

Formative Assessment

Assessment that informs/changes instruction to meet student learning needs.

Informal Formative Assessment

Done daily, during the lesson; a check of student learning; changes must be made to acknowledge the results of the assessment.

Formal Formative Assessment

Usually pencil/paper; usually common; a check after several informal formatives; instruction must be modified based on results.

Differentiated Instruction

Meeting the needs of all individual students through different levels and strategies of instruction.

Regrouping

Grouping students together based on need; identified through a common assessment; data must be analyzed; teaching strategies must be discussed.

The "Right" Work

1. What do we want students to know and be able to do? (Learning Targets), 2. How will we know if they've learned it? (Formative Assessment), 3. What will we do if they do learn it? (Enrichment + Celebrate), 4. What will we do if they don't learn it? (Intervention, Practice).

Mastery Learning

Core Idea: Aptitude is the length of time it takes a person to learn, NOT how "bright" a person is, i.e., everyone can learn given the right circumstances.

Diagnostic Assessment

A pre-assessment of student knowledge; this way the teacher knows what to teach and what to review; saves precious teaching time!