

**Planning Sheet**  
**Self-Directed Professional Development Project**  
**TE803, SS11**

**Statement of Purpose: I am examining strategies and rationales behind formative assessment in relation to English Language Arts curriculum. I will need to take into account my learners as well as curriculum standards and summative assessments.**

Strategy/Practice/ Intervention	Student Behavioral or Learning Goals I Want to Affect	How I will Build My Understanding of Strategy	Resources I Need to Enact the Strategy in my class	Class(es) in which I will enact the strategy - OR - Focal Students	When I will Enact the Strategy (dates and lessons)	Data I will collect to assess effects & what I will look for in it
"I can" statements of objectives which are accessible by students. (Kid-friendly language).	I want to affect students ability to self-assess, to become a little more meta-cognitive about their own learning in cooperation of teacher assessments.	I will examine resources available to me, as well as formative assessments taken from the field, including rubrics, student writing samples, conversations, and even surveys of my target groups.	I will examine colleagues and the text, <i>Seven Strategies of Assessment FOR Learning</i> by Jan Chappuis	I don't want to eliminate all 5 of my classes as I gather evidence for my learning, but I will focus my energies on my 5 <sup>th</sup> hour focus class.	I will be looking at formative assessments from a project that we are completing currently (2/5/11) through our upcoming assessments of this coming week, and into the next unit of Mystery that we will be studying for the next 4-5 weeks.	I will collect data from actual field assessments (From our Poetry Unit, Book Club, and Mystery) as well as qualitative data like surveys, and student input. I would be remiss if I didn't take grades as a form of data too.
Using "backwards" design in terms of structuring summative assessments and engaging State Standards.	I want to carefully scaffold use of formative assessments to effectively gauge students understanding of objectives.	I will examine resources available to me, as well as formative assessments taken from the field, including rubrics, student writing samples, conversations, and even surveys of my target groups (I can packets).	I will examine colleagues and the text, <i>Teaching English by Design</i> by Peter Smagorinsky	I don't want to eliminate all 5 of my classes as I gather evidence for my learning, but I will focus my energies on my 5 <sup>th</sup> hour focus class.	I will be looking at formative assessments from a project that we are completing currently (2/5/11) through our upcoming assessments of this coming week, and into the next unit of Mystery that we will be studying for the next 4-5 weeks.	I will collect data from actual field assessments (From our Poetry Unit, Book Club, and Mystery) as well as qualitative data like surveys, and student input. I would be remiss if I didn't take grades as a form of data too.
Using grades and multiple forms of feedback to teach students how to improve their learning, and skills.	I want to be specific about the comments, written and verbal, that I give students on their performance in E.L.A.	I will examine resources available to me, as well as formative assessments taken from the field, including rubrics, student writing samples, conversations and even surveys of my target groups- AFTER they have received them	I will examine colleagues and the texts, <i>Beyond the Red Pen</i> , by Bryan Bardine, and <i>Responding to Stu. Writing</i> , by Nancy Sommers.	I don't want to eliminate all 5 of my classes as I gather evidence for my learning, but I will focus my energies on my 5 <sup>th</sup> hour focus class.	I will be looking at formative assessments from a project that we are completing currently (2/5/11) through our upcoming assessments of this coming week, and into the next unit of Mystery that we will be studying for the next 4-5 weeks.	I will collect data from actual field assessments (From our Poetry Unit, Book Club, and Mystery) as well as qualitative data like surveys, and student input. I would be remiss if I didn't take grades as a form of data too.