

# Sample Focused Mentoring Activity

<b>Focus Area(s):</b> Formative and Summative Assessment	
<b>Date:</b>	
<p><b>OBJECTIVES/ GOALS OF THE MEETING:</b></p> <p>Teachers will:</p> <p>Plan for formative assessment</p> <p>Understand and use varied assessments to inform instruction, evaluate, and ensure student learning.</p>	<p><b>ALIGNMENT TO STANDARDS</b></p> <p><b>Ohio Standards for the Teaching Profession:</b></p> <p>3</p> <p><b>RE Mentor Standards:</b></p> <p>4.3</p> <p><b>Other:</b></p>
<p><b>Introduction:</b></p> <p>Mentor facilitates a discussion to ascertain what the RE already knows about formative and summative assessment.</p> <p><b>Resources:</b></p> <p>Lesson Plan</p>	<p><b>Common Language/ Terms/ Acronyms:</b></p> <p>formative assessment, summative assessment, differentiation</p>

<p><b>Activity Description/ Conversation Questions/ Content</b></p> <p>Mentor might begin the conversation with, “Share with me what you already know about formative and summative assessment.” Responses to this question could include the following:          Formative assessment is an ongoing, flexible and intentional practice that drives instruction. It also identifies student strengths and/or weaknesses, checks for student misunderstandings and engages students in the learning process. Traditionally not used for grading purposes, formative assessment is assessment FOR learning.</p> <p>Summative assessment is an evaluative summary of learning administered at the end of a learning period. Teachers can use summative assessment formatively to gauge readiness for moving forward, and/or as a means of grading progress. Summative assessment is assessment OF learning.</p> <p>Mentor and resident educator will review an upcoming lesson plan looking for opportunities to formatively assess learning. Possible formative assessment strategies may include the following: thumbs up/down; scale of 1-5; exit slip; mini white board; Red-Yellow-Green index card; and 3-2-1 (3 things I learned today, 2 things I could teach others, 1 thing I still have a question about).</p> <p>Mentor and resident educator will discuss possible lesson adjustments that the beginning teacher might need to make during or after instruction based on the formative data collected. These adjustments might include clarifying questions, differentiated activities, alternate methods of teaching the information again.</p>
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Consider taking notes to use in future professional dialogues

## Reflection and/or evidence of learning:

Resident educators will intentionally incorporate various formative and assessment strategies into the lesson plan. Resident educators will intentionally plan potential lesson adjustments that they could use during and following instruction.

## Reflection Questions:

What formative assessment strategies are you most comfortable implementing?

What formative assessment strategies would you like to know more about?

How comfortable are you analyzing the formative assessment data on student learning?

How important is flexibility in instruction and learning?

## Follow up:

The mentor will continue to have follow-up conversations with the resident educator based on the importance of being flexible in planning instruction based on student needs.

## Notes:

## References:

Resident Educator Focus Area: Formative and Summative

<http://www.dylanwilliamcenter.com/>

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