

Purpose: To facilitate group brainstorming of assessment ideas

Preparation: Prior to meeting, the group selects the competencies and indicators that the assessment will focus on

Materials: Design Guide for Summative Assessments
Summative Assessment Template

Process:

1. **Review competencies, performance indicators, and scoring criteria** (5 - 10 min)
Examine the content-area and cross-curricular competencies and performance indicators that you plan to assess with this task. Note the various skills or concepts that students will need to demonstrate. When the group is in agreement, type these performance indicators into the appropriate area of the template.
2. **Review the Design Guide** (5 - 10 minutes)
Read and discuss the qualities of weaker and stronger assessments in regards to these key areas: Alignment, Accessibility, Transfer, Rigor and Scoring.
3. **Brainstorm tasks and products** (10 - 20 min)
On your own, write down as many ideas as possible about the final products that students might create to demonstrate this set of skills and concepts. Consider these questions:
 - a. How can you give students the opportunity to apply their skills and knowledge to new texts, materials, or challenges that they have not discussed in class?
 - b. How might you design a task that lets students demonstrate many performance indicators in an integrated way?
 - c. How can you give students the opportunity to apply their skills and knowledge in ways that will feel authentic to them – in a way that is connected to their own lives, their school, their community, or the world?
4. **Share Ideas** (10 - 20 min)
Share ideas without discussion or judgment. Post the ideas or scribe them on chart paper.
5. **Combine and Develop Ideas** (20 - 40 min)
Work together to develop one unified idea for a task and record information in the Summative Assessment Template. Refer back to the questions in step 3 as you do this.
 - a. Group tasks and products that are similar or related (ie: creating a keynote slideshow /creating a Google presentation).

- b. Discuss if any of the brainstormed tasks/products excludes one or more of the performance indicators.
 - c. Discuss whether there are ways to build meaningful choices for students into the final task by allowing students to choose their subject matter, type of final product, or media.
 - d. Discuss if any of the brainstormed tasks/products are too disconnected from the performance indicators that students are trying to demonstrate.
 - e. Draft task directions and a description of the final product to share with students — this may take the form of a prompt, a problem to solve or issue to address, a text to respond to, etc. These directions will go into the space on the template labeled “Evidence of Student Learning.”
 - f. Add a task title, supporting materials, and other information to the template.
6. **Build out Assessment using Summative Assessment Template** (10 - 20 min)
Use the Summative Assessment Template to define the assessment.
7. **Tune work with Summative Assessment Design Guide** (10 - 20 min)
 - a. Silently review the task using the Design Guide.
 - i. Identify strengths
 - ii. Identify areas for improvement
 - b. Once everyone has reviewed the task, share observations and ideas for improvement.
8. **Debrief the process.**
 - a. What went well?
 - b. Were everyone’s ideas heard?
 - c. How could the process be improved in the future?
 - d. What are the next steps we will take?

