**Agenda for Assessment Study**

*This resource is an agenda for studying the assessments within the curriculum to make decisions about how to effectively utilize the curriculum-embedded assessments in alignment with overall assessment vision.*

**Meeting Goals**

The overall goal for this meeting is to develop an understanding of the assessments included in the curriculum and to identify initial ideas for how the assessments may be used as part of the overall assessment strategy.

**Preparing for the Meeting**

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| **Key Planning Questions** | **Approaches** |
| **Who should facilitate the meeting?** | This meeting should be facilitated by the Implementation Support Team Leader and/or a senior instructional leader from within the system (CAO, Director of content area, etc.). |
| **Who should participate in the process?** | Participants should include:   * Members of the Implementation Support Team * Representative(s) from the Assessment & Data Teams * Teacher representatives |
| **What will we study?** | It is helpful to have all participants study the same set of assessments to better understand the assessment design and alignment within the curriculum.  In order to do this, there are a few considerations:   * Do all grade levels within the curriculum follow the same assessment structure?   + If so, you can choose a specific grade level and use that grade level to guide this process.   + If not, you will need to go through this process multiple times for each approach that is taken within the curriculum.  This occurs most frequently in curricula that differentiate their approach for different grade bands (i.e. K-2 is different from 3-5, or K-5 is different from 6-8).  In this case, you will want to take a grade-band approach where you study a specific grade within each grade band. |

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| **Time** | **Section** | **Description** |
| 5 min | Opening | * Introductions * Norms * Goals |
| 20 min | Curriculum-Embedded Assessment Overview | Explore the curriculum and identify the different assessments embedded within the materials.  These may include:   * Daily assessments and/or exit tickets * Weekly or bi-weekly quizzes or assessment forms * End of unit or end of module assessments |
| 25 min | End of Unit/End of Module Assessment | Each participant should independently take the end of unit or module assessment as if they were a student to understand the work required.  *If the assessment includes an essay or other longer assignment, participants should simply outline their response vs. constructing a full response as a student might be required to do.* |
| 50 min | Analyze the End of Unit/End of Module Assessment | Analyze the end of unit/end of module assessment and answer the following questions:   * What does the assessment actually assess? * What are the different question types of the assessment * How long would it take for students to complete? * What type of data or information will the assessment provide for teachers? * How does this assessment assess the content of the unit? |
| 45 min | Analyze other assessments within the materials | Explore the other assessments within the materials and answer the following questions:   * What does the assessment actually assess? * What are the different question types of the assessment * How long would it take for students to complete? * What type of data or information will the assessment provide for teachers? * How does this assessment assess the content of the unit? |
| 20 min | Implication for Action | * What are our initial impressions and recommendations for how we might utilize the assessments? * What are the implications of these assessments on our other assessments and/or practices? * How is this different or similar than our state test? |
| 10 min | Closing | * Connecting to the goals of the process   + Where we’re headed (II.2B and II.2C) |