

Building Classroom Assessment Literacy

Hannah Community Center, East Lansing
October 3, December 13, 2007, April 16, June TBD, 2008
9:00 a.m. – 3:30 p.m.

This four-part series, led by Carol Commodore (President, Leadership, Learning and Assessing, LCC) turns decades of classroom assessment research into assessment literate practices based on the work of Richard Stiggins (founder of the Assessment Training Institute – currently merged with Education Testing Service).



The school year sessions will address what constitutes a balanced assessment system in a district and the five keys to quality classroom assessment practice (1. identifying purpose, 2. targets, 3. creating a sound design for the assessment, 4. effective communication about student learning and 5. student-involvement in the assessment process). Participants will also learn about the seven strategies they can use to promote student growth through formative assessment. The fourth and final session will be a showcase of teacher work over the year, with evidence collected in a professional growth portfolio.

In between sessions learning teams meet using video and Stiggins' books *Classroom Assessment for Student Learning: Doing It Right, Using It Well* or *Student-Involved Classroom Assessment 3rd Edition*, to promote the application of assessment skills to improve student achievement and motivation.

**For more information, contact
Wendy Fuller, Ingham ISD
517-244-1281 or wfuller@inghamisd.org**

Audience: Teams of 3 or more encouraged, K-12 teachers (GE/SE/CTE) all subjects
Credit: 2.0 SB-CEUs, pending MDE approval; graduate credit may be offered
Cost: \$ 250.00 per person
Register: <http://www.solutionwhere.com/inghamisd/cw/showcourse.asp?1047>

Rationale for this professional development offering

1. The research about formative assessment positively impacting student achievement is irrefutable and compelling (Black and Wiliam, 1998 Crooks, 1988). Two large-scale meta-analyses of research on strategies positively effecting student achievement indicated formative assessment is a key and follow up research by reputable organizations (Assessment Reform Group Assessment for Learning: Beyond the Black Box, 1999) confirm and further the original finding.
2. In our current political atmosphere of accountability in education, there is a need to protect "balance" through more emphasis on quality classroom assessment practice and less emphasis on large-scale assessment of learning (MEAP/MME, NAEP, PROM/SE, TIMMS, METS). Ingham ISD and local districts need to be investing resources in developing and maintaining quality assessment practices.
3. Teachers are not taught how to think and function like assessors. Their repertoire of knowledge about classroom assessment is limited to how they interacted with assessment as students. The increased demands of the MI Merit Curriculum will necessitate the use of formative assessment as an instructional strategy if students are to meet the new requirements.

Building Classroom Assessments • 10/3/07, 12/13/07, 4/16/08, June 2008 TBD

Name: _____ Email: _____

District: _____ School: _____

School Address: _____ City: _____ Zip: _____

Work Phone: _____ Grade: _____

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