Assess based on instruction

COURTNEY GORDON
cgordon@smekenseducation.com

Plan for instruction and assessment.

SECRET SITE RESOURCE
End writing units with a from-scratch product.

MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON
WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME
MINI-LESSON	EXPLAIN PRODUCT			
WRITING TIME	WRITING TIME	(Additional days for revision & editing)		

NOW IT'S YOUR TURN

NEW!	Validating.
Question?	*Excited!*

> …Feedback was among the most powerful influences on achievement. Most programs and methods that worked best were based on heavy dollops of feedback.… The more feedback during the process, the better students can achieve the goals."
>
> ~ John Hattie, *Visible Learning for Teachers: Maximizing Impact on Learning*

Balance formative and summative assessments.

SPIN-OFF SESSIONS

UNIT ESSENTIALS

Session 3: Target informative writing skills.

Session 4: Meet the argumentative writing standard.

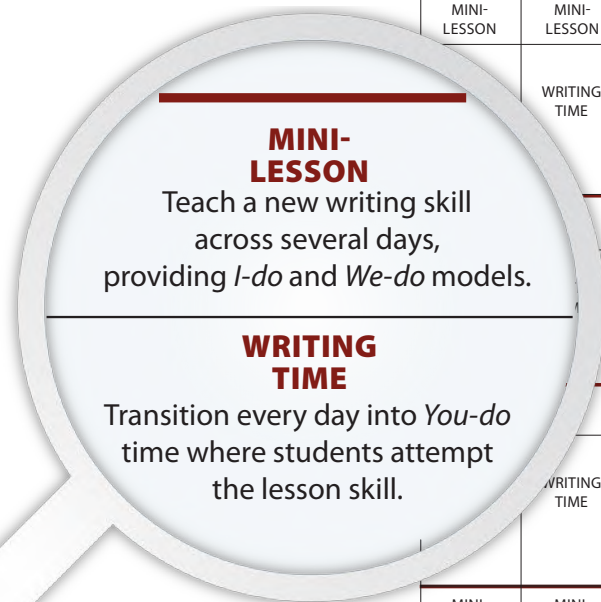**Session 5:** Know the narrative non-negotiables.

MANAGEMENT

Session 2: Assign writing-time tasks.
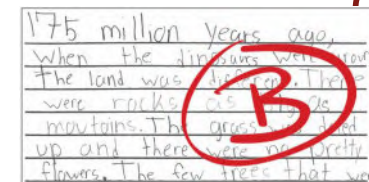
ASSESSMENT

Session 3: Build rubrics with older writers.

Session 4: Tally points and calculate grades.

MINI-LESSON
Teach a new writing skill across several days, providing *I-do* and *We-do* models.

WRITING TIME
Transition every day into *You-do* time where students attempt the lesson skill.

MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON
WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME
MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON
	WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME
		MINI-LESSON	MINI-LESSON	MINI-LESSON
		WRITING TIME	WRITING TIME	WRITING TIME
		MINI-LESSON	MINI-LESSON	MINI-LESSON
WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME
MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON
WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME

EXPLAIN END-OF-UNIT PRODUCT

YOU-DO WRITING-TIME TASKS

- Provide a low-stakes task that parallels what was modeled in the mini-lesson.

- Identify a task that allows for immediate and authentic application of the skill.

SECRET SITE RESOURCE

Consider the frequency of grading.

DURING UNIT | **FORMATIVE ASSESSMENT**

- Provide students with numerous opportunities to experiment with new skills.

- Offer regular feedback *during* writing time as students are attempting skills.

- Allow your observations from *today's* writing time to impact *tomorrow's* mini-lesson instruction.

END OF UNIT | **SUMMATIVE ASSESSMENT**

- Expect students to "bring together" several new skills into a bigger from-scratch product.

- Weigh these end-of-unit products more heavily than the quick writes and smaller writing tasks from earlier in the unit.

Instruct and assess— daily.

◼ TRADITIONAL UNIT

MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON
WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME
MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON
WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME
MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON
WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME
MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON
WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME
MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON
WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME

EXPLAIN END-OF-UNIT PRODUCT

- Identify *which* skills to teach and in *what* order.

RELEVANT RESOURCE

- Determine if writing-time tasks will be graded/given points.

- Use bell-ringers/morning work as another formative assessment.

SECRET SITE RESOURCE
Explore bell-ringer options.

- Support students during writing time with small-group conferences.

↻ SPIN-OFF SESSIONS

UNIT ESSENTIALS | Session 2: Plan the year of writing units.
MANAGEMENT | Session 1: Lead a writer's workshop.
ASSESSMENT | Session 5: Provide frequent feedback.

◼ SPIRAL OF MINI-UNITS

MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON
WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME
MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON	
WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME	**EXPLAIN END-OF-UNIT PRODUCT**

MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON
WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME
MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON	
WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME	**EXPLAIN END-OF-UNIT PRODUCT**

MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON
WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME
MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON	
WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME	**EXPLAIN END-OF-UNIT PRODUCT**

Redefine what counts as a writing product.

**Assess mastery of skills with a from-scratch product.**

- Remove support of peers and teacher.
- Add rigor of topic or text.
- Expect whole— versus partial.
- Juggle multiple skills— versus isolated individual skills.

Introduce the end-of-unit product during the next "mini-lesson."

- Outline the specific requirements (length, topic, etc.).
- Reveal parallel anchor/exemplar papers.
- Review the recently-taught skills.
- Update the rubric criteria.
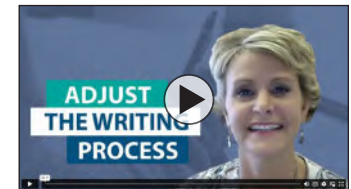- Announce due date (and any smaller deadlines).

SECRET SITE RESOURCES
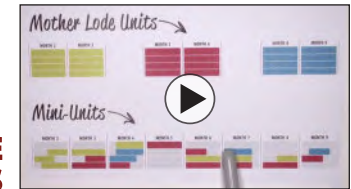
Create a writing curriculum of mini-units.

Generate more first drafts than final drafts.

How do you adjust the writing process for 2 weeks versus 2 days?

EXPLAIN END-OF-UNIT PRODUCT

- Generated across several days, with additional time devoted to revision & editing.
- Assess the whole product for all the skills taught in this unit.

MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON
WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME

EXPLAIN END-OF-UNIT PRODUCT

- Generated in one sitting (i.e., today's writing time).
- Assess the whole product but for only the skills taught in this mini-unit (and any previous mini-units).