

# Assessment Pathways Examples

The following are examples of some of the ways each of the assessment pathways might be represented.

## Pathway One Example

All of the chemistry teachers at a high school work together to create common scoring guides, a common assessment, and a lab associated with particular performance indicators that all students will complete. It would not be safe or practical to have students meet these performance indicators using individualized experiences, so all students will complete the same experiment and complete the same assessment when they are finished. Their work will be scored using the same common scoring guide or rubric.

## Pathway Two Examples

The members of a high school English department determine they want all eleventh-grade students to attend an upcoming performance of Hamlet at a local theater. They work together to design a unit that they will teach simultaneously so that they can invite the actors into the school and work with the group of prepared students. The teachers select six performance indicators (from the graduation standards of reading interpretation, writing arguments, and speaking & listening) they will assess using their collaboratively-written scoring criteria. Wanting the students to be able to choose how they will demonstrate proficiency, the teachers design a range of assessments. Even though the assessments feel very different to the students, the teachers are careful to ensure that regardless of the assessment each student chooses, they will engage in higher-order thinking and be expected to demonstrate proficiency in all of the performance indicators selected for this unit. Teachers will score each of the submitted pieces of writing using the same common scoring guide or rubric.

A Biology teacher is teaching her students about the digestive system and develops a rubric that includes a set of performance indicators and task-neutral scoring criteria from the science content standards and the school's cross-curricular standards. The teacher gives students the rubric, leads them through a process and some practice designing a project that will allow them to demonstrate those performance indicators and then asks students to design their own demonstration tasks. Upon completion of the teacher-approved project, students submit their work. The teacher will score each of the submitted designs using the same common scoring guide or rubric.

## Pathway Three Examples

The Social Studies teachers from a middle school all teach a unit on Latin America during the seventh grade year. Because they want the students to have equitable yet various experiences, the teachers devote some time to clarifying which performance indicators they want to focus on during the unit. Then they design and tune an authentic and rich culminating assessment that will provide students with many opportunities to engage in higher-order thinking and creativity. This assessment will be graded using the common scoring criteria that this department has created for their performance indicators. Because the teachers have different areas of interest and expertise, within their unit plan, they each independently design a set of learning experiences leading up to this common culminating experience. They work together, however, to ensure that regardless of these learning activities, students will have had sufficient and meaningful experiences – with multiple opportunities to receive feedback on formative assessment tasks along the way – that will prepare them to be successful in the common culminating task.



# Assessment Pathways Examples

Every 12th grade student in a school must complete an authentic research project and present their findings. The teachers of the core content areas work together to develop a rubric that could apply to a research project completed in any of their disciplines—English, science, social studies, or math. Each student chooses the content area in which she or he will complete the project and develops a topic and research questions. The teachers create a set of online tutorials on various aspects of the project including how to develop research questions, how to conduct interviews, how to cite sources, etc., that students select based on their prior knowledge. The teachers agree to employ common structures in their classrooms that will allow students to have time to choose from and use these resources, to work on their research projects and presentations, and to meet with and receive coaching from their teachers regularly throughout the process. Teachers will score each research project and evaluate students' ability to demonstrate proficiency on the cross-curricular skills described above using the same schoolwide common scoring guide or rubric. Of course, teachers will also assess students' ability to meet any related content-specific performance indicators using commonly developed scoring criteria with their department colleagues.

## Pathway Four Example

Three students from a public high school talk to their school's Extended Learning Opportunities (ELO) Coordinator about possible experiences that they can design that can help them gain and demonstrate proficiency in the mathematics performance indicator: "Represent and solve equations and inequalities graphically (CCSS HSA.REI.D)." One student ends up completing an externship with a group that monitors water quality in a nearby river; one collects data at a restaurant where she works after school; the third volunteers and gathers data in the preschool adjacent to the high school. The ELO coordinator helps each of them work with a math teacher during their school's enrichment block to develop a question, decide what data to gather, and to decide how they will analyze their data and graph the results. Their work is scored using the school's common scoring criteria for that performance indicator.

## Example of a Classroom that Offers Several Pathways Simultaneously

In a math class, the teacher starts a unit by explaining the standards that the students will be exploring. He tells them about the learning experiences in which they will engage. Then he tells them that they will have two choices regarding their culminating assessment: they can take a test that he has designed (Pathway One), or they can propose an alternate assessment, as long as it is determined to be aligned with the learning expectations being addressed (Pathway Two).

## Pathway Five Example

In an alternative program in a public high school, the teachers design unique learning experiences with unique assessments for their students. These assessments are scored by rubrics that are written by the alternative program teachers and which are not based on the common scoring criteria that are used by other teachers in the school.

If, on the other hand, the work that students generate in this example is scored using common and collaboratively developed scoring guides, then this would be an example of pathway four.

