



MCCPS Assessment Validation Protocol

Purpose

To ensure our assessments have technical quality. This protocol can be used with performance assessments as well as traditional assessments. (When we share our assessments with our colleagues we are more likely to uncover our blind spots and assumptions.)

The purpose of the protocol is to use our working definition of performance assessment to enhance (examine) our local assessments.

Planning and Norms

- **Time:** 50-60 minutes (First round will take more time as group develops familiarity with questions. More time is also required if student work is being reviewed with assessment.)
- **Number of People:** 4+
- Choose a facilitator, timekeeper, recorder and reporter.
- Be respectful of the presenter and of the student and his or her work.
- Keep the conversation constructive; avoid judgmental language.
- Be appreciative of the facilitator's role and follow the guidelines and time constraints.
- Keep feedback crisp and to the point.
- Don't skip the debrief.¹

Process

- ✓ **Norms:** The facilitator reviews the protocol process, norms and any additional questions or information, if the assessment is being tuned. 2 - 5 minutes
- ✓ **Presentation:** Presenter briefly walks through the materials with the group and explains the context of the assessment. 3 - 5 minutes
- ✓ **Examination:** Group members silently examine the assessment materials. 7 - 10 minutes
- ✓ **Clarifying Questions:** The group asks any clarifying questions they have about the materials and process. 2 - 7 minutes. These questions should help the group complete the checklist.
- ✓ **Validation Guide:** While the presenter silently takes notes, the facilitator leads groups through each section of the Validation Checklist and seeks consensus for each item. The facilitator reads each numbered item aloud, asks the group to consider whether the answer is yes or no and to be prepared to explain their choice. Once consensus is reached (80% agreement), the group moves on to the next numbered item. Times are specified for each section and each section can be modified to meet the needs of the group as long as seven minutes are left for the remaining steps of feedback and debrief. 20-30 minutes
- ✓ **Feedback and Reflection:** The team reads the feedback from each section. After hearing all of the feedback, the presenter may ask clarifying questions, provide further information, and offer reflections based on the feedback, but DOES NOT need to justify! The facilitator reminds the presenter to resist the tendency to justify. 8 - 10 minutes.

Debrief

The facilitator leads the debrief. 4 minutes

- Did the team honor the norms at all times?
- What went well? What could have gone better?
- What are the implications of what we've learned for instruction?

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Assessment Information

Title of Assessment: _____ Date: _____
Grade/Subject: _____ Author: _____
Validation Team: _____

Quality Aligned Instruction (6-8 Minutes)

1. Alignment

- Is clearly aligned to specific Content Standards (or intended parts of content standards).
- Assesses what is intended to be assessed—will elicit what the student knows and can do related to the chosen standards and benchmarks. Any scaffolding (e.g., task broken into smaller steps: graphic organizer to pre-plan a response) provided does not change what is actually being assessed.
- Is aligned to appropriate depth of knowledge to assess the standard. Identify & check DOK levels assessed below. For example, an essay would mostly assess DOK 3, but some DOK 2 items might also be included. Check “most” for DOK 3 and “some” for DOK 2.

DOK 1: recall; memorization; simple understanding of a word or phrase
(___most of assessment/ ___some of the assessment/ ___none of the assessment)

DOK 2: covers level 1 plus paraphrase, summarize, interpret, infer, classify, organize, compare and determine fact from fiction. There is a correct answer, but may involve multiple concepts.
(___most of assessment/ ___some of the assessment/ ___none of the assessment)

DOK 3: students must support their thinking by citing references from text or other sources. Students are asked to go beyond the text to analyze, generalize or connect ideas. Requires deeper knowledge. Items may require abstract reasoning, inferences between and across readings, application of prior knowledge or text support for an analytical judgment about a text.
(___most of assessment/ ___some of the assessment/ ___none of the assessment)

DOK 4: Requires higher-order thinking, including complex reasoning, planning, and developing of concepts. Usually applies to an extended task or project. Examples: evaluates works by the same author, critiques an issue across time periods or researches topic/issue from different perspectives; longer investigations or research projects.
(___most of assessment/ ___some of the assessment/ ___none of the assessment)

- The assessment is scheduled appropriately in the year with enough teaching time provided to allow all students to successfully complete it.

Alignment Notes	
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Quality Task Design (10-12 Minutes)

2. Clarity and Focus

- Addresses an essential question, big idea, or key concept or skill of the unit/course.

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- Is linked to ongoing instruction and curriculum map (within a unit of study/course)
- Directions clearly indicate what the student is being asked to do.
- Includes what will be assessed individually by the student (even if it is a group task).

Clarity and Focus Notes	
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3. Student Engagement

- Provides for ownership and decision-making, requiring the student to be actively engaged.
- Focuses on significant content and addresses authentic problems and issues from the world outside the classroom.

Student Engagement Notes	
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4. Criteria and Levels

- Rubric(s) or scoring guide(s) assess all intended parts of content standards.
- Exemplars or models illustrate expectations aligned to standards.

Criteria and Levels Notes	
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5. Integration

- More than one content area is addressed in the project
- Connection to other subject area is meaningful and authentic
- Integration is engaging for students
- Evidence of opportunities for students to apply skills
- Provides a deeper understanding of content

Integration Notes	
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Validation Team Recommendation (8-10 Minutes)

- validation pending** – please review feedback and make revisions
- validation complete** – please submit final edited version to team leader

Overall Feedback	
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