

Community of Practice (CoP) Meeting

Module 3: The Role of State Summative Assessments in a Balanced, Comprehensive, and Equitable Assessment System

Module 3 Overview

This resource is designed as a support for local facilitators who plan to lead Community of Practice (CoP) meetings with educators who have completed Module 3 in Strand 1 of the online professional learning: [Minnesota Data and Assessment Literacy \(MnDAL\) for Educators](#). This resource provides an optional and flexible structure for a collaborative discussion that can extend and apply learning from the module content to the local context. Facilitators may adapt this resource to meet their own needs.

Module 3 is focused on the role that Minnesota state summative assessment data can play in improving learning systems; includes a spotlight of a school district supporting educators to make appropriate use of standardized assessment data, including both local measures and state summative assessment data; and helps you evaluate how state summative data are currently being used in your classroom and at your school.

Module 3 Learning Goals

- Understand the role of state summative assessment in supporting equitable and positive student learning outcomes in the context of a local assessment system.
- Understand appropriate and inappropriate uses of state summative assessment data.

Module 3 Success Criterion

- Use state summative assessment data appropriately to inform teaching and learning in your classroom.

Checklist of Activities in Module 3

Module	Activity	Completed
3.0	Introduction to the Role of State Summative Assessments in a Balanced, Comprehensive, and Equitable Assessment System	<input type="checkbox"/>
3.1	Narrated Presentation: The Role of State Summative Assessment in a Balanced, Comprehensive, and Equitable Assessment System	<input type="checkbox"/>
3.2	Reading: Testing 123 Web Pages	<input type="checkbox"/>
3.3	Spotlight: Eden Prairie Schools	<input type="checkbox"/>
3.4	Reflection	<input type="checkbox"/>
3.5	Closing Survey and CEU Credits	<input type="checkbox"/>

Module 3 Considerations for Local Facilitators

Ensure that everyone can access the course materials and resources, including the downloadable content (PDFs, Word) and the narrated presentations (videos).

Module 3 Resources

The facilitator should be familiar with the materials and downloadable resources that support learning in the module.

- 3.1 Narrated Presentation: The Role of State Summative Assessment in a Balanced, Comprehensive, and Equitable Assessment System
- 3.2 Web Pages: Testing 1, 2, 3
- 3.3 District Spotlight: Eden Prairie Schools (downloadable PDF)

Facilitator’s Agenda—Module 3: The Role of State Summative Assessments in a Balanced, Comprehensive, and Equitable Assessment System CoP Meeting

Preparing for the Module 3 CoP Meeting

Remind participants to bring the journal entries (print or electronic) that they captured from the module as they will be helpful for discussions.

Gather chart paper and markers.

Discussions for Module 3 will focus on

- understanding the role of state summative assessment in the context of a local assessment system,
- understanding the value and limitations of state summative assessment data, and
- understand how complementary measures of student learning can be used to support student learning.

If this CoP meeting will be held remotely, set up your desired meeting platform and create any necessary additional documents or interactions, such as a shared Google Doc or folder, polls, and use of the meeting chat box and question features. See notes in the facilitator agenda below.

Facilitators should send participants the Participant’s Agenda (see last page) prior to the CoP meeting.

Module 3: Community of Practice—Facilitator’s Agenda

Estimated Time	Activity
5 min	<p>Welcome</p> <p>Review the CoP Learning Goals, Success Criteria, and agenda.</p> <p>Introduce and establish norms (norms previously established can be posted somewhere as a reminder).</p>
10 min	<p>Sharing</p> <p>Each participant takes about three minutes to share their experiences, thoughts, and questions about Module 3. (If necessary, you can break into small groups to fit this within a 10-minute window.)</p> <p>Suggested Prompts:</p> <ul style="list-style-type: none"> • Was there something in the content for Module 3 that stood out to you? • What questions arose for you about using state summative assessment data? • What tools did you find useful and engaging?
40 min	<p>Whole Group Discussion</p> <p>Prepare three pieces of blank chart paper, sticky notes, and markers.</p> <p>Each participant should have a copy of the “District Spotlight: Eden Prairie Schools” from Activity 3.3.</p> <p>Participants reread their copy of the District Spotlight and underline or highlight parts of the text that resonate with them or feel particularly significant in the context of the assessment practices in their own school or district (approximately 15 minutes).</p>

Estimated Time	Activity
	<p>Once participants are finished reading, direct them to copy one phrase or sentence they selected onto a sticky note. Participants read aloud their chosen phrase or sentence one at a time, then add the sticky notes to the first chart.</p> <p>Next, direct participants back into the text to search for another phrase or sentence, and participants repeat the recording and sharing process. Add sticky notes to the second chart.</p> <p>Then, direct participants back into the text one last time to search for another phrase or sentence, and participants repeat the recording and sharing process. Add sticky notes to the third chart.</p> <p>Lastly, ask participants to review all three charts and think about what was shared. Ask participants to move the sticky notes into like groups, forming categories that capture emergent themes.</p> <p>Label the categories together and discuss the results.</p> <p>Suggested Prompts:</p> <ul style="list-style-type: none"> • What ideas emerged from this activity about how we currently use standardized assessment data? • What insights have we gained? • How might we use standardized assessment data differently?
5 min	<p>Closing Reflection on the CoP</p> <p>As a group, discuss the following questions:</p> <ul style="list-style-type: none"> • What worked for us? Do we need to change our approach at our next CoP? • What are your key takeaways that you want to reflect and/or act on? • How does data and assessment guide your professional learning?
Total Time	60 minutes

Notes:

Module 3: Community of Practice (CoP)—Participant’s Agenda

Estimated Time	Activity
5 min	<p>Welcome</p> <p>CoP Learning Goals, Success Criteria, and Agenda</p> <p>Norms</p>
10 min	<p>Sharing</p> <p>Consider the following:</p> <ul style="list-style-type: none"> • Was there something in the content for Module 3 that stood out to you? • What tools did you find useful and engaging?
40 min	<p>Whole Group Discussion</p> <p>Obtain a copy of the "District Spotlight: Eden Prairie Schools" from Activity 3.3.</p> <p>Read the District Spotlight and underline or highlight parts of the text that resonate with you or feel particularly significant.</p> <p>Consider the following:</p> <ul style="list-style-type: none"> • What ideas emerged from this activity about how we currently use standardized assessment data? • What insights have we gained? • How might we use standardized assessment data differently?
5 min	<p>Closing Reflection on the CoP</p> <p>Consider the following:</p> <ul style="list-style-type: none"> • What worked for us? Do we need to change our approach at our next CoP? • What are your key takeaways that you want to reflect and/or act on? • How does data and assessment guide your professional learning?
Total Time	60 minutes