

Menu

This Menu gives you quick access to all the content for *Assessments for Learning: Innovative Ways to Check for Understanding*. It will also keep track of your progress as you work your way through the program's video content in the topics. When you feel comfortable with the content of a particular section, take the corresponding assessment.

Module 1: Selecting the Perfect Assessment for Every Circumstance

This topic is:
Assessments for Learning
78% Complete

Topic A:
Using Assessments to Become a Reflective Teacher — with Rick Stiggins | 20 min | Hide Content

- [VIEW](#) 1. Introduction to Assessments for Learning | 02:10
- [VIEW](#) 2. Site Tips | 00:25
- [VIEW](#) 3. Matching the assessment method with the achievement target | 01:30
- [VIEW](#) 4. Embracing a properly balanced assessment system | 02:05
- [VIEW](#) 5. Does improved assessment practice increase student achievement? | 02:25
- [VIEW](#) 6. Saving time through proper assessment practice | 01:10
- [VIEW](#) 7. Involve students in the assessment process | 00:50
- [VIEW](#) 8. Teachers share their experience in moving to skills based assessments | 04:40
- [VIEW](#) 9. Using rubrics to establishing an end target | 03:55

This topic is:
Classroom Assessment Techniques (CATS)
71% Complete

Topic B:
Classroom Assessment Techniques (CATS) | 22 min | Hide Content

- [VIEW](#) 1. Introduction to Classroom Assessment Techniques (“CATS”) | 01:18
- [VIEW](#) 2. Considerations for effectively using CATs | 03:25
- [VIEW](#) 3. CATs for measuring baseline knowledge and progress | 02:15
- [VIEW](#) 4. CATs to measure course related knowledge and skills | 04:45
- [VIEW](#) 5. CATs to determine student opinions, study skills and teacher feedback | 04:45
- [VIEW](#) 6. Using a “ticket out” CAT to evaluate the day’s lesson | 04:40
- [VIEW](#) 7. Using a CAT to measure an out-of-class group assignment | 03:05

This topic is:
Student Projects as Effective Authentic Assessments
0% Complete

Topic C:
Student Projects as Effective Authentic Assessments | 10 min | Hide Content

- [VIEW](#) 1. When to use authentic assessment | 02:50
- [VIEW](#) 2. An example of using a scrapbook assignment as an authentic assessment | 04:55
- [VIEW](#) 3. An example of using a self-evaluation for a group assignment | 03:00

This topic is:
Selecting the Right Assessment
57% Complete

Topic D:
Selecting the Right Assessment | 56 min | Hide Content

- [VIEW](#) 1. A principal's perspective on using data to make instructional changes | 01:05
- [VIEW](#) 2. Teachers provide their perspective on using multiple assessment types | 01:15
- [VIEW](#) 3. An example of a quick-check assessment used to determine student enrichment | 07:00
- [VIEW](#) 4. An example of a quick-check assessment used for student grouping | 04:10
- [VIEW](#) 5. Understanding the difference between activities and assessments | 05:35

- VIEW [6. Targeted assessments - six facets of student understanding — Part 1 | 04:45](#)
- VIEW [7. Targeted assessments - six facets of student understanding — Part 2 | 05:15](#)
- VIEW [8. Stiggins: Involving students in the assessment process | 03:00](#)
- VIEW [9. An example of a teacher using formative assessment — Part 1 | 03:25](#)
- VIEW [10. An example of a teacher using formative assessment — Part 2 | 03:10](#)
- VIEW [11. Making changes based on formative assessment results | 03:35](#)
- VIEW [12. Stiggins: Accurate record keeping necessary to track student progress | 03:00](#)
- VIEW [13. Using mind maps to check for understanding | 04:10](#)
- VIEW [14. When and how to use mind maps with your students | 07:00](#)


This topic is:
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Topic E:
Creating and Mastering Rubrics | 40 min | Hide Content

- VIEW [1. The importance of using a rubric to establish student expectations | 00:40](#)
- VIEW [2. Searle: Use rubrics to set and maintain clear expectations | 02:25](#)
- VIEW [3. Searle: Don't just use rubrics for scoring! | 05:15](#)
- VIEW [4. Searle: Rubrics help to scaffold instruction | 02:15](#)
- VIEW [5. Searle: An example of using a rubric to grade a descriptive paragraph — Part 1 | 07:10](#)
- VIEW [6. Searle: An example of using a rubric to grade a descriptive paragraph — Part 2 | 06:30](#)
- VIEW [7. A Pre-K rubric | 06:35](#)
- VIEW [8. Teacher perspectives on the use of rubrics | 00:30](#)
- VIEW [9. Rubrics are great tools to evaluate subjective assignments | 04:10](#)
- VIEW [10. Using rubrics to facilitate effective student communication | 04:40](#)


Assessment:
Selecting the Perfect Assessment for Every Circumstance

Module 2: Using Assessment Data to Modify Instruction

This topic is:
 30% Complete

Topic A:
Assessing Teaching and Student Progress Using Data | 35 min | Hide Content

- VIEW [1. Introduction to assessment data | 00:25](#)
- VIEW [2. Using school data to answer five important questions | 03:50](#)
- VIEW [3. "Drilling Down" Data | 01:50](#)
- VIEW [4. Is your data reliable, feasible, actionable or harmful? | 03:15](#)
- VIEW [5. Powerful suggestions for using data | 01:30](#)
- VIEW [6. How can I use informal data? | 06:15](#)
- VIEW [7. How can I use formal data? | 02:20](#)
- VIEW [8. Meaningful methods for groups to use data | 05:20](#)
- VIEW [9. Using student work to determine commonalities & patterns | 01:25](#)
- VIEW [10. Additional resources in school data | 00:10](#)

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Topic B:
Powerful Case Studies: Using Data to Increase Student Achievement | 34 min | Hide Content

- VIEW [1. STEPS: An example of using data to evaluate student progress | 00:55](#)
- VIEW [2. Using assessment data to close the achievement gap | 01:40](#)
- VIEW [3. Establishing bench marks for authentic assessments | 01:25](#)

- VIEW [4. Requiring students to monitor their own progress](#) | 01:20
- VIEW [5. Using data to make daily adjustments](#) | 01:30
- VIEW [6. Teaching students to aim at a specific goal](#) | 00:35
- VIEW [7. An example of a teacher implementing STEPS strategies in his class](#) | 07:00
- VIEW [8. The principal's role in establishing a culture of data driven instruction](#) | 02:35
- VIEW [9. The role of the special education teacher in the intervention process](#) | 04:25
- VIEW [10. Using data to periodically modify lessons and instruction](#) | 02:20
- VIEW [11. Introduction to Peer Assisted Learning Strategies \("PALS"\)](#) | 01:20
- VIEW [12. An example of students using the PALS process — Part 1](#) | 01:45
- VIEW [13. An example of students using the PALS process — Part 2](#) | 00:45
- VIEW [14. An example of paragraph shrinking using the PALS process](#) | 01:10
- VIEW [15. An example of a "student prediction" activity using the PALS process](#) | 02:50
- VIEW [16. Why does PALS work?](#) | 02:00
- VIEW [17. Translating your professional learning into classroom practice](#) | 00:25

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Topic C:

Professional Learning Community Discusses Assessments | 18 min | Hide Content

- VIEW [1. Formative vs. summative assessment](#) | 02:52
- VIEW [2. What is the greatest thing you have learned about assessment?](#) | 06:24
- VIEW [3. What is the role of self assessment?](#) | 05:06
- VIEW [4. What do you think your students think about your assessments?](#) | 03:19

Assessment:

Using Assessment Data to Modify Instruction