

# Community of Practice (CoP) Meeting

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## Module 9: Using Minnesota State Summative Assessment Data for Curricular and Instructional Decision-Making

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### Module 9 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 9 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 9 is focused on reviewing summative assessments and their role in a comprehensive, balanced, and equitable assessment system. We explored the Minnesota state summative assessments and accompanying tools to gain an understanding of how students experience these assessments and inform ourselves about the potential barriers that exist for students and how we might support them in overcoming these challenges. Lastly, we looked at how student results are reported and what these results can tell us about student learning to inform instructional decision-making.

### Module 9 Learning Goals

- Gain familiarity with Minnesota state summative assessments and how they can be used at the classroom level.
- Gain an understanding of the available results and resources from the Minnesota state summative assessments.
- Understand the types of Minnesota Comprehensive Assessment (MCA) questions and determine potential areas for student support.

## Module 9 Success Criterion

- Can appropriately use score reports for instructional planning.

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## Checklist of Activities in Module 9

Module	Activity	Completed
9.0	Module 9 Overview	
9.1	Reflection	
9.2	Article: Overview of State Summative Assessments	
9.3	Web Resource: Minnesota Questions Tool (MQT); Article: Using the Minnesota Questions Tool	
9.4	Worksheet: MQT Protocol	
9.5	Article: MCA Benchmark Reports	
9.6	MDE Closing Survey and CEU Credits	

## Module 9 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 9 Resources

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

- 9.2 Article: Overview of Minnesota State Summative Assessments (downloadable PDF)
- 9.3 Article: Using the Minnesota Questions Tool to Support Instructional Decision-Making (downloadable PDF)
- 9.4 Worksheet: Minnesota Questions Tool Protocol (downloadable PDF)
- 9.5 Article: Minnesota Comprehensive Assessment Strand/Sub-Stand and Benchmark-Level Results (downloadable PDF)

## Facilitator’s Agenda—Module 9: Using Minnesota State Summative Assessment Data for Curricular and Instructional Decision-Making

### Preparing for the Module 9 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.

Discussions for Module 9 will focus on

- analyzing and reflecting on how students demonstrate their knowledge and skills on the MCA using the Minnesota Questions Tool (MQT).

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.**

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### Module 9: Community of Practice—Facilitator’s Agenda

Estimated Time	Activity
5 min	<b>Welcome</b> 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	<b>Sharing</b> Each participant takes about two minutes to share their experiences, thoughts, and questions about Module 9. (If necessary, you can break into small groups to fit this within a 10-minute window.) Suggested Prompts: <ul style="list-style-type: none"><li>• Was there something in the content for Module 9 that stood out to you?</li><li>• What tools did you find useful and engaging?</li></ul>
20 min	<b>Whole or Small Group Discussion</b> Each participant takes a moment to look over their notes from Activities 9.3 and 9.4.

Estimated Time	Activity
	<p>Each participant should have a copy of the worksheet “Minnesota Questions Tool Protocol” from Activity 9.4.</p> <p>Display the Minnesota Questions Tool (MQT) web page for participants and review how to navigate the tool. You may wish to support participants as a whole group to use the worksheet, or you may choose to have participants form partnerships or small groups. If choosing the latter, participant groups will need computer access. (If meeting virtually, consider using breakout rooms).</p> <p>Support participants to work through the protocol worksheet to analyze and reflect on the information provided in the MQT.</p>
10 min	<p><b>Whole Group Discussion</b></p> <p>Volunteers share their thoughts about the following questions:</p> <ul style="list-style-type: none"> <li>• What did you notice about how students demonstrate their knowledge and skills on the MCA?</li> <li>• What can you infer about your own students from the information available in the MQT?</li> </ul>
10 min	<p><b>Whole Group Discussion</b></p> <p>Each participant takes a moment to look over their notes from Activity 9.5.</p> <p>Each participant should have a copy of the School Benchmark Performance Report for the MCA.</p> <p>Display the benchmark report for participants and discuss connections between the information in the MQT and the benchmark report. Remind participants that they can request benchmark reports from their District Assessment Coordinator.</p> <p>Consider the following:</p> <ul style="list-style-type: none"> <li>• What is the relationship between the student performance data in the benchmark report and the performance data in the MQT?</li> <li>• What implications does this information have for your classroom or school?</li> </ul>
5 min	<p><b>Closing Reflection on the CoP</b></p> <p>As a group, discuss the following questions:</p> <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>• Are there any assessment practices you are likely to change in your classroom?</li> </ul>
<b>Total Time</b>	60 minutes

**Notes:**

## Module 9: 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>Was there something in the content for Module 9 that stood out to you?</li> <li>What tools did you find useful and engaging?</li> </ul>
20 min	<p><b>Whole or Small Group Discussion</b></p> <p>Review notes from Activities 9.3 and 9.4.</p> <p>Obtain a copy of the worksheet “Minnesota Questions Tool (MQT) Protocol” from Activity 9.4.</p> <p>Work through the protocol to analyze and reflect on the information provided in the MQT.</p>
10 min	<p><b>Whole Group Discussion</b></p> <p>Share your thoughts about the following questions:</p> <ul style="list-style-type: none"> <li>What did you notice about how students demonstrate their knowledge and skills on the Minnesota Comprehensive Assessment (MCA)?</li> <li>What can you infer about your own students from the information available in the MQT?</li> <li>What implications does this information have for your classroom or school?</li> </ul>
10 min	<p><b>Whole Group Discussion</b></p> <p>Review notes from Activity 9.5.</p> <p>Obtain a copy of the School Benchmark Performance Report for the MCA.</p> <p>Consider the following:</p> <ul style="list-style-type: none"> <li>What is the relationship between the student performance data in the benchmark report and the performance data in the MQT?</li> <li>What implications does this information have for your classroom or school?</li> </ul>
5 min	<p><b>Closing Reflection on the CoP</b></p> <p>Consider the following:</p> <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>Are there any assessment practices you are likely to change in your classroom?</li> </ul>
<b>Total Time</b>	60 minutes