

Assessments are for.. Staff PLC Activity

PLC Guide:

Background:

Topic for Discussion: Creating Common Understanding for the Purpose of Assessment

Step 1:	<ul style="list-style-type: none">• Obtain copies of the assessment example, the assessment task force findings, assessment for learning slides, and the Battelle for Kids chart here. These resources can be found here.• Ensure everyone has a copy of the resources above (either digital or print versions).
Step 2:	<p>Frame the term assessment with your staff. Have your staff brainstorm all the reasons to give an assessment.</p> <p>Afterwards, have tables of like teacher groups (ie. grade level teams, content area teams, etc). read through the assessment example.</p>
Step 3:	<p>Each table should determine whether the assessment item answers the following four questions:</p> <ol style="list-style-type: none">1. Does this question measure the learning outcome of this standard?2. Can this question identify the students who are READY to move on or those who need more help mastering this standard/learning target? Why or why not?3. How can a leader ensure that teachers are using these types of items, determining student readiness, and changing instruction?4. How could a leader give feedback (positive or constructive) to the teacher using this activity in class? <p>Have each table share their thoughts with the whole group.</p>
Step 4:	<p>Select another assessment example from exemplars listed here. You may also want to select a MICA example.</p> <p>Have your table teams answer the four questions again:</p> <ol style="list-style-type: none">1. Does this question measure the learning outcome of this standard?2. Can this question identify the students who are READY to move on or those who need more help mastering this standard/learning target? Why or why not?3. How can a leader ensure that teachers are using these types of items, determining student readiness, and changing instruction?4. How could a leader give feedback (positive or constructive) to the teacher using this activity in class? <p>Have each table share their thoughts with the whole group.</p>
Step 5:	<p>Handout: Are students ready? Have discussion with staff members to give two reasons for giving quality formative assessments. Have staff members ground their discussion in the above examples.</p> <p>(If necessary use formative and summative slides from the Assessment Task Force findings. You can also have staff members read the task force findings (link here) or literature on balanced assessments to help prepare this conversation).</p>

Step 6:	Have staff members discuss the value in having aligned formative assessment questions and how they can use this information to respond to students. Share the Battelle for Kids graphic and have teams start to define when interim assessments could best give student readiness information.
Step 7:	Extension: Have staff members bring copies of existing common assessments and aligned standards. Have the staff members use their own examples to determine if the assessment item is truly aligned or not.