SCILLSS Classroom Science Assessment Workshop

**Evaluation Form**

**Please rate your level of agreement with the following statements.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Strongly Disagree** | **Disagree** | **Agree** | **Strongly Agree** |
| I developed 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. | 🞎 | 🞎 | 🞎 | 🞎 |
| I understand how to use principled-design to develop three-dimensional classroom science assessment tasks aligned to the performance expectations in *[include state standards]*. | 🞎 | 🞎 | 🞎 | 🞎 |
| I worked with my collaborative team to develop a classroom science assessment task and rubric for my assigned grade or domain to support instruction. | 🞎 | 🞎 | 🞎 | 🞎 |

**For the statements below, first think about and rate your knowledge of the topics prior to our meeting. Then, think about and rate your knowledge of the topics after the meeting. Circle the appropriate response, using the scale below.**

***NK****=Not Knowledgeable;* ***LK****=Little Knowledge,* ***MK****=Moderate Knowledge,* ***VK****=Very Knowledgeable*

|  |  |  |
| --- | --- | --- |
|  | **Prior to Meeting** | **After Meeting** |
| Various types 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 | NK LK MK VK | NK LK MK VK |
| Characteristics and features of high-quality assessment tasks | NK LK MK VK | NK LK MK VK |
| Unpacking and articulating the knowledge, skills, and abilities (KSAs) for measurement | NK LK MK VK | NK LK MK VK |
| Assessment evidence and how it is elicited by an assessment task | NK LK MK VK | NK LK MK VK |
| Developing rubrics that support the identification, integration, and scoring of evidence | NK LK MK VK | NK LK MK VK |
| Evaluating the extent to which evidence in support of the targeted KSAs are elicited by an assessment task | NK LK MK VK | NK LK MK VK |
| Applying a principled-design process, tools, and resources to design multi-dimensional classroom science assessment tasks | NK LK MK VK | NK LK MK VK |

**Please rate your level of agreement with the following statements.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Strongly Disagree** | **Disagree** | **Agree** | **Strongly Agree** |
| **Foundations** |  |  |  |  |
| 1. The objectives and outcomes of the workshop were clear. | 🞎 | 🞎 | 🞎 | 🞎 |
| 1. The presentation and materials were organized and clearly presented. | 🞎 | 🞎 | 🞎 | 🞎 |
| 1. The information provided at this workshop was useful to project goals and outcomes. | 🞎 | 🞎 | 🞎 | 🞎 |
| 1. The information provided at this workshop was relevant to project goals and outcomes. | 🞎 | 🞎 | 🞎 | 🞎 |
| 1. The facilities were appropriate to accomplish the goals of this workshop. | 🞎 | 🞎 | 🞎 | 🞎 |
| **Applications** |  |  |  |  |
| 1. The workshop included time to practice and/or reflect on application and implementation of the meeting content. | 🞎 | 🞎 | 🞎 | 🞎 |
| 1. The workshop provided opportunities for participants to interact with each other and make meaningful contributions to discussions. | 🞎 | 🞎 | 🞎 | 🞎 |
| **Evaluation** |  |  |  |  |
| 1. The workshop included opportunities for participants to ask questions and express personal perspectives. | 🞎 | 🞎 | 🞎 | 🞎 |
| **Mastery** |  |  |  |  |
| 1. The meeting included time to plan follow-up activities that require participants to apply their new knowledge and/or skill(s) to inform teaching and learning of science in the classroom. | 🞎 | 🞎 | 🞎 | 🞎 |

**Open-Ended Items**

1. For statements that you selected disagree or strongly disagree, please provide additional information by question.
2. What additional questions or concerns do you have regarding the workshop goals and topics?
3. What did you find to be the most helpful part of this workshop?
4. What can be done to improve this workshop?

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