



Facilitator Guide

*Module 1:
Comprehensive, Balanced Systems of Assessment
Teacher Collaboration Activity*



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Teacher Collaboration Activity

Materials:

- [Module 1 Teacher Collaboration Activity PowerPoint presentation](#)
- Assessment Landscape Template (This document is available at the end of this facilitator guide.)
- [Parent Assessment Information Sheet](#)
- *Overview of Major Assessment Types in Standards-Based Instruction* (for reference only):
https://csaa.wested.org/wp-content/uploads/2019/11/2.1_CSAI_Assessment-Types_508-compliance_04.29.19.pdf

Facilitation Considerations:

Facilitators should review this process agenda, the PowerPoint presentation, and all materials in preparation for the Module 1 Teacher Collaboration Activity meeting.

The Module 1 process agenda below serves as a resource for facilitators who prefer an agenda that is ready to implement. Facilitators should feel free to adjust the agenda to better meet the needs of their team. For example, facilitators may want to focus only on one of the activities (Assessment Landscape activity or the Communicating with Parents activity) based on local priorities. They may also need to make adjustments to accommodate available time or to accommodate larger groups to ensure ample time for discussion. The PowerPoint presentation is a resource that facilitators can choose to use as is, revise to suit local needs, or decide not to use.

Facilitators should make decisions ahead of time about strategies for grouping participants and structuring share outs.

Suggested Process Agenda

Assessment Landscape Activity

- This activity relies on the template provided at the end of this guide to structure the activity and discussion.
- The purpose of this activity is for participants to apply their learning from Module 1 to their own context. First, participants will identify and categorize the types of assessment tools and strategies their students experience in the classrooms and schools. Next, participants will reflect on the overall landscape of

assessment in their schools and consider its strengths and how it could be more useful for teaching and learning.

- Facilitators may want to review a district assessment calendar and come prepared with a list of assessments offered district-wide, which should include local and state-mandated assessments. This will not capture all assessment tools and strategies employed in classrooms, but will help get the group started.
- Participants can refer to the *Overview of Major Types of Assessment in Standards-Based Instruction* handout for reference to support decision-making and reflection on identified assessment tools and strategies. There are also assessment type and purpose refresher slides included in the teacher collaboration activity PowerPoint presentation.
- Participants may be unsure about the type of assessment for some of the assessment tools and strategies they identify—this is okay. Getting the activity “right” is not the point; it is more about applying learning about assessment to participants’ own context and reflecting on how assessment is currently being used. Encourage participants to make their best guesses. It is also okay for facilitators to say, “I’m not sure where this one falls either, let’s just put this on the side so that we include it in our discussion of the overall landscape.”
- In a group of 8 to 10 participants, facilitators may want to work with the whole group. With a larger group, facilitators may want to use multiple smaller groups allowing them to brainstorm together. In a digital setting, small groups could work together in breakout rooms and come back together to share their work.

Table: Process Agenda

| Time | Agenda |
|--------|--|
| 5 min | <p>Welcome</p> <ul style="list-style-type: none"> • Review of collaboration activity success criteria <ul style="list-style-type: none"> ○ Evaluate different types of assessment in use in your classroom and school and identify appropriate use of the student evidence they elicit • Overview of agenda (a participant agenda is available in the Teacher Collaboration PowerPoint presentation) • If necessary, this may be a time to include a refresher about types of assessment and their purposes. Refresher slides are included in the Teacher Collaboration presentation and the <i>Overview of Major Assessment Types in Standards-Based Instruction</i> can also be a resource. This may add additional time to the welcome session. |
| 25 min | <p>Part 1: Identify Assessment Tools and Strategies</p> <ul style="list-style-type: none"> • Part 1 of this activity involves generating a list of all the assessment tools and strategies that students experience over the course of the year and then categorizing those assessment tools and strategies into the four major assessment categories. <ul style="list-style-type: none"> ○ In a face-to-face setting, replicate the template on chart paper. In a digital setting, facilitators can populate the provided template on a shared screen or could use a collaborative tool like Google Docs to let participants work together to populate the template. |

| Time | Agenda |
|--------|---|
| | <ul style="list-style-type: none"> ○ Facilitators may decide to generate a list beforehand and then have participants work together to categorize the assessment tools and strategies from the list as a second step. Alternatively, facilitators can work with participants to categorize them as they are shared. ○ While Part 1 of this activity could take longer than the allocated time, the priority in this activity should be the discussion. The facilitator may want to be prepared with strategies to move Part 1 along if it is taking too long. This could include prompts like, “let’s just make our best guess about this assessment” or “let’s hear about two more ideas before we move on.” |
| 25 min | <p>Part 2 Reflect on Your Assessment Landscape</p> <ul style="list-style-type: none"> ● Part 2 of this activity involves reflecting on and discussing the overall assessment landscape developed in Part I. <ul style="list-style-type: none"> ○ The guiding questions for this discussion can be found in the template. The questions in the template can be answered specifically for the different assessment tools and strategies identified. The questions beneath the template support more global discussion of the overall landscape of assessment. ○ This is another opportunity to remind participants that this is not about “right” answers, but about having a meaningful discussion about what assessment students experience and how evidence is currently being used. Participants should be encouraged to share their ideas. <p>Facilitators may wish to identify a smaller subset of questions from the template to focus on if they would like to give participants the option of a deeper conversation.</p> |
| 5 min | <p>Activity Debrief and Reflection</p> <ul style="list-style-type: none"> ● Give participants an opportunity to reflect on the activity and share their thoughts. Some possible prompts include: <ul style="list-style-type: none"> ○ What are your take-aways? ○ What questions do you still have and how can we find answers? ○ What do you want to learn more about? ○ What changes are you thinking about for your own assessment practice? |

Total time: 60 minutes

Table: Operational Extension Activity Agenda

| Time | Optional Extension Activity Agenda |
|--------|---|
| 5 min | Welcome <ul style="list-style-type: none">• Review of optional extension activity success criteria:<ul style="list-style-type: none">○ Describe the purpose of different assessment tools and strategies to parents and students |
| 25 min | Communicating with Parents about Assessment: <ul style="list-style-type: none">• This activity relies on this Parent Assessment Information Sheet.• The purpose of this activity is to support participants to translate their learning about assessment into their own words and to support them in thinking about conversations with parents about the role of assessment and evidence in their own students' learning.• For this activity:<ul style="list-style-type: none">○ Ask participants to read the Parent Assessment Information Sheet, marking the most important messages for parents (5 minutes).○ Next, ask participants to craft an imaginary tweet (no more than 280 characters) that conveys what parents and students need to know most about assessment of student learning. Facilitators may want to ask participants to work on their tweets in pairs or small groups, particularly for larger groups. In a digital environment, facilitators could use breakout rooms for small groups to work together.○ Then, ask participants to share out their tweets. Facilitators could ask participants to type their tweets into a shared collaborative document, like Google Docs, so that all tweets can be shared, even if time does not allow for each group to present verbally.○ Finally, ask participants to share any strategies they have for communicating with parents about assessment. |

Total time: 60 minutes

Reflecting on the Kentucky Assessment Landscape

Consider classroom assessment practices and tools, locally controlled district assessments, and state-required assessments.

Table: Assessment Landscape

| Answer each question for each category of assessment | Diagnostic | Formative | Interim | Summative |
|---|------------|-----------|---------|-----------|
| What tools and processes do you see in your classroom and school? | - | - | - | - |
| What is the connection between the evidence elicited and what happens in your classroom and school? | - | - | - | - |
| What role do students play in making sense of and responding to the evidence elicited? | - | - | - | - |

Discussion Questions

Looking across the assessments and practices you identified:

- What do you think are the strengths of the overall landscape of assessment in your school?
- What new questions do you have about the assessment tools and strategies you identified and the evidence they produce?
- Of the assessment tools and strategies your group identified, which are intended to inform how students are progressing toward grade-level standards?
 - Do you feel that they are well aligned to the standards?
 - What is the purpose of those that are not aligned?
- What changes to your local assessment system could make it more balanced and comprehensive?