

# Community of Practice (CoP) Meeting

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## Module 2: Balanced, Comprehensive, and Equitable Assessment Systems

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### Module 2 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 2 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 2 is focused on the roles of different types of assessment in a balanced, comprehensive, and equitable assessment system and considers some factors that must be in place for a system of assessment to support improved outcomes for all students.

### Module 2 Learning Goals

- Understand the components of a balanced, comprehensive, and equitable system of assessment.
- Understand why different types of assessment in a balanced, comprehensive, and equitable system of assessment are more or less useful to different roles.

### Module 2 Success Criteria

- Identify the specific types of assessment in your school or district assessment system and their purpose.
- Identify which assessment tools and strategies are most useful to you given the different educational decisions you need to make based on your role.

## Checklist of Activities in Module 2

Module	Activity	Completed
2.0	Introduction to Balanced, Comprehensive, and Equitable Assessment Systems	<input type="checkbox"/>
2.1	Activity: Determining Assessment Practice	<input type="checkbox"/>
2.2	Narrated Presentation: How Assessments Work Together in a Balanced, Comprehensive Assessment System	<input type="checkbox"/>
2.3	Assessments in a Balanced, Comprehensive Assessment System	<input type="checkbox"/>
2.4	Quiz: Types of Assessments and Their Purposes	<input type="checkbox"/>
2.5	Activity: Equitable Assessment Systems	<input type="checkbox"/>
2.6	Reflection	<input type="checkbox"/>
2.7	Closing Survey and CEU Credits	<input type="checkbox"/>

## Module 2 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 2 Resources

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

- 2.1 Worksheet: Determining Assessment Practice (downloadable PDF, Word)
- 2.2 Narrated presentation: How Assessments Work Together in a Balanced, Comprehensive Assessment System
- 2.3 Article: Infographic—Components of a Balanced, Comprehensive, and Equitable Assessment System (downloadable PDF)
- 2.4 Quiz: Types of Assessments and Their Purposes
- 2.5 Article: Key Features of an Equitable Assessment System (downloadable PDF)
- 2.6 Quote: National Research Council

## Facilitator’s Agenda—Module 2: Balanced, Comprehensive, and Equitable Assessment Systems CoP Meeting

### Preparing for the Module 2 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 2 will focus on

- the components of a balanced, comprehensive, and equitable assessment system; and
- the roles and purposes of different types of assessment.

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 2: Community of Practice—Facilitator’s Agenda

Estimated Time	Activity
5 min	<p><b>Welcome</b></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><b>Sharing</b></p> <p>Each participant takes about two minutes to share what assessment looks like in their ideal classroom. (If necessary, you can break into small groups to fit this within a 10-minute window.)</p> <p>Suggested Prompt:</p> <ul style="list-style-type: none"> <li>• How and why do you assess?</li> </ul>
10 min	<p><b>Concentric Circles Discussion</b></p> <p><b>Protocol:</b></p> <ul style="list-style-type: none"> <li>• Each participant takes a moment to refer to the infographic from Activity 2.3.</li> </ul>

Estimated Time	Activity
	<ul style="list-style-type: none"> <li>Participants form two concentric circles, with one circle inside the other. Participants in the inner circle face outward while their partner in the outer circle faces inward. (If the group size is small or conditions do not accommodate the formation of circles, participants can meet at rotating stations. If meeting virtually, consider using breakout rooms.)</li> <li>Direct participants to share one idea that came to mind when they read the infographic. Participants in the inner circle share first, then their partners in the outer circle share their thoughts.</li> <li>After approximately two minutes, prompt participants in the outer circle to rotate clockwise, thus matching up with a new partner from the inner circle.</li> <li>Partners repeat the process of discussing the infographic and are encouraged to add to their thinking based on previous conversations.</li> <li>Once time is nearly up, ask participants to share out new understandings, new questions, and new ideas that were generated during the partner discussions.</li> </ul> <p>Suggested Prompts:</p> <ul style="list-style-type: none"> <li>Based on today’s discussions, in what ways has your thinking about assessment systems changed?</li> <li>What action(s) will you take based on this new thinking?</li> </ul>
25 min	<p><b>Chalk Talk Discussion</b></p> <p><b>Protocol:</b></p> <ul style="list-style-type: none"> <li>Display eight pieces of chart paper, each labeled with one of the following key features of an equitable assessment system: informative, coherent, supports student agency, relevant, asset-based, comprehensive, inclusive, and moves learning forward.</li> <li>Each participant takes a moment to refer to the article from Activity 2.5 titled, “Key Features of an Equitable Assessment System.”</li> <li>Explain that participants will respond to the topics on the charts in total silence and will communicate with one another through writing instead of verbal discussion. (If meeting virtually, consider using a shared Google Doc or digital whiteboard.)</li> <li>Participants position themselves near the charts and use markers to write about what they are thinking. Participants can write as many ideas as they like and should pause to read and respond in writing to what other participants have written. Participants can draw lines connecting ideas and make other marks to communicate meaning.</li> <li>Participants can move freely to visit any or all of the charts.</li> <li>When the charts are nearly full, or time is almost up, conclude the writing activity and participants locate a partner to discuss the content of the charts.</li> <li>Volunteers share their thoughts with the whole group.</li> </ul> <p>Suggested Prompts:</p> <ul style="list-style-type: none"> <li>What themes have emerged that reflect our thinking about equitable assessment systems?</li> <li>Are there features of equitable assessment systems that we don't currently address?</li> </ul>
10 min	<p><b>Closing Reflection on the CoP</b></p> <p>As a group, discuss the following questions:</p>

Estimated Time	Activity
	<ul style="list-style-type: none"><li>• What worked for us? Do we need to change our approach at our next CoP?</li><li>• What are your key takeaways that you want to reflect and/or act on?</li><li>• What are some next steps for creating an equitable assessment system in our school/district?</li></ul>
<b>Total Time</b>	60 minutes

**Notes:**

## Module 2: Community of Practice (CoP)—Participant’s Agenda

Estimated Time	Activity
5 min	<p><b>Welcome</b></p> <p>CoP Learning Goals, Success Criteria, and Agenda</p> <p>Norms</p>
10 min	<p><b>Sharing</b></p> <p>Consider the following:</p> <ul style="list-style-type: none"> <li>• How and why do you assess?</li> </ul>
10 min	<p><b>Concentric Circles Discussion</b></p> <p><b>Protocol:</b></p> <ul style="list-style-type: none"> <li>• Review the infographic from Activity 2.3.</li> <li>• Join a circle and discuss with a partner one idea that came to mind when you read the infographic.</li> <li>• Rotate and share your thoughts with a new partner. Repeat.</li> <li>• Share out new understandings, new questions, and new ideas that were generated during the partner discussions.</li> </ul> <p>Relection questions:</p> <ul style="list-style-type: none"> <li>• Based on today’s discussions, in what ways has your thinking about assessment systems changed?</li> <li>• What action(s) will you take based on this new thinking?</li> </ul>
25 min	<p><b>Chalk Talk Discussion</b></p> <p><b>Protocol:</b></p> <p>The facilitator displays eight pieces of chart paper, each labeled with one of the following key features of an equitable assessment system: informative, coherent, supports student agency, relevant, asset-based, comprehensive, inclusive, and moves learning forward.</p> <ul style="list-style-type: none"> <li>• Review the article from Activity 2.5 titled, “Key Features of an Equitable Assessment System.”</li> <li>• Respond to the topics on the charts in total silence and communicate only through writing.</li> <li>• Include as many ideas as you like and read and respond in writing to what other participants have written. You can draw lines connecting ideas and make other marks to communicate meaning.</li> <li>• Move freely to visit any or all of the charts.</li> <li>• Share your thoughts with the whole group.</li> </ul> <p>Reflection questions:</p> <ul style="list-style-type: none"> <li>• What themes have emerged that reflect our thinking about equitable assessment systems?</li> <li>• Are there features of equitable assessment systems that we don't currently address?</li> </ul>

<b>10 min</b>	<b>Closing Reflection on the CoP</b> Consider the following: <ul style="list-style-type: none"><li>• What worked for us? Do we need to change our approach at our next CoP?</li><li>• What are your key takeaways that you want to reflect and/or act on?</li><li>• What are some next steps for creating an equitable assessment system in our school/district?</li></ul>
<b>Total Time</b>	60 minutes