

The *Center for Transforming Learning and Teaching (CTLT)* was established in 2004 to catalyze and co-create the transformation of learning environments through the use of assessment so that all are engaged in learning and empowered to positively contribute in a global society.

CTLT pursues this mission by:

- Providing learning experiences that promote immediate use of strategies and tools, as well as long-term development of practice.
- Providing on-site coaching and support for embedding the use of assessment as a support for learning.
- Facilitating learning communities of practitioners.
- Clarifying language and conceptual frameworks.
- Developing, supporting and bringing forward models or exemplars.
- Convening practitioners to bring out the best thinking.
- Engaging educators at the intersection of theory and practice.

CTLT builds-on and sustains the work of the Colorado Consortium for Data-Driven Decisions (C2D3) and the Center for Teaching, Learning, and Technology and works in partnership with the Front Range BOCES for Teacher Leadership.

COST

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| Institutes: | \$150 per day per participant |
| On-site training and coaching | \$1500 per day up to 20 people, \$75 per day for each additional person (travel and materials are additional) |

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Using Assessment as a Support for Learning:

- ▶ Getting usable information from classroom and common assessment
- ▶ Using assessment to inform instruction
- ▶ Using formative assessment practices to transform students into learners

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University of Colorado Denver

School of Education & Human Development

Learning Topics & Targets

Clarify how assessment can support learning

- Explore research on the role of assessment in developing learners
- Align the purposes and uses of assessments

Use quality assessment instruments

- Understand the characteristics of high quality assessments
- Match assessment methods to learning targets being assessed
- Ensure fairness and consistency in assessment results
- Critique assessment items
- Map tests

Shape instructional decisions

- Use assessment results to evaluate the effectiveness of instruction
- Adapt and revise instruction based on assessment results
- Score and grade for learning

Clarify learning targets with learners

- Use language learners understand
- Describe proficiency so learners understand
- Use student work to exemplify proficiency

Provide useful feedback

- Provide learners with descriptive feedback
- Plan opportunities for learners use of descriptive feedback

Engage students in peer- and self assessment

- Engage learners in providing feedback about the learning artifacts of their peers
- Engage learners in assessing their own learning

Support student goal-setting/progress monitoring

- Engage learners in setting learning goals
- Support learner monitoring of their own progress towards learning goals

Engage students in collaborative inquiry

- Make formative use of summative tests
- Use dialogue to co-construct meaning of results

Use questioning to learning about student learning

Purpose

CTLT professional learning experiences related to *using Assessment as a Support for Learning* are intended to help educators re-purpose their use of assessment (formal and informal) so that it becomes a tool that supports learning. The first step is to get the assessment tools (resources) right, or make sure that any assessment that educators administer (or for which they receive results) provides accurate and usable information about student learning in relationship to valued learning targets. The next step is to use assessment information to inform instructional practice. The third and most important step is to implement classroom-level formative assessment practices that engage students in their own learning processes.

Learning Products:

The learning experiences provided as part of *Using Assessment as a Support for Learning* are active and “hands-on.” They engage learners in collaboratively constructing meaning of relevant research, developing products that they can use in their own context, trying out classroom practices with feedback from peers and experts, and planning for how they will transfer these practices into a classroom setting. The products that participants will create as a result of participating in this learning experience are listed to the right. Participants will be expected to track and monitor the progress of their own learning over time and provide feedback to their instructors.

- An inventory of current assessment resources.
- Several critiqued assessment items
- A map of a test.
- A plan for scoring assessments to get information about learning.
- Essential learning targets written in language their learners will understand.
- Examples of student work that demonstrate different levels of performance.
- Student papers with descriptive feedback that is relevant to the particular context of the assignment that generated the work.
- Peer- and self- assessment strategies.
- Several classroom tools that can support student self monitoring of their learning progress.
- Strategies for engaging learners in setting goals.

Learning Experience Design

Learning Topics & Targets