

STUDENT ENGAGED ASSESSMENT



SEA TOOL KIT

WHY?

In an age of expanding accountability standards, diverse student needs, and rapid globalization, teachers have more responsibilities and need a more diverse skillset than ever before. To manage the amount and complexity of the work, teachers can and should increase the professional capacity of their classrooms by engaging students as partners in shaping and monitoring their OWN learning—shifting students' role from passive recipients to purposeful actors who are clear about where they are going, where they are, and what's next.

WHAT?

Student Engaged Assessment (SEA) is a professional development module that provides teachers time to revise an existing instructional unit to incorporate strategies for engaging students as partners in assessing and tracking their own learning. Teachers will leave the training with a unit of study that is ready for implementation and a process that they can replicate individually or with their school teams.

HOW?

Based on some of the most respected research on planning, assessment, and engagement, SEA provides a guided workshop environment where teachers will:

- » Clarify their essential goals for the unit
- » Incorporate time and strategies for defining and reflecting on quality criteria with students
- » Embed daily assessments for learning with students as partners
- » Design a system for teacher, student, and public data tracking
- » Anticipate where they will need to adjust their instruction to ensure mastery

WHEN and WHERE?

SEA can be accessed through your local ESC and can be implemented virtually or in person based on the school's schedules and needs.

SAMPLE PAGES

STUDENT ENGAGED ASSESSMENT TOOL KIT

OVERVIEW: SEA PHASES

ESSENTIAL GOALS **COMMUNICATE QUALITY** **EMBED ASSESSMENTS** **TRACK DATA** **ADJUST INSTRUCTION**

← WHERE ARE WE GOING? → WHERE ARE WE NOW? → WHAT'S NEXT? →

WHERE WE ARE GOING...
 Clearly essential goals for the unit
 • Critical to the discipline
 • Transfer beyond classroom
 • Engage and relevant to the real world

Define and reflect on quality criteria with students
 • Define criteria
 • Engage students in depth
 • Return to criteria and reflect

WHERE WE ARE...
 Embed daily assessments for learning
 • Identify evidence needed for milestones
 • Integrate a variety of strategies
 • Let students take the lead

Design a system for data tracking
 • Teacher tool
 • Student tool
 • Public tool

WHAT'S NEXT...
 Determine where you will need to adjust
 • Look for predictable problem spots
 • Gather enough evidence to guide your decision
 • Consider skills to correct, process or predict

Each segment of the SEA learning will include a learning milestone on that page and the evidence an skill to gauge your progress.

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PROCESS OVERVIEW

Participants understand the path to accomplish the learning goals.

- » Clarify essential learning goals.
- » Incorporate time and strategies for defining and reflecting on quality criteria.
- » Embed daily assessments for learning.
- » Design system for tracking data.
- » Anticipate where to adjust instruction.

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SEA QUALITY CRITERIA

RATE WHERE YOU CURRENTLY ARE ON THE CONTINUUM BETWEEN THINKING LIKE AN ACTIVITY DESIGNER AND THINKING LIKE AN ASSESSOR.
 Goal: Shift from thinking like an activity designer to thinking like an assessor.

CRITERIA FOR SELF

THINK LIKE AN ACTIVITY DESIGNER	CRITERIA FOR SELF	THINK LIKE AN ASSESSOR
What would be interesting and engaging activities on this topic?	0 1 2 3 4 5	What would be sufficient and revealing evidence of understanding?
What resources and materials are available on this topic?	0 1 2 3 4 5	What performance tasks must anchor the unit and focus the instructional work?
How will students be doing and out of class? What assignments will be given?	0 1 2 3 4 5	How will the data distinguish between those who really understand and those who don't (though they may cover it)?
How will I give students a grade (and justify it to their parents)?	0 1 2 3 4 5	Against what criteria will I distinguish work?
Did the activities work? Why or why not?	0 1 2 3 4 5	What misconceptions are likely? How will I check for those?

DIG DEEPER
 See Scaled Formative Assessment (Williams, 2017) for a full discussion of these two mindsets.

You have used and analyzed the quality criteria for the day and have generated baseline data based on your current cases.

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SELF ASSESSMENT

Compare thinking like an activity designer to thinking like an assessor.

- » Participants read through the success criteria for the day and make note of what they find significant, or have questions about.
- » Participants share out with a table partner or table group.

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THE ESSENTIAL LEARNING GOAL

WHERE WE ARE GOING

BEFORE WE PLAN FOR ENGAGING STUDENTS IN THE LEARNING GOALS, QUALITY CRITERIA, AND ASSESSMENT PROCESSES, WE MUST BE CERTAIN THAT WE ARE FOCUSED ON THE RIGHT GOAL:

In one, word or a few sentences, what is the most essential learning goal for the unit? **1.**

Does it represent a big idea or skill that has transferable value beyond the classroom? If so, please explain. **2.**

DEFINITION
 Learning goal: Also referred to as TEKS, standards, learning outcomes, learning intentions, and so on. For the purpose of SEA, we will use essential learning goal.

You have identified the primary, most essential learning goal for the unit and are prepared to establish quality criteria and align your current assessments and embedded assessments.

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REFLECTION

Read and respond to the essential learning goals prompts.

- » Participants read and draft their essential learning goals.
- » Participants share out with a table partner or table group.
- » Participants discuss effective essential goals from the share out.

Texas Center for District and School Support

www.tcdss.net

Education Service Center, Region



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