Title: - Effective Assessments

Vision: Coaches will lead professional development which helps teachers implement effective assessment practices and tools.

Session Objectives:
- Teachers will apply concepts from the presentation in planning concrete next steps towards…
    - determining the purpose of assessments in monitoring student learning.
    - creating true value in assessing students by properly integrating them into the teaching and learning cycle.
    - incorporating the five elements of assessment design in creating balanced and well-designed assessment items which accurately measure what students know and can do.

Assessment:
- Teachers will plan an assessment strategy or tool appropriate for a standard they have unpacked.
- Teachers will create 3-4 assessment questions representing a range or rigor.
- Teachers will construct action steps which include planning and reflecting to achieve the goal of creating effective assessments.

Tools and Resources Shared in the Module:
- Video examples
- Graphic Organizers
- Link to NJDOE Assessment Design Toolkit
- Question Chart
- Assessment design Checklist

Take-Home Messages:
- Assessment is a tool for learning when used to: determine what students know, need to know, or learned; plan instruction; and to help students gauge their progress.
- Incorporating a variety of assessment approaches, continuously providing task- involving feedback, creating opportunities for productive struggle, and developing and utilizing common assessments when practical are practices that promote student ownership of learning.
- Considering the five elements of assessment design when creating assessments allows for the accurate measure of what students know and can do.

Agenda				
Time	**Minutes**	**Description of Instruction/Activity**		**Materials Needed**
9:00 (10)	8-10	**Introduction** **Slides 1 – 8** · **Trainer led** – explain objectives, agenda, cycle · **Trainer led** – suggested to read aloud for emphasis. Quote is from *Make it Stick* (Brown, Rodeiger, McDaniel, 2014) · **Activity slide 6** o Write three words that come to mind when you think of assessment (top of graphic organizer handout) o Split into 5 groups if possible o Assign Tomlinson article (intro material and one understanding for each group) & complete graphic organizer & share out (10 minutes) · **Trainer led –** cycle – assessments are at every part of the teaching and learning cycle. · **Trainer led -** Emphasize Purpose, Value, Accuracy (These words recur throughout the presentation.)		- Make it Stick (to show the book) - Tomlinson article - Graphic organizer
9:10 (35)	25	**The Purpose of Assessment** **(Slides 9-15)** ● **Activity** - Post it activity (part 1a) on prepared Purpose of Assessment organizer (allow enough wait time to generate more than 3 post-its) ● Post it activity (part 1b) on prepared Purpose of Assessment organizer - sort into purposes on charts (in groups). ● Option: Watch video from USDE to build definitions and common language. (Show the first 3 minutes only.) ● **Trainer led**: Display definitions (slide 11) ● Post it activity (part 2) Follow up question – how could you have sorted them differently, why? ● Check for understanding activity – blank chart – examples; use for teachers; use for students (10 min) ● **Trainer led**: Check for understanding – question and Key Takeaways (2 minutes total)		- Post its - Blank Chart of Diagnostic, Formative, Interim, Summative - Video from USDE on ppt.

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9:35 (115)	80	**Implementing Effective Assessments (Slide 16 - 29)**
		
		· **Trainer led** – Slides 16-18 – quick overview with little interaction; important to highlight the four main valuable assessment practices (3 min.)
		  o **Variety**
		  o **Feedback**
		  o **Productive struggle**
		  o **Common Assessments**
		  · Lesson Example Slides 20 - 26 (Olympics) – (20 min)
		  o This is an opportunity to "teach" a lesson, incorporating as many assessment practices as possible. It's important that trainers prepare questions to ask participants as they check in on each group in order to model formative assessment strategies. We chose Olympics because of the relevant timing. We also used kahoot as a technology enhanced formative assessment and a Z chart as a graphic organizer. These can be replaced with other tools that are used in different districts (plickers, white boards, four-squares, mind maps, etc.). The Olympics will probably work for summer workshops, but a new topic might be chosen for the fall. We suggest choosing something that is relevant, but not related to education. It's important to be transparent about what was used, when and why.
		  o Diagnostic – kahoot, observations
		  o Formative – kahoot, questioning
		  o Interim – Z-chart, gallery walk
		  o Summative- Z-chart, One minute essay
		
		· **Trainer led** – Slide 27 –At the end of the example to show the connection between the teaching and learning cycle and the assessment types. It's important to be transparent by identifying the strategies used during the example (2 min.)
		· **Activity** – Slide 28 – Use a **Variety** of assessment approaches - use the Effective assessment strategy grid. Trainer might identify some of the strategies used during the example and show where they are on the chart. (5 min)
		· **Video & Activity** - Slide 29-31 – **Feedback**
		  o Show video (based on the work from Carol Dweck at Stanford on growth mindsets); use handout and modified KWL chart to have participants identify their strengths when giving feedback (5 min.); use slide 31 for suggestions on how to get started. Feedback is shown to have the greatest effect on student learning (Hattie)
				- Example of lesson (we used Olympics, kahoot and a Z chart)
				- Video of Praise
				- Feedback recap and self-assessment chart
				- Video of productive struggle (EB teachers and students)
				- Video guide (questions from slide)

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		· **Video & Activity** - Slide 32-34 **- Productive Struggle** - spend a minute with Success slide; introduce Productive Struggle video with no explanation except to complete the video guide. After the video (9 min), have teachers share with each other, and then have a few share out. It's important to note, if it doesn't come from a participant, that productive struggle is time consuming – parts of the video were uncomfortably long and required the teacher to listen, not talk. Summarize the importance of productive struggle by reading/highlighting the power of active learning strategies in which students struggle to take ownership (15 min) · **Trainer led** – Slide 35 – **Common Assessments -** based on the audience, spend as much time or as little time as is appropriate. It's important to note that common assessments are a positive practice, but that individual teachers cannot make this change without partners and support (2- 5 min.). · Check for understanding & Key takeaways– refers back to slide 17 (10 min)	
10:55 (170)	55	**Designing Effective Assessments** (Slides 38 - 69) ● **Trainer led –** slides 38 – 39 – introduce the importance of accurate assessments, and the USDE assessment design module noting that we are only talking about Assessment Design (2 min.) ● **Activity** – slide 40 **– Assessment Design Checklist –** use the Notice and Wonder graphic organizer to record what you notice and what you wonder about the Assessment Design checklist (5 min.) We come back to this at the end. ● **Trainer led –** slide 41 – the Assessment Design Blueprint is available on the USDE website and is very useful when designing summative common assessments. We are going to look at pieces of the tool. (2 min.) ● **Activity –** slide 42 -45- **Alignment –** trainer models unpacking the standard by identifying nouns and verbs, skills and assessment strategies. Participants choose from standards to then do their own (15 min.) ● **Trainer led –** slides 46 – 50 – **Rigor –** trainer will explain the idea of rigor; quiz participants on slide 49; ● **Activity –** slides 50 – 53 – **Rigor & Questioning –** trainer will model and participants will complete questions related to the standard they unpacked. (6 min.)	- Notice & Wonder graphic organizer - Assessment design checklist - Webb's Depth of knowledge wheel - Q-chart

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		● **Trainer led** – slides 54-63 – **Precision & Bias** – trainer uses slides to help participants identify precision and bias; end with activity to check each other's questions (10 min.) ● **Trainer led** – slides 64-68 – **Scoring** – trainer will lead participants through pros and cons of scoring options. (5 min.) ● **Activity** – slide 68 & 69 – Check for understanding – go back to Notice and Wonder and complete the What did you Learn box. Summarize the key takeaways. (5 min.)		
11:50 (180)	8-10 min	**Closure** · Slide 70 – 71 return to teaching and learning cycle. Ask participants to write the one minute essay. · Use slides 72-74 and handouts to set goals.		SMART goals hand out.