## SCILLSS Classroom Science Assessment Workshop

## Facilitator Process Agenda

## Purpose

The purpose of the SCILLSS Classroom Science Assessment Workshop is to build educator capacity to use a principled-design approach to design quality classroom science assessment tasks that link to curriculum and instruction.

## Goals/Objectives

### For educators to:

* Develop a deeper understanding of classroom-based science assessments, their relationship to other forms of assessment, and their purposes and uses in a standards-based system of curriculum, instruction, and assessment
* Develop an understanding of a principled-approach for developing three-dimensional tasks aligned to NGSS-like standards for use within classrooms
* Collaborate to develop a classroom science assessment task, rubric and exemplar response(s) for their assigned grade or domain to support instruction, which includes:
	+ Developing an understanding of the characteristics and features of high-quality assessment tasks
	+ Unpacking and articulating the knowledge, skills, and abilities (KSAs) for measurement
	+ Understanding assessment evidence and how it is elicited by an assessment task
	+ Developing rubrics that support the identification, integration, and scoring of evidence
	+ Evaluating the extent to which evidence in support of the targeted KSAs are elicited by an assessment task

## Resources to Support Facilitation

Strengthening Claims-based Interpretations and Uses of Local and Large-scale Science Assessment Scores Project (SCILLSS). (2018). *A Guide to Develop Classroom Next Generation Science Standards Assessment Resources: A Principled-design Approach*. Lincoln, NE: Nebraska Department of Education. Available [here](https://www.scillsspartners.org/wp-content/uploads/2019/05/A-Guide-to-Develop-Classroom-based-Next-Generation-Science-Standards-Assessment-Tasks_A-Principled-design-Approach-Final_Task-Reformatted_EB2_KH.pdf).

Harris, C. J., Krajcik, J. S., Pellegrino, J. W., & McElhaney, K.W. (2016). *Constructing assessment tasks that blend disciplinary core ideas, crosscutting concepts, and science practices for classroom formative applications.* Menlo Park, CA: SRI International. Available [here](https://www.sri.com/sites/default/files/publications/constructing_assessment_tasks_2016.pdf).

Huff, K., & Plake, B. (2010). Evidence-Centered Assessment Design in Practice. *Applied Measurement in Education, 23*(4), 207-209. Available for purchase [here.](http://www.tandfonline.com/doi/abs/10.1080/08957347.2010.510955?journalCode=hame20)

Mislevy, R. J., & Haertel, G.D. (2006). Implications of Evidence-Centered Design for Educational Testing. *Educational Measurement: Issues and Practice, 25*(4), 6-20. Available for purchase [here.](http://onlinelibrary.wiley.com/doi/10.1111/j.1745-3992.2006.00075.x/abstract)

Pellegrino, J. W., DiBello, L. V., & Goldman. S. R. (2016). A Framework for Conceptualizing and Evaluating the Validity of Instructionally Relevant Assessments. *Educational Psychologist,* 0(0), 1–23. Available for purchase [here.](http://www.tandfonline.com/doi/abs/10.1080/00461520.2016.1145550)

Zalles, D., Haertel, G., & Mislevy, R. (2010). *Using Evidence-Centered Design to Support Assessment, Design, and Validation of Learning Progressions* (Large-Scale Assessment Technical Report 10). Menlo Park, CA: SRI International. Available [here.](https://ecd.sri.com/downloads/ECD_TR10_Learning_Progressions.pdf)

## Day 1 Process Agenda

| Time/Amount | Activity Summary | Objectives | Materials/Set-Up |
| --- | --- | --- | --- |
| 8:00 am – 9:00 am60 minutes | **Breakfast** (if applicable)* Greet individuals as they come into the meeting room
* Individuals find their assigned seat and materials and help themselves to breakfast
* Participants complete the icebreaker activity by writing two things about themselves on index cards
 | * Make participants feel welcome
* Allow participants time to eat breakfast, get comfortable, and complete the ice-breaker activity
 | * Set up electronic file sharing space (e.g., Google Drive, Box, etc.) and ensure all educators have access and editing rights to materials (in advance of the session)
* Participant table tent cards, name tags, table supplies, scrap paper, and participant folders (with agenda, PPT, and evaluation form) set up at rectangular tables by grade-level team
* Process Agenda (for facilitators only)
* Wireless SSID:

Wireless Password:* Display the first slide of the PPT presentation on the screen
 |
| 9:00 am – 9:15 am15 minutes | **Welcome / Introductions*** Welcome
* Provide an overview of the purpose and goals of the meeting
* Make announcements and discuss logistics
* *Ice breaker activity* – Example: Invite facilitators and participants to introduce themselves by sharing two facts from their index card
 | * Participants understand the purpose and goals of the meeting and the meeting logistics (e.g., restrooms, comfort station, Wi-Fi access, reimbursement forms/process), and they meet and get to know the other participants
 | * PPT slide 2
* Participant and facilitator completed index cards (optional)
 |
| 9:15 am – 9:25 am10 minutes | **Overview of Agenda and Workshop Goals*** Review purpose, activities, and goals for the workshop
* Review agenda and folder of materials
 | * Discuss the purpose and goals of the workshop
* Walk through the agenda (activities/timeframe) and folder of materials
* Explain that additional materials will be provided through the file sharing platform and via handouts throughout the workshop
 | * PPT slides 3-11
* Participant folders
* File Sharing Platform:

Username: Password:  |
| 9:25 am – 10:00 am35 minutes | **A Principled-Approach to Develop Classroom Science Assessment Tasks*** Review the role of classroom assessment in the context of curriculum and instruction
* Define assessment as a process of reasoning from evidence and explore the key principles of assessment design
* Introduce the purpose and benefits of principled-design
* Provide an overview of Evidence-Centered Design (ECD) and its multi-layered framework
* Provide an overview of a principled approach to designing classroom assessment tasks, including the purpose and benefits of each design phase (domain analysis, domain modeling, and conceptual assessment framework)
 | * Participants will consider the importance of coherence among curriculum, instruction, and assessment, and will begin to think of assessment as a process of reasoning from evidence, which includes a consideration of cognition, observation, interpretation, and inference
* Participants will receive an introduction to principled-design and will begin to understand the multiple layers of ECD and the three design phases in focus for developing classroom science assessments. Participants will also begin to consider the benefits of using the approach
 | * PPT slides 12-27
* Participant folders
 |
| 10:00 am – 10:30 am30 minutes | **Overview of the Purpose and Development of an Unpacking Tool*** Review the purpose of unpacking the dimensions of a PE
* Share the components of the Unpacking Tool
* Walk through a completed SCILLSS Unpacking Tool
* Review the available resources for unpacking
 | * Participants will gain an understanding of the purpose of the unpacking process and the components of the Unpacking Tool. Participants will have a completed SCILLSS model for reference to inform their work.
* Participants will understand the directions for unpacking their selected PE with help from their facilitator
 | * PPT slides 29-38
* Participant folders
 |
| 10:30 am – 11:30 am60 minutes | **Breakout Activity and Discussion: Unpacking Tool Activity*** Review key ideas, strategies and guiding questions from the *Facilitator Guidance to Support Activities*
* Review *Partially Completed Unpacking Tool* and *Unpacking Tool Activity* *Directions* with participants
* Grade-level discussions
 | * Participants will gain an understanding of the key ideas, guiding questions, and strategies to support the development of a completed Unpacking Tool
* Participants will complete an Unpacking Tool
* Participants will have grade-level discussions
 | * PPT slides 39-45
* Facilitator Guidance to Support Activities
* Unpacking Tool Activity Directions
* Partially Completed Unpacking Tool
* Completed Unpacking Tool – Activity Answer Key (Facilitator)
* SCILLSS Model Unpacking Tools
* NGSS Card Decks
* NGSS Resources (File sharing platform)
 |
| 11:30 am – 12:30 pm60 minutes | **Working Lunch*** Walk through the *SCILLSS Model Unpacking Tools* to provide background information and to describe the metacognition that guided the work
* Begin working on the Unpacking Tool in grade-level groups
* Facilitators will guide the teams through the process, beginning with the selection of a PE.
* Teams will have a working lunch from 11:30 AM-12:30 PM and then an additional 60 minutes from 12:30-1:30 PM to finish drafting the Unpacking Tool
 | * Participants will select the PE from the targeted bundle of PEs for their grade level/band
* Participants must all address the PE through instruction
* Participants will begin to complete the Unpacking Tool in their grade-level teams. Participants can work in paper or electronic versions, but the final draft should be captured electronically on the file sharing platform
* Participants will have a completed SCILLSS model for reference to inform their work
 | * PPT slides 47-48
* Facilitator Guidance to Support Activities
* Unpacking Tool Template (paper and electronic copies)
* SCILLSS Model Unpacking Tools
* NGSS Card Decks
* NGSS Resources (File sharing platform)
 |
| 12:30 pm – 1:30 pm60 minutes | **Collaborative Teams: Unpacking Tool*** Continue working on the Unpacking Tool in grade-level groups
 | * Teams continue drafting their Unpacking Tool and document their work on the file sharing platform
 | * Same resources as above
 |
| 1:30 pm – 2:00 pm30 minutes | **Overview and Guided Activity: Purpose and Development of a Task Specifications Tool (Part 1 – Knowledge, Skills, and Abilities)*** Review the purpose of identifying assessment task specifications
* Explain the first section of the Task Specifications Tool Template: KSAs
* Walk through and discuss the completed example of KSAs on slide 52
* Review the available resources for identifying the KSAs
* As a whole group, collectively brainstorm possible KSAs for a group’s selected PE; facilitators record ideas in the Task Specifications Tool Template on the file sharing platform.
 | * Participants will gain an understanding of the purpose of identifying assessment task specifications and the first component of the Task Specifications Tool Template
* Participants will participate in a guided activity to brainstorm KSAs for a targeted PE
 | * PPT slides 49-54
* Participant folders
* Facilitator Guidance to Support Activities
* Task Specifications Tool Template (paper copy and electronic copy on the file sharing platform)
 |
| 2:00 pm – 2:30 pm30 minutes | **Collaborative Teams: Develop Task Specifications Tool (Part 1 – Knowledge, Skills, and Abilities)*** Facilitators will guide grade level/band teams to develop the KSAs for their targeted PE
* Facilitators will walk through the completed *SCILLSS Model Task Specifications Tools* to provide background information and to describe the metacognition that guided the work
 | * Participants will complete the KSAs for their Task Specifications Tool Template in their grade-level teams
* Participants can work in paper or electronic versions, but the final draft should be captured electronically on the file sharing platform
* Participants will have a completed SCILLSS model for reference to inform their work
 | * PPT slides 55-56
* Facilitator Guidance to Support Activities
* Task Specifications Tool Template (paper copy and electronic copy on the file sharing platform)
* SCILLSS Model Task Specifications Tools
* NGSS Card Decks
* NGSS Resources (File sharing platform)
 |
| 2:30 pm – 3:00 pm30 minutes | **Overview and Guided Activity: Purpose and Development of a Task Specifications Tool (Part 2 – Student Demonstrations of Learning and Work Products)*** Explain the next sections of the Task Specifications Tool Template: SDLs and WPs
* Walk through and discuss the completed examples of SDLs and WPs on slide 58
* Review the available resources for identifying the SDLs and WPs
* As a whole group, collectively brainstorm possible SDLs and WPs for a group’s selected PE; facilitators record ideas in the Task Specifications Tool Templateon the file sharing platform
 | * Participants will gain an understanding of the purpose of identifying assessment task specifications and the components of the Task Specifications Tool Template
* Participants will participate in a guided activity to brainstorm SDLs and WPs for a targeted PE
 | * PPT slides 57-60
* Participant folders
* Facilitator Guidance to Support Activities
* Task Specifications Tool Template (paper copy and electronic copy on the file sharing platform)
 |
| 3:00 pm – 3:30 pm30 minutes | **Collaborative Teams: Develop Task Specifications Tool (Part 2 – Student Demonstrations of Learning and Work Products)*** Facilitators will guide grade level/band teams to develop the SDLs and WPs for their targeted PE
* Facilitators will walk through the completed *SCILLSS Model Task Specifications Tools* to provide background information and to describe the metacognition that guided the work
 | * Participants will complete the SDLs and WPs for their *Task Specifications Tool Template* in their grade-level teams
* Participants can work in paper or electronic versions, but the final draft should be captured electronically on the file sharing platform
* Participants will have a completed SCILLSS model for reference to inform their work
 | * PPT slides 61-62
* Facilitator Guidance to Support Activities
* Task Specifications Tool Template
* SCILLSS Model Task Specifications Tools
* NGSS Card Decks
* NGSS Resources (File sharing platform)
 |
| 3:30 pm – 4:00 pm30 minutes | **Overview and Guided Activity: Purpose and Development of a Task Specifications Tool (Part 3 – Task Features, Variable Features, and Assessment Boundaries)*** Explain the next sections of the Task Specifications Tool: TFs, VFs, ABs
* Walk through and discuss the completed examples of TFs, VFs, ABs on slides 64 and 65
* Review the available resources for identifying the TFs, VFs, ABs
* As a whole group, collectively brainstorm possible TFs, VFs, ABs for a group’s selected PE; facilitators record ideas in the Task Specifications Tool Template on the file sharing platform
 | * Participants will gain an understanding of the purpose of identifying assessment task specifications and the components of the Task Specifications Tool Template
* Participants will participate in a guided activity to brainstorm TFs, VFs, ABs for a targeted PE
 | * PPT slides 63-67
* Facilitator Guidance to Support Activities
* Participant folders
* Task Specifications Tool Template (paper copy and electronic copy on the file sharing platform)
 |
| 4:00 pm – 4:30 pm30 minutes | **Collaborative Teams: Develop Task Specifications Tool (Part 3 – Task Features, Variable Features, and Assessment Boundaries)*** Facilitators will guide grade level/band teams to develop the TFs, VFs, and ABs for their targeted PE
* Facilitators will walk through the completed *SCILLSS Model Task Specifications Tools* to provide background information and to describe the metacognition that guided the work
 | * Participants will complete the TFs, VFs, and ABs for their Task Specifications Tool Template in their grade-level teams
* Participants can work in paper or electronic versions, but the final draft should be captured electronically on the file sharing platform
* Participants will have a completed SCILLSS model for reference to inform their work
 | * PPT slides 68-69
* Facilitator Guidance to Support Activities
* Task Specifications Tool Template
* SCILLSS Model Task Specifications Tools
* NGSS Card Decks
* NGSS Resources (File sharing platform)
 |
| 4:30 pm – 4:45 pm15 minutes | **Group Share and Adjourn*** Status updates from each group
* Discuss next steps and agenda for Day 2
 | * Get a temperature reading on how participants are feeling with the process and their progress
* Review the objectives for Day 2 and the meeting overall
 | * PPT slide 70
 |
| 4:45 pm – 5:15 pm30 minutes | **Facilitator Debrief / Discussion** | * Determine what went well and what can be improved for Day 2
 |  |

## Day 2 Process Agenda

| Time/Amount | Activity Summary | Objectives | Materials/Set-Up |
| --- | --- | --- | --- |
| 8:00 am – 9:00 am60 minutes | **Breakfast** (if applicable) |  |  |
| 9:00 am – 9:30 am30 minutes | **Welcome, Agenda Overview, and Questions*** Revisit the purpose and goals of the meeting
* Make announcements and discuss logistics
* Review the Day 2 agenda
* Participants consider the questions they have regarding the tools and work completed, the challenges they faced, and the benefits they see from the process
 | * Participants understand the purpose, goals, and agenda for the meeting
* Open dialogue with participants to encourage them to think about the work from Day 1 and the clarity and utility of the principled-design process and tools
 | * PPT slides 72-74
* Participant folders
 |
| 9:30 am – 10:00 am30 minutes | **Overview of Task Development*** Describe the features of a classroom assessment task
* Discuss the connections between the Unpacking and Task Specifications Tools and a task
* Show examples of a SCILLSS task
* Review strategies and guiding questions from the *Facilitator Guidance to Support Activities*
 | * Participants will gain an understanding of the features of a classroom assessment task
* Participants will understand the connections between a task and the Unpacking and Task Specifications Tools
* Participants will have a completed SCILLSS model for reference to inform their work
 | * PPT slides 75-84
* Participant folders
* Facilitator Guidance to Support Activities
 |
| 10:00 am – 11:00 am60 minutes | **Breakout Activity and Discussion: Evaluation and Comparison of Grade 8 Science Tasks*** Participants will review the *SCILLSS Grade 8 Student Task* and *Task Administration Guide* and the *Example Grade 8 Science Unit Quiz*
* Participants will complete the *Task Comparison Review Worksheet*
* Participants will evaluate, compare, and contrast (i.e., similarities and differences) between the two science assessments based on the presented criteria for high-quality science assessment
* Participants will have an opportunity to share their findings with the larger group
 | * Participants will understand the differences between a traditional assessment task and one created for three-dimensional standards
* Participants will gain a deeper understanding of the criteria for designing and evaluating high-quality three-dimensional science tasks
 | * PPT slides 85-89
* SCILLSS Grade 8 Student Task (MS-PS4-2)
* SCILLSS Grade 8 Task Administration Guide (MS-PS4-2)
* Example Grade 8 Science Unit Quiz
* Task Comparison Review Worksheet
* Illustration of Task Features Informed by the Unpacking and Task Specifications Tool (one per group)
 |
| 11:00 am – 11:30 am30 minutes | **Collaborative Teams: Review Example Task Ideas*** Facilitators will guide grade level/band teams through the *Sample Task Ideas* for the below PEs using the completed Unpacking and Task Specifications Tools and will facilitate discussions about the quality of the task ideas
	+ **Grade 5:** 5-ESS1-2
	+ **Middle School:** MS-PS3-1
	+ **High School:** HS-ESS2-5 & HS-LS4-5
* Collaborative teams might begin to brainstorm task ideas for their group’s selected PE, time permitting
* Before participants begin developing their own task in their collaborative teams, facilitators will lead a large-group discussion using the discussion question on slide 92
 | * Participants will gain an understanding of possible task ideas and scenarios for classroom assessment tasks
* Participants will consider the quality of the task ideas and scenarios (e.g., Do they require students to “sense-make” and figure out a problem? Are they engaging, relevant, and accessible to a wide range of students?)
* Participants may begin brainstorming task ideas for their collaborative team’s selected PE
 | * PPT slides 90-92
* Sample Task Ideas
* Complete Unpacking and Task Specifications Tools for the below PEs (from prior activity):
	+ **Grade 5:** 5-ESS1-2
	+ **Middle School:** MS-PS3-1
	+ **High School:** HS-ESS2-5 & HS-LS4-5
 |
| 11:30 am – 12:30 pm60 minutes | **Working Lunch*** Facilitators will walk through the SCILLSS completed model to provide background information and to describe the metacognition that guided the work
* Facilitators will guide grade level/band teams to develop the task for their targeted PE using the completed Unpacking and Task Specifications Tools
* Facilitators will guide teams to consider revisions to the Unpacking and Task Specifications Tools
 | * Participants begin drafting their task in their grade-level teams. Participants should complete their drafts in the *Task Development Tool Template* and save an electronic version to the file sharing platform
 | * PPT slide 93-96
* Facilitator Guidance to Support Activities
* Task Development Tool Template
* Unpacking and Task Specifications Tools for each group
* SCILLSS completed models of Unpacking Tools, Task Specifications Tools, and Tasks at grades 5, 8 and 11
* NGSS Card Decks
* NGSS Resources (File sharing platform)
* The Wonder of Science (Phenomena)
* Illustration of Task Features Informed by the Unpacking and Task Specifications Tool
 |
| 12:30 pm – 2:00 pm 1 hour and 30 minutes | **Collaborative Teams: Draft Task and Revisit Tools*** Continue working on the task in grade-level teams
 | * Teams finish their task and capture the final draft in the template on the file sharing platform
 | * Same resources as above
 |
| 2:00 pm – 2:30 pm30 minutes | **Overview of Rubric and Exemplar Response Development*** Describe the features of a classroom assessment task rubric and exemplar response
* Discuss the connections between the Unpacking and Task Specifications Tools and task rubric and exemplar response
* Show examples of rubrics and exemplar responses from *SCILLSS Model Tasks and Rubrics*
* Review strategies and guiding questions from the *Facilitator Guidance to Support Activities*
 | * Participants will gain an understanding of the features of a classroom assessment task rubric and exemplar response
* Participants will understand the connections between a task rubric and exemplar response and the Unpacking and Task Specifications Tools
* Participants will have completed *SCILLSS Model Tasks and Rubrics* for reference to inform their work
 | * PPT slides 97-107
* Participant folders
* Facilitator Guidance to Support Activities
* SCILLSS Model Tasks and Rubrics
 |
| 2:30 pm – 4:15 pm1 hour and 45 minutes | **Collaborative Teams: Draft Rubric and Exemplar Response*** Facilitators guide their group in the development of the task rubric and exemplar responses
* Participants will complete the *Rubric Development Tool Template*
 | * Teams will draft their rubric and student exemplar responses
 | * PPT slides 108-112
* Facilitator Guidance to Support Activities
* Task Development Tool Template
* Rubric Development Tool Template
* Unpacking and Task Specifications Tools for each group
* SCILLSS Model Unpacking Tools, Task Specifications Tools, and Tasks and Rubrics
* NGSS Card Decks
* NGSS Resources (File sharing platform)
* The Wonder of Science (Phenomena)
* Illustration of Task Features Informed by the Unpacking and Task Specifications Tool
 |
| 4:15 pm – 4:30 pm15 minutes | **Group Share and Adjourn*** Status updates from each group
* Discuss next steps and agenda for Day 3
 | * Get a temperature reading on how participants are feeling with the process and their progress
* Review the objectives for Day 3 and the meeting overall
 | * PPT slide 113
* Participant folders
 |
| 4:30 pm – 5:00 pm30 minutes | **Facilitator Debrief / Discussion** | * Determine what went well and what can be improved for Day 3
 |  |

## Day 3 Process Agenda

|  |  |  |  |
| --- | --- | --- | --- |
| 8:00 am – 9:00 am60 minutes | Breakfast (if applicable) |  |  |
| 9:00 am – 9:30 am30 minutes | **Welcome, Agenda Overview, and Questions*** Revisit the purpose and goals of the meeting
* Make announcements and discuss logistics
* Review the Day 3 agenda
* Participants consider the questions they have regarding the tools and work completed, the challenges they faced, and the benefits they see from the process
 | * Participants understand the purpose, goals, and agenda for the meeting
* Open dialogue with participants to encourage them to think about the work from Day 2 and the clarity and utility of the principled-design process and tools
 | * PPT slides 114-117
* Participant folders
 |
| 9:30 am – 10:30 am60 minutes | **Collaborative Teams: Finalize Tools, Task, Rubric, and Exemplar Response for Cross-Group Review*** Teams will work to finalize their Unpacking and Task Specifications Tools, tasks, rubrics and student exemplars for the cross-group reviews
 | * Participants will prepare materials for the cross-group reviews
 | * PPT slides 118-119
* Tools, task, rubric, and student exemplars for each group
* NGSS Card Decks
* NGSS Resources (File sharing platform)
* The Wonder of Science (Phenomena)
* Illustration of Task Features Informed by the Unpacking and Task Specifications Tool
 |
| 10:30 am – 12:00 pm1 hour and 30 minutes | **Cross-Group Review of Tools, Tasks, and Rubrics*** Present the review steps, criteria and worksheet
* Participants evaluate and discuss another group’s tools, task, and rubric using the *Science Classroom Assessment Task Development and Review Worksheet*
* Each group will record their review/discussion notes on the provided worksheet and in the margins of the task and rubric, as needed
 | * Each team will review and provide feedback to another group’s tools, task, and rubric (ES reviews MS, MS reviews HS, and HS reviews ES)
* Each team will receive written feedback from the other group to inform revisions to their tools, task, rubric, and student exemplars
* Review strategy: One person travels to another group to serve as a resource to help guide the discussion (Here’s what we did and why.)
 | * PPT slides 120-123
* Tools, task, rubric, and student exemplars for each group
* Science Classroom Assessment Task Development and Review Worksheet
 |
| 12:00 pm – 1:00 pm60 minutes | **Working Lunch*** Teams work together to review the feedback from the other group and apply revisions to their tools, task, rubric, and student exemplars
 | * Participants will consider feedback from peers and revise tools, task, rubric, and student exemplars accordingly
* Final drafts of the revised tools, tasks, and rubrics are completed and posted to the file sharing platform
 | * PPT slide 124-126
* Tools, task, rubric, and student exemplars for each group
* Classroom Assessment Task Development and Review Worksheet
 |
| 1:00 pm – 2:30 pm1 hour and 30 minutes | **Collaborative Teams: Revision of Tools, Tasks, and Rubrics*** Team will continue to work together on their tools, task, rubric, and student exemplars
 | * Same as above
 | * Same resources as above
 |
| 2:30 pm – 3:45 pm1 hour and 15 minutes | **Verification of Task Alignment Activity*** Facilitators will guide grade level/band teams to complete the verification of task alignment for their targeted PE and task using the *Verification of Task Alignment Tool Template*
* Facilitators will guide teams to consider revisions to their tools, tasks, rubrics and exemplar responses, as necessary
 | * Participants will be able to identify the elements of the Unpacking and Task Specifications Tools in their task
* Participants complete the *Verification of Task Alignment Tool Template* in their grade-level teams
 | * PPT slides 127-129
* Participant folders
* Tools, task, rubric, and student exemplars for each group
* Verification of Task Alignment Tool Template
 |
| 3:45 pm – 4:15 pm30 minutes | **Group Share: Lessons Learned and Key Takeaways*** Lead a large-group discussion of the questions on slide 131
* Participants consider their questions, the challenges they faced, and the benefits they see from the process
 | * Open dialogue with participants to encourage them to think about the work from Days 1-3 and the clarity and utility of the principled-design process and tools
 | * PPT slides 130-131 (discussion questions projected on the screen)
 |
| 4:15 pm – 4:30 pm15 minutes | **Next Steps, Complete Educator Surveys and Meeting Evaluations / Adjourn*** Participants complete meeting evaluation form in their folders
 | * Gather feedback about participant perspectives of the meeting by having them complete the meeting evaluation form
* Address parking lot questions
* Answer participant questions and address concerns
 | * PPT slide 132
* Meeting evaluation form (located in participant folders)
 |

This process agenda was developed with funding from the US Department of Education under Enhanced Assessment Grants Program CFDA 84.368A. The contents do not necessarily represent the policy of the US Department of Education, and no assumption of endorsement by the Federal government should be made.

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