Community of Practice (CoP) Meeting

Module 4: Introduction to Balanced Classroom Assessment Systems

Module 4 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 4 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 4 is focused on the role of different assessment types in your classroom to ensure that all students are able to show where they are in their learning progression. In this module, you considered how students use evidence of their learning to make progress toward their learning goals over the course of lessons, units, semesters, and across the school year. You used what you learned to reflect on the current approach to data and assessment use in your classroom and considered decisions you can make to optimize your assessment practice to prioritize learning.

Learning Goals

- Understand the role of different assessment types to support student learning in the classroom.
- Understand what makes a classroom assessment system balanced, comprehensive, and equitable and the intentional decisions teachers can make to support this in their own classrooms.

Success Criterion

- Develop a vision of assessment in your own classroom assessment system and identify steps to take to make your classroom assessment system more balanced, comprehensive, and equitable.

Checklist of Activities in Module 4

Module	Activity	Completed
4.0	Introduction to Balanced Classroom Assessment Systems	☐
4.1	Activating Prior Knowledge: Effective Assessment in Your Classroom	☐
4.2	Article: Balanced, Comprehensive, and Equitable Classroom Assessment Systems	☐
4.3	Activity: Classroom Assessment Inventory	☐
4.4	Article: Visualizing a Balanced Assessment System	☐
4.5	Activity: Current and Ideal Balance for Your Classroom	☐
4.6	Reflection: Planning Across a School Year	☐
4.7	Closing Survey and CEU Credits	☐

Module 4 Considerations for Local Facilitators

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

Module 4 Resources

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

- 4.2 Article: Balanced, Comprehensive, and Equitable Classroom Assessment Systems (downloadable PDF)
- 4.3 Worksheet: Inventory of Assessments in Your Classroom (downloadable PDF, Word)
    - Infographic: Components of a Balanced, Comprehensive, and Equitable Assessment System (downloadable PDF from Moduel 2)
- 4.4 Article: Visualizing a Balanced Assessment System (downloadable PDF)
- 4.5 Worksheet: Your Classroom Assessment System (downloadable PDF, Word)

Facilitator's Agenda—Module 4: Introduction to Balanced Classroom Assessment Systems CoP Meeting

Preparing for the Module 4 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 4 will focus on

- how teachers can be intentional in their use of assessment tools and strategies to move learning forward.

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 4: Community of Practice—Facilitator's Agenda

Estimated Time	Activity
5 min	**Welcome** Review of the CoP Learning Goals, Success Criteria, and agenda. Introduce and establish norms (norms previously established can be posted somewhere as a reminder).
10 min	**Sharing** Each participant takes about two minutes to share their experiences, thoughts, and questions about Module 4. (If necessary, you can break into small groups to fit this within a 10-minute window.) Suggested Prompts: • Was there something in the content for Module 4 that stood out to you? • What tools did you find useful and engaging?

Estimated Time	Activity
20 min	**Small Group Visualization** Each participant takes a moment to review their completed worksheets from Activities 4.3 and 4.5. Distribute blank chart paper and markers. Ask participants to form small groups. Participant groups discuss the emphasis they, as teachers, place on different assessment categories, referring to their current and ideal classroom emphasis models from Activity 4.5. Participants in each group collaborate to form a shared vision for the ideal assessment emphasis in a classroom and create a model of their shared vision. (If the group size is small, participants can recreate their own ideal assessment emphasis in their classroom on chart paper. If meeting virtually, consider using a shared Google Doc or digital whiteboard and breakout rooms.)
20 min	**Individual Feedback** Groups display their models of their ideal assessment emphasis in a classroom. (If the group size is small, individuals display their models.) Participants move freely among the charts and leave comments on sticky notes, such as asking clarifying questions, making connections, and providing feedback. (If meeting virtually, consider using the chat feature, text boxes, or digital sticky notes.) Participants return to their small groups, then read and discuss the comments. (If the group size is small, participants can pair up and discuss the feedback they received on their individual models. If meeting virtually, consider using breakout rooms.) Participants work together to identify steps they can take to make their ideal assessment emphasis a reality. Volunteers share their next steps with the whole group.
5 min	**Closing Reflection on the CoP** As a group, discuss the following questions: ● What worked for us? ● What are your key takeaways that you want to reflect and/or act on? ● What have we learned about our current versus our ideal classroom assessment systems?
Total Time	60 minutes

Notes:

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

Estimated Time	Activity
5 min	**Welcome** CoP Learning Goals, Success Criteria, and Agenda Norms
10 min	**Sharing** Consider the following: • Was there something in the content for Module 4 that stood out to you? • What tools did you find useful and engaging?
20 min	**Small Group Visualization** Review your completed worksheets from Activities 4.3 and 4.5. Form a small group. Discuss the emphasis you, as teachers, place on different assessment categories, referring to your current and ideal classroom emphasis models from Activity 4.5. Collaborate to produce a shared vision of an ideal assessment emphasis in a classroom, and then create a model of your group's shared vision.
20 min	**Individual Feedback** Display your group's model of an ideal assessment emphasis in the classroom. Read different charts and leave comments on sticky notes to ask clarifying questions, make connections, and provide feedback. Return to your small group; then read and discuss the comments. Identify steps you can take to make your ideal assessment emphasis a reality. Share your next steps with the whole group.
5 min	**Closing Reflection on the CoP** Consider the following: • What worked for us? • What are your key takeaways that you want to reflect and/or act on? • What have we learned about our current versus our ideal classroom assessment systems?
Total Time	60 minutes