

Leading the Way to Assessment *for Learning*: A Practical Guide

Learning Goal:

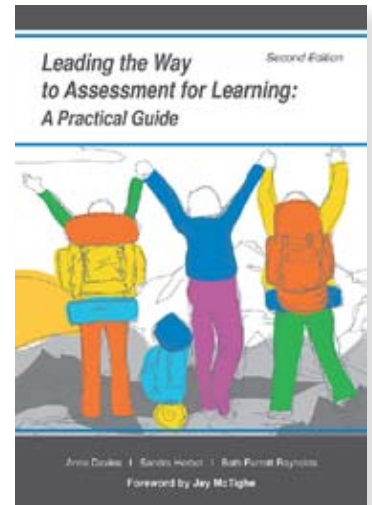
This Conversation will focus on the way leaders can support others to engage in quality classroom assessment.

Materials:

Leading the Way to Assessment for Learning: A Practical Guide by Anne Davies, Sandra Herbst, and Beth P. Reynolds for each participant.

Getting Started:

1. Explain that it is essential that assessment *for learning* be a part of everyone's work. It is not enough that teachers alone are asked to engage in quality classroom assessment. Leaders at every level need to:
 - Understand the essential elements of quality classroom assessment
 - Know the indicators of classroom application
 - Be able to support teachers to learn more
 - Be able to model quality assessment practices in their own work
2. Number off from one to ten. Ask each participant to read one chapter in the text so that chapters 1-10 are read. Ask readers to record key words or phrases as they read.
3. Once they have finished, have them meet with the others who have read the same chapter and together complete the 'Key Words Cycle' – see sample.



4. Once they are posted, have participants use the 'One Stay and X Stray' strategy to share the ideas from each chapter. This means that one person from the group stays to convey the ideas discussed to those who come to view the chart. The others in the group disperse to examine other posted charts and to listen to the explanations provided by the participants sharing the work of each group.

Debriefing the Learning:

As a large group, record the ideas that have arisen – that is, what patterns and trends were noticed as people viewed the charts. Invite participants to spend subsequent sessions focusing on one chapter at a time and analyzing, in depth, the ideas that emerge and the connections that are made.

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Taking Action:

Choose one or more:

- Invite participants to collect evidence that they are engaged in, using assessment to support adult learning.
- Invite participants to try the end-of-chapter activities and return to the next session with evidence and with strategies for how to adapt the idea in their context.

Your Task:

When you are finished reading, take some time to meet with two or three others who have read the same chapter. Together, build a Key Word Cycle.

Key Word Cycle:

On a chart, write down a word or a phrase of importance from your reading.

Choose a key word or phrase from your reading and place it in one of the spots on the Key Word Cycle. The next person puts his or her word in the next spot.

Then join them together with an explanation of how they are linked.

Repeat until all key words have been linked.

Post the chart.

Key Word Cycle

