

LEARNING OPPORTUNITIES FOR EDUCATORS TO GO DEEPER WITH FIP

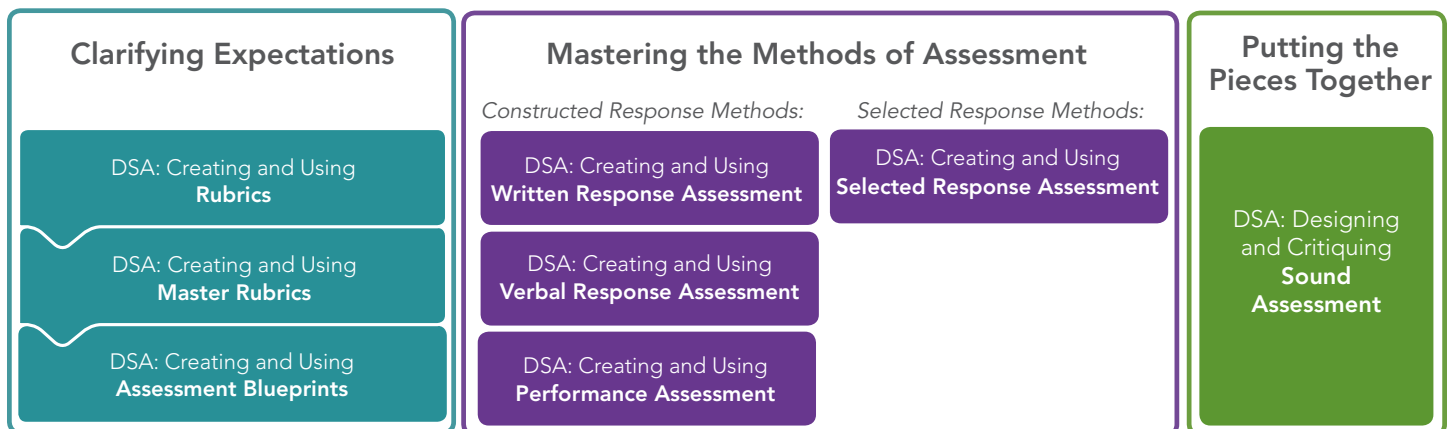
Designing Sound Assessment (DSA) Learning Path

This learning path or series will help you take a more student friendly approach to assessment. By providing learning that you can implement in your classrooms and schools today, the modules will enable you and your students become more efficient at measuring, monitoring and adjusting learning.

Expected outcomes should enable educators to be able to:

- Identify the priority learning targets for the current learning period.
- Define progressive levels of mastery of the learning targets.
- Identify the most appropriate evidence for evaluating student achievement on those targets.
- Verify that the evidence you gather, and the criteria that you use to evaluate that evidence, are sound.
- Use each element of sound assessment design (rubrics, master rubrics, assessment blueprints, written response, verbal response, performance assessment, and selected response) as a learning tool in the classroom.

The DSA learning path consists of a series overview and 8 online modules that are organized into three sections:

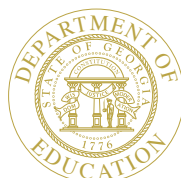


Several Ways to Learn

There are several ways for educators to use the DSA learning path. The suggestions below will help educators select a process that will allow them to get the most out of this blended learning experience:

1. With a Professional Learning Team (recommended)
2. With Friends
3. On My Own

The most effective method of implementation has been when districts and/or schools create a community of learners. By leveraging professional learning teams, the school can create a learning environment where teachers, students, principals, and parents share a common language and vision for student learning.





WITH A PROFESSIONAL LEARNING TEAM

Educators can use the DSA online learning modules and learning resources collaboratively with a team in a coached/facilitated learning environment. This approach provides educators with a deeper and more structured learning experience.

The DSA learning path consists of eight modules, along with an overview of the series:

- DSA: Series Overview (5–10 minutes)
- DSA: Creating and Using Rubrics (2 hours)
- DSA: Creating and Using Master Rubrics (2 hours)
- DSA: Creating and Using Assessment Blueprints (2 hours)
- DSA: Creating and Using Written Response Assessment (2 hours)
- DSA: Creating and Using Verbal Response Assessment (2 hours)
- DSA: Creating and Using Performance Assessment (2 hours)
- DSA: Creating and Using Selected Response Assessment (2 hours)
- DSA: Designing and Critiquing Sound Assessment (2 hours)

Online Module Learning Time: 16 hrs

DSA LEARNING RESOURCES

USE THESE ADDITIONAL DSA LEARNING RESOURCES:

Key Downloads from Modules:

- Rubric Design Guide and Reflection Protocol (1–2 hours)
- Master Rubric Design Guide and Reflection Protocol (1–2 hours)
- Assessment Blueprint Design Guide and Reflection Protocol (1–2 hours)
- Written Response Design Guide and Reflection Protocol (1–2 hours)
- Verbal Response Design Guide and Reflection Protocol (1–2 hours)
- Performance Assessment Design Guide and Reflection Protocol (1–2 hours)
- Selected Response Design Guide and Reflection Protocol (1–2 hours)
- Pre-Assessment Design Guide and Reflection Protocol (1–2 hours)
- Interim Assessment Design Guide and Reflection Protocol (1–2 hours)
- Post-Assessment Design Guide and Reflection Protocol (1–2 hours)

The design guides provide an opportunity to practice your new learning and reflect on your progress.

Additional Learning Time: 10–20 hrs

Facilitation Guides:

- Designing Sound Assessment Series Overview Facilitation Guide (30 minutes)
- Clarifying Learning Expectations Facilitation Guide (5 hours)
- Mastering the Methods of Assessment Facilitation Guide (6 hours)
- Putting It All Together Guide (5 hours)

Each facilitation guide comes with agendas that organize the activities into smaller amounts of time allowing for flexibility in their use.

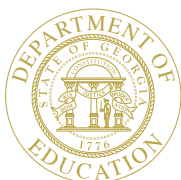
Collaborative Learning Time: 16 hrs 30 mins

EXPECTED ACTIONS

Educators should:

- Form a professional learning team led by a facilitator or coach.
- Plan a schedule for module completion and team meeting dates.
- Complete reflection questions and design practice activities as each module is completed.
- Using the DSA Facilitation Guides module downloads, actively participate in facilitated learning activities to confirm new learning and current practices.
- Make a commitment to move new learning forward by setting individual and team goals.
- Intentionally implement new learning to meet goals.
- Teach students how to use sound assessment design to advance their own learning; ask for their feedback.
- Share successes and challenges, providing each other feedback to move learning and practice forward.

Total Time for Professional Learning: 42–52 hours (Suggested Credit: 5 PLUs)





WITH FRIENDS

Educators can select a friend or two and collaborate to complete the learning at their own pace.

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- DSA: Creating and Using Performance Assessment (2 hours)
- DSA: Creating and Using Selected Response Assessment (2 hours)
- DSA: Designing and Critiquing Sound Assessment (2 hours)

Online Module Learning Time: 16 hrs

DSA LEARNING RESOURCES

USE THESE ADDITIONAL DSA LEARNING RESOURCES:

Key Downloads from Modules:

- Rubric Design Guide and Reflection Protocol (1–2 hours)
- Master Rubric Design Guide and Reflection Protocol (1–2 hours)
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- Interim Assessment Design Guide and Reflection Protocol (1–2 hours)
- Post-Assessment Design Guide and Reflection Protocol (1–2 hours)

The design guides provide an opportunity to practice your new learning and reflect on your progress.

Additional Learning Time: 10–20 hrs

Facilitation Guides:

- Designing Sound Assessment Series Overview Facilitation Guide (30 minutes)
- Clarifying Learning Expectations Facilitation Guide (5 hours)
- Mastering the Methods of Assessment Facilitation Guide (6 hours)
- Putting It All Together Guide (5 hours)

Each facilitation guide comes with agendas that organize the activities into smaller amounts of time allowing for flexibility in their use.

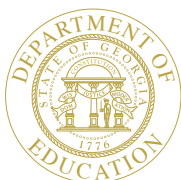
Collaborative Learning Time: 16 hrs 30 mins
**dependent upon team use*

EXPECTED ACTIONS

Educators should:

- Select friends that will serve as peer learning partners.
- Work collaboratively to set a pace for module completion; schedule times to process new learning.
- Complete reflection questions and design practice activities as each module is completed.
- Use the DSA learning resources as needed, taking turns serving as the facilitator of your ‘team’ based on your strengths and comfort level with each topic.
- Make a commitment to move new learning forward by setting individual and ‘friend’ goals.
- Intentionally implement new learning to meet goals.
- Teach students how to use sound assessment design to advance their own learning; ask for their feedback.
- Share successes and challenges, providing each other feedback to move learning and practice forward.

Total Time for Professional Learning: 36–40 hours **dependent upon team use* (Suggested Credit: 4 PLUs)





ON MY OWN

Educators can complete the learning path alone to have a self-paced personal learning experience.

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- DSA: Creating and Using Rubrics (2 hours)
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- DSA: Creating and Using Assessment Blueprints (2 hours)
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- DSA: Creating and Using Verbal Response Assessment (2 hours)
- DSA: Creating and Using Performance Assessment (2 hours)
- DSA: Creating and Using Selected Response Assessment (2 hours)
- DSA: Designing and Critiquing Sound Assessment (2 hours)

Online Module Learning Time: 16 hrs

DSA LEARNING RESOURCES

USE THESE ADDITIONAL DSA LEARNING RESOURCES:

Key Downloads from Modules:

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- Post-Assessment Design Guide and Reflection Protocol (1–2 hours)

The design guides provide an opportunity to practice your new learning and reflect on your progress.

Additional Learning Time: 10–20 hrs

EXPECTED ACTIONS

Educators should:

- Establish a reasonable pace for completing modules and practicing new learning.
- Keep a record of reflection questions and activities from each module.
- Access the DSA learning resources as needed to support learning.
- Make a commitment to move learning forward by setting goals.
- Practice new learning, monitoring what worked and what didn't. Recruit support if needed.
- Teach students how to use sound assessment design to advance their own learning; ask for their feedback.
- Share learning and successes with a teaching colleague or a grade-level/subject team.

Total Time for Professional Learning: 26–36 hours (Suggested Credit: 3 PLUs)

