Collaborative Discussions, Part 2

Short, replicable surveys & descriptive rubrics

Two ways to measure impact

Short, replicable surveys

Descriptive rubrics

Prototype #1

PERTS

- This model:
  - Collects rapid, actionable data on student experiences during class
  - Connects to a library of resources for evidence-based strategies
  - Generates reports showing change over time

- Short, practical measures assess <u>three learning conditions</u>:
  - **Teacher Caring**
  - **Feedback for Growth**
  - **Meaningful Work**

Explore & Discuss

Explore

1. Divide your team among the three learning conditions (prioritize if fewer than 3 people comprise your team).
2. Read through Engagement Project description
3. Reference your learning condition in the Guide to Learning Conditions.

Discuss

- What do you like about the model? What are you hesitant about?
- To which principles of progress measurement does this prototype connect?
- What might be unintended consequences of having this in place?

Social Media
SHARE

Two ways to measure impact

Short, replicable surveys

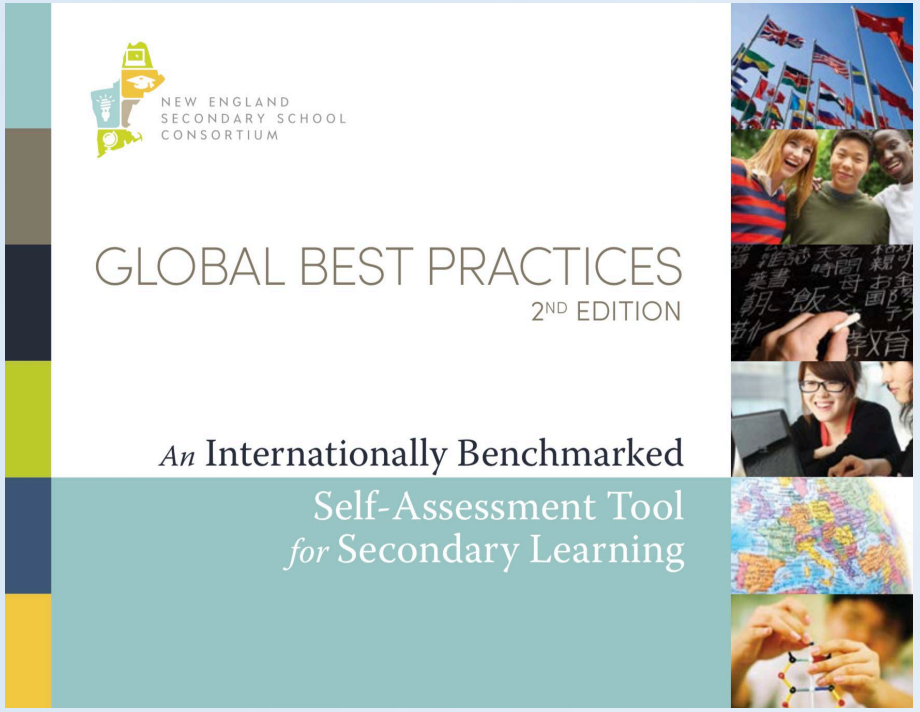
Descriptive rubrics

Triad Brainstorm – 5 minutes

- When might a descriptive rubric be used to measure progress?

Prototype #2

- New England Secondary School Consortium's Global Best Practices Self-Assessment Tool for Secondary Learning



TEACHING + LEARNING

1.1 Equity
1.2 Personalization + Relevance
1.3 Academic Expectations
1.4 Proficiency-Based Education
1.5 Assessment Practices
1.6 International + Multicultural Learning
1.7 Technology Integration
1.8 Learning Communities

ORGANIZATIONAL DESIGN

2.1 Vision, Mission + Action Plan
2.2 School Culture
2.3 Multiple Pathways
2.4 Transitions
2.5 Supports + Extensions
2.6 Time + Space
2.7 Data Systems + Applications
2.8 Continual Improvement

SCHOOL LEADERSHIP

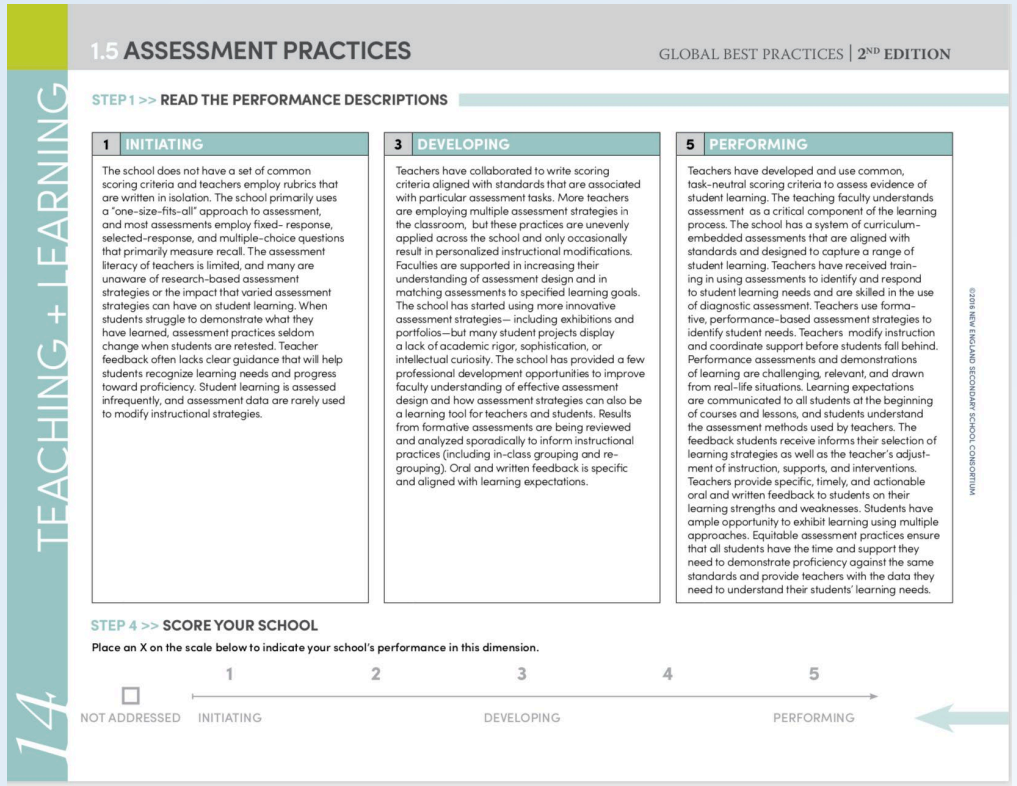
3.1 Teacher Recruitment + Retention
3.2 Administrative Leadership
3.3 Shared Leadership
3.4 Moral Courage

SCHOOL DISTRICT

4.1 School Board
4.2 District Administrators

Explore

- With one school in mind, review the assessment practices rubric strand, including the sample strategies and evidence.
- With one school in mind, determine a rating and supporting information/evidence.



14 TEACHING + LEARNING

1.5 ASSESSMENT PRACTICES

GLOBAL BEST PRACTICES | 2ND EDITION

STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1 INITIATING	3 DEVELOPING	5 PERFORMING
The school does not have a set of common scoring criteria and teachers employ rubrics that are written in isolation. The school primarily uses a "one-size-fits-all" approach to assessment, and most assessments employ fixed- response, selected-response, and multiple-choice questions that primarily measure recall. The assessment literacy of teachers is limited, and many are unaware of research-based assessment strategies or the impact that varied assessment strategies can have on student learning. When students struggle to demonstrate what they have learned, assessment practices seldom change when students are retested. Teacher feedback often lacks clear guidance that will help students recognize learning needs and progress toward proficiency. Student learning is assessed infrequently, and assessment data are rarely used to modify instructional strategies.	Teachers have collaborated to write scoring criteria aligned with standards that are associated with particular assessment tasks. More teachers are employing multiple assessment strategies in the classroom, but these practices are unevenly applied across the school and only occasionally result in personalized instructional modifications. Faculties are supported in increasing their understanding of assessment design and in matching assessments to specified learning goals. The school has started using more innovative assessment strategies— including exhibitions and portfolios—but many student projects display a lack of academic rigor, sophistication, or intellectual curiosity. The school has provided a few professional development opportunities to improve faculty understanding of effective assessment design and how assessment strategies can also be a learning tool for teachers and students. Results from formative assessments are being reviewed and analyzed sporadically to inform instructional practices (including in-class grouping and re-grouping). Oral and written feedback is specific and aligned with learning expectations.	Teachers have developed and use common, task-neutral scoring criteria to assess evidence of student learning. The teaching faculty understands assessment as a critical component of the learning process. The school has a system of curriculum-embedded assessments that are aligned with standards and designed to capture a range of student learning. Teachers have received training in using assessments to identify and respond to student learning needs and are skilled in the use of diagnostic assessment. Teachers use formative, performance-based assessment strategies to identify student needs. Teachers modify instruction and coordinate support before students fall behind. Performance assessments and demonstrations of learning are challenging, relevant, and drawn from real-life situations. Learning expectations are communicated to all students at the beginning of courses and lessons, and students understand the assessment methods used by teachers. The feedback students receive informs their selection of learning strategies as well as the teacher's adjustment of instruction, supports, and interventions. Teachers provide specific, timely, and actionable oral and written feedback to students on their learning strengths and weaknesses. Students have ample opportunity to exhibit learning using multiple approaches. Equitable assessment practices ensure that all students have the time and support they need to demonstrate proficiency against the same standards and provide teachers with the data they need to understand their students' learning needs.

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STEP 4 >> SCORE YOUR SCHOOL

Place an X on the scale below to indicate your school's performance in this dimension.

1 2 3 4 5

☐ NOT ADDRESSED — INITIATING — DEVELOPING — PERFORMING

Discuss

- What do you like about the model? What are you hesitant about?
- To which principles of progress measurement does this prototype connect?
- What might be unintended consequences of having this in place?

Time for a check in!

Pick a device and complete the following short survey:

shorturl.at/aegCE