

Developing Assessment Literacy

Where: ESU 3 – LaVista, NE

Dates: November 11 & 12, 2015

Presenter: Cassandra Erkens

In recent years, there has been an explosion of information regarding the power of and the need for formative assessment. The data are compelling and we know that *today* using quality formative assessments is one of the most powerful things we can do to radically increase student achievement. Yet, popular retorts arise when a staff is encouraged to begin using more formative assessments: “How could I do that? We don’t have that much time for each unit of instruction.” This workshop offers strategies, tools, and examples of real classroom practices in the design and effective use of formative assessments so that we might gather meaningful data before and during instruction so that educators can be instructionally agile.

Learning Targets:

- I can explain the requirements of an assessment rich culture.
- I can identify, create, and align assessment strategies and tools to model formative assessment practices for others.
- I can design and implement instructionally targeted and sensitive responses to support mastery of learner expectations.

Closing Task:

- I will design and employ professional development regarding quality assessment practices and tools to support learning at the classroom level.

Cassandra Erkens is a presenter, facilitator, coach, trainer of trainers, keynote speaker, author, and above all, a teacher. Today she serves as the executive director of the new Center for Assessment by Solution Tree. Cassandra presents nationally and internationally on the topics of Assessment, Instruction, School Improvement, Leadership, and Professional Learning Communities. She co-authored *Leading by Design: An action Framework for PLC Leaders At Work*. She is a contributing author in the following anthologies: *The Collaborative Administrator: Working Together as a Professional Learning Community*, *the Collaborative Teacher: Working Together as a Professional Learning Community*, *The Principal Assessment Leader*, and *The Teacher as Assessment Leader*. Her newest book on *Collaborative Common Assessments* will be released in the fall of 2015. As an educator and recognized leader, Cassandra has served as a senior high school English teacher, a director of staff development at the district level, a school improvement facilitator at the state level, and a director of staff and organization development in both the public and private sectors.



Agenda

DAY 1 – November 11, 2015

Opening – 9:00 a.m.

- **Where are we now?** Understanding the current assessment culture and practices and identifying what’s not working about it
- **Where do we need to be?** Understanding quality assessment culture and practices and building the research based rationale for why that will be better

Lunch

- **How will we close the assessment literacy gap?**
 - Exploring formative assessment frameworks and strategies
 - The power of learning targets and quality criteria
 - The significance of engineering engaging conversations in the classroom

Closing – 3:30 p.m.

DAY 2 – November 12, 2015

Opening – 8:30 a.m.

- **How will we close the assessment literacy gap? Continued**
 - The need for sending and receiving high quality feedback

Lunch

- **How will we close the assessment gap? Continued**
 - The new paradigm of activating learners as instructional resources to self and others
- **How will we use the information to support our schools?**
 - Planning for ways to move forward with professional development

Closing – 3:00 p.m.

\$20 per day will be billed to each attending ESU PDO member to cover the cost of meals. PDO members have until September 30, 2015 to register. After this date, any remaining spots will be offered to outside personnel. Click on the following link to register: <https://www.esupdo.org/workshops/SectionDetails.aspx?SectionID=686>