

RICK WORMELI

“DIFFERENTIATED INSTRUCTION IN A WORLD OF STAND- ARDS” AND “FORMATIVE AS- SESSMENT AND DESCRIPTIVE FEED- BACK”

WHEN

**December 16, 2014
8am - 3pm**

WHERE

**Bow High School
Auditorium
55 Falcon Way, Bow NH 03304**

**SCHOOLS ATTENDING• Bow Elementary School • Dunbarton Ele-
mentary school • Harold Martin School • Maple Street
School • Bow Memorial School• Hopkinton Middle/High
School • Bow High School •**

**RICK
WORMELI**

SCHEDULE FOR THE DAY

**8-9:45 Session 1
Opening**

15 Minute Break

10-11:30 Session 2

**45 Minute Lunch
Backroom Buffet @ BHS!
\$5.00 donation suggested
.....at the door.**

12:15-1:30 Session 3

10 Minute Break

1:40-3:00 Session 4

SPONSORS

**SAU 67 Bow and Dunbarton
SAU 66 Hopkinton**

CONTACT:

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Differentiated instruction is a nice idea, but what happens when it comes to assessing and grading students, especially in a world of high-stakes testing? Do we really believe what is fair isn't always equal, and it's okay to do different things for different students as they prepare for non-differentiated, standardized tests? Being sensitive to students' readiness levels and learning differences while incorporating modern pedagogy and holding students accountable for the same standards is a huge challenge. And if we're not careful, some teachers slip into, "Gotcha" assessments in the false assumption that a, "Learn, or be punished by your score" atmosphere builds moral fiber and academic diligence in students. So, what do we do? Join us for a provocative and entertaining presentation that examines myths, principles, and practicalities of differentiated assessment/grading as well as the power of descriptive feedback. Simultaneously validating and challenging, the presentation reveals educators' core values about teaching modern students, exploring the differentiated growth mindset, the purposes of assessments (formative, pre, summative, common, alternative), and specific techniques for providing descriptive feedback to students in all subjects. We'll emphasize clear and consistent evidence over time, vetting evidence with colleagues, multiple assessment techniques, and finding constructive responses to many grading dilemmas: late work, homework, extra credit, percentages vs 4.0 scales,