

in partnership with



## Supporting NGSS Assessment Literacy Through Embedded Practice



Guilford Public Schools has been engaged with Dr. Susan Lyons since the summer of 2018 to work with multiple cohorts of teachers and leaders to improve classroom assessment by engaging in embedded practice through curricular unit redesign. This work has centered on providing discipline-specific support to better understand the structure and intent of the Next Generation Science Standards for the purposes of developing authentic and rigorous assessments that elicit rich evidence of learning.

For even the most skilled educators, incorporating formative assessment practice and developing high-quality performance tasks is difficult without sufficient resources, practice, and support. For this reason, Dr. Lyons worked with cohorts of teachers across multiple years, beginning with a model of structured professional learning and synchronous work on templates and protocols. Over the course of the multi-year engagement, teachers became more expert in the processes associated with NGSS assessment and the model of professional support shifted to individual consultation and coaching.

Structure of Professional Learning (*templates and protocols provided for each*)

1. Defining learning goals for the unit
2. Unpacking the unit performance expectations
3. Identifying evidence of learning
4. Developing an NGSS performance task
5. Designing a rubric to evaluate evidence of learning
6. Self-reflecting on the performance task
7. Eliciting peer feedback
8. Embedding formative assessment
9. Planning for learning
10. Analyzing student work