

Classroom/End of Unit Assessments:

Learning Intentions:

Day 1:

Participants will be able to define the purpose of assessment. *Why do I assess? Why do students have to be assessed?*

Participants will learn about planning and aligning summative assessment to standards and the Depth of Knowledge in that assessment. *What do I want students to be able to do and demonstrate by the end of the unit?*

Time	FACILITATOR AGENDA	Materials
8:45 am-9am (15 min)	Participant Arrivals	<ul style="list-style-type: none"> Participant materials on tables Parking lot for questions on how AI can support the work?
9am-9:05am (5 min)	Local Welcome by CESA Facilitators <ul style="list-style-type: none"> Setting Purpose for the Day 	<ul style="list-style-type: none"> Presenter Script All Slides
9:05 - 9:20 (15 min)	Strategic Assessment Systems <ul style="list-style-type: none"> Video Discussion 	<ul style="list-style-type: none"> Slides 1- 4 Video (2:36)
9:20- 10:30 (80 min)	<p>Learning Intention: Participants will be able to define the purpose of assessment. <i>Why do I assess? Why do students have to be assessed?</i></p> <p>Activities:</p> <ul style="list-style-type: none"> Thinking activity Prior Knowledge Video with Note taking- Placemat Activity Compare and Contrast Alignment with Hattie Elevator Speech 	<ul style="list-style-type: none"> Slides 5-16 Video (2:53) <p>Materials for participants:</p> <ul style="list-style-type: none"> Post its Handout- Placemat Activity (#1) Jay McTighe Chart for Compare and Contrast (#2) Hattie Chart (#3) Post it for Elevator Speech
10:30- 10:45 (15 min)	Break Time	
10:45- 11:45 (60 min)	<p>Learning Intention: Participants will learn about planning and aligning summative assessment to standards and the Depth of Knowledge in that assessment. <i>What do I want students to be able to do and demonstrate by the end of the unit?</i></p> <ul style="list-style-type: none"> Butterfly Activity Analyzing a standard part 1 	<ul style="list-style-type: none"> Slides 19-25 Materials: DoK Flip Chart(#4)

Classroom/End of Unit Assessment Facilitator Agenda



11:45- 12:30 (45 min)	Lunch Break	
12:30 - 1:30 (60 min)	Learning Intention: Participants will learn about planning and aligning summative assessment to standards and the Depth of Knowledge in that assessment. <i>What do I want students to be able to do and demonstrate by the end of the unit?</i> <ul style="list-style-type: none"> ● Analyzing a standard part 2 ● Brainstorm Carousel about DOK (4 corners) (30 min) 	<ul style="list-style-type: none"> ● Post its ● Large chart paper for carousel activity and markers
1:30-1:50 (20 min)	Learning Intention: Participants will learn about planning and aligning summative assessment to standards and the Depth of Knowledge in that assessment. <i>What do I want students to be able to do and demonstrate by the end of the unit?</i> <ul style="list-style-type: none"> ● JigSaw Activity ● Practice 	<ul style="list-style-type: none"> ● Learning: Slides 26-38 ● Post-it Notes ● DoK by Content Area(#5)
1:50- 2:00 (10 min)	<ul style="list-style-type: none"> ● Wrap up/Check-in ● Goals for tomorrow 	
2:00- 3:00 (60 min)	<ul style="list-style-type: none"> ● Team Time <ul style="list-style-type: none"> ○ CESA Facilitator Check-in ○ Guidelines for Team Time: <ul style="list-style-type: none"> ■ Continue to work on developing depth-of-knowledge questions that relate to the analyzed standard. ■ Create at least one action step describing how you will begin to roll this work out in your building. ■ How might high-quality instructional materials support this work? ■ Small group introducing AI: What role might technology play in this work? 	

Classroom and End of Unit Assessment || Day 2

Learning Intentions:

Participants will learn about the connection of learning intention and success criteria to end-of-unit assessments. *Can I explain what the intention is for this lesson? At the end of class, can I explain how successful I was?*

Participants will analyze the end-of-unit assessment for relevancy and cultural bias, alignment to the purpose of the learning, and the rigor of the standard. *Can I analyze the end-of-unit assessment for relevancy and cultural bias? Can I align the purpose for the learning, and determine the rigor of the standard?*

Time	FACILITATOR AGENDA	Materials
8:45 am-9am (15 min)	Participant Arrivals	<ul style="list-style-type: none"> Participant materials on tables Parking lot for questions on how AI can support the work?
9am-9:10am (10 min)	Local Welcome by CESA Facilitators - Setting Purpose for the Day	<ul style="list-style-type: none"> Presenter Script Day 2 Slides Slides 39-40
9:10- 10:30 (80 min)	<p>Learning Intention: Participants will learn about the connection of learning intention and success criteria to end-of-unit assessments. <i>Can I explain what the intention is for this lesson? At the end of class, can I explain how successful I was?</i></p> <ul style="list-style-type: none"> Analyze the standard to determine the level of DOK implied Activity (30 minutes) 	<ul style="list-style-type: none"> Template (#6) Slides 41- 49
10:30- 10:45 (15 min)	Break Time	
10:45- 11:45 (60 min)	<p>Learning Intention: Participants will learn about the connection of learning intention and success criteria to end-of-unit assessments. <i>Can I explain what the intention is for this lesson? At the end of class, can I explain how successful I was?</i></p> <ul style="list-style-type: none"> Making Learning Intentions Relevant Create Learning intentions and Success Criteria 	<ul style="list-style-type: none"> Slides 51 - 61
11:45- 12:30 (45 min)	Lunch Break	
12:30- 1:50 (80 min)	<p>Learning Intention: Participants will analyze the end-of-unit assessment for relevancy and cultural bias, alignment to the purpose of the learning, and the rigor of the standard. <i>Can I analyze the end-of-unit assessment for relevancy and cultural bias? Can I align the purpose for the learning, and determine the rigor of the</i></p>	<ul style="list-style-type: none"> Slides 63 - 94 Backwards design video (1:49) Backwards Mapping Template (# 7) Hexagon template (#8)

Classroom/End of Unit Assessment Facilitator Agenda



	<p><i>standard?</i></p> <p>Assessment Process</p> <ul style="list-style-type: none"> ● Connect to 90-8-2 Rule ● Feedback for Learning ● Backwards Design ● What does assessment planning look like? <ul style="list-style-type: none"> ○ Relevance (15 min) <ul style="list-style-type: none"> ■ Hexagon activity ○ Assessment Format (25 min) <ul style="list-style-type: none"> ■ Types of assessment ■ Access to assessment ■ Bias ○ Analyzing an assessment (20 min) 	<ul style="list-style-type: none"> ● Analyze Assessment Template (#9) ● Hattie Chart (shared out Day 1) (#3)(#10)
1:50- 2:00 (10 min)	<ul style="list-style-type: none"> ● Wrap up/ Check in ● Set the stage for next PD sessions 	
2:00- 3:00 (60 min)	<ul style="list-style-type: none"> ● Exit Ticket ● Team Time or Travel Time 	<ul style="list-style-type: none"> ● Exit Ticket for participants ● Reflection Survey for Facilitators