

Assessment & Grading Task Force

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Today's...
DREAM TEAM





Task Force Team Members

Please Introduce Yourself

| Mix-Pair-Share



Wish
Outcome
Obstacles
Plan



Task Force Purpose



- To build a common language and understanding of the purpose and use of assessment
- To develop a systematic professional development plan for the entire district
- To strategically address the current shortcomings of our grading and assessment processes and align to our common understandings

A top-down view of a workspace. A tablet with a black bezel is the central focus, displaying a red line graph that trends upwards. To its right is a white ceramic cup of coffee on a matching saucer. The background is filled with various business documents: a 'MARKETING RESEARCH' report with a bar chart and pie chart, a line graph, and a document with a table and a pen resting on it. The overall scene suggests a professional or academic environment.

GROUP

NORMS

Today's Targets




- I will articulate my thoughts and new understandings as related to the assessment process.
- As a committee, we will be able to reach a consensus on the non-negotiables (elements/components) as related to the assessment process.

Placemat Consensus

After reading the articles, how would you redefine “formative assessment” for colleagues who see “formative assessment” as a collection of techniques like exit slips, quick writes and common assessments?





Key components/elements of FA (non-negotiables)	Current Shortcomings

Carousel Review



Placemat Consensus

What makes student ownership of learning targets and success criteria such a challenging task for many educators?





Non-negotiables for effective
learning targets/success criteria

Current Shortcomings


Carousel Review



Placemat Consensus

What role does strategic planning of learning tasks play in providing feedback?





Non-negotiables for an effective feedback system	Current Shortcomings

Carousel Review




COFFEE BREAK



Placemat Consensus

Why are student self-assessment and peer-assessment such important components of an effective lesson?





Non-negotiables for effective self/peer assessment	Current Shortcomings

Carousel Review



Placemat Consensus

In isolation, the classroom practices suggested in the readings seem simple to implement but executing them together as a seamless process is very difficult, why is this so?





What are we doing well?

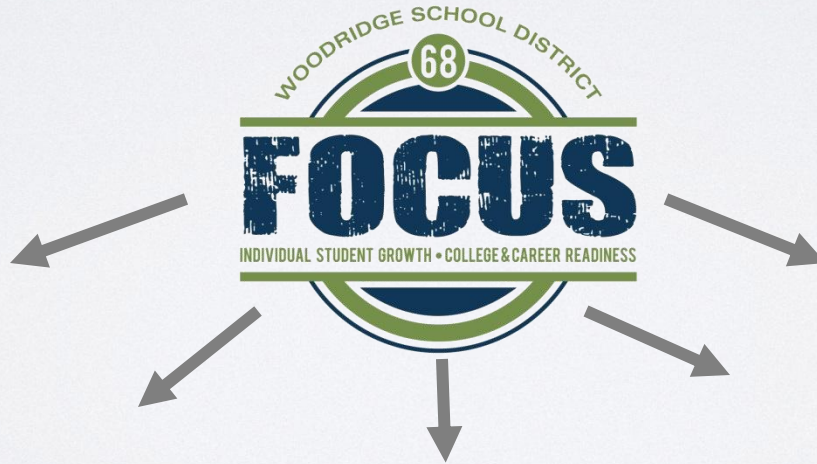
Obstacles in getting everyone in the district on the same page

Carousel Review



How would you describe the connections between the readings and the District 68 F.O.C.U.S. acronym?

What connections do you make with FOCUS ?



Exit Slip

Richard Cash's
Synthesis 3
Plus 1





Thank You

