Community of Practice (CoP) Meeting

Module 5: Eliciting Quality Evidence of Student Learning

Module 5 Overview

This resource is designed as a support for local facilitators who plan to lead Community of Practice (CoP) meetings for educators who have participated in the asynchronous, online professional learning in the Minnesota Data and Assessment Literacy (MnDAL), Strand 2, Module 5 for educators. This resource provides an optional and flexible structure for a collaborative discussion that can extend and apply learning from the module to the local context. Facilitators may adapt this resource to meet their own needs.

Module 5 is focused on building foundational assessment literacy knowledge needed to design and evaluate assessment tools and strategies for specific purposes. In this module, you learned about evidence-centered design (ECD), which is a framework you can apply to ensure that your assessments provide aligned, high quality, and meaningful evidence of student learning using the most efficient and effective tools and strategies. We also considered some important criteria for eliciting evidence of student learning that is valid for your intended purposes, and we learned more about different strategies to elicit that evidence. Lastly, you applied your learning to your own practice, reflecting on ways to center thinking about evidence in your approach to assessment in your classroom.

Module 5 Learning Goals

- Understand how the principles of ECD can inform the process of developing high-quality classroom assessment tools and strategies.

- Understand considerations for ensuring that evidence of student learning is valid for your intended purposes.

- Build knowledge of different strategies for eliciting evidence of student learning and when to use them in your practice.

DEPARTMENT OF EDUCATION

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Module 5 Success Criteria

- Apply principles of ECD to your assessment practice.
- Plan to elicit meaningful, valid evidence of student learning.

Checklist of Activities in Module 5

Module	Activity	Completed
5.0	Module 5 Overview	
5.1	Reflection: Understanding Student Learning	
5.2	Narrated Presentation: What is Quality Evidence of Learning?	
5.3	Article: Strategies for Eliciting Evidence (PDF)	
5.4	Quiz: Valid Evidence	
5.5	Planning for Evidence	
5.6	Reflection	
5.7	MDE Wrap-Up Survey and CEU Credits	

Module 5 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 5 Resources

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

- 5.2 Narrated Presentation: The Role of Evidence-Centered Design in Assessment
- 5.3 Article: Strategies for Eliciting Evidence (downloadable PDF)
- 5.4 Quiz: Valid Evidence
- 5.5 Tool: Learning Claims Planning Tool (downloadable PDF)

Facilitator's Agenda—Module 5: Eliciting Quality Evidence of Student Learning

Preparing for the Module 5 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 5 will focus on

- analyzing classroom assessments for evidence of student learning.

NOTE: In this CoP meeting, participants will work together to analyze an assessment currently in use in their classrooms. Facilitators should either ask participants to bring an assessment they use and would be comfortable reviewing or they should bring a copy of a common assessment used in the school or district.

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 the last two pages) prior to the CoP meeting.

Module 5: Community of Practice—Facilitator's Agenda

Estimated Time	Activity
5 min	**Welcome** Review the CoP Learning Goals, Success Criteria, and agenda. Introduce and establish norms (norms previously established can be posted somewhere as a reminder).

Estimated Time	Activity
10 min	**Sharing** Each participant takes about two minutes to share their experiences, thoughts, and questions about Module 5. (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 5 that stood out to you? • What tools did you find useful and engaging?
10 min	**Whole Group Discussion** Each participant takes a moment to look over their notes from Activity 5.3. Each participant should have a copy of the article "Strategies for Eliciting Evidence" from Activity 5.3. Direct participants to read the second paragraph called "Assessments" in the article. Ask participants to share out noteworthy information in the paragraph, such as the important relationship between questions asked, item types used, the evidence elicited, and information received about student learning. Consider the following: • What types of classroom assessments do you rely on most? Why? • Are your current classroom assessments yielding the evidence of student learning that you need to make appropriate instructional decisions?
25 min	**Small Group Discussion** Explain that participants will be working with a partner or small group to analyze a classroom assessment they currently use. Participants will be creating charts that describe the featured assessment (e.g., American colonies quiz), identify the item types (e.g., fill in the blank), and explain the evidence of learning provided (e.g., quick identification/recall). Remind participants to refer to the article to complete their charts. Distribute chart paper and markers while participants form partnerships or small groups. Once the participants have completed the first task, direct them to discuss the following questions with their group. Ask them to record their answers on their charts. Consider the following: • What is the featured assessment attempting to measure? • What skills do students need in order to show what they know and can do on the featured assessment? • What evidence is needed to determine student learning? • Is their alignment between the item type(s) and the evidence yielded? • Are there additional approaches to consider in order to gather the evidence needed to inform instruction?

Estimated Time	Activity
5 min	**Whole Group Discussion** As a group, discuss the following questions: • What did you notice about your featured assessment? • Did anything surprise you? • Are you considering making any changes based on what you learned from your discussion?
5 min	**Closing Reflection on the CoP** As a group, discuss the following questions: • 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? • Are there any assessment practices you are likely to change in your classroom?
Total Time	60 minutes

Notes:

Module 5: 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 5 that stood out to you? • What tools did you find useful and engaging?
10 min	**Whole Group Discussion** Review notes from Activity 5.3. Obtain a copy of the article "Strategies for Eliciting Evidence" from Activity 5.3. Read the second paragraph called "Assessments" in the article. Be prepared to discuss noteworthy information in the paragraph. Consider the following: • What types of classroom assessments do you rely on most? Why? • Are your current classroom assessments yielding the evidence of student learning that you need to make appropriate instructional decisions?
25 min	**Small Group Discussion** Work with a partner or small group to create a chart that features a classroom assessment. Consider the following: • What is the featured assessment attempting to measure? • What skills do students need in order to show what they know and can do on the featured assessment? • What evidence is needed to determine student learning? • Is their alignment between the item type(s) and the evidence yielded? • Are there additional approaches to consider in order to gather the evidence needed to inform instruction?
5 min	**Whole Group Discussion** Discuss the following: • What did you notice about your featured assessment? • Did anything surprise you? • Are you considering making any changes based on what you learned from your discussion?

5 min	**Closing Reflection on the CoP**
	Consider the following:
	• 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?
	• Are there any assessment practices you are likely to change in your classroom?
Total Time	60 minutes