

Short-Cycle Assessments

What is it?



In this world of *No Child Left Behind* and high-stakes testing, formative assessment is becoming a necessary part of each teacher's classroom practices. A short-cycle assessment is one type of formative assessment that is designed to mimic the state test, while at the same time providing important information to ensure every student's success in learning the academic content standards.

Why do I need it?

Most of us think of assessment as something we give to students at the end of a unit to determine whether or not they've learned what they were taught. Very seldom do we use assessment as a tool to guide instruction, or to serve as a predictor for success on the state test – but wouldn't it be nice to know exactly which areas of the curriculum your students struggle with? Or how about knowing ahead of time which areas of the curriculum your students already know and understand? *Imagine the amount of time* that could be redirected as far as relevant instruction is concerned! In this training you'll learn the difference between the different question formats, as well as the different levels of questions according to the hierarchy of levels in Bloom's Taxonomy. Attendees will also learn how to write questions, or how to seek out questions already developed, that align with the academic content standards for their subject area/grade levels. In addition, strategies on how to analyze the data from short-cycle assessments will be provided, as well as suggested instructional strategies to use in response to the data. Teacher 2 Teacher's training will provide a clear, easy-to-understand process for developing short-cycle assessments that will strengthen every teacher's ability to teach – and most importantly, each student's ability to learn.



Tell me more about what I'll learn.

We'll teach you an easy-to-use process for putting together a short-cycle assessment for your class. This process is called SCORE, and is highlighted in the book *Short-Cycle*



Assessments: Improving Student Achievement Through Formative Assessment written by the trainer, Betsy Moore. We will begin by teaching you how to develop a Pacing Guide to “sort” the academic content standards at your level. We'll also show you how to level your standards so you understand at which level each standard

should be presented to your students. Then we'll direct you on the format for your assessment, provide you with a checklist from which to develop your assessment, and provide you with lots of sample questions. If you already have short-cycle assessments, our process will enable you to critically review them and adjust them to fit the standards. Then we'll demonstrate a process for analyzing short-cycle assessments using real data from a sample assessment. Finally, we'll discuss implications from the data and provide you with best practice instructional strategies that you can take back to your classroom and use immediately.

You'll leave this seminar knowing . . .

- 1) the components of developing a short-cycle assessment;
- 2) how to level your academic content standards so that you can provide questions at the level at which the standards are suppose to be taught;
- 3) how to sort out your standards into manageable time sectors;
- 4) how to format an assessment to correlate to the state test;
- 5) what higher level critical thinking questions are, and how to write these questions to correspond to the higher level academic content standards you are suppose to teach;
- 6) how to analyze the data a short-cycle assessment provides; and
- 7) how to respond instructionally to the information gained from a short-cycle assessment.



We'll also help you develop an Action Plan so you can take the information you learn in the session and apply it into your classroom, school and/or district.

Register for Short-Cycle Assessments – <http://teacher2teacher.info/register.htm>