Purpose: To refine assessments aligned with standards and performance indicators.

Guiding Questions:

- Will this assessment give students the opportunity to produce evidence for all of the performance indicators listed?
- Is this assessment accessible to all students? Will it provide an engaging, authentic and rigorous experience that allows students to demonstrate that they can apply and transfer their skills?

Time: 40 minutes (longer if student work is examined along with the assessment task)

Participants: 4-10 group members.

Roles: Facilitator, Presenter, Timekeeper

Materials:
Design Guide for Summative Assessments
Assessment materials - assignment sheet, rubric, instructions, exemplars
If available - samples of student work

Process

Introduction: (2-3 min) The facilitator presents an overview of the protocol and the criteria that will be used for the tuning (Design Guide for Summative Assessments) and reminds the group of norms for giving and receiving feedback.

1. Presentation. (3-5 min) The presenter shares the standard(s) and performance indicators the assessment measures, as well as directions, scoring criteria/rubric, and samples of student work (if available). The presenter provides context on grade level, number of students, or other important factors. The presenter may share a specific focus question for the group to consider.

2. Review of work. (10 min) The group silently reviews distributed assessment materials and notes warm/cool feedback based on the Design Guide.

3. Clarifying Questions. (3-5 min) The group asks clarifying questions of the presenter, to ensure they understand the documents and the presenter’s focus question(s).

4. Warm Feedback (round robin, then open discussion; 5 min). While the presenter silently takes notes, the group identifies specific elements of the assessment, rubric, or
student work that indicate alignment with the standard(s) and performance indicators. Participants reference the Design Guide and indicate which statements from the “Stronger Assessment” column apply to this task. (Observations should be objective: “I notice ..” rather than “I like …”)

5. **Cool Feedback** (round robin, open discussion; 10 min). While the presenter silently takes notes, the group identifies specific elements of the assessment, rubric, or student work that could be strengthened.

6. **Reflection** (3-5 min). The presenter identifies 2-3 things s/he will work on as a result of the feedback and any new ideas s/he had as a result of the discussion. S/he should not try to respond to all ideas or questions from the warm and cool feedback.

7. **Debrief the protocol** (3-5 min). The facilitator helps the group assess how helpful the protocol was (or was not) in meeting the needs of the presenter.

- What worked well in this process?
- What could we improve to have more effective feedback?
- What will we each be thinking about in our own instruction and assessment practices as a result of this process?