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|  | **District Assessment System Design Toolkit**  *Workshop #2* |
| *Annotated Agenda* |

**Developed By**

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| --- | --- | --- |
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# < District Name >

## Assessment System Design Project – Workshop #2 Agenda

## < date and location >

Note that the slide deck is synchronized with this agenda and the participant agenda. If you make changes to the times, they need to be changed on both this agenda and the participant agenda. If you change the order of topics, add new topics, or delete topics, you will need to make sure the new set of topics is reflected in this agenda, the participant agenda, and the slide deck.

## Before the Workshop Starts

### External Facilitator

* Connect laptop to the projection system and test projection system.
* Open the Project Workbook and go to the WS2. Design Activity Part 1 tab.
* Open the Slide Deck and start presentation mode.

### Meeting Coordinator

* Make sure the meeting room is arranged for small groups of 4-5.
* Last minute check on food, snacks, and beverages.
* Mark each team member as present or absent.
* Ensure that each District Design Team member knows the requirements for receiving professional development credit (is applicable).
* Place a card with Wi-Fi access details on each table and on the lectern.

## Workshop Agenda

| TIME | TOPIC |
| --- | --- |
| **9:00 AM** | **Welcome and Workshop #1 Debrief**   * External Facilitator opens the meeting and welcomes attendees. * External Facilitator and District Liaison review any themes from the feedback on workshop #1 and provide clarification as needed. |
| **9:15 AM** | **Formative Assessment FOR Learning in Depth**   * External Facilitator reviews the slides on slides on *Formative Assessment FOR Learning*. * District Liaison contributes to the presentation and ensuing discussion.   It was necessary in the pilot to have a more in-depth presentation because the term *Formative Assessment* has been co-opted to mean *Minisummative Interim Assessment OF Learning* or *Unit-Based Interim Assessment OF Learning*. The confusion tends to be deep seated and takes some doing to dislodge. |
| **10:00 AM** | **Assessment System Design Activity 1**   * External Facilitator walks the Design Team through the WS2. Design Activity Part 1 tab in the Project Workbook. * District Liaison participates fully as a member of the Design Team.   **Important Note:** The number of purposes that can be selected is capped at 20 for design activity 1. This is done to avoid designing a system so unwieldy as to be infeasible. We recommend that the number of purposes be limited to 15. However, we realize that it is difficult to create a system that will reasonably satisfy all stakeholders with no more than 15 purposes. |
| **10:30 AM** | **Break** (External Facilitator and District Liaison check in on how the workshop is going) |
| **10:45 AM** | **Assessment System Design Activity 2**   * External Facilitator walks the Design Team through the WS2. Design Activity Part 2 tab in the Project Workbook. * District Liaison participates fully as a member of the Design Team.   Design Team choices from design activity 1 are carried through to the WS2. Design Activity Part 2 tab in the Project Workbook.  **Important Note:** To successfully complete design activity 2, it is necessary to remind the Design Team that all of the selections made in design activity 1 are important purposes because they were selected by the team, and that the point of design activity 2 is to prioritize the selected purposes against each other. This means that assigning a *low* priority to a purpose *does not* mean that the purpose is unimportant, just that it is among the lowest priority from among the purposes already established as important. The reason this is important is that if all purposes are identified as *critical* or *high* priority it will be much more difficult to develop a parsimonious system in design activity 3. |
| **11:15 AM** | **Assessment System Design Activity 3**   * External Facilitator walks the Design Team through the WS2. Design Activity Part 2 tab in the Project Workbook. * District Liaison participates fully as a member of the Design Team.   Design Team choices from design activities 1 and 2 are carried through to the WS2. Design Activity Part 3 tab in the Project Workbook.  **Important Note:** To successfully complete design activity 3, it is necessary to start with *critical*-priority purposes, and then work through *high*-priority, *mid*-priority, and *low*-priority purposes, in that order. The reason this is important is that it is the most important to have an *optimal* or *strong* match of assessment type and characteristics for the *critical*-priority purposes. It may or may not be possible to use the same assessment for multiple *critical*-priority purposes, but the possibility should be considered during this activity.  In the next step, the *high*-priority purposes are tackled. If an assessment type and associated characteristics used for a *critical*-priority purpose is at a minimum *strongly* matched to a *high*-priority purpose, the system design can be simplified by using the same assessment for both purposes.  Likewise, for *mid*-priority purposes and then *low*-priority purposes, assessments used for higher-priority purposes might be sufficiently matched to a *mid*- or *low*-priority purpose, meaning that the assessment type and associated characteristics for a higher-priority purpose are, at a minimum, *moderately* matched to a *mid*- or *low*-priority purpose, the system design can be simplified by using the same assessment for both purposes. |
| **12:15 PM** | **Lunch** (External Facilitator and District Liaison check in on how the workshop is going) |
| **1:15 PM** | **Reviewing the System Design Matrix**   * External Facilitator displays the completed design matrix (the WS2. Design Activity Part 3 tab of the Project Workbook) and leads a discussion about whether the completed design matrix is consistent with the vision put forward by the Project Champion and reflects the priorities of the Design Team as a whole. The External Facilitator makes modifications as needed during the discussion * District Liaison participates fully as a member of the Design Team |
| **1:30 PM** | **Reviewing the District Assessment Audit Results**   * External Facilitator displays the WS2. Audit Summary tab of the Project Workbook and leads a discussion of each of the three audit summary tables (should take 15 minutes or less).   + Audit Summary Table 1 summarizes the results of the audit in the same format as the system design matrix reviewed in the previous agenda item before the break. The color codes indicate the degree of match between each entry in the summary table and the purpose for which the assessments are used. The results are color-coded to show the degree to which the existing system is matched well to the purposes for which assessments are used.   + Audit Summary Tables 2 and 3 further summarize Audit Summary Table 1 by counting (table 2) and calculating the percent of (table 3) of audit entries for which assessment type, control over content, control over timing, and appropriate scope and timing are *optimally*, *strongly*, *modestly*, *weakly*, and *not at all* matched to the purposes the assessments are used for. * External Facilitator displays the WS3. Differences tab of the Project Workbook and leads a discussion of the differences between what is and what was just designed (should take 15 minutes or less).   + The Difference Between Audit Summary and Design Activity Results table compares the results of the district audit summary and the results of this workshop’s design activities. It identifies whether a given cell of the design matrix is not observed on either the audit or the new design, observed only on the audit, observed only on the new design, or observed on both. In addition, the Difference… tab maintains the color coding of each cell showing the degree of match between assessment types and characteristics and purposes.   The audit summary tables on the WS2. Audit Summary tab and the comparison table on the WS2. Differences tab of the Project Workbook give a good sense of how much revision will be needed to move from the current district assessment system to the new or redesigned assessment system. |
| **2:00 PM** | **Break** (External Facilitator and District Liaison check in, District Liaison takes over projection) |
| **2:15 PM** | **Identifying Potential Barriers to Successful Implementation**   * District Liaison displays the WS 2. Identifying Potential Barriers document and walks the Design Team through identifying potential barriers and possible solutions. * External Facilitator contributes to the activity as appropriate. |
| **2:45 PM** | **Feedback for the Leadership Team**   * District Liaison displays the next slide entitled Reflecting on Workshop #2 and gives attendees time to fill out the feedback form. |
| **2:55 PM** | **Looking Forward to Workshop #**3   * District Liaison displays the next slide entitled Looking Forward…. * External Facilitator thanks attendees and gives very short preview of next workshop. |
| **3:00 PM** | **Adjourn** |