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)
   a. Each person starts at the assessment to the left of their own.
   b. Read the assessment and rubric, looking for evidence of ALIGNMENT (according to the descriptors on the Summative Assessment Design Guide)
   c. 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.
   d. 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)
   e. Each person starts at the next assessment to their left
   f. Read the assessment and rubric, looking for evidence of ACCESSIBILITY (according to the descriptors on the Summative Assessment Design Guide)
   g. 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.
   h. 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.