

## ASSESSMENT

August-September	October-November	December-edTPA	edTPA	Post-edTPA
<p>Primary aim for TC is to learn what to pay attention to in classrooms, in order to understand student participation. TC takes data on student participation and debriefs with mentor.</p>	<p>Primary aim for the TC is to experiment with different formats of formative assessment and how to use this information to inform instruction. TC analyzes student work to modify lessons.</p>	<p>Primary aim for the TC is to learn how to give meaningful, targeted feedback to students based on formative assessments, and gain experience designing or modifying summative (test) items and studying student responses.</p>	<p>Primary aim for the TC is to take the lead in designing multiple assessments, analyzing class and individual data, and providing specific feedback to students. TC required to design assessments, analyze data, give feedback to students.</p>	<p>Primary aim for TC is to learn <i>from</i> students and expand their repertoire of formative assessments. TC experiments with eliciting student feedback on instruction and students' sense of their own learning.</p>
<ul style="list-style-type: none"> <li>• TC + Mentor: Decide on a measure of participation to try in the classroom; TC implements and pair debriefs data</li> <li>• Mentor: Give feedback on how the TC analyzes student participation</li> </ul>	<ul style="list-style-type: none"> <li>• TC + Mentor: Discuss what TC is learning in methods and assessment coursework and what could be tried in your classes; work together to identify</li> <li>• TC: Try 3 different formative assessment types (e.g., eliciting conversations, whiteboard work, quick-writes to explain a problem solution, exit tickets via Kahoot)</li> <li>• Mentor: Work with TC to identify patterns in formative assessment responses and possible instructional responses to what you see</li> </ul>	<ul style="list-style-type: none"> <li>• TC + Mentor: Discuss and try different ways of giving feedback to students and helping students use feedback productively</li> <li>• TC: Adapt summative (test) items identified with your mentor</li> <li>• TC: Examine student responses and determine what the responses mean and how item design supported or constrained opportunities for students to show what they know</li> <li>• Mentor: Provide feedback on assessments and modifications the TC makes in response to student work</li> </ul>	<ul style="list-style-type: none"> <li>• TC + Mentor: Discuss different ways of giving feedback to students and helping students use feedback productively</li> <li>• TC: Design a cohesive system of formative assessments and adapt as needed</li> <li>• TC: Analyze patterns in data and use to justify instructional choices</li> <li>• Mentor: May consult if TC requests, but TC has ultimate responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• TC: Design assessments that allow students to provide feedback on instruction and reflect on their own learning processes</li> <li>• TC: Refine your instruction based on information from students</li> <li>• TC: Modify your assessments to ensure students show the most of what they know</li> <li>• Mentor: Provide feedback on assessments and modifications the TC makes in response to student work</li> </ul>