



MASSACHUSETTS SCHOOL ADMINISTRATORS' ASSOCIATION



An in-person MSAA workshop for: Grades 4-12 Classroom Teachers, Administrators, Teacher Leaders, and Department Chairs

Pre-assessing, Formatively Assessing, and In-the-moment Assessing of Student Mastery in the Classroom



Featuring **Ribas Associates and Publications, Inc.** Presenter: **Dr. Deborah Brady**

Tuesday, November 9, 2021
at the MSAA office, Franklin, MA

Sign-In/Registration: 8:00am – 8:30am
Workshop: 8:30am – 3:00pm

PD Hours: 6
Content Area: *Data and Assessment*

Fees: Member \$215 / Non-Member \$285

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Students returned in September with learning gaps that we know will be larger than in any other year. The Learning Recovery and Acceleration literature is clear that every teacher will need high-level classroom assessment skills.

Questioning Skills for Assessing Student Learning and Differentiating Instruction

After this section the participants will be able to:

- explain the difference between learning “acceleration” and learning “remediation”
- define “interrupted learning” and the level of anticipated impact it has among various student groups
- increase the number of general education (including students from poverty), English language learners, and special education students who ask and answer questions so teachers can assess all the students,
- ask higher order questions that assess conceptual as well as factual understanding,
- use questions and dip-sticking to pre-assess and do in-the-moment and formative assessment to determine each students’ level of mastery of information, skills, and higher order concepts,
- use questions and dip-sticking to inform instruction for differentiation and future planning,
- explain to colleagues how these strategies can be employed in ways that increase the level of success of general education (including students from poverty), special education, and English language learners.

Assessment of Student Work for Effective Differentiating of the Instruction

After this section, the participants will be able to:

- describe the various purposes for assessment and the difference between assessment **of** learning and assessment **for** learning,
- define the similarities and differences between summative, formative, and in-the-moment assessments,
- define the similarities and differences between product and performance assessments,
- introduction to creating teacher-made product and performance assessments that gauge levels of student mastery on the priority objectives, both formatively and summatively
- introduction to writing rubrics and criteria sheets (a.k.a. scoring guides) that pre-assess and assess student products and performances on those concepts that are difficult to quantify

Dr. Deborah Brady, Ph. D., co-authored: *Instructional Practices, SEL in the Classroom, SEL in the Home, and Developing High Performing Co-Teaching Teams.* Deb served as Assistant Superintendent of Curriculum, an instructor of graduate & undergraduate courses in curriculum, reading, literacy, and writing; a writing center director, a reading coordinator, humanities and reading co-teacher, and English teacher. Deb earned her doctorate at Lesley in educational studies on the impact of a standards-based curriculum in the classroom.

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LEADERSHIP MATTERS

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