten copies of this book were purchased for each school.

Day Two Follow Up/Day Three Preparation

Remind participants to complete the day twoffollow up assignment as preparation for day three. They will be using this assignment during the class session.

Recommended Readings: Assessment

Note: A more general list of resources for Standards-Based Education is contained in the materials for day one of training.

Andrade, H. (2000, February). Using Rubrics to Promote Thinking and Learning. *Educational Leadership*, 56 (5), 13-19.

An excellent resource on using rubrics to support student learning. In this article, Andrade outlines the importance of rubrics by providing insight into their purpose, various uses and effective designs. She makes the point that rubrics can help educators assess student work quickly and efficiently, and help support student grades. When properly designed and used correctly, rubrics can support both the learning and assessment process.

Arter, J., & Busick, K. (2001). *Practice With Student-Involved Classroom Assessment*. Upper Saddle River, NJ: Prentice Hall.

This workbook has been developed as the companion to the third edition textbook. The connections between the concepts in the text and the workbook exercises are well-planned and finely tuned to work together chapter-by-chapter. Each exercise provides direct assistance to teachers on concepts from evaluating grading practices to developing scoring criteria.

Carr, J., & Harris, D. (2001). *Succeeding With Standards: Linking Curriculum, Assessment and Action Planning*. Alexandria, VA: Association for Supervision and Curriculum Development.

A practical, school-tested solution to the challenge of incorporating standards at all levels. The authors describe a comprehensive process by which schools and districts can create a coherent plan to become standards-based. Improved student performance is the centerpiece of all standards-linking processes.

Coladarci, T. (2002, June). Is it a House…or a Pile of Bricks? *Phi Delta Kappa*, 83(10), 772-774.

An examination of assessment. By addressing six features, school leaders will be working more deliberately toward a true local assessment system, rather than on a mere collection of assessments.

Davies, A. (2000). *Making Classroom Assessment Work*. Merville, British Columbia: Connections Publishing.

This provides a thoughtful framework for how teachers and administrators can reconsider how assessment is working in classrooms. From building the foundation for student involvement through ways to report, the author provides a bridge between what the research shows and what teachers can do in their classrooms. This book is a quick read that is written in teacher-friendly language.

Gregory, K., Cameron, C. & Davies, A. (1997). *Knowing What Counts*. Merville, British Columbia: Connections Publishing.

This series of three books for use in middle grades and high school classrooms outlines incredibly practical ways for teachers to involve students in their own assessment. *Setting and Using Criteria* outlines a four-part process for setting criteria, and then shows how to use it to provide descriptive feedback to support learning. *Self-Assessment and Goal-Setting* provides 10 practical self-assessment ideas and five goal-setting ideas to use with students. *Conferencing and Reporting* focuses on practical ways to involve students in their own communication with others about learning. Additional information about her work in assessment can be found on Anne Davies' organization's web site: www.connect2learning.com.

Guskey, T. (2002, June). *Computerized Gradebooks and the Myth of Objectivity*. Phi Delta Kappa, 83(10), 775-780.

A look at the need for teachers to decide the most accurate and fair description of each student's achievement and level of performance utilizing computerized grading programs and electronic grade books.

Lewin, L., & Shoemaker, B. (1998) *Great Performances: Creating Classroom-Based Assessment Tasks*. Alexandria, VA: Association for Supervision and Curriculum Development.

An inspiring book filled with personal examples on how to increase student achievement by helping students understand the assessment process. The authors provide a four-step approach to assist students in learning content and how to understand it for the assessment. They maintain that helping students to understand teacher expectations, performance levels and strategies for reaching course goals will increase student achievement. This resource includes examples of students' projects and assessment tools.

Lockwood, R., & McLean, J. (1996). *Why We Assess Students – And How*. Thousand Oaks, CA: Corwin Press, Inc.

This book is an easy-to-read and powerful resource book that describes the types of assessments, the strengths and weaknesses of each type, use of kinds of assessment data and the caution to be observed while interpreting assessment results. The book includes discussions on criterion-referenced testing and alternative or authentic testing methodologies. The last chapter demonstrates how to develop an ideal assessment program for your staff. It's a keeper, just like the authors say.

Marzano, Robert J. *Transforming Classroom Grading*. Alexandria, VA: Association for Supervision and Curriculum Development. 2000.

Grading has the *potential* for being a valuable learning tool that helps both students and teachers clearly see how they can improve; however, this potential is seldom realized. In this book, Marzano presents viable alternatives to traditional assessment that are grounded in research and practical at the same time.

Robert J. Marzano, Debra Pickering, and Jay McTighe. *Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model.* Alexandria, VA: Association for Supervision and Curriculum Development. 1993.

Marzano et. al. make the case that performance tasks should be developed to help students achieve deep learning and promote active construction of knowledge. This book contains numerous examples of such performance tasks and also includes several chapters on the construction of rubrics to score performance and offer useful feedback to students.

Nichols, B., & Singer, K. (2000). Developing Data Mentors. *Educational Leadership*, 57(5), 34-37.

A good resource with a focus on applying assessment data to improve student achievement. The authors share the pitfalls of gathering and sharing student assessment data. They offer two major strategies to assist classroom teachers and principals in data analysis: use of data notebooks and implementation of a data-mentoring program. These strategies improve data analysis and skills for both parties.

O' Connor, K. (2002) *How to Grade for Learning, 2nd Edition*. Arlington, Illinois: Skylight Publishers. www.skylightedu.com

The second edition of this book offers eight practical guidelines that encourage effective learning, support student success and make grades meaningful. Each guideline defines the purpose, illustrates an example, discusses and analyzes key issues, and summarizes the

bottom line. Additional topics include overviews of various grading programs, calculation strategies, the use of report cards and other reporting forms, and insights on future trends in student assessment.

Reeves, D. (2001). *101 Questions & Answers About Standards, Assessment and Accountability.* Denver, CO: Advanced Learning Press.

An easy-to-use reference book that gives clear answers to some of the most commonly asked questions about some of today's most pressing educational issues. Teachers, parents and school administrators can use this book to help formulate effective solutions and improve communication within the entire school community.

Reeves, D. (1997). *Making Standards Work: How to Implement Standards-Based Assessments in the Classroom, School and District*. Denver, CO: Advanced Learning Press.

An examination of the undeniable evidence of the importance of using performance assessment as part of an educator's daily life. This book leads the reader through the steps of creating and using performance assessments to determine students' achievement throughout the school year. The author advocates using performance assessments that contain real-world scenarios, multiple tasks, and clear, consistent scoring guides.

Research You Can Use to Improve Results. (1999). Alexandria, VA: Association for Supervision and Curriculum Development.

A useful tool for school improvement. This book describes research-based practices that have been associated with improvements in the following areas: leadership, planning and learning goals; management and organization; instruction and instructional improvement; interactions; equity; special programs; assessment and parent and community involvement.

Schmoker, M. (1999). *Results: The Key to Continuous School Improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.

A guideline for continuous improvement. How do educational leaders know their schools are improving? Do they know the strategies that really work in reading, mathematics, writing or science programs? How do they measure what works? How do they sustain school reform? Schmoker answers these and other questions by focusing on student learning. He outlines a school improvement planning process around teams of teachers and administrators who meet regularly to analyze data, develop measurable goals and research-based action steps, and monitor progress toward goals using formative and summative data.

Schmoker, M. (2001). *The Results Fieldbook*. Alexandria, VA: Association for Supervision and Curriculum Development.

In this book, the reader gets a close, detailed look at how entire school systems cultivate and capture teacher expertise to increase student achievement. The schools focused on the concepts of collaboration and data collection from Mike Schmoker's book titled *The Key to Continuous School Improvement.* Goal-oriented, data-driven collaboration, plus ongoing assessment in these five school systems led to an array of effective innovation and teaching strategies. Short vignettes, written in the first-person, give practitioner accounts of successful schools obtaining measurable improvement. Schools shared how they overcame obstacles and achieved exceptional results for all their students. Actual data results from the systems are presented.

Stiggins, R. (2001). *Student-Involved Classroom Assessment*, Third Edition. Upper Saddle River, NJ: Prentice Hall.

An important resource for leaders in helping teachers create quality classroom assessments. Stiggins shows how classroom assessment can be used to build student confidence and to increase student performance. He also presents ways to use different assessment methods to reach achievement goals. This is the third edition of Rick Stiggins' acclaimed textbook, and it continues to build on his practical guidelines for developing quality classroom assessment practices. It offers a wealth of ideas for improving learning through effective assessment and demonstrates how vital and powerful student involvement is in the process. Additional assessment resources produced by Rick Stiggins' organization, the Assessment Learning Institute (Portland, Oregon), are available and downloadable at no cost on the organization's web site: www.assessmentinst.com.

Stiggins, R. (2002, June). *Assessment Crisis: The Absence of Assessment FOR Learning*. Phi Delta Kappa, 83(10), 758-765.

A must reading for anyone who needs to know more about the impact assessment has on student achievement. This article sums up the research on classroom assessment with a connection to school improvement. Rick Stiggins, president of Assessment Training Institute, Inc. in Portland, Oregon, and considered by many the country's most renowned researcher and speaker on assessment, writes in a manner in which school leaders and teachers can learn and use the information. The latter part of this article helps school leaders focus their work on improving classroom assessment FOR learning.

Thompson, M., & Thompson, J. (2000). *Leadership, Achievement and Accountability*. Learning Products and Assessment, Inc.

An easy-to-follow handbook that uses Essential Questions to explore exemplary practices in each of the following areas: assessment, curriculum, instruction, organization and accountability. This resource provides research-based, practical solutions to common problems within educational organizations.

Trevisan, M. (2002, June). The State's Role in Ensuring Assessment Competence. *Phi Delta Kappa*, 83(10), 766-771.

A look at educators' licensure competencies in adopting well-thought-out, rigorously developed assessment standards to support student success.

Wilson, L. (2002) *Better Instruction Through Assessment: What Your Students Are Trying to Tell You*. Larchmont, NY: Eye on Education, Inc.

This book provides teachers with the knowledge to interpret and use data well to make better instructional decisions. It is a practical book for administrators and teachers on understanding measurement concepts. It covers the blending of instruction with assessment, test item formats, essential measurement concepts, ways teachers can evaluate their own assessments to make them most effective, and issues such as "teaching to the test." The book provides authentic examples of measurement concepts at work in classrooms and suggestions about how to use what one learns in assessment to improve student learning. There are useful "Putting into Practice" sections throughout the book on interpreting and planning needed instruction.

Suggested Web Sites for Assessment

http://cresst96.cse.ucla.edu/resources/justforteachers_set.htm
This Los Angeles Public Schools site includes a PDF file with sample performance tasks.

http://intranet.cps.k12.il.us/Assessments/Ideas_and_Rubrics/ideas_and_rubrics.html
This excellent site by the Chicago Public Schools provides information about rubrics for performance assessments, performance assessment tasks, and assessment resources, as well as a rubric bank.

http://pareonline.net
Practical Assessment, Research and Evaluation (PARE) is an on-line journal supported, in part, by the Department of Measurement, Statistics, and Evaluation at the University of Maryland. Its purpose is to provide education professionals access to refereed articles that can have a positive impact on assessment, research, evaluation, and teaching practice.

http://www.rmcdenver.com/useguide/assessme/online.htm
This site provides links to a variety of websites dealing with creating assessments, assessment strategies and definitions, rubrics, etc.

http://school.discovery.com/schrockguide/assess.html
This site provides an extensive bank of rubrics, rubric builders, graphic organizers, etc.

http://www.techtrekers.com/rubrics.html
This site provides links to a variety of websites for creating rubrics.

www.eduplace.com/graphicorganizer/
This site contains approximately 35 different graphic organizers.

www.ieq.org/Portal/Stud_assess.html
The student assessment section of the IEQ Teacher Resource Portal provides education program planners and teacher development specialists with access to web-based resources such as case studies, descriptions of alternative approaches to primary school assessment, sample test instruments, and classroom strategies that can be used to link assessment and instructional practice.

www.nwrel.org/assessment
This excellent site provides a wealth of materials, including *Toolkit98*, which contains tutorials "designed to assist classroom teachers to become better assessors of student learning. The primary users of Toolkit98 are intended to be those who have the

responsibility to coordinate and facilitate professional development in assessment for teachers."

www.pals.sri.com
PALS is an on-line, standards-based, continually updated resource bank of science performance assessment tasks indexed via the National Science Education Standards (NSES) and various other standards frameworks.

www.prenhall.com/stiggins
This site provides additional information for users of *Student-Involved Assessment FOR Learning, 4th ed.*, by Richard J. Stiggins.

Agenda

This is a one-day course, with approximately 5.5 hours of instructional time.

Introduction.....55 minutes

- Opening Activity (5 minutes)
- Hook Activity (25 minutes)
- Overview (5 minutes)
- Assessment and Backward Design (20 minutes)

Introduction to Assessment..... 15 minutes

Balanced Assessment..... 55 minutes

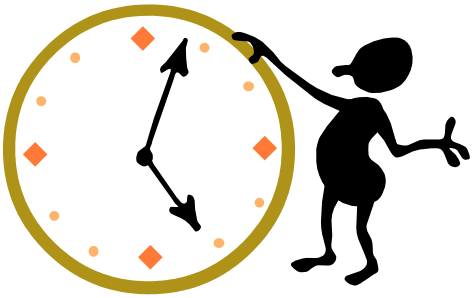
- Balanced Assessment Frameworks and Methods (25 minutes)
- Self Assessment (30 minutes)

Planning Assessments..... 3 hours

- Unit 1 (45 minutes)
- Unit 2 (1 hour)
- Unit 3 (1 hour 15 minutes)

Grading Student Work..... 10 minutes

Summary, Evaluation, and Homework..... 10 minutes



Introduction

Time 55 minutes

Overview During the introduction, participants will participate in a simulation of a performance assessment task. After a brief presentation of the day's agenda and objectives, participants discuss the role of assessment in the backward design process, making connections between Days 2 and 3 training, and establishing a foundation for the day's content.

Objectives

- Describe how and why assessment is Stage 2 in the backward design process (standards-based education).

Activities

- Opening Activity (5 minutes)
- Hook: Clapping Hands Activity or Envelope Activity (25 minutes)
- Overview of the Training (5 minutes)
- Assessment and Backward Design (20 minutes)

Materials

- Overhead projector or computer and LCD projector
- Transparencies or PowerPoint presentation
- Participant's Guide
- "Hook" role cards (Prepare a set of 12 index cards with one of the following roles written on each card: Assessor 1, Assessor 2, Assessor 3, Assessee 1, Assessee 2, Assessee 3, Assessee 4, Scorekeeper, Hall Monitor)
  OPTIONAL: Instead of using index cards, you might have the roles on pieces of construction paper or tagboard that have yarn or string attached for volunteers to wear as placards. This would help the participants as well as the volunteers keep track of the role each person is playing.
- "Hook" Clapping Traits sign (Prepare a sign titled "Clapping Institute Criteria" and with three bullets: Volume, Appropriateness, Creativity)
- "Hook Award" Certificate page 6 in FG. 1 copy needed.

Opening Activity

1. As participants arrive, direct their attention to the opening activity that is on the flip chart. The flip chart should say, "As you enter the room, record and post your "Bright Ideas" and "Lightning Bolts" from Day 2 redelivery." Welcome participants and ask if anyone would share their "Bright Ideas" or "Lightening Bolts."

Hook: Clapping Hands Activity (25 minutes)

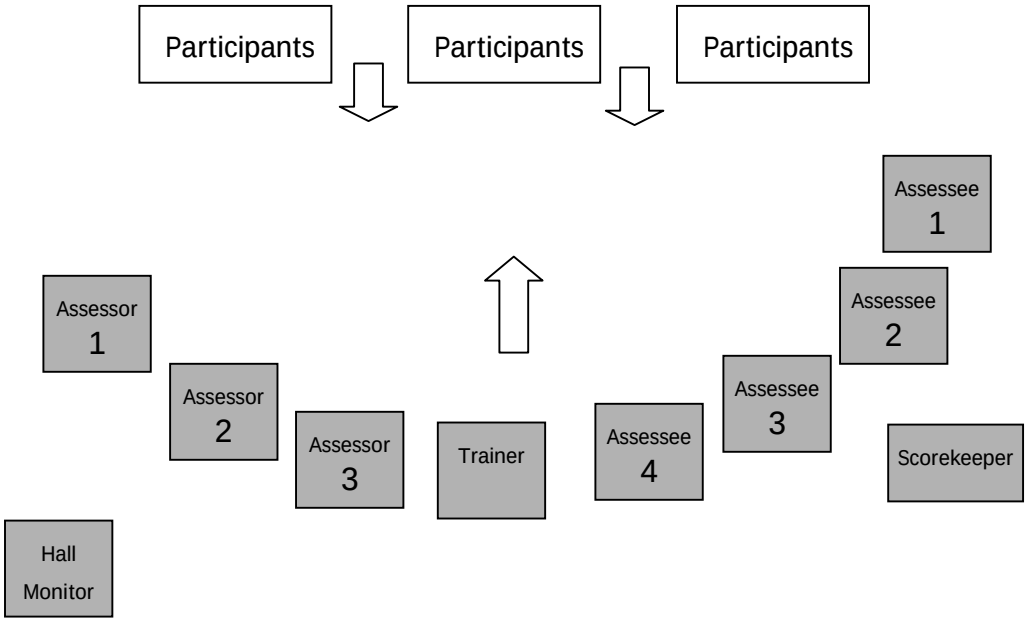
Adapted from the Northwest Regional Education Lab, *Improving Classroom Assessment: A Toolkit for Professional Developers*

Prepared role cards

1. Ask for 9 volunteers to come forward and select a role card. (OR) Identify 9 volunteers as participants enter the room and get settled, randomly assigning them a role, using the role cards.)

2. Have volunteers arrange themselves (standing) like the diagram below. The Scorekeeper must be located where s/he can see the Assessors. The Hall Monitor should be stationed near the door to the room.

   Facilitator's Note: *You may want to place masking taped "Xs" on the floor in the arrangement during your set-up. This will help reduce confusion and time.*



Paper
Pencil

3. Give paper and pencil to the Scorekeeper.

4. Indicate that the people to your left are *Assessors*, and the people to your right are *Assessees*. The Assessees will do a simple performance task, and the Assessors will assess the performances. The Scorekeeper will average the scores for each Assessee. The remaining participants are observers.

   Facilitator's Note: It is extremely important to manage this activity well. Keep it light-hearted, and move the activity along at a fairly swift pace.

5. Say: **(Assessee 1 name), please clap for us.**

6. After clapping, say only, "**Thank you.**" (Provide no other feedback.)

7. Say: **(Assessee 2 name), please clap for us**.

8. After clapping, say, **"Please leave the room and come back when called."** (The hall monitor makes sure the person cannot hear the discussion.)

9. Ask: **Assessors, please assess (Assessee 2 name)'s clapping on a scale of 1 to 5, with 1 being low and 5 being the high.** Assessors indicate score by showing fingers. Ask the scorekeeper to record and average the scores and report the average to the panel.

10. Ask the Hall Monitor to have Assessee 2 return to the room. Say: **You got a score of __. I hope you find this information useful.**

11. Say: **(Assessee 3 name), please clap for us.**

12. After clapping, say, **"Please leave the room and come back when called."** (As before, the hall monitor makes sure the person cannot hear the discussion.)

Clapping Traits sign

13. Turn to the Assessors and say: **I have some good news and bad news. The good news is that I have heard from the International Clapping Institute. As you know, that's the organization that is developing the international standards for clapping that all our students must meet by the year 2005. They have begun a handbook on how to conduct the assessment.** Show "Clapping Traits" sign. **From now on they want us to assess all clapping performances on three traits – volume, appropriateness and creativity**.

14. **The bad news is that they haven't finished the handbook yet, so we don't have any more guidance than that. So we have to do the best we can. From now on, we'll assess performance on each of the three traits, where 1 is low and 5 is high. We'll start with Assessee 3. Go ahead and assess Assessee 3 on each of these three traits.**

Clapping Institute Award Certificate

15. Ask the Scorekeeper to record all three scores from each Assessor. The Scorekeeper should then calculate an average score for each criterion and report the average for each trait to the panel. Record the average scores reported by the Scorekeeper on the certificate

16. Ask Assessee 3 to return to the room. Give him/her the certificate and shake his/her hand. Say: **Here are your scores. I hope you find them useful.**

17. Ask Assessee 4:

    - **(Assessee 4 name), tell me about your previous clapping experience.**
    - **What are your strengths as a clapper?**

18. Ask Assessors:

    - **Is there anything in particular you'll be looking for in the clapping?**

19. Ask Assessors and Assessee 4:

    - **Is there any more discussion prior to the clap?**
    - **(Name), please clap for us.**
    - Afterward, ask: **Do you want to leave the room or stay? Do you want feedback verbally, numerically or both?**

20. Ask Assessors to provide feedback as requested.

21. Ask volunteers to return their signs and materials to you and return to their seats. As they do this, debrief the activity:

    Ask Assessee 1:

    - **What did you think when we came down the line and other people got other kinds of preparation or feedback?**

22. Ask Assessors:

    - **How did you assess Assessee 2 having no criteria?**

23. Ask Assessee 2:

    - **What did you think when you were sent out of the room?**
    - **When you got your score, was the feedback useful?**

24. Ask Assessee 3:

    - **As you observed the assessment of the previous Assessees' clapping, what thoughts did you have?**
    - **You got a certificate. Was the feedback useful?**
    - **Did you focus on any particular scores (like the lowest)?**

25. Ask Assessee 4:

    - **You were treated different, and the other Assessees were aware of this special treatment. What did you think about the extra attention and information?**

26. Ask Assessors:

    - **Was the extra discussion with Assessee 4 useful?**

27. Ask Assessees: **Would any of you like to clap again? Why or why not?**

28. Ask audience: **Would anyone like to make an observation about what happened or ask the volunteers any questions?** (Keep this brief.)

29. Present: **This was a contrived situation. You see from it, though, just a few of the many issues involved in performance assessment, which is our topic for today's training.**

Alternate Hook Activity:

1. Provide each table or small group with an instruction envelope and inform them that they are to have one product per group.

2. Inform groups that they will find their assignment in the envelope, that they have 10 minutes to complete the assignment, and that they are to communicate only with members of their own group.

3. Allow 10 minutes for groups to complete drawings.

4. Ask each group to share and explain its drawing. While groups are presenting, use rubric to assess each drawing.

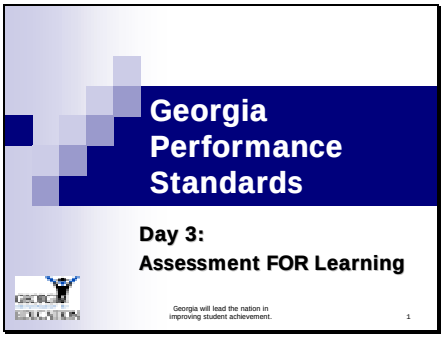
5. When all groups have finished, distribute marked rubrics to each group.

PG 7

6. Discussion:
   Are you happy with your evaluation? Why or why not?
   Why did some groups do better than others?
   What generalizations can we make about assessment from this exercise?

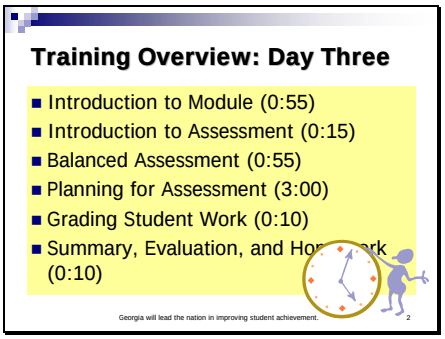
Overview of the Module (5 minutes)

Slide 1 Welcome participants to day three of training.



Slide 2
PG-4

1. Show slide 2, *Training Overview: Day Three*.

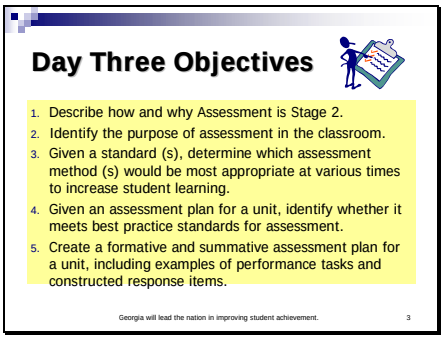


2. Present:

- **A copy of today's agenda is on page 4 of your Participant's Guide.**
- **During the "Introduction to the Module", we will review Days 1 and 2 in order to connect that content to the content we will deal with today.**
- **The Introduction to Assessment section will deal with different types of assessments and terminology.**
- **In the third section, we will examine what using balanced assessment means in the classroom.**
- **"The Planning for Assessment" section will have us looking at assessment plans and learning how to create an assessment plan for a unit of study.**
- **Finally, we will examine "Grading Student Work", which will also transition us into Days 4 and 5 training.**

Slide 3
PG-5

3. Show slide 3, *Day Three Objectives.* Explain:



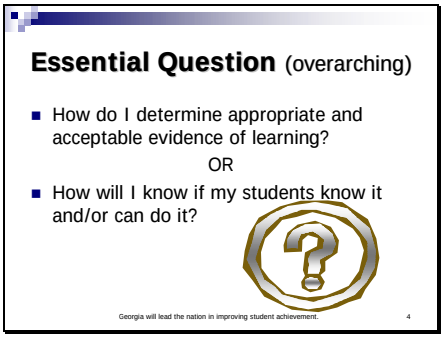
- **The goal and objectives for today's training are listed on page 5 of your Participant's Guide.**
- **These objectives build from an understanding of the underlying concepts to the ability to put together thoughtful assessments that increase student learning.**

4. Ask: **What questions can I answer about today's agenda or goals and objectives before we continue?**

Assessment and Backward Design (20 minutes)

Slide 4

1. Show slide 4, Essential Question (overarching).



2. Present: **The essential question around which our day's work is formed is this: How do I determine appropriate and acceptable evidence of learning?**

3. Review first bulleted question.

4. Present: **Another way of stating this is: How will I know if my students know it and/or can do it?**

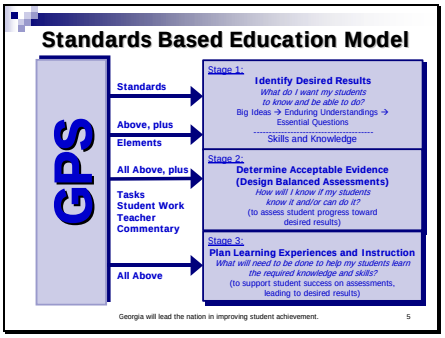
5. Review second bulleted question.

6. Present: **All of our discussion, activities, and work will support this notion of assessment and the role it plays in teaching performance standards.**

Slide 5
PG-8

7. Show slide 5, Standards Based Education Model, and refer participants to page 8 in their Participant Guide.

Facilitator's Note: *The animation for this slide is set so that one section appears at a time, advanced by clicking the mouse.*



8. Present: **During Day 1 training, we learned about our new Georgia Performance Standards and how they are similar to and different from the QCC that we have used for many years. We discussed the content of the new standards and how the different parts of the standards work together to provide a strong framework for all stakeholders to use as we go about the business of educating <u>all</u> of Georgia's students.**

9. Click the mouse; then present: **Day 2 training had us focusing on several of our standards as we learned a <u>process</u> for determining the deeper meanings of the standards – what we want our students to know and be able to do and understand. We identified the <u>Big Ideas</u> of the standard(s) and element(s), which led us to framing <u>Enduring Understandings.</u>**

10. Click mouse; then present: **Finally, we developed <u>Essential Questions</u>, based on our Big Ideas and our Enduring Understandings, that directly supported our standard(s). We began to see that our standards are made up of different types of knowledge - both Declarative Knowledge (facts, rules, concepts) and Procedural Knowledge (skills, procedures, and processes).**

PG-9

11. Present: **To help us review, we have developed a Summary of Backward Design. Turn to pages 9 in your Participant's Guide.** Explain: **In your groups discuss the Summary. Person #1 write down what your group would add to the Summary. Person # 2 write down what should be deleted form the Summary. Person # 3 write down what ways to use the summary and any questions your group still has. You have 4 minutes.** Wait. **Randomly select with cards or spinner 3 groups to each respond to one of the 3 questions.**

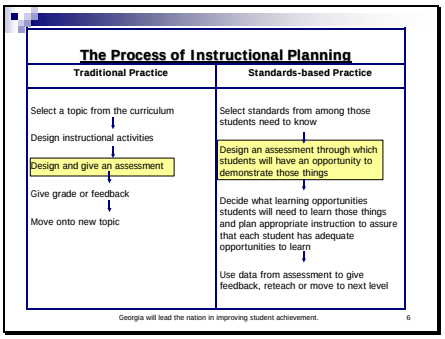
12. Click mouse; then present: **Today, we will connect the work on Stage 1 of the backward design process, where we identified what we wanted the students to learn with Stage 2, that of designing appropriate, balanced assessment plans by which students may demonstrate their degree of understanding of the standards we are teaching.**

13. Present: **This idea of planning assessments this early in the instructional design process is difficult for many of us to grasp because for many years we have planned our learning experiences and instruction before considering assessment.**

14. Click mouse; then present: **But it is only after we have determined what we want students to know, understand, and be able to do (Stage 1) and how we want them to demonstrate that knowledge, understanding, or skill (Stage 2) that we design <u>how</u> we will help our students achieve these desired results (Stage 3).**

Slide 6

15. Show slide 6, The Process of Instructional Planning.



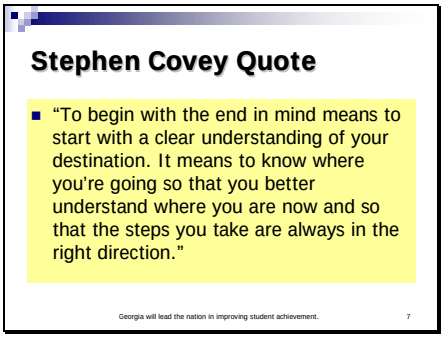
16. Present: **In standards based instructional planning, assessments are pivotal to teaching and student learning rather than a postscript, as in traditional practice.**

PG-10

17. Present: **Turn to page 10 in your Participant's Guide. Person #1 will silently read the first paragraph, person #2 will silently read the second paragraph, and person #3 will silently read the third paragraph. After you finish reading, each person will summarize what was read for the group.**

Slide 7

18. Show slide 7, *Stephen Covey Quote*. Present: **This quote summarizes the rationale behind developing assessment prior to instruction.**



19. Transition: **Now that we have examined the rationale behind designing assessments during Stage 2 of the standards- based education process, we need to establish some common ground for the remainder of our work with assessment today by reaching agreement on assessment terminology.**

Introduction to Assessment

Time 15 minutes

Overview In this section, general information about assessment will be shared.

Objective
- Identify the purpose of assessment in the classroom.
- Provide information concerning the assessment of students with disabilities.

Activities
- Sharing assessment materials

Materials
- Participant's Guide

Assessment Terminology: (15 minutes)

1. Present: **State and other standardized tests provide data on overall school performance and can be valuable program evaluation tools. In addition, preparing students for such tests can have a positive effect on learning (Snow-Renner, 2001). For these reasons and others, state assessments receive most of the media attention. But it is classroom assessments that most help teachers keep the focus on learning.**

2. Present: **By gathering evidence of learning through classroom assessments, teachers are able to develop a complete picture of students' progress in meeting identified standards and benchmarks. Teachers, students, parents, and others need timely feedback about students' academic achievement for a number of reasons, but most important so that students have the learning experiences they need to succeed.**

3. Present: **Classroom assessments give teachers the kind of data they need to ensure that students meet standards and consequently perform well on state and district assessments. We are going to spend the rest of our time together today talking about the different kinds of classroom assessments. Developing these assessments is Stage 2 of the backward design process. Part of your homework assignment was to bring with you good assessment books that you have. Did any of you bring any that you like to tell the group about?** Give rewards to those who share. After the participants share, discuss the books that the presenters brought.

PG-11

4. Present: **Turn to page 11 in your PG. Please follow in your book as we read.**

   - **There have been some questions regarding the assessment of and expectations for students with the most significant cognitive disabilities in relation to the GPS.**
   - **NCLB and IDEA require the provision of access to a curriculum with challenging academic standards for *all* children, even the 1% with the most significant cognitive disabilities.**
   - **Levels of achievement expectations on the GPS will be established for that 1%. The DOE will revise or redesign the Georgia Alternate Assessment for that 1%.**
   - **To summarize, *all* teachers in our state must go through this training and learn these standards, because the GPS are the framework for *all* students; however, the tasks/measures used to assess the 1% of students who qualify under NCLB may be different.**

   [Facilitator's Note: Please read this section verbatim to each group being trained.]

5. Ask: **Do you have any questions or comments?**

Balanced Assessment

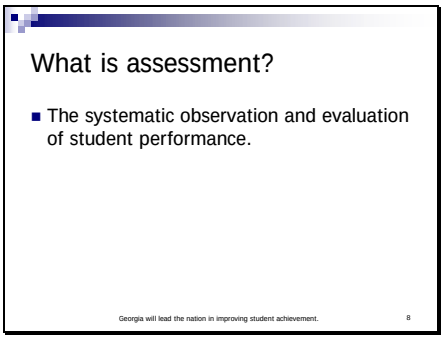
Time	55 minutes
Overview	In this section, participants will review various assessment frameworks and analyze their own assessment techniques.
Objective	➢ Describe various assessment frameworks.
Activities	➢ Balanced Assessments Frameworks and Methods (25 minutes) ➢ Self-assessment (30 minutes)
Materials	➢ Overhead projector or computer and LCD projector ➢ Transparencies or PowerPoint presentation ➢ Participant's Guide ➢ Chart paper and markers

Balanced Assessment Frameworks and Methods (25 minutes)

1. Present: **Many of us already use a variety of assessment methods in our classrooms. We will now look at some frameworks for considering different methods of assessing students using our new Georgia Performance Standards.**

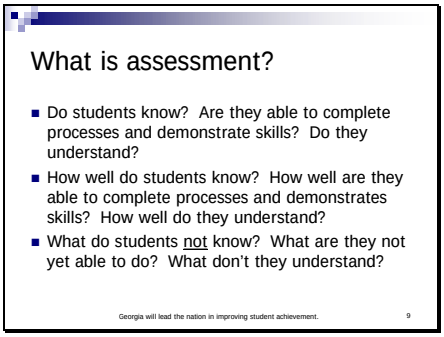
Slide 8

2. Show Slide 8 and read.



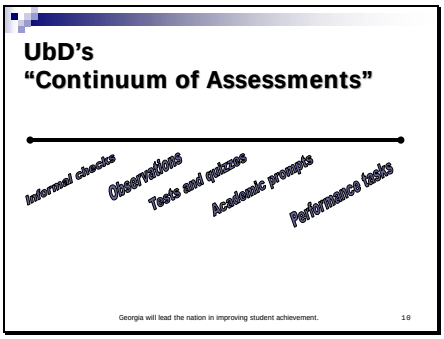
Slide 9

3. Show slide 9. Read and discuss.



Slide 10

4. Show slide 10.



5. Present: **Authors describe and categorize assessment formats in a number of different ways. For example, UbD describes a continuum of assessments.**

   Facilitator's Note: See page 142 in the UbD Workbook for more detailed explanation of the continuum.

6. Present: **Informal Checks for Understanding are described as ongoing assessments that are used as part of the instructional process. Examples could include such things as observations, teacher questioning, examining student work, peer reviews, and student self-assessment.**

7. Present: **Observations and Dialogues are listed as a separate category on the continuum but are generally considered to be informal types of assessments.**

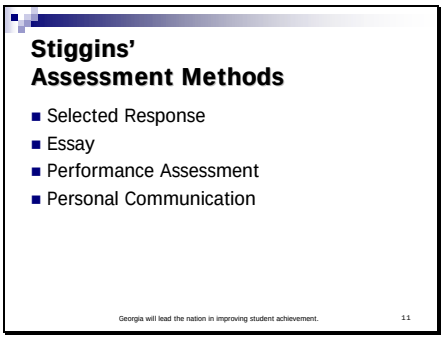
8. Present: **Tests and Quizzes refer to the types of assessments with which most of us are more familiar. These are simple content-focused assessments that typically have a single best answer, can be easily scored, and assess for factual information, concepts, and discrete skills.**

9. Present: **Academic Prompts are open-ended questions or problems that require the student to think critically and to prepare a specific academic response or product or performance.**

10. Present: **Finally, Performance Tasks – complex challenges that mirror issues or problems faced in everyday life. These could range from short-term tasks to long-term or multi-staged projects.**

Slide 11

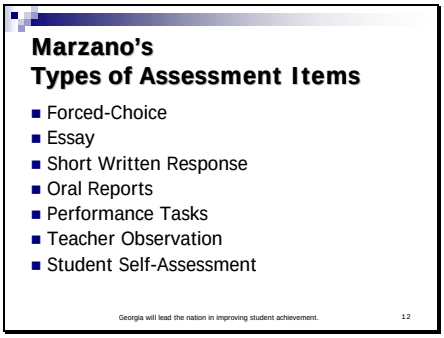
11. Show slide 11.



12. Present: **Rick Stiggins uses four categories to categorize assessments as depicted on this slide – Selected Response, Constructed Response, Performance Assessment, and Personal Communication.**

Slide 12

13. Show slide 12.

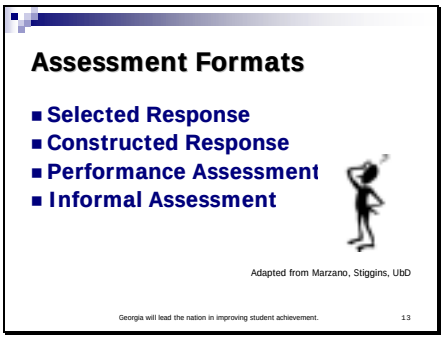


14. Present: **Bob Marzano describes seven types of assessment items.**

Slide 13

15. Present: **We have looked at 3 different frameworks. All three are basically the same. The exact terminology that we use is not what is important. What is important is that we use all types of assessment and use the appropriate formats to get the information we need. For now, we are going to blend together the 3 frameworks and use 4 classifications. They are Selected Response, Constructed Response, Performance assessment, and Informal Assessment.**

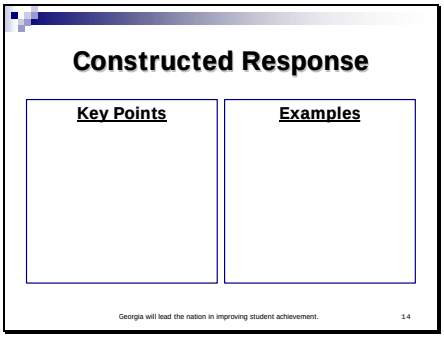
16. Show Slide 13.



PG 12,13
Chart Paper
Markers

Slide 14

17. Have the members of each group number off 1 through 4. Present: **Look on pages 12 and 13 of your PG to see a description of the format that you have been assigned. Review and discuss the information describing your format. Title your chart paper with the assessment format you have been assigned. (**Show Slide 14**) First, list key points describing your format. Then generate a list of specific types of math assessments that could be examples of your assigned format. You will have about 8 minutes to complete this task, at which time we will have groups report on their work.**



18. At the end of 8 minutes, ask one group to volunteer to display their chart and to report. (If more than one table discussed the same assessment format, have all of these tables report consecutively, with each additional table reporting only things that are different from those points that have already been reported.)

19. Continue with each assessment type until all have reported.

Self-Assessment (30 minutes)

1. Present: **Now that we are familiar with assessment formats and specific types of assessments that belong in each category, let's see how "balanced" our classroom assessments are.**

2. **Let's look at the Self-Assessment that you completed for homework. It is on page 143 of the UbD workbook. At each table, please compute a mean score for your group for each item.** Allow about 4 minutes.

3. In their groups and then as a whole group, use the following questions to briefly discuss the results they found:

   - What do the survey results suggest?
   - What patterns do you notice?
   - Are you collecting appropriate evidence for *all* the desired results, or only those that are easiest to test and grade?

4. Present

   - **Now, let's look at some methods that are not frequently used. Look back at your survey assessment. On what items did you and your table rate the lowest?** Ask for volunteers to share. Then ask for volunteers who had a 3 or higher on those items to share what they do.
   - **During the remainder of this session, we will be sharing some units that contain balanced assessments.**

Planning Assessments

Time	3 hours
Overview	There are three parts to this section. In the first part, participants will be given a model sample unit and will be asked to analyze this. In the second part, a partially completed sample unit will be shared, and participants will be asked to complete Stage 2 of the unit. In the last part, the participants will be given a sample unit without Stage 2 in it and will be asked to do Stage 2.
Activities	➢ Unit 1 (45 minutes) ➢ Unit 2 (1 hour) ➢ Unit 3 (1 hour, 15 minutes)
Materials	➢ Overhead projector or computer and LCD projector ➢ Transparencies or Power Point Presentation ➢ Participant's Guide

Unit 1 (45 minutes)

1. Present: **In effective assessment, we see a match between the type or format of the assessment and the needed evidence of achieving the desired results. If the goal is for students to learn basic facts and skills (these are the items that we list in the knowledge category of our unit planning template), then paper-and-pencil tests and quizzes generally provide adequate and efficient measures. However, when the goal is deep understanding (generally we are talking about the items listed in the skills), we rely on more complex performances to determine whether our goal has been reached. That is, we access declarative knowledge with paper and pencil, and we access procedural knowledge with performance assessment.**

2. Present: **Now we are going to talk more about performance assessments. There are many different ways to develop these. One is a method called GRASPS. This is an acronym to help you remember the steps in this method of designing performance assessments.**

PG-14
UbD Workbook

3. Refer participants to page 14 in their Participant's Guide and pages 170, 172, 173, and 174 in the UbD workbook.

4. Give time to read.

5. Ask: **What are your questions or comments?**

6. Refer participants to the list on page 174 of the UbD workbook.

7. Facilitate activity:

   - Present: **In your group, I am going to give you 2 minutes to brainstorm and list everything your group can come up with to add to this list.**
   - Ask each group to select a recorder. (Allow time.)
   - Tell participants to begin.
   - After the 2 minutes are up, do a round robin group sharing calling on each group in turn to share one thing that has not already been shared until every group has exhausted their list. Record the answers on chart paper.
   - Present: **After looking at the list, add anything that you want to page 174 in your book.**

8. Present: **In a few minutes, we will share with you some more examples of tasks developed using GRASPS. First, let's talk about Academic Prompts.**

9. Ask participants to turn to page 142 in their UbD workbooks.

10. Ask each group to select one person to be a reader.

11. Present: **We are going to round robin read the part about Academic Prompts.**

12. Facilitate activity:

    - Ask group 1 to read the introductory remarks; group 2 to read the first bullet; group 3 the second bullet, etc..
    - Ask small groups to compare and contrast performance tasks, academic prompts, and quiz and test items, with one person serving as recorder.
    - Allow five minutes for small group work.

13. Debrief: **In each group, the person who will share is one who is not currently teaching math, or, if everyone teaches math, it will be the person who has the most years of experience. Decide on the spokesperson. We want that person to share something important that your group learned from this activity.**

14. Allow time.

15. Ask groups to share.

PG: 15 - 17

16. Refer participants to pages 15 – 17 in their Participant's Guides.

17. Present: **No unit is perfect. However, we feel that this plan is a good one. We are going to be looking at section 2 of the unit plan.**

18. Ask participants to take a few minutes to read the plan.

19. Ask: **Do you have any comments or questions?**

20. Present: **Imagine you are the math coach in your school. You are working with a teacher who only uses the tests that come with the book and uses no other forms of assessment. Jot down some thoughts about how you could use this unit in helping her improve her assessment techniques. You have 4 minutes.**

21. Allow four minutes.

22. Present: **Share with your group and come to a consensus about what to say to the "assessment challenged" teacher. Be prepared to share your thoughts, with the person in your group who has the largest class serving as speaker.**

23. Allow a few minutes.

24. Facilitate comments and feedback:

    - Ask group one's speaker to share one comment they would make to the struggling teacher.
    - Ask group two to give feedback to that comment.
    - Ask group two's speaker to share one comment they would make to the struggling teacher.
    - Ask group three to give feedback to that comment.
    - Etc.

Unit 2 (1 hour)

1. Present: Now we are going to look at another unit.

PG: 18-19

2. Refer participants to the sample unit on pages 18 and 19 in the Participant's Guide.

PG-20

3. Present:

   - **The teacher who developed this is on the right track but needs some guidance.**
   - **You are a math coach again. As a group, use the template on page 20 in your PG to add to and correct the assessments listed.**
   - **There are additional blank copies on page 21 and 22 for future use.**
   - **We will collect what you do and email copies** to everyone.

4. Present: **As you improve on this assessment, consider the following questions:**

   - **Is it a balanced assessment? That is, is there a sufficient amount of all four kinds of assessments?**
   - **Are the skills and knowledge assessed in an appropriate manner?**
   - **Are all skills and knowledge assessed?**

5. Allow 25 minutes for small group work.

6. Put all of the group numbers on index cards. Let each group draw a number to determine who to take their assessments to for peer evaluation.

7. Present: **Now we will do peer reviews. As you do your peer review, keep in mind our original questions. You have 8 minutes to do this.**

8. Allow eight minutes.

9. Ask participants to number off 1 through 4 within their small groups.

10. Randomly select a person from each group to share the peer review with the group that wrote the assessment.

11. Allow about 5 minutes.

12. Present: **If you want to make any changes based on the peer review, you can do so now. You have 5 minutes.**

13. Collect the assessments.

Unit 3 (1 hour, 15 minutes)

1. Present: **For the next activity, we are going to have you work with different people.**

2. Ask the entire group to number off one through nine.

3. Ask participants to form nine new small groups by number.

4. Present: **This time you are going to plan an assessment from scratch.**

PG: 23-25

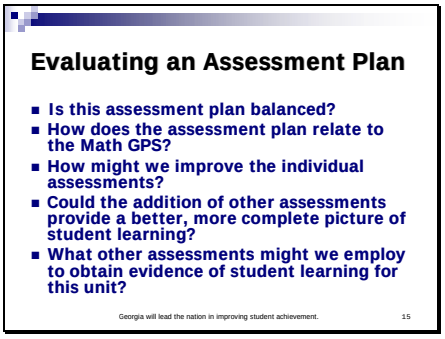
5. Refer participants to pages 23 – 25 in their Participant's Guides. Present: **On these pages are two different units that have only Stage 1 completed.** (Explain why one of the units is a 5th grade unit).

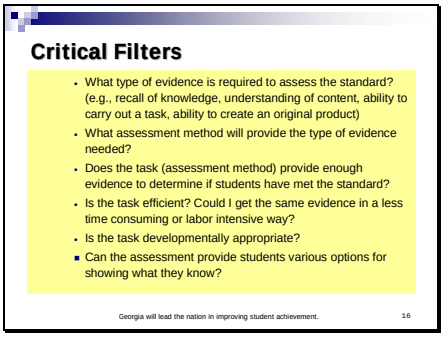
6. Present activity instructions: (Show Slide 16)

   - **Plan the assessments for either or both of these units. Keep in mind the questions on the slide.**
   - **You can use the template on page 21 or write on your own paper.**
   - **As with the last activity, we will collect what each group does and e-mail it to everyone.**
   - **You have 45 minutes.**

Slides 15 & 16

7. Show Slides 15 and 16. Present**: As you are planning, remember to ask yourself these questions.**





8. Allow 45 minutes.

9. Collect the assessments.

Grading Student Work

Time 10 minutes

Overview During this section, an anecdote will be shared with participants, and they will be given the opportunity to react to it.

Objective
- Describe the differences between grading and assessment.

Activities
- Anecdote and Reaction (10 minutes)

Materials
- Overhead projector or computer and LCD projector
- Transparencies or Power Point Presentation

Anecdote and Reaction (10 minutes)

1. Transition: Let's turn our attention to the differences between grading and assessment.

2. Present the following anecdote:

   - **Three students are taking an eight-day class in parachute packing. The teacher gives a performance test at the end of each day of instruction.**

   - **He provides feedback telling each student exactly what they did right and what they need to improve. He then differentiates instruction so that each student can improve.**

   - **The first student does extremely well on the first few tests, but by the end of the course, his performance has dropped off considerably. He got A's on his first five tests and Fs on his last three.**

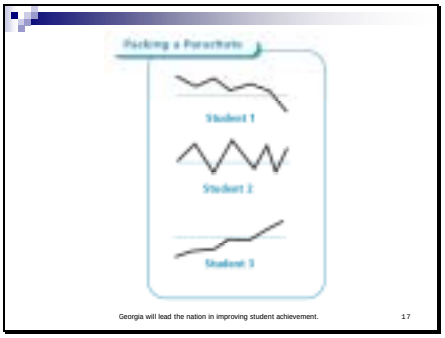
   - **The second student is erratic. Sometimes she does a good job packing the parachute and sometimes she does not. Her grades have ranged from B to F.**

   - **The third student was clueless at the beginning—well, really through most of the class. By the last few sessions though, she had caught on and performed flawlessly. Her grades were mostly F's, with A's on her last three.**

   - **At the end of the course, only the first student passed. That is because the second and third students, *on average*, did not perform as well as the first student, even though the first student had a clear drop-off in performance. The last student, who performed consistently and flawlessly at the end, never could bring up her grade enough to pass.**

Slide 17

3. Show Slide 17.



4. Ask**: Which student would you want to pack your parachute?**

   - Most participants would choose the third student.

5. Ask: **What does that tell us about assessment and grading practices and the differences among them?**

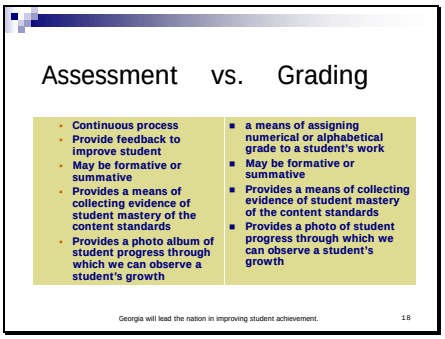
   - **Assessment is a continuous process of identifying student ability at a given point in time, in order to provide feedback and make instructional decisions. It is *formative.* Grading is used to communicate overall achievement levels to parents and students. It is *summative.***

   - **An emphasis on grading while students are still learning may have unintended negative effects.**

   - **Assessment is like a photo album; grading is like a snapshot.**

Slide 18

6. Show Slide 18 and discuss.



Summary, Evaluation, and Homework

Time 10 minutes

Overview During this section, participants will do a summarizing activity, fill out an evaluation, and be assigned homework.

Objective

- Summarize and evaluate this day of training.

Activities

- Summary and Evaluation (10 minutes)

Materials

- Overhead projector or computer and LCD projector
- Transparencies or Power Point Presentation
- Participant's Guide

As a summarizing activity, we are going to do a 3-2-1 activity. On a blank piece of paper write 3 things that you learned about GRASPS, 2 things that you learned about Academic Prompts, and 1 question you have about assessments. Give this paper and your evaluation to us as you leave.

PG: 26-33 **Homework Assignment**

1. **For your follow-up assignment, read *What Happens Between Assessments?* It is on pages 26through 33 in your Participants Guide.**