



2007-08 TnT Professional Development Series

Integrating Literacy Skills & CTE for Student Achievement

February 11, 2008

The process so far....

- Choosing a class:
 - 9th & 10th graders enrolled
 - Natural places to infuse ELA standards
- Collaborating to design the lesson(s)
- Teaching, discussing, & reflecting

Tonight's Agenda...

- Assessment Strategies
- Sharing and collaborating in job-alike groups

Assessments

Are we there yet??



Summative & Formative Assessments

- Each has a purpose and role to play in effective instruction.
- Formative assessments are landmarks & summative assessments are the destinations.

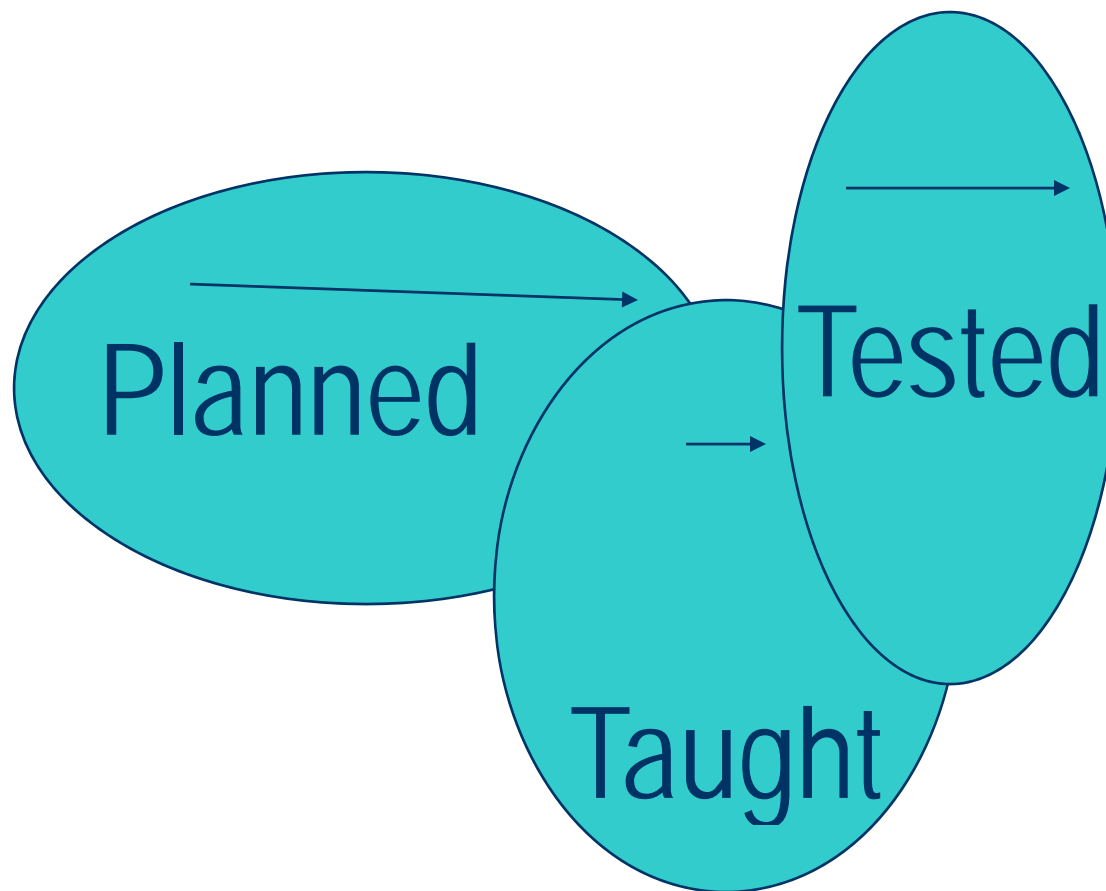
Formative Assessments

- Assessment **FOR** learning
- Less formal
- More observation-based
- Lets the teacher know what is on track and what needs redirection
- Verifies learning to students
- Multiple opportunities
- Not secretive or tricky

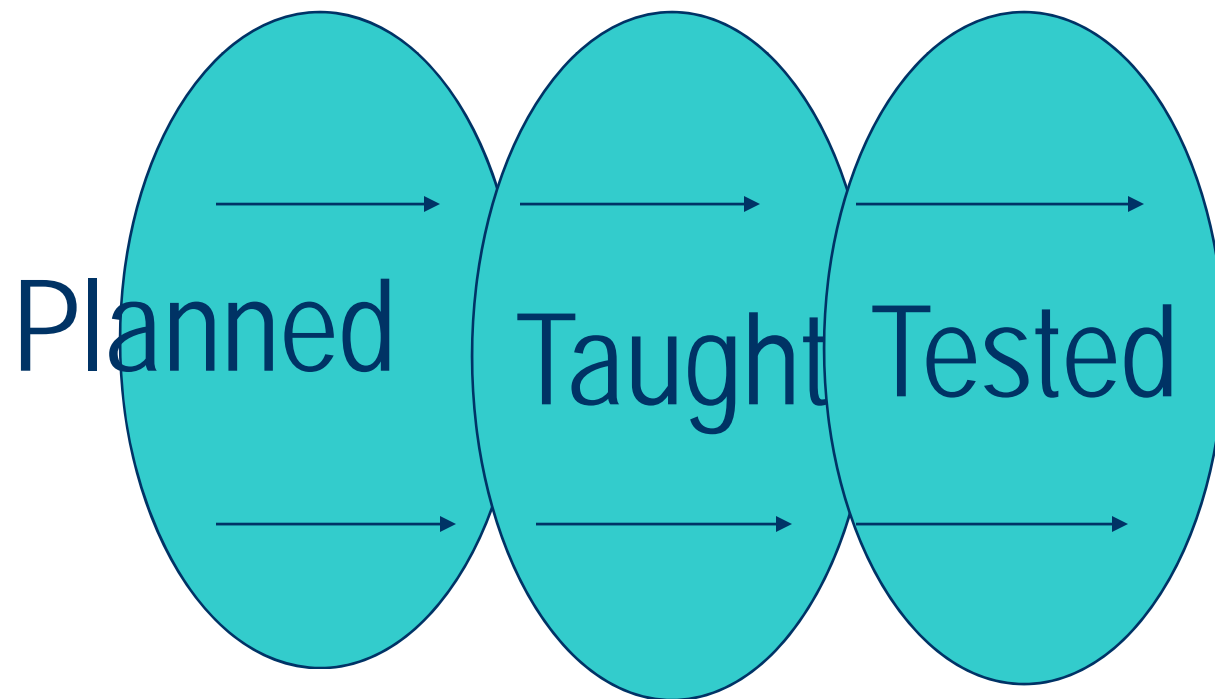
Summative Assessments

- Assessment OF learning
- Culminating demonstration of learning
- More formal
- Allows students to show ALL of their learning
- Includes questions that are open-ended
- Not secretive or tricky
- Often has already been used as the pre-test

Align what you're doing...



Aligning the process...



Continue to develop units...

- Incorporate ELA skills in lessons and assessment opportunities
- Use the same assessments each time you teach the class
- Predict student success on the summative assessments based on the formative assessments
- Gather data from those predictions & assessments
- Collaborate with the English dept. to refine teaching & participate in student success

Meet in job-alike groups:

- Share your activities with your group:
 - The planning process
 - The teaching
 - Your reflections & thoughts
- Your audience will provide:
 - Questions about process or result
 - Additional applications or ideas
 - Compliments