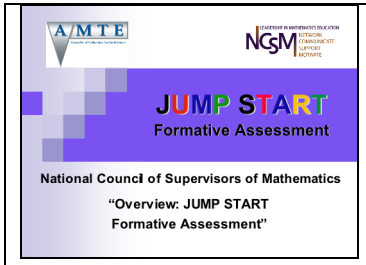
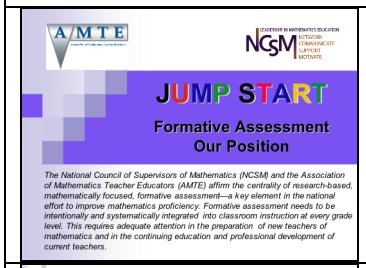
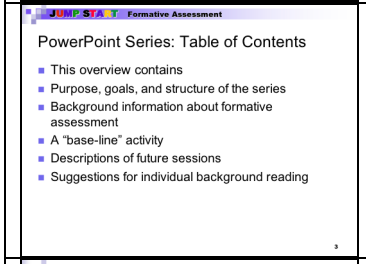
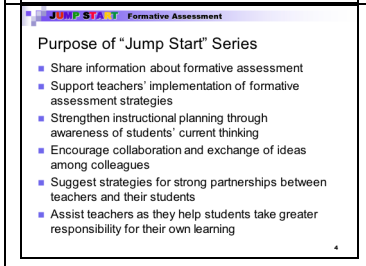
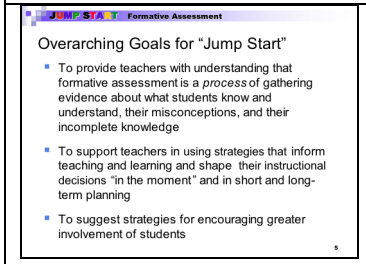
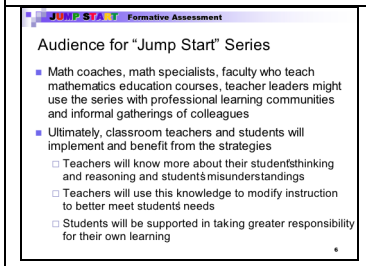
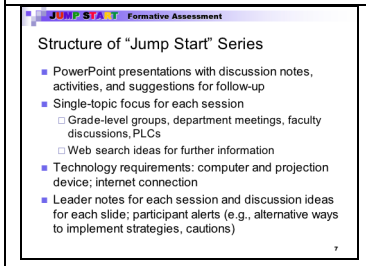
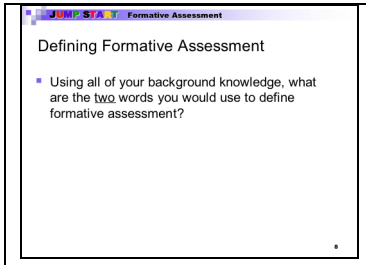
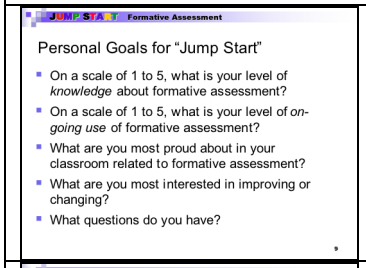
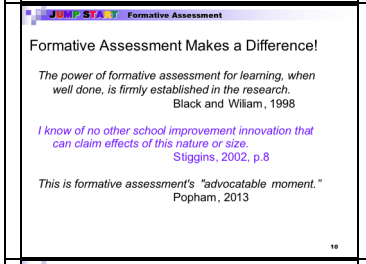
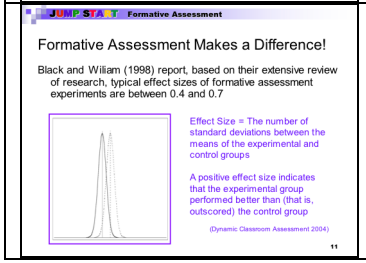
	1. This is the first PowerPoint in the "Jump Start" series. While other titles in the series may be used in any order, this should be the first session. As the leader, you need to review the entire PowerPoint and all of the notes in preparation for your session. The slides are designed for you to use with participants; notes accompanying each slide give suggestions for you as the leader. In preparation for this session, print copies of the NCTM Research Brief "Five Key Strategies for Effective Formative Assessment" written by Dylan Wiliam (http://www.nctm.org/uploadedFiles/Research_News_and_Advocacy/Research/Clips_and_Briefs/Research_brief_04_-_Five_Key%20Strategies.pdf). For other suggestions see the notes accompanying the final slide.
	2. These materials are part of the work of a joint AMTE/NCSM task force dedicated to helping teachers grow their understanding and use of formative assessment strategies. The statement on the slide is the opening of a position paper that is available for your information. We encourage you to read the entire document prior to leading JUMP START professional development.
	3. This Table of Contents will help you to set the stage for your audience – be it 5 colleagues or 20+ colleagues. It identifies what the "JUMP START for Formative Assessment" series is all about and what it includes. The JUMP START kit includes PowerPoints that address single topics that may be viewed in any order. You can involve your audience/colleagues in identifying the order for discussing the topics or you might plan the series yourself.
	4. At this point in the overview, you may choose to just read (or have different participants read) the bullets on this slide. We have added notes to give you some ideas in case you wish to elaborate. *Share information- In this session participants will write their own definitions of formative assessment and post the sentence strips that they make. *Support teachers-Again, later in the session participants will list their personal goals for the professional development. Be sure to ask them to identify the support they would find helpful as they begin to implement formative assessment. *Strengthen planning- Instructional planning is strengthened when teachers become more aware of students' current thinking; they are able to adjust the time allotted for activities, modify plans, and address misconceptions. *Encourage collaboration-Collaboration may not be new to the participants; consider asking them how collaboration will assist in implementing new formative assessment ideas.

	*Suggest strategies-You may want your participants to brainstorm (and record) how these partnerships can be developed and promoted. *Assist teachers-Ask participants to identify roles for you (as the leader) and for grade-level/department colleagues as they implement formative assessment strategies.
	5. If your district or school has goals related to formative assessment, you will want to tie them into the purposes and goals of the "Jump Start" series. In each separate PowerPoint, these goals are repeated and specific strategies that relate to one or more of the goals are explored in depth. These goals, along with the five key strategies for formative assessment identified by Leahy, Lyon, Thompson and Wiliam and discussed in the NCTM Research Brief (see slide #16), promote a vision of classrooms in which teaching and learning come together for student success. Remind participants that these goals are interrelated and that the results of formative assessments influence planning and decisions throughout instruction.
	6. There are many possible groups who will be interested and benefit from formative assessment sessions. Ultimately it is teachers and their students who will implement and benefit from formative assessment strategies, but in today's climate of teacher evaluation, teacher evaluators (such as principals) as well as pre-service teachers should be aware of the ideas presented in JUMP START. Having students' take greater responsibility for their own learning will promote greater efficacy and instill the habit of life-long learning without the necessary constant reliance on teacher approval. This does not abdicate the teachers' responsibility for monitoring students' progress, but rather encourages students to think about what they know and what they still need to learn.
	7. The JUMP START series is designed for 60-90 minute sessions. The sessions are NOT in-depth examination of formative assessment topics; rather, the purpose is to provide information and examples that will encourage teachers to try the strategies discussed. Each individual session (on a single topic) will engage participants in various topics and research about formative assessment. Each session will include notes for the leader/presenter about discussions, activities, and follow-up. Some sessions will include web searches, so you will need internet access in your workshop setting. In addition, there will be notes and at times, alternative activities. District and school leaders can provide further support through additional the professional development, readings and resource materials, and planning/discussion times for teachers.

	8. Activity: The purpose of this slide and the next is to engage participants in personal reflection and to give you some information about individuals' understanding and goals related to formative assessment. Tell participants to write down their two words. How you debrief the activity will depend on the group size and your familiarity with the audience. As you walk around the room and listen to participants talking, think about how you will invite them to share. For example. They could write their words on separate large index cards to post during the discussion. Asking them to explain their rationale for the words they chose will generate a rich discussion. You might debrief the activity by having participants share by tables if the group is very large or with the entire group if this is comfortable. The sharing discussion will give you information for future planning. You might invite participants to write a definition in their journals/notes based on the discussion. Other discussion questions: When does formative assessment take place? Who benefits from formative assessment?
	9. One strategy for debriefing the first two points is to prepare sentence strips labeled 1 to 5 and have participants put a sticky dot where they rate themselves. You may or may not have participants share their personal goals (though it will be helpful for you to have this information). You can also use a "parking lot" approach for participants to post what they are most interested in anonymously. It will be important to get everyone's questions "on the table."
	10.The amount of time you spend on background slides such as this one depends on the experience of the participants and their knowledge about formative assessment. As you preview this PowerPoint, decide how you will use the slides and if you want/need to add any additional information in your notes.
	11. background reading, you may wish to read "Inside the Black Box" by Black and Wiliam (*Phi Delta Kappan*, October, 1998).

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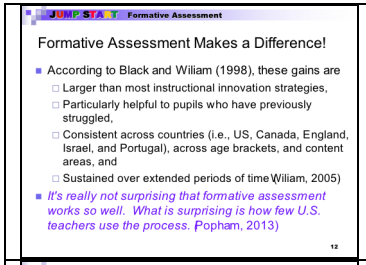
<td> 
</td>
<td>12. Have participants turn and talk: In what ways does any of this information or any quote (on the previous two slides and this slide) resonate with your and your colleagues?
The quote by Popham in 2013 is significant. It is NCSM's main reason for putting together this JUMP START series.</td>
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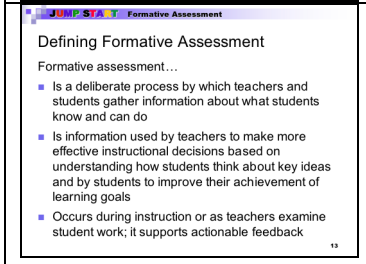
<td> 
</td>
<td>13. There are many definitions for formative assessment (also called classroom assessment in some resources); however, they all focus on classroom interactions between the teacher and the students. As you go through these points, you may want to paraphrase so that participants will be comfortable with each component of formative assessment.
First point: Formative assessment does not just happen. It must be planned for in order to become a part of every lesson.
Second point: Information about the understandings, misconceptions, and questions that a student or students or even whole class have help teachers determine strengths (and who has them) and weaknesses (and who has them) related to learning targets. Assessment informs instructional decisions both in the moment and for the future. Increasingly, educators are highlighting the importance engaging students in self-monitoring. Formative assessment does not just happen; it must be planned for in order to become a part of every lesson. According to Wiliam, 2011, to be considered formative assessment, the evidence must be "elicited, interpreted, and used by teachers and learners."
Third point: Assessment information related to what students know and can do is available during a lesson and also as teachers examine the work students have completed. Assessment is the crux of actionable feedback to students upon which they can act. Formative assessment is often referred to as assessment for learning, because the emphasis is on what students are getting from their experiences as opposed to assessment of learning that evaluates students' progress and achievement (Stiggins, 2005).</td>
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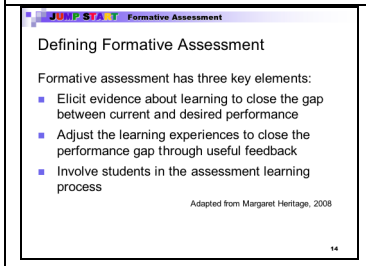
<td> 
</td>
<td>14. These points and others made in this overview session will be revisited in the other professional development sessions. What may be critical to point out here is that formative assessment is not another add-on program. Rather, formative assessment involves many strategies and ways that teachers and students interact - all intended to help teachers better plan instruction and students learn in greater depth.
The reason for collecting specific information about students' performance is to have evidence about where they are in the process of "not knowing" to "becoming proficient" with content. As teachers, we always strive to close the gap between what students are doing/know currently and where we want them to be (the desired performance).
Providing students with clear descriptions of expectations and giving them feedback that indicates paths for improvement helps students become more self-reliant in developing/strengthening their own learning.</td>
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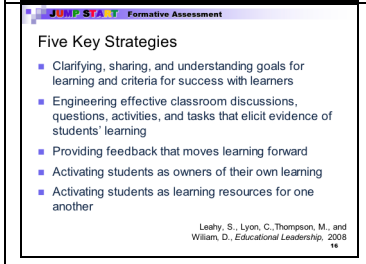
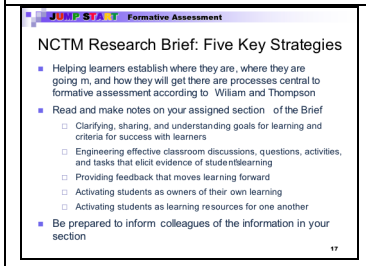
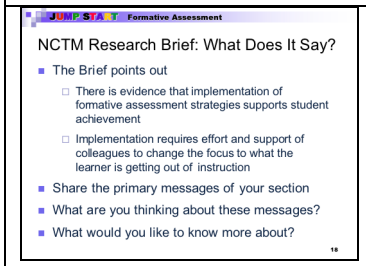
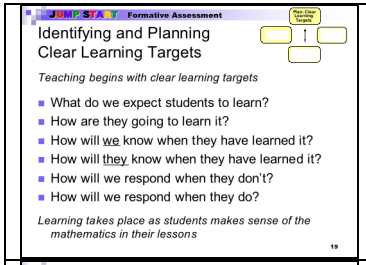
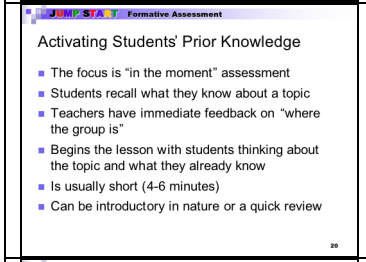
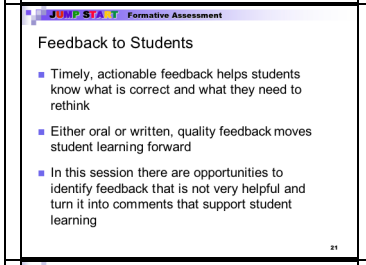
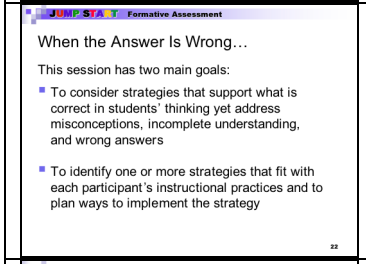
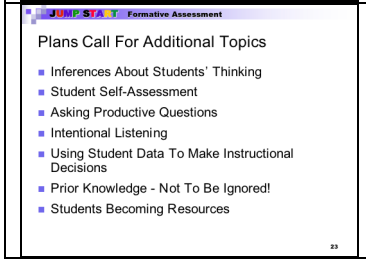
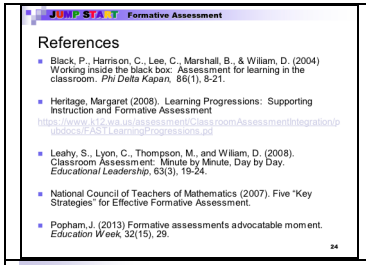
	15. Unless you have predetermined the order of the PD sessions, tell participants to think about their interests and be prepared to identify the order in which they would like to investigate the ideas. The next three slides provide a discussion of five overarching strategies for formative assessment. These are followed by brief descriptions of the individual PowerPoint files for each component highlighted. Plans are for the JUMP START series to be a growing resource to which new sessions will be added periodically.
	16. Educational leaders have identified and defined five strategies that support the use of formative assessment in classrooms. These key strategies are discussed by Dylan Wiliam in a short research brief available on the web from NCTM (http://www.nctm.org/uploadedFiles/Research_News_and_Advocacy/Research/Clips_and_Briefs/Research_brief_04_-_Five_Key%20Strategies.pdf) The next two slides are an activity using this Research Brief. We have made the assumption that many teachers will not have read and internalized the information in the Brief. If your participants are familiar with the Brief, this will be a good time to invite them to share (at tables or with the group) how the ideas in the Brief have influenced their instructional planning and classroom interactions. Point out that each of the JUMP START sessions provides support for implementing one or more of these strategies.
	17. Dylan Wiliam authored the NCTM Research Brief that discusses the five key strategies and illustrates the ideas. JUMP START sessions are meant to provide beginning 'how to's" that will assist teachers in implementing these strategies in their classrooms. Have participants count off by 5's. Allow about five-seven minutes for participants to read the short sections. Have them organize themselves so that there is someone who read each section in each group. There are discussion prompts on the next slide.
	18. This article makes important points in a very reader-friendly manner. Do not rush the discussion of the bullets on the slide. If possible, encourage participants to keep the Research Brief and read the entire article when they go home. JUMP START identifies strategies and small routines for classrooms. However, these are only starting points. The changes that help teachers plan and modify their instruction based on what students know, what makes sense to students, and what helps students make connections in order to use mathematics fluently and effectively develop overtime as teachers continue to study, reflect, and support each other.

	19. This slide identifies content in the session on learning targets. The session emphasizes the importance of knowing clearly what is to be taught, knowing how each lesson fits into unit goals and learning progressions, and recognizing different types of learning targets. Discussions will focus on each of the questions on the slide.
	20. Activating students' prior knowledge is a strategy that provides information for teachers "in the moment." It is not meant to be an in-depth analysis; rather, it gives teachers a global "feel" for the class, reminds everyone of prior discussions, and encourages students to think about their own thinking. The power of the strategy becomes evident when teachers are able to make adjustments to their plans to incorporate what they learn from the task.
	21. As teachers we are quick to praise our students, but does saying "good job" tell the student what is correct? Or does saying "needs work" tell the student what parts of the assignment are okay and what parts need to be reworked? This session focuses on giving students useful information to help them improve without taking over the student's thinking.
	22. This session focuses on ways to respond to students during discussions when a student answers incorrectly. The decision of whether to call on another student for the correct answer or to probe the first student's thinking is a critical professional task.
	23. These are topics that the JUMP START authors have been discussing. However, they may not become titles for sessions. If NCSM and AMTE members find the JUMP START sessions helpful, others will be developed.

	24. There are numerous resources available that provide information about formative assessment. The purpose of the reference slides in each PowerPoint is not to recommend resources but to identify sources of quotes or specific information used in the session.
	25. Many colleagues made suggestions for the content of these JUMP START sessions and the editing of the PowerPoint files. We encourage you to add your own ideas to the Leaders' Notes as you prepare for the sessions. Making explicit links to the work already underway in your school or district will support teachers in trying formative assessment strategies in their classrooms.