GREAT SCHOOLS PARTNERSHIP

Assessment Mapping Protocol

Draft February 2016

Purpose: The goal of this protocol is to ensure that every performance indicator is being assessed with multiple aligned assessments.

Note: Scoring Criteria should be defined by the teachers before this protocol is used. It may be helpful to have teachers engage in tuning an assessment for alignment to Performance Indicators before doing this protocol.

Time: Times indicated provide a rough guideline, but will vary by content area and the status of curriculum and assessment development. We estimate that content-area groups will need approximately 3-4 hours to complete this assessment map.
Participants: This protocol is designed to be used by teachers within a school or grade span who share a subject area.
Roles: Facilitator (ideally, someone who is not part of the group), Timekeeper, Recorder, Process Observer
Materials: projector, template of graduation standards/indicators and grade levels, scoring criteria.

Process:

1. **Introduction (3-5 min):** Facilitator presents overview of purpose and process.

2. **Review (5 min):** Participants review the Performance Indicators and Scoring Criteria for the first Graduation Standard to be mapped.

3. **Mapping the standards:** Using a projector or a whiteboard, Facilitator asks "What tasks or opportunities do you provide in your classrooms that allow students to produce evidence that they have mastered the Performance Indicators in this Graduation Standard?" (*Some assessments may address multiple standards or performance indicators*)
    - (10-20 minutes) Teachers work individually or with colleagues who share common courses to fill in the names of assessments on the chart. This could be done digitally on a Google Doc or on a whiteboard.
    - (20 - 30 minutes) Once all the current assessments are listed, discuss each one using these questions:
        - What is the task that students attempt or the product they produce in this assessment?
        - Does this work give them a chance to demonstrate the range of levels of proficiency described in the scoring criteria? (For example, does this assessment give the students a chance to demonstrate that they can produce distinguished work?)
        - As you discuss each assessment, use a color code to indicate your answers to these questions:
            1. Green - This task is well aligned to the scoring criteria.
            2. Yellow - This task seems to be aligned with some parts of the scoring criteria. It needs some work.

3. Red - This task does not give students a chance to demonstrate the range of levels of proficiency described in the scoring criteria. It needs to be developed or revised.

- Repeat steps 2 and 3 for each of the graduation standards in the content area.

4. **Reflect:** (20-30 mins) Project the Google doc so that the full group may see the results of steps two and three of the assessment mapping process. Note any observations individually, then share with the full group. Recorder writes down observations.

If this protocol is being used by a subject-area group from one school, use these reflection questions:

- Where are the strengths of our curriculum?
- Which performance indicators have many assessments, and which have few?
  - Will students have multiple opportunities to demonstrate proficiency in each Graduation Standard?
  - Are some performance indicators being over-emphasized?
  - Are there gaps we need to fill?
  - Are we providing a variety of types of assessments, or are we offering many similar experiences to students in different grade-levels and classes?

If this protocol is being used by teachers from several schools - for example, from a middle school and a high school, or an elementary school and a middle school, use these reflection questions:

- Will students have multiple opportunities to demonstrate proficiency in each Graduation Standard as they move through the grades?
- Do the performance indicators that we are looking at describe a continuum of increasingly-complex skills and knowledge?
- Are some graduation standards being over-emphasized, or are some performance indicators being repeated too much from grade to grade?
- Are there graduation standards or performance indicators that are missing as the students move grade to grade? Are there big jumps in difficulty level between the performance indicators for consecutive grades?

5. **Next Steps**: (5-10 mins) Determine next steps for refinement or alignment of curriculum: How will the team address the assessments that need revision or that need to be created?

6. **Reflection:** (10-15 minutes) Teachers take some time to think individually about the following question:
   - What is one idea, insight or question that you are taking away from today's work that will impact your assessment practices?
   - Use a round robin format to let each person share their thoughts.

7. Debrief: (3-5 mins) How did this protocol work as a way to map and reflect on the alignment of our curriculum and current assessments with our graduation standards?