



Assessment Review Protocol

The **Assessment Review Protocol** is a timed and structured discussion process that focuses on presenting desired results, learning expectations and opportunities, reviewing student learning evidence, and reflecting on how to use the evidence to generate, expand, and validate assessment descriptions for a rubric.

This is a team activity where one teacher volunteers to present the assessment task and collection of student work evidence to review.

- First, the presenting teacher provides the context and expectations for the performance assessment task.
- Then the entire team reviews the student work evidence using the identified standards, assessment checklist, or rubric to discuss and annotate evidence of learning. These annotations can note the proficiency level demonstrated.
- Next, is to use the annotated evidence to generate or validate assessment criteria descriptions on the rubric.
- Finally, the team should reflect on what they discovered and consider feedback on the assessment task design, rubric criteria, and the instructional opportunities that may be needed to support all students.

This is ideally a team activity that will draw upon the subject expertise of the members. The protocol is timed to last 45 minutes, but could be extended if time permits. This protocol naturally follows the **Assessment Design Activity** as a way to further develop and refine the performance assessment and scoring process. This protocol can be facilitated multiple times over the time-span of the PBL unit of study. The more student work that is reviewed, the more valid the rubric becomes, and the more opportunities for the team to have their instructional decisions informed by student data.



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Source: NCTAF Learning Studios Toolkit. (2014): <http://www.nctaf.org/learningstudiostoolkit>



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1. Presentation of Assessment Task (5 minutes)

Provide the context and expectations for the Performance Assessment Task:

- Essential Question
- Performance Assessment Task Prompt
- NGSS-aligned Assessment Checklist

2. Review of Student Work (15 minutes)

Briefly present context to Student Work and other Learning Evidence gathered from your identified Evidence Sources. Examine Student Work samples using your Assessment Checklist and annotate Evidence of Learning on post-it notes. Annotations should provide:

- A brief description of what the Evidence of Learning looks like;
- The Assessment Category on the Checklist that it addresses; and
- The Level of Proficiency evidenced (1-Low to 3-High).

3. Generate and Validate Assessment Descriptions for Rubric (15 minutes)

Use the annotations of Student Learning to generate rich descriptions of various Levels of Proficiency for each Assessment Category.

4. Reflection (10 minutes)

- What does the Learning Evidence tell us about the Assessment Task?
- How might you adjust the Assessment Task to get better Learning Evidence?
- What instructional supports may be needed to support the less proficient students?