

## Proficiency-Based Assessment Tuning Protocol

*Adapted from David Allen and Joseph MacDonald*

**Purpose:** To align assessments with graduation standards and performance indicators, intended to determine student proficiency in knowledge and skills.

Guiding Questions:

*Will this assessment give students the opportunity to produce evidence for all of the performance indicators listed?*

*Will this assessment be engaging and feel authentic to the students?*

**Time:** 40 minutes

**Participants:** 4-10 group members.

**Roles:** Facilitator, Presenter, Timekeeper

### Process

1. **Presentation.** (3-5 min) The presenter shares the standard(s) and/or performance indicators the assessment measures, as well as directions, scoring guides, a rubric, or samples of student work. S/he may provide context on grade level, number of students, his/her response to the student work. The presenter should share a focus question for the group to consider.
2. **Review of work.** (10 min) The group silently reviews distributed assessments, rubrics, and samples of student work.
3. **Clarifying Questions.** (3-5 min) The group asks clarifying questions of the presenter, just to ensure they understand the documents and his/her question(s)
4. **Warm Feedback** (round robin, then open discussion; 5 min). While the presenter silently takes notes, the group identifies specific elements of the assessment, rubric, or student work that indicate alignment with the standard(s) or performance indicator(s).
5. **Cool Feedback** (round robin, open discussion; 10 min). While the presenter silently takes notes, the group identifies specific elements of the assessment, rubric, or student work that could be improved to better align to standard(s) and performance indicator(s) and/or that would be likely to improve student learning.
6. **Reflection** (3-5 min). The presenter identifies 2-3 things s/he will work on as a result of the feedback and any new ideas s/he had as a result of the discussion. S/he should not try to respond to all ideas and feedback from the warm and cool feedback.
7. **Debrief the protocol** (3-5 min). The facilitator helps the group assess how helpful the protocol was (or was not) in meeting the purpose of the protocol and the needs of the presenter.
  - What worked well in this process?
  - What could we improve to have more effective feedback?