

5th Annual Life Sciences Summit

May 5, 2010

Examining Core Assessments (Discussion 1)

Step One — Getting Started

- The group chooses a facilitator who will make sure the group stays focused.
- The presenting teacher distributes copies of the assessment and student work/class data to the other participants at the table. The presenting teacher does NOT describe the assessment or the context in which it was created.
- The participants review the assessment and student work/class data in silence making brief notes about aspects of it that they particularly notice. (2-3 minutes)

Step Two — Describing the Assessment

- The facilitator asks the group, “What do you see?”
- Group members provide answers without making judgments about the assessment and/or quality of the work or their personal preferences.
- If a judgment emerges, the facilitator asks for the evidence on which the judgment is based. (3-5 minutes)

Step Three — What knowledge and skills did the student have to have in order to complete this assessment?

- Group members state their observations citing evidence when possible.
- The presenting teacher makes notes about the comments (but does not respond to them or engage in conversation). (5 minutes)

Step Four — Speculating about the assessment

- The facilitator asks the group, “By looking at the assessment and student work/class data, what can you say about the assessment and the context in which the work was done? What can you say about the students and their understanding? What can you say about the teacher’s expectations?”
- Participants, based on their reading of the work, make observations. (5 minutes)

Step Five — Hearing from the Presenting Teacher

- The facilitator invites the presenting teacher to speak.
- The presenting teacher describes the assessment and the context in which it was created, provides his or her perspective on the student work/class data, describing what s/he sees in it, responding to the questions raised, and adding any other information that s/he feels is important to share with the group.
- The presenting teacher also comments on anything surprising or unexpected that s/he heard during the describing, observing and speculating phases. (2 minutes)

Repeat Steps 1-5 for all of the Student Work at the Table

See opposite side.

“Blooming” Core Assessments (Discussion 2)

Step One — “Bloom” the assessment

- Participants reexamine the assessment and quickly “Bloom” the question(s) (4 minutes)

Step Two — Share in “Bloom” evaluations

- The participants share their “Blooming” of the assessment with the group. The presenting teacher does NOT share their “Blooming” of their own assessment yet. (4 minutes)

Step Three — Discussion about “Blooming” of assessment

- The presenting teacher joins the discussion to compare their own Blooming of the assessment...discussion about overall Blooms levels (2 minutes)

Repeat Steps 1-3 for all of the Assessments at the Table

Course Assessment (Discussion 3)

Step One — Presenting course assessments

- Each participant shares their syllabus or summary of overall course assessments (2 minutes each).

Step Two — Describing the Assessment

- The group compares the overall assessments across the courses (15 minutes total)