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| **Resident Educator:**  |  | **Mentor:** |  | **Date:**  |
| During the second year of focused mentoring, mentors will help resident educators complete **one** cycle of the scaffolding activity for formative and summative assessments. After completing the scaffolding once, the mentor will meet with the RE to identify an area to dig deeper into the subject and discuss using the **Focused Mentoring Assessment Log for Formative and Summative Assessment.** The topic chosen should be what best fits the Resident Educator’s specific needs. The mentor will offer suggestions, resources, and support to the resident educator. The mentor will meet with the RE to monitor progress and reflect. The process should continue until the RE has shown sufficient progress in the subject area. |

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| **Subject/ general topic:**  |
| **List the lesson / unit objectives:*** -What the student should be able to do to show mastery of the standard for the summative assessment.
* - Reflect upon the standard and what the verbiage is asking the student to do.
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| **Describe how these are connected to state, local, or national standards:**  |  |

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| **Aligning the Assessment to the Content Standards**(What kinds of tasks will reveal whether students have achieved the learning objectives I have identified?) * What are your sources of evidence (Lesson Plan/Content Standard/Learning Targets)?
* Did you have discussions with your mentor (Collaborative Log)?
* What resources were used to discuss rigor/standard alignment (Bloom’s, Hess, DOK)?
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| **Select / Develop / Use Quality Assessments*** Source of evidence: Provide assessment evidence for the following:
	+ Pre-assessment
	+ Formative assessments
	+ Final summative assessment
* Are there assessment modifications (differentiation) for subpopulations?
* Is rigor displayed as it relates to learning targets (the standard)?
* What rubrics were used (if any)?

Available resources for assessments- [LDC](https://ldc.org/) and [AchievetheCore](https://achievethecore.org/) |  |
| **Scaffolding*** What are the steps for the students to be successful to perform the benchmark assessment?
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| **Benchmark (Formative Assessment)**How does this connect to:* The end assessment
* Future learning
* (Discussion: Graded vs. Not Graded- what is the purpose of the assessment?)
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| **Assessment Data*** Student learning needs are accurately identified through an analysis of student data; the teacher uses assessment data to identify student strengths and areas for student growth.
* What methods of student self-assessment were utilized?
	+ Self checks/quick writes, writing conferences, discussion (whole-class or small-group), reflection logs, weekly self-evaluations, self-assessment checklists and inventories, teacher-student interviews
* How did you use this self-assessment to inform your instruction?
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| **Reflection** * Feedback to student in a timely- attempt before the next scaffolding begins.
* Can you provide feedback to the families for this benchmark?
* Which of your selected instructional strategies was successful in supporting the student’s understandings and varied learning needs?
* What were student’s strengths and areas within the benchmark? See if you can see a pattern- is it whole group or individual students
* Does this need to be taught again or can you move onto the next scaffolding/benchmark?
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**Resources:**

[Formative vs. Summative Assessment](https://docs.google.com/document/d/1xMGVrZAkA-OPctZLYClEaGW_H9L2COV4qRdnHNADNH0/edit)

[Examples of Formative Assessments](https://docs.google.com/document/d/1VdY_Nf8UKC2ZyRaCPkDwpQkUzH2Y6EdNkWfegcUbOxM/edit)