O2C

FOCUS AREA 2: PREPARE FOR QUALITY INSTRUCTION
Component 2C: Align Assessments

COMPONENT GOAL: Student assessments are aligned with learning objectives and responsive to student needs.

Characteristics of Practice

COMPONENT	CHARACTERISTICS OF PRACTICE
Aligned Assessments	Teaching Artists align assessment by: • Using backwards design to map processes against desired products • Establishing assessment criteria, performance indicators, and performance assessments that tie specifically to rubrics with clear descriptions of student achievement levels
Responsive Assessment	At the same time, it is important to remain flexible and adapt assessments to students' needs by: • Selecting an assessment methodology that is relevant to student needs, interests, and background • Including criteria and norm referenced indicators • Designing assessments that account for variable degrees of learning across a student population • Ensuring the language surrounding the assessment is easy for students to connect with and understand

Improving Practice in this Component

The following questions, organized by element, are designed to help organizations and program managers improve and sharpen current practices in this element as well as engage in professional conversations with colleagues and organizational decision-makers.

ELEMENTS	GUIDING QUESTIONS
Aligned Assessments	• Are my assessment methodologies suitable for the learning objectives associated with this unit or lesson? • Have I identified and planned key times in lessons and units to give formative assessments and monitor student learning? • Are my chosen formative assessment(s) a strong measure of student learning and/or growth? How do I know? • Have I tested the rubric for assessment and, if yes, does it provide an accurate snapshot of student achievement?

Improving Practice in this Component *(continued)*

The following questions, organized by element, are designed to help organizations and program managers improve and sharpen current practices in this element as well as engage in professional conversations with colleagues and organizational decision-makers.

ELEMENTS	GUIDING QUESTIONS
Responsive Assessment	• How have I adapted my assessment and/or methods of assessment to meet the needs of groups of students and/or individuals? • Are my assessments crafted in language that students understand? Does the language proficiency of students present challenges in designing assessments? • What strategies can I use to elicit student participant in defining assessment criteria, including levels of performance and standards?

Demonstrating Growth in this Component

Teaching Artists have multiple opportunities to gather tools as evidence and demonstrate practice in this component. The following provides examples, rather than an exhaustive listing, of how Teaching Artists can showcase their teaching practice.

PROFESSIONAL CONVERSATIONS

Evidence of this component can be found during pre-observation conversations, as Teaching Artists strongly collaborate with program managers in this component. Evidence of this component can be found during pre-observation conversations, as Teaching Artists share plans for assessment, including formal and informal checks for understanding, and how they have planned to adjust the lesson pace based on student response, or how learning activities may be adapted as assessments surface areas of strength or in need of growth.

SUPPORTING DOCUMENTS

Teaching Artists have multiple opportunities to gather tools as evidence of practice in this component. The supporting documents below can serve as artifacts and evidence of practice, and can be shared during professional conversations, uploaded to *artlook*,® or gathered during an observation. The following provides examples, rather than an exhaustive listing, of how Teaching Artists can showcase their practice.
• Agenda or notes from a professional development session (e.g.: Understanding by Design assessment design, etc.)
• Rubrics and/or checklists
• Benchmark examples of student work
• Assessment aligned with objectives
• Formative assessments (exit slips, thumbs up/thumbs down, whiteboard response, etc.)
• Summative assessments (portfolio review, final arts project, concert, performance, exhibition, etc.)
• Evidence of IRB/RRB review, and parent and parent and student permissions as required