



# Professional Development Inservice Components

**Component Number:**

**TITLE:** Assessment for Today's Classroom (ATC)

**Component Identifier:**

**Number of Points:** 1-60

**General Objective:**

Participants will learn assessment fundamentals and literacy, the power of assessment within the instructional improvement processes, the impact of assessment to improve the teaching and learning process, informal and formal assessment, the process of assessing the five reading competencies, planning for instruction based upon assessment data, assessment and instructional needs of ESE and LEP students and organizing the assessment system including differentiating instruction and support systems to impact instruction and student achievement.

**Specific Objectives:**

The course participants will be able to:

1. Discuss terminology as related to evaluation, assessment, and measurement concepts and fundamentals.
2. Define qualitative and quantitative data collection techniques; discuss uses of formal and informal assessments.
3. Compare and contrast norm-referenced and criterion-referenced test types.
4. Integrate assessment with instruction: Apply definitions to applications, test types, and interpretation of data/information.
5. Apply the fundamentals of validity, reliability, and feasibility to improving instruction and student achievement. \*(3.5)
6. Understand how to read research by reviewing the results, identifying the research question, and discussing the methodologies used to gather data.
7. Diagram screening, diagnosis, progress monitoring, and outcome measures and use assessments to improve teaching and learning impacts. \*(3.6)
8. Understand the power of being results focused over being process focused
9. Describe or recognize test formats and types of test items on the Florida Comprehensive Achievement Test (FCAT) in the area of reading. \*(3.1)
10. Interpret students' formal test results using FCAT data. \*(3.3)
11. Demonstrate understanding of the Florida School Grade Reporting System and the implications on instruction.
12. Demonstrate understanding of the Action Research Process.
13. Define informal assessment.
14. Recognize appropriate types of informal assessments to test the major elements of reading growth: phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. \*(3.1)
15. Apply informal assessments to individual classroom teaching styles and needs of individual students including LEP students and students with disabilities in the area of reading. \*(3.12)
16. Explain three types of portfolio assessment and identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time. \*(3.10)

17. Demonstrate knowledge of the characteristics, administration and interpretation of informal assessments for the purposes of screening, diagnosis and progress monitoring. \*(3.6)
18. Interpret students' informal test results. \*(3.3)
19. Identify the 5 reading components contained in reading assessments they are currently using (both formal and informal).
20. Evaluate data from reading assessments for the purpose of determining appropriate academic strategies.
21. Analyze data to identify trends that indicate adequate progress in student reading development. \*(3.7)
22. Develop an Action Research project utilizing data from formal and informal assessment, screening, diagnostics and progress monitoring.
23. Identify interpretive issues that may arise when English language tests are used to assess reading growth in LEP students. \*(3.11)
24. Identify reading assessment techniques appropriate for diagnosing and monitoring reading progress of LEP students and students with disabilities in the area of reading. \*(3.12)
25. Understand the role of assessment in planning instruction to meet student learning needs. \*(3.2)
26. Understand how to use data to differentiate instruction. \*(3.8)
27. Understand how to interpret data with application of instruction that matches students with appropriate level of intensity of intervention, with appropriate curricular materials, and with appropriate strategies. \*(3.9)
28. Identify and set goals for instruction and student learning based on assessment results to monitor student progress. \*(5.13)
29. Apply knowledge of assessment to instructional practices. \*(6.1)
30. Identify school and district resources available to assist with instructional needs.

\*numbers in ( ) are the equivalent of the Specific Indicators in the Florida Reading Endorsement Competencies

### **DESCRIPTION:**

Through five modules and fifteen topics, participants will be engaged in highly interactive activities to assist educators in embedding ongoing assessment strategies to inform instruction in daily classroom practice. All participants in the course will utilize Action Research and a case study to continuously apply this assessment content knowledge and strategies throughout the course to a realistic scenario. Through the Action Research and case study, participants are able to embed assessment immediately to inform their instruction and reach all learners.

### **PARTICIPANT EVALUATION:**

#### **Knowledge:**

Pre and post-assessment; individual professional growth plan (via radar chart); in-class discussion, group work, sharing and application of essential content knowledge during class activities.  
Objectives: 1,2,3,6,8,11,12,13,16,17,19,23,24,25,26,27,30

#### **Skills:**

Observed demonstration in workshop, classroom or on the job  
Objectives: 4,5,9,10,14,15,18,20,21,22,28,29

#### **Products:**

Independent Reflection; Case Study Review; Action Research Project including Screening, Diagnosis, Instruction and Progress Monitoring of



students

Objectives: 10,12,14,17,18,20,22,24,25,26,27,28,29

**WORKSHOP EVALUATION:** \_\_\_\_\_ County Staff Development Evaluation  
\_\_\_\_\_ County Schools  
Mid-term/final evaluation, Performance Learning Systems evaluation

**PERSON RESPONSIBLE FOR EVALUATION:** **Consultant/Curriculum Improvement**  
Resource Developer, \_\_\_\_\_ Co. Schools

**CONTACT PERSON:** Staff Development Director/Curriculum  
Improvement Resource Developer