



Short Cycle Assessment and School Improvement

This powerful and interactive two day seminar will demonstrate how teachers and leaders can create and implement effective short-cycle assessments.

Session highlights

- Determine the difference between cognitive demand and cognitive rigor
- Learn the definitive 4-step short-cycle assessment process
- Create a viable and valid assessment
- Implement and analyze assessment results
- Provide students with specific feedback
- Help students become better consumers of self assessment and success criteria through the creation of scoring guides

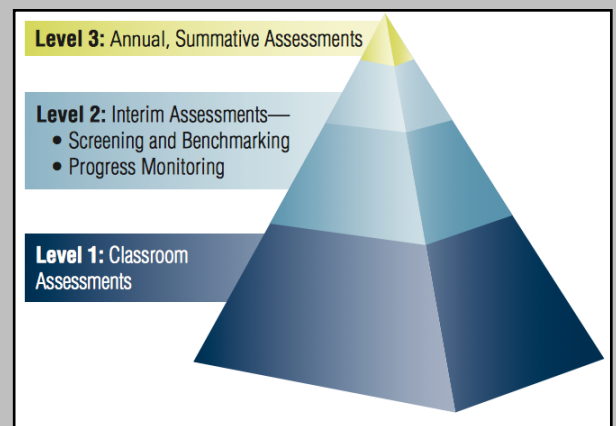
Formative assessment is a powerful tool for improving learning—indeed, its impact exceeds most other types of educational intervention (Black & Wiliam, 1998a, 1998b).

Learn more by contacting us: 805-801-4311

What Is A Short Cycle Assessment?

Short-cycle assessment can take on many different meanings, so we want to be clear about how these assessments are used in conjunction with Achievement Teams.

Short cycle assessments are pre/post assessments that can be administered anywhere from two to four weeks. Often times they are administered before the end of a unit of instruction and they are typically not graded because of their formative purpose. Short cycle classroom assessments provide initial baseline information to teachers so the results can be used to create instructional planning for individual students as well as an entire class. Furthermore, the results of these assessments are used to provide feedback to teachers about instructional success.



There are a number of ways that an accurate and thoughtful assessment design can improve teaching, learning, and leadership. After all, the most important aspect of formative assessment is to help determine effective instruction.