Community of Practice (CoP) Meeting

Module 6: Interpreting and Responding to Evidence of Student Learning

Module 6 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 6 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 6 is focused on developing mindsets about interpreting and responding to evidence of student learning that prioritize evidence, growth, and equity. In this module, we attended to the process of making sense of the evidence you elicit in the context of your claim. Throughout this module, we referred to interpreting and responding to evidence of student learning and the wide range of ways to make sense of and act on evidence of student learning. We also explored some important considerations for interpreting and responding to evidence of student learning with a focus on learning and equity. We learned more about specific tools for interpreting evidence of learning and considered how to take an asset-based approach to rubrics.

Module 6 Learning Goals

- Understand key considerations to equitably interpret and respond to evidence of student learning.

- Understand when specific tools for interpreting evidence of learning are most appropriate.

- Learn about how strengths-based rubrics support student learning.

- Learn about a process that can support you and your colleagues to use rubrics with more consistency.

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Module 6 Success Criteria

- Identify specific actions to take in your own classroom that can make your response to evidence of student learning, including grading practices, more equitable.

- Identify opportunities to improve the use of rubrics by focusing on student strengths and calibrating with colleagues.

Checklist of Activities in Module 6

Module	Activity	Completed
6.0	Module 6 Overview	
6.1	Activity: Self-Reflection	
6.2	Narrated Presentation: Interpreting and Responding to Evidence of Student Learning with an Equity Mindset	
6.3	Article: Equitable Grading Practices	
6.4	Article: Tools for Interpreting Evidence of Student Learning	
6.5	Article: A Strengths-Based Approach to Assessment Rubrics	
6.6	Tool: Rubric Calibration Protocol	
6.7	Reflection	
6.8	MDE Closing Survey and CEU Certificate	

Module 6 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 6 Resources

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

- 6.1 Handout: Feedback Examples (downloadable PDF)
- 6.2 Narrated Presentation: Interpreting and Responding to Student Work
- 6.3 Handout: Recommendations for Equitable Grading (downloadable PDF)
- 6.4 Article: Tools for Analysis of Student Work (downloadable PDF)

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- 6.5 Article: A Strengths-Based Approach to Assessment Rubrics (downloadable PDF)
- 6.6 Tool: Calibration Protocol (downloadable PDF)

Facilitator's Agenda—Module 6: Interpreting and Responding to Evidence of Student Learning

Preparing for the Module 6 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, markers, and sticky notes.

Discussions for Module 6 will focus on

- using rubrics to analyze and respond to student work,
- strengths-based approaches to using rubrics, and
- next steps to improve the use of rubrics in current practice.

Note: In this CoP meeting, participants will be asked to review rubrics currently in use in their classrooms to support a discussion about ways to improve their practice of analyzing and responding to student work. Prior to the meeting, facilitators should ask participants to bring a rubric they currently use in their classroom and would feel comfortable sharing. Alternatively, facilitators can bring copies of common rubrics 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 page) prior to the CoP meeting.

Module 6: 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).
10 min	**Sharing** Each participant takes about two minutes to share their experiences, thoughts, and questions about Module 6. (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 6 that stood out to you? • What tools did you find useful and engaging?
25 min	**Small Group Discussion** Each participant takes a moment to look over their notes from Activities 6.5 and 6.6. Participants form partnerships or small groups to engage in discussion. In the small groups, participants will review a rubric or rubrics, making notes about what they notice about the rubric(s) in the context of their learning from Module 6. What aspects of this rubric seem effective? How much can this rubric be improved? Anyone who has used the rubric to analyze student work should share feedback about how the rubric has worked in practice. After participants have discussed the rubric, ask them to shift gears away from one specific rubric to consider the overall practice of using rubrics. Participants can use the following questions to guide their discussion and can record their responses on sticky notes (if meeting virtually, consider using a shared Google Doc or the chat box): • Describe the current practice of using rubrics in your classroom or school, including the analysis of, and response to, student work. • What aspects of your current practice are strengths-based? Are there any aspects that are deficit-based?
15 min	**Whole Group Discussion** Display two pieces of chart paper labeled with the questions from the small group discussion. Ask a representative from each group to add their sticky notes to the appropriate charts. Read aloud the responses on the sticky notes and prompt participants to share what they notice and wonder about the responses on the charts. Ask participations for clarification as needed. Allow participants a moment to reflect on the following questions, then ask them to share their thoughts. Record the responses on another piece of chart paper: • What aspects of your current practice using rubrics need to improve? • What steps can you take to make these improvements?

Estimated Time	Activity
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 6: 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 6 that stood out to you? • What tools did you find useful and engaging?
15 min	**Small Group Discussion** Review notes from Activities 6.5 and 6.6. Discuss the following questions in small groups and record ideas on sticky notes: • What aspects of your current practice using rubrics need to improve? • What steps can you take to make these improvements?
25 min	**Whole Group Discussion** Add your group's sticky notes to the appropriate charts. Share what you notice and wonder about the responses. Discuss the following: • What aspects of your current practice using rubrics need to improve? • What steps can you take to make these improvements?
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