

Chapter 4 Resources

School and district teams can use the following questions and activities to put the concepts from this chapter into action. Teams should retain artifacts resulting from these exercises to inform later work.

Collaborative Inquiry

Consider the following questions, then discuss your answers as a team.

- What types of learning goals are represented in our mission, vision, and other core documents?
- How might we sort our performance areas into the suggested categories of cognitive skills and dispositions?
- How might you explain the benefits of the scale structure applied to impact performance areas and indicators? How might you answer concerns?
- How much consistency do we currently have in the ways we provide assessment feedback on academic goals?
- What hurdles might we face in implementing consistent scales across the grades and subject areas?

Collaborative Activities

The following activities will help you and your team operationalize the ideas from this chapter. Each activity builds on the one before it, so we recommend completing them in the order shown. Be sure to review the instructions in advance and gather any needed materials, such as markers and chart paper.

Put It to the Test

Gather a few pieces of evidence of student learning that address various performance areas, both cognitive skills and dispositions. In small groups of three or four, agree on what your look-for would be for each artifact. Each small group should examine the same artifact. Have each group member individually use the applicable performance area's sliding scale to provide feedback on the level to which the artifact demonstrates the desired learning.

Bring the small group back together to share and discuss the group members' placement of feedback on the scale. Use the following questions to help with the dialogue.

- Why did you place the slider where you did?
- What kept you from placing it higher or lower on the scale?
- How would you explain your feedback to the student?

Complete the activity by identifying the benefits and challenges of using such a framework to assess student success at demonstrating impacts' performance areas.

Communicate, Communicate, Communicate

Break the team into four small groups, if you have the numbers to do so. If not, work with all the team members throughout the activity. Their task is to come up with a brief presentation (two or three PowerPoint slides, for instance) that will communicate the feedback structure to the following audiences.

- Students
- Parents
- Teachers
- The school board or governing body

Each small group would create the presentation for one constituent group. Keep the communication focused and brief. You may want to use the why-what-how structure to frame your messaging.

Focus on Data

We are used to creating data teams around more standardized assessment data, such as reading or mathematics scores on common tests. We're also familiar with how these teams should address the observations and insights they derive from their inquiry into these data. Traditionally, small data teams will gather to inquire into the data, note positive or negative data or trends, hypothesize as to why these might exist, and agree on a course of action to correct a perceived issue. How might we do something similar for impacts?

Brainstorm the ways in which you might structure team moderation of artifacts and evidence of impacts so you develop consistent interpretation and application of impact scales. How might you bring educators together to interpret evidence of learning through this lens?

Finally, how might data teams use the data collected through this assessment framework to make observations, derive insights, and plan to address learning in impact areas? How might educators delve into the data from both a narrow and a broad perspective? What role might students play in interpreting evidence?

Integrated Feedback Template

Academic Goals	Insufficient Evidence	Not Meeting	Approaching	Meeting	Exemplary
Impact Performance Areas (Cognitive Skills)	Not Evident	Developing	Approaching	Meeting Target	Extending
Impact Performance Areas (Dispositions)	Not Evident	Emerging	Developing	Developed	Highly Developed

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