

PDA Formative Assessment Process for Differentiating Instruction

Objectives

Upon completion of the PDA Formative Assessment Process for Differentiating Instruction Module, participants will know, understand, and be able to do the following:

Participants will know:

- The relationship between the guidelines of differentiated instruction and the formative assessment process.
- The purposes of each component of assessment (pre-, formative, interim, and summative).
- The definition of the terms learning goals/targets and learning progression
- Ways that teachers can clarify the learning goals/targets for a lesson and unit.
- Strategies for communicating learning goals/targets to students.
- Sources of information to provide evidence of student learning.
- Questions related to analyzing and interpreting student assessment information.
- Ways to make instructional adjustments.
- The interrelated steps that comprise the formative assessment process.
- The structure of Florida's multi-tiered system of supports (MTSS), the guidelines for differentiation, and the principles of Universal Design for Learning (UDL)

Participants will understand that:

- The formative assessment process produces evidence of student learning that can be analyzed individually by a classroom teacher in order to meaningfully differentiate instruction.
- The formative assessment process is essential for the development of an effective and responsive learning environment that meets the needs of each student.
- Clear learning goals/targets are the starting place for determining what and when to assess.
- Clear learning goals/targets are aligned with the state standards and connect to one another to develop the learning progression.
- Different types and sources of assessment information can be used to provide information about what a student knows, understands, and can do.
- Teacher feedback can empower students to self assess and set goals.
- Peer assessment is a valuable part of the formative assessment process.

Participants will be able to:

- Clarify the learning goals/targets for lessons and units.
- Determine the learning progression in relation to learning goals/targets.
- Align formative assessment tasks to specific learning goals/targets.
- Develop and communicate learning goals/targets in student-friendly language.
- Select and use different types and sources of evidence of student learning to assess for understanding.
- Make instructional adjustments as a result of gathering and analyzing formative assessment information.
- Provide students with meaningful feedback for self-assessment and goal setting.