

Community of Practice (CoP) Meeting

Module 8: Expanding Student Agency in Formal Classroom Assessment

Module 8 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 8 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 8 is focused on approaches that expand the role of students in the assessment of their own learning. We explored approaches that foster student agency in the assessment process and that support deeper learning. We built a shared understanding of what we mean when we say, “student agency in classroom assessment,” and explored several different approaches that could help you expand the role of students in assessment of their own learning. We also learned about a Minnesota school using competency-based assessment to empower diverse learners to meet their learning goals in science.

Module 8 Learning Goals

- Understand what student agency in classroom assessment is and is not.
- Gain familiarity with the defining characteristics and approaches of assessment that expand student agency in classroom assessment.

Module 8 Success Criterion

- Can apply one or more approaches to expanding student agency to an existing or new classroom assessment.

Checklist of Activities in Module 8

Module	Activity	Completed
8.0	Module 8 Overview	
8.1	Envisioning Student Agency in Assessment in Your Classroom	
8.2	Narrated Presentation: What is Student Agency in Classroom Assessment	
8.3	Article: Approaches to Assessment that Foster Student Agency	
8.4	District Spotlight: High School for the Recording Arts	
8.5	Reflection	
8.6	MDE Wrap-Up Survey and CEU Credits	

Module 8 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 8 Resources

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

- 8.2 Narrated Presentation: What is Student Agency in Classroom Assessment
- 8.3 Article: Approaches to Assessment that Foster Student Agency (downloadable PDF)
- 8.4 District Spotlight: High School for the Recording Arts (downloadable PDF)

Facilitator’s Agenda—Module 8: Expanding Student Agency in Formal Classroom Assessment

Preparing for the Module 8 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 8 will focus on

- identifying opportunities for student-centered learning and assessment in the classroom.

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 8: 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 8. (If necessary, you can break into small groups to fit this within a 10-minute window.) Suggested Prompts: <ul style="list-style-type: none">• Was there something in the content for Module 8 that stood out to you?• What tools did you find useful and engaging?

Estimated Time	Activity
10 min	<p>Whole Group Discussion</p> <p>Each participant takes a moment to look over their notes from Activity 8.4.</p> <p>Each participant should have a copy of the District Spotlight, “High School for the Recording Arts,” from Activity 8.4.</p> <p>Ask participants to share the ways in which the teacher featured in the article puts students at the center of learning and assessment. Record responses on chart paper.</p> <p>Consider the following:</p> <ul style="list-style-type: none"> • What similarities can you identify between the examples in the article and your own assessment practices? • What are some key differences you can identify? • Describe what student agency in assessment might look like in your own classroom. What would students do? What would you do?
20 min	<p>Small Group Discussion</p> <p>Ask participants to think about what opportunities exist in their classroom assessment practices for incorporating student agency. Prompt participants to refer to the article and make a list of assessment tools and strategies that can be tried or modified to become more student-centered.</p> <p>Divide participants into partnerships or small groups to discuss the lists they made. Encourage participants to refer to the article to support their thinking.</p> <p>Consider the following:</p> <ul style="list-style-type: none"> • Share an assessment tool or strategy you find most valuable for generating evidence of student learning. How can it better foster student agency? • What changes could you make in your classroom tomorrow that would make learning more student-centered?
10 min	<p>Whole Group Discussion</p> <p>Volunteers share their thoughts about the following questions:</p> <ul style="list-style-type: none"> • What new thinking about student-centered assessments was generated in your group? • What topics from the article or group discussion need additional investigation?
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? • Are there any assessment practices you are likely to change in your classroom?
Total Time	60 minutes

Notes:

Module 8: 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 8 that stood out to you? • What tools did you find useful and engaging?
10 min	<p>Whole Group Discussion</p> <p>Review notes from Activity 8.4.</p> <p>Obtain a copy of the District Spotlight, “High School for the Recording Arts,” from Activity 8.4.</p> <p>Share the ways in which the teacher featured in the article puts students at the center of learning and assessment.</p> <p>Consider the following:</p> <ul style="list-style-type: none"> • What similarities can you identify between the examples in the article and your own assessment practices? • What are some key differences you can identify?
20 min	<p>Small Group Discussion</p> <p>Think about what opportunities exist in your classroom assessment practices for incorporating student agency. Make a list of assessment tools and strategies that can be tried or modified to become more student-centered.</p> <p>Discuss your ideas in a small group and refer to the article as needed.</p> <p>Consider the following:</p> <ul style="list-style-type: none"> • Share an assessment tool or strategy you find most valuable for generating evidence of student learning. How can it better foster student agency? • What changes could you make in your classroom tomorrow that would make learning more student-centered?
10 min	<p>Whole Group Discussion</p> <p>Share your thoughts about the following questions:</p> <ul style="list-style-type: none"> • What new thinking about student-centered assessments was generated in your group? • What topics from the article or group discussion need additional investigation?
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?• Are there any assessment practices you are likely to change in your classroom?
Total Time	60 minutes