

## RSU 2 Assessment Review Protocol

**Purpose:** The purpose of this process is to review assessments developed by colleagues and to provide descriptive, actionable feedback that will help them improve their assessments.

### Materials Needed:

- [Summative Assessment Design Guide](#) (1 per person)
- [Feedback Sheet](#) (1 per assessment)
- Timer or stopwatch to time rounds

### Ground Rules:

- Provide written feedback that is descriptive and actionable so that it is useful to the owner of the assessment.
- Remain silent during the rounds of feedback so that others can concentrate on reading the assessments and providing feedback

### Introduction (10 minutes)

PLG Facilitator introduces process for assessment review. Give participants 2 minutes to read through the Summative Assessment Design Guide. Each round will focus on one of the four areas- Alignment, Accessibility, Transfer, and Rigor.

Place each Assessment and Rubric around the room on tables. Leave the stapled packet of questions beside the Assessment.

### Rounds (1 hour total, 15 minutes per round)

#### **ROUND 1. - Feedback on ALIGNMENT** (3-5 minutes per assessment, max 15 minutes)

- Each person starts at the assessment to the left of their own.
- Read the assessment and rubric, looking for evidence of ALIGNMENT (according to the descriptors on the Summative Assessment Design Guide)
- Provide written feedback to the owner of the assessment on page 1 of the packet of questions. Refer to specific parts of the assessment and design guide and be as specific as possible with your feedback.
- When the facilitator indicates that 5 minutes are up, continue moving left to the next assessment. Repeat the Round 1 process through 3 assessments.

#### **ROUND 2 - Feedback on ACCESSIBILITY** (5 minutes per assessment, max 15 minutes)

- Each person starts at the next assessment to their left
- Read the assessment and rubric, looking for evidence of ACCESSIBILITY (according to the descriptors on the Summative Assessment Design Guide)
- Provide written feedback to the owner of the assessment on page 2 of the packet of questions. Refer to specific parts of the assessment and design guide and be as specific as possible with your feedback.
- When the facilitator indicates that 5 minutes are up, continue moving left to the next assessment. Repeat the Round 2 process through 3 assessments.



**ROUND 3 - Feedback on TRANSFER** (5 minutes per assessment, max 15 minutes)

- i. Each person starts at the next assessment to their left (SKIP YOUR OWN ASSESSMENT)
- j. Read the assessment and rubric, looking for evidence of TRANSFER (according to the descriptors on the Summative Assessment Design Guide)
- k. Provide written feedback to the owner of the assessment on page 3 of the packet of questions. Refer to specific parts of the assessment and design guide and be as specific as possible with your feedback.
- l. When the facilitator indicates that 5 minutes are up, continue moving left to the next assessment. Repeat the Round 3 process through 3 assessments.

**ROUND 4 - Feedback on RIGOR** (5 minutes per assessment, max 15 minutes)

- m. Each person starts at the next assessment to their left (SKIP YOUR OWN ASSESSMENT)
- n. Read the assessment and rubric, looking for evidence of RIGOR (according to the descriptors on the Summative Assessment Design Guide)
- o. Provide written feedback to the owner of the assessment on page 4 of the packet of questions. Refer to specific parts of the assessment and design guide and be as specific as possible with your feedback.
- p. When the facilitator indicates that 5 minutes are up, continue moving left to the next assessment. Repeat the Round 4 process through 3 assessments.

**Debrief (10-15 minutes)**

1. Take 2 minutes to read through the feedback you received.
2. Whip-Around Questions: Each person in the group has the opportunity to ask ONE clarifying question to the group about a piece of feedback they received.
3. Whip-Around Reflections: Each person should report out on ONE thing they will consider modifying about their assessment as a result of the feedback they received.

