

Leading the Way to Making Classroom Assessment Work



Learning Goal:

This Conversation will focus on the way leaders can support others to engage in quality classroom assessment.

Materials:

Leading the Way to Making Classroom Assessment Work by Anne Davies, Sandra Herbst, and Beth P. Reynolds for each participant.

Getting Started:

1. Explain that it is essential that assessment *for* learning be a part of everyone's work. It is not enough that teachers alone are asked to engage in quality classroom assessment. Leaders at every level need to:
 - Understand the essential elements of quality classroom assessment
 - Know the indicators of classroom application
 - Be able to support teachers to learn more
 - Be able to model quality assessment practices in their own work
2. Number off from one to ten. Ask each participant to read one chapter in the text so all chapters are read. Ask readers to record key thoughts and ideas as they read.
3. Once they have finished, have them meet with the others who have read the same chapter and together complete the Key Words Cycle chart – see sample.
4. Once the charts are posted, have participants use the One Stay and X Stray strategy to share the ideas from each chapter. This means that one person from the group stays to convey the ideas discussed to those who come to view the chart. The others in the group disperse to examine other posted charts and to listen to the explanations provided by the participants sharing the work of each group.

Debriefing the Learning:

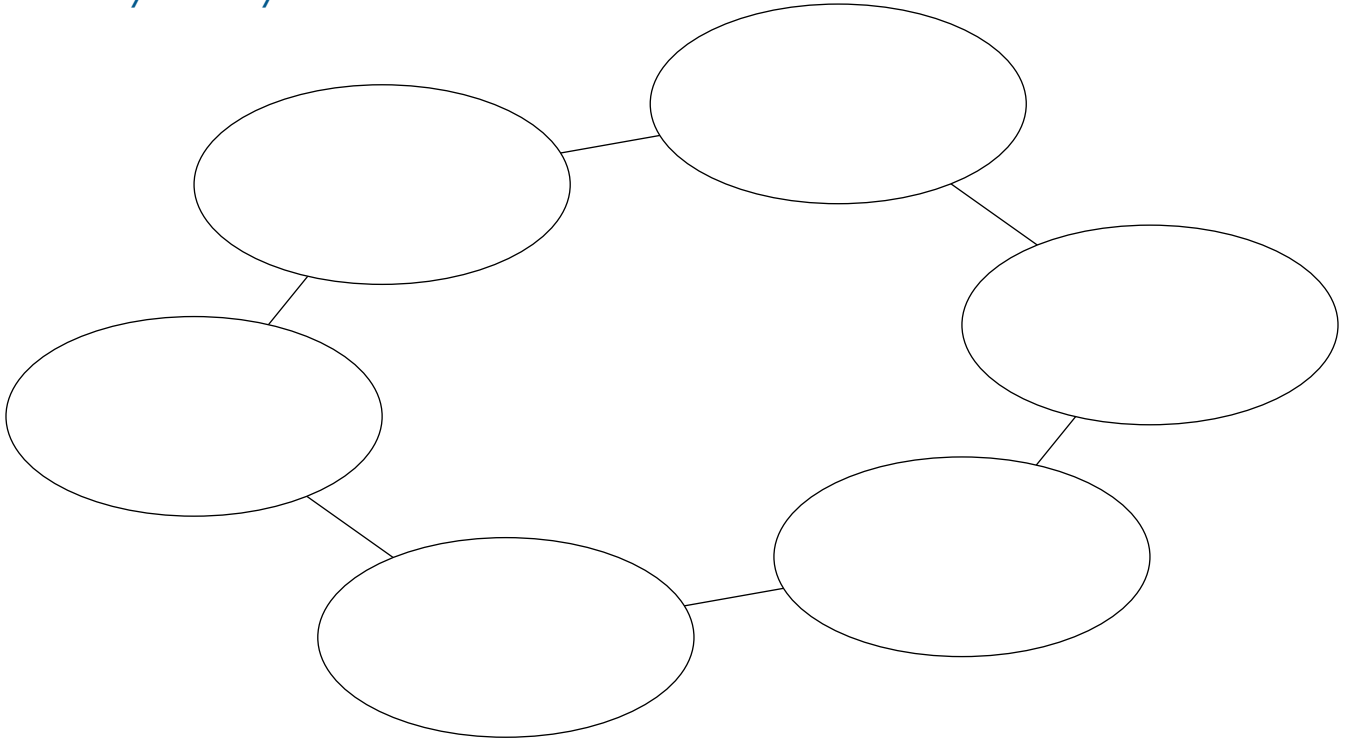
As a large group, record the ideas that have arisen. Invite participants to spend subsequent sessions focusing on one chapter at a time and analyzing, in depth, the ideas that emerge and the connections that are made.

Taking Action:

Choose one or more:

- Invite participants to collect evidence that they are engaged in, using assessment to support adult learning.
- Invite participants to try the end-of-chapter activities and return to the next session with evidence and with strategies for how to adapt the idea in their context.

Key Word Cycle



Your Task:

When you are finished reading, take some time to meet with two or three others who have read the same chapter. Together, build a Word Cycle.

Word Cycle:

On a chart, choose a word or a phrase of importance from early in your reading. Then choose the next one.

As you choose the words, join them together with an explanation of how they are linked.

Repeat until all key words have been linked.

Post the chart.