



HIGHLIGHTED SESSIONS ON FORMATIVE ASSESSMENT

Saturday, December 1

9:00 a.m. – 4:00 p.m.

PC104 | Applying Evidence-Centered Design to Develop Performance Tasks

As educators, we are interested in designing hands-on, minds-on learning through well-designed, problem-based learning tasks. But how do we make that happen in ways that make the data from student performances useful for us and our students in determining next steps in the learning process? In this make it/take it session, after a brief introduction to evidence-centered design and practical tools for using this approach to design tasks, participants will collaborate to design problem-based learning tasks. Participants are encouraged to bring materials, so application of skills introduced can lead to development of tasks for actual use with current/future students.

Bonnie Hain, Kevin Bruney, CenterPoint Education Solutions

Sunday, December 2

9:00 a.m. – 4:00 p.m.

PC207 | Using Technology to Impact Teachers and Students

Join us for hands-on learning that will help you see technology as an underutilized tool to improve teacher practice and student outcomes. Learn practical ways to assess current learning so you can start building a roadmap for progress. Empower teachers and engage students. Be sure to bring your devices (e.g. laptop, Chromebook, smartphone, tablet) fully charged. Leave with great resources that you can share with your staff and peers to make an impact and take student learning to the next level.

Dr. Bruce Ellis, Diana Benner, Texas Computer Education Association (TCEA)

PC213 | Formative Assessment in a Brain-compatible Classroom

If you wait until you administer a summative assessment to determine whether students have learned what you are teaching, then you have waited too long! Join this session to learn how to ask higher-level questions that cause students to think deeply. Join other participants to create and assess a list of products and performances to see whether students are learning. Identify the four ways that students can knock the top off of any test!

Marcia Tate, Developing Minds Inc.

Monday, December 3

8:30 a.m. – 11:30 a.m. & 2:30 p.m. – 4:30 p.m.

1101 | What Teacher Teams Do to Maximize the Power of Formative Assessment

Unleash the power of teacher teams by facilitating deep learning and application of a four-step formative assessment cycle, where teachers: 1) clarify learning targets and success criteria for themselves and their students; 2) infuse formative assessment throughout their instruction; 3) analyze student work frequently and in depth; 4) and provide timely, targeted feedback, reteaching, and extension. Leave with activities for building your expertise in each of these high-impact steps.

Nancy Love, Nina Smith, Robin Whitacre, Research for Better Teaching

Monday, December 3

9:30 a.m. – 11:30 a.m.

1218 | Using Daily Data for Greater Impact

Gain insight on the power of Learning Communities for teachers and students by learning to use data to make instructional decisions. Learn how teachers can use daily data in learning communities to make greater impact with their students. Leave with a plan to drive proactive Learning Communities where teachers can look at daily, leading data and use protocols on scoring consistency and calibration.

Sara Croll, Learning Sciences International, **Sarah Dougherty**, Des Moines Public Schools



HIGHLIGHTED SESSIONS ON FORMATIVE ASSESSMENT

Monday, December 3

2:30 p.m. – 4:30 p.m.

1402 | Focusing on Feedback in Digital Formative Assessment

Bring your devices and explore a variety of digital assessment tools, focusing on the data they provide and how you can use the feedback to refine your practice. Examine the assessment cycle and compare digital assessment tools that collect data for teachers and provide options for feedback to students. Leave with knowledge of technology that can help you provide feedback that is consistent, specific, and frequent.

Sharon Christensen, Elizabeth Aguilar-Cruz, Anna Sexton, Janet Winninghoff, Jean Yang, Northside Independent School District

1412 | Become a Transformer: Build Capacity, Create Meaningful Learning

Learn how educators continuously strive to enhance and advance student thinking in all curricular realms. Understand, discover, and assimilate a process that transforms learning beyond engagement to a powerful mindset of thinking. Launch Thinking Routines to unlock the power of authentic formative assessment while creating meaningful learning. Leave with a plan to build teacher capacity to increase rigor by unpacking thinking--yours and your students.

Kathleen Kuziel, Kathleen Murphy, Effey Nassis, Elmhurst Community Unit School District 205

Tuesday, December 4

8:30 a.m. – 11:30 a.m.

2321 | Nine Effective Uses of Assessments in Classrooms and Schools

Testing has come under fierce attack in recent years, but classroom assessments are at the heart of effective teaching and learning. When used as tools focused on student learning, these assessments are key to addressing troubling equity issues in schools. In this highly interactive workshop, explore nine ways that assessments are used by the most effective teachers to show progress, areas of need, and what's working in classrooms. In small- and large-group discussions, deepen your understanding of the conditions that support successful application of all nine strategies. See how assessments, under those conditions, can drive continuous improvement, high levels of student learning, and reduction in the achievement gap.

Kim Marshall, Marshall Memo

Tuesday, December 4

3:30 p.m. – 5:30 p.m.

2440 | How School Leaders Support Literacy Achievement in PLCs

Learn how a leadership and a literacy coach have teamed together to provide tangible support for a school implementing the professional learning community process. Participate in literacy instructional practices, review common formative assessments, and consider ways for discussing evidence that align to priority standards and learning targets. Recognize how principals can support teams and what they can expect to see in classrooms that engage meaningfully in literacy instruction.

Kathy Glass, Glass Educational Consulting, **Karen Power,** East Coast Education Leaders Inc.

2451 | MAPping - a Comprehensive Professional Learning Model

This session describes the theory of action, components, and structure of the Monroe Assessment Project (MAP), a three-year initiative focusing on the embedded implementation of formative assessment for teachers, students, and administrators. Join us to examine the impact of this program on teacher instruction, student learning, and administrator capacity to sustain this work. Choose program components that you can develop into existing and future professional learning programs in your school or district.

Jeanette Adams-Price, Monroe #1 BOCES, **Jude Dietz,** Pittsford Central Schools, **Janet King,** Fairport Central Schools, **Giselle O. Martin-Kniep,** Learner Centered Initiatives, **James Peiffer,** Penfield Central Schools, **Lorena Stabins,** Monroe/Orleans Accountability, Assessment and Reporting



HIGHLIGHTED SESSIONS ON FORMATIVE ASSESSMENT

Wednesday, December 5

8:45 a.m. – 10:45 a.m.

3234 | Who Owns the Learning?

Learn how to leverage your learning environment to deepen engagement and explore strategies to support both students and teachers to own their learning. Identify structures, processes, and tools to use in your setting. Be sure to bring a laptop or tablet to access and save digital materials for future use.

Kathy Dyer, NWEA, **Robin Whitacre**, self-employed

Wednesday, December 5

1:00 p.m. – 3:00 p.m.

3413 | Curriculum-Embedded Assessments to Drive Instructional Change

Join presenters and participants to discuss the knowledge, skills, and tools needed to track implementation with attention to fidelity of teachers' uses of curriculum maps and student mastery of specific standards. Learn how one district developed precise assessments aligned to district curriculum maps and state standards, allowing teachers to enrich or reteach to address specific student needs. Leave with a better understanding of how to align your own district curriculum maps to student assessment to identify specific professional learning goals and address student academic needs.

Christine Nodler, **Jose Jacobo**, Atlantic City Public Schools

Please see conference.learningforward.org/program for a complete program and lfp.learningforward.org/session-selection/find-a-session.cfm for additional sessions on **Formative Assessment**