

# Building an NGSS Classroom for Student-Centered Assessment: Pathways for Professional Learning

## Structure and Schedule - Spring 2023

The Science Team at the San Diego County Office of Education is pleased to announce our Spring 2023 professional learning series designed to build K-12 teacher's understanding and skills in designing and implementing student-centered assessment aligned to the Next Generation Science Standards (NGSS). Participating teachers will build their assessment literacy skills as they create a vision for student-centered classroom assessment, learn to use tools to evaluate assessment tasks, and design and use equitable formative and summative science assessment tasks. This practical, hands-on experience is being offered in partnership with California Science Project and San Diego Science Project and utilizes tools and processes of the CA NGSS Assessment Toolkit for Student-Centered Assessment.

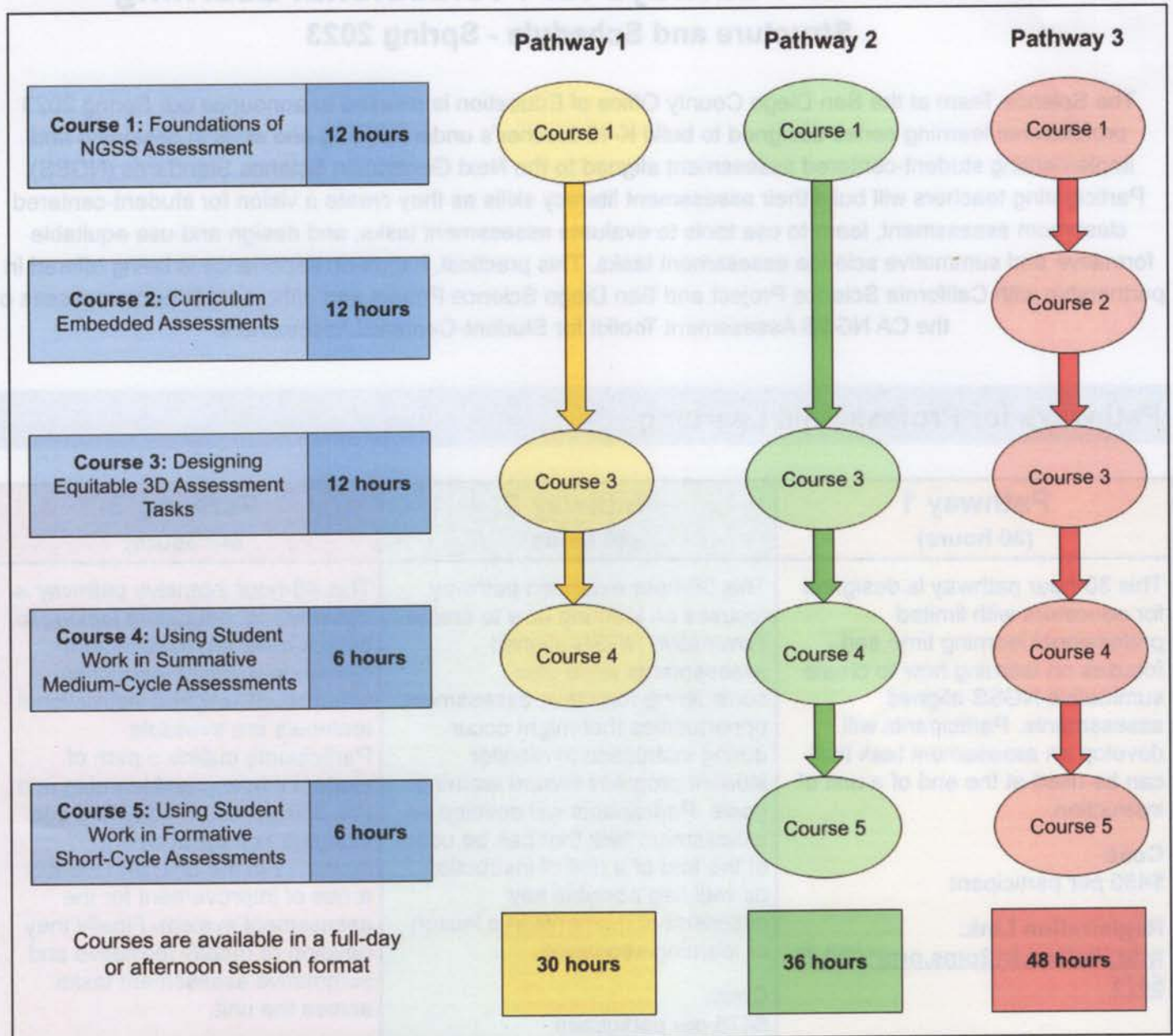
### Pathways for Professional Learning

Pathway 1 (30 hours)	Pathway 2 (36 hours)	Pathway 3 (48 hours)
<p>This 30-hour pathway is designed for educators with limited professional learning time and focuses on learning how to create summative NGSS-aligned assessments. Participants will develop an assessment task that can be used at the end of a unit of instruction.</p> <p><b>Cost:</b> \$450 per participant</p> <p><b>Registration Link:</b> <a href="http://sdcoe.k12oms.org/1022-225471">http://sdcoe.k12oms.org/1022-225471</a></p>	<p>This 36-hour extended pathway focuses on learning how to create summative NGSS-aligned assessments while also considering formative assessment opportunities that might occur during instruction to monitor student progress toward learning goals. Participants will develop an assessment task that can be used at the end of a unit of instruction as well flag possible key assessment moments in a lesson or learning sequence.</p> <p><b>Cost:</b> \$475 per participant</p> <p><b>Registration Link:</b> <a href="http://sdcoe.k12oms.org/1022-225477">http://sdcoe.k12oms.org/1022-225477</a></p>	<p>This 48-hour intensive pathway is designed for educators looking to build a coherent assessment system in a unit of instruction when NGSS-aligned instructional materials are available. Participants outline a path of student thinking and learning in a unit of instruction. They flag and evaluate key assessment moments in the unit, and identify areas of improvement for the assessment system. Finally they develop or modify formative and summative assessment tasks across the unit.</p> <p><b>Cost:</b> \$500 per participant</p> <p><b>Registration Link:</b> <a href="http://sdcoe.k12oms.org/1022-225481">http://sdcoe.k12oms.org/1022-225481</a></p>

For more information about these professional learning pathways or the CA NGSS Toolkit for Student-Centered Assessment, please contact John Spiegel at [john.spiegel@sdcoe.net](mailto:john.spiegel@sdcoe.net).



## Professional Learning Pathways and Courses



See the course descriptions in this document for more information about the goals, outcomes, and dates for each course in the three pathways.

For more information about these professional learning pathways or the CA NGSS Toolkit for Student-Centered Assessment, please contact John Spiegel at [john.spiegel@sdcoe.net](mailto:john.spiegel@sdcoe.net).

# Spring 2023 Course Descriptions

## Course 1: Foundations of NGSS Assessment (12 hours)

In this course, you will use various tools and processes to build a foundational understanding of NGSS assessment and equitable assessment systems. You will build a vision for equitable science assessment in your classroom and begin to analyze and evaluate available assessment tasks against that vision.

### Key Goals:

1. Understand how science assessment occurs across an instructional continuum and the vital role teachers play in building a coherent system of assessment.
2. Define the must-haves and plan-fors in an equitable classroom performance and assessment system.
3. Understand how to select useful phenomena and problems for instruction and assessment.
4. Understand how to create learning goals and assessment targets that clarify the knowledge-in-use that students need to demonstrate.
5. Learn about and use existing tools to help you analyze and evaluate currently available assessment tasks.

### Section 1.1: Two Full-Day Sessions (Face-to-Face or Virtual)

Tuesday, January 24 (8:00 a.m. to 3:00 p.m.)

Wednesday, January 25 (8:00 a.m. to 3:00 p.m.)

*Participants can choose to attend face-to-face (at SDCOE) or virtually (via Zoom)*

### Section 1.2: Four Afternoon Sessions (Virtual)

Wednesday, February 1 (3:30 p.m. to 6:30 p.m.)

Thursday, February 2, February 1 (3:30 p.m. to 6:30 p.m.)

Tuesday, February 7 (3:30 p.m. to 6:30 p.m.)

Wednesday, February 8 (3:30 p.m. to 6:30 p.m.)

*Participants will attend virtually (via Zoom)*

### Section 1.3: Two Full-Day Sessions (Face-to-Face or Virtual)

Tuesday, February 21 (8:00 a.m. to 3:00 p.m.)

Wednesday, February 22 (8:00 a.m. to 3:00 p.m.)

*Participants can choose to attend face-to-face (at SDCOE) or virtually (via Zoom)*

Course 1 aligns to the **CA NGSS Toolkit for Student-Centered Assessment** and utilizes tools and processes from *Module 2 - Foundations of NGSS Assessment*.

## Course 2: Curriculum Embedded Assessments (12 hours)

In this course, you will choose a unit of instruction and analyze it with the path of student thinking and learning in mind. You will then identify and flag key assessment moments across the unit and evaluate those assessments against your vision for equitable science assessment. Finally, you will determine possible next steps to improve the system of assessments in this unit of instruction. **NOTE:** Participants in this course must have access to a set of instructional materials they want to analyze.

### Key Goals:

1. Understand and use a process to analyze what students will learn and what they will think about in a learning sequence or unit of instruction.
2. Understand how to identify and flag key assessment opportunities in a learning sequence or unit of instruction.
3. Understand how to evaluate assessment opportunities against a vision of student performance and assessment.
4. Understand how to identify key areas in assessment for modification or development.

### Section 2.1: Three Afternoon Sessions (Virtual)

Tuesday, February 28 (3:30 p.m. to 6:30 p.m.)

Wednesday, March 1 (3:30 p.m. to 6:30 p.m.)

Thursday, March 2 (3:30 p.m. to 6:30 p.m.)

*Participants will attend virtually (via Zoom)*

### Section 2.2: Two Full-Day Sessions (Face-to-Face or Virtual)

Tuesday, March 7 (8:00 a.m. to 3:00 p.m.)

Thursday, March 9 (8:00 a.m. to 3:00 p.m.)

*Participants can choose to attend face-to-face (at SDCOE) or virtually (via Zoom)*

Course 2 aligns to the **CA NGSS Toolkit for Student-Centered Assessment** and utilizes tools and processes from *Module 3 - Curriculum Anchored Assessment*.

## Course 3: Designing Equitable 3D Assessment Tasks (12 hours)

In this course, you will learn about and engage in a multi-step process to develop a 3D assessment task that can be used in a classroom setting. This course includes time to work on building a task as well as opportunities to utilize peer-feedback cycles to strengthen and improve assessment task products.

### Key Goals:

1. Understand a process for developing equitable 3D assessment tasks that attend to the identity and interests of all students.
2. Develop an assessment task product that can be used by teachers in a classroom setting.

### Section 3.1: Two Full-Day Sessions (Face-to-Face or Virtual)

Tuesday, March 21 (8:00 a.m. to 3:00 p.m.)

Thursday, March 23 (8:00 a.m. to 3:00 p.m.)

*Participants can choose to attend face-to-face (at SDCOE) or virtually (via Zoom)*

### Section 3.2: Four Afternoon Sessions (Virtual)

Tuesday, March 28 (3:30 p.m. to 6:30 p.m.)

Thursday, March 30 (3:30 p.m. to 6:30 p.m.)

Tuesday, April 4 (3:30 p.m. to 6:30 p.m.)

Thursday, April 6 (3:30 p.m. to 6:30 p.m.)

*Participants will attend virtually (via Zoom)*

### Section 3.3: Two Full-Day Sessions (Face-to-Face or Virtual)

Tuesday, April 18 (8:00 a.m. to 3:00 p.m.)

Thursday, April 20 (8:00 a.m. to 3:00 p.m.)

*Participants can choose to attend face-to-face (at SDCOE) or virtually (via Zoom)*

### Section 3.4: Four Afternoon Sessions

Tuesday, April 25 (3:30 p.m. to 6:30 p.m.)

Thursday, April 27 (3:30 p.m. to 6:30 p.m.)

Tuesday, May 2 (3:30 p.m. to 6:30 p.m.)

Thursday, May 4 (3:30 p.m. to 6:30 p.m.)

*Participants will attend virtually (via Zoom)*

Course 3 aligns to the **CA NGSS Toolkit for Student-Centered Assessment** and utilizes tools and processes from *Module 5 - Designing Equitable 3D Assessment Tasks*.

## Course 4: Using Student Work in Summative Medium-Cycle Assessments (6 hours)

In this course, you will learn about how to use student work collected from medium-cycle assessment tasks to determine how much students have learned, identify strengths and areas for growth of students, and identify strengths and areas for growth in assessment design and instructional practice.

### Key Goals:

1. Understand how to look at student work from an assessment task holistically and on an individual basis.
2. Understand how to interpret student work as evidence to inform instruction and feedback.

### Section 4.1: One Full-Day Session (Face-to-Face or Virtual)

Tuesday, May 9 (8:00 a.m. to 3:00 p.m.)

Participants can choose to attend face-to-face (at SDCOE) or virtually (via Zoom)

### Section 4.2: Two Afternoon Sessions (Virtual)

Wednesday, May 10 (3:30 p.m. to 6:30 p.m.)

Thursday, May 11 (3:30 p.m. to 6:30 p.m.)

Participants will attend virtually (via Zoom)

Course 4 aligns to the **CA NGSS Toolkit for Student-Centered Assessment** and utilizes tools and processes from *Module 4 - Looking at Student Work*.

## Course 5: Using Student Work in Formative Short-Cycle Assessments (6 hours)

In this course, you will learn about how to identify and embed meaningful assessment opportunities in a lesson or learning sequence. You will also consider ways of using student work from these assessments to inform instruction and guide student learning.

### Key Goals:

1. Understand the purpose and importance of short-cycle formative assessment within a lesson or learning sequence.
2. Understand when and how to embed short-cycle assessment experiences within a lesson or learning experience.
3. Understand how to interpret student work as evidence to inform instruction and feedback.

### Section 5.1: One Full-Day Session (Face-to-Face or Virtual)

Tuesday, May 16 (8:00 a.m. to 3:00 p.m.)

Participants can choose to attend face-to-face (at SDCOE) or virtually (via Zoom)

### Section 5.2: Two Afternoon Sessions (Virtual)

Wednesday, May 17 (3:30 p.m. to 6:30 p.m.)

Thursday, May 18 (3:30 p.m. to 6:30 p.m.)

Participants will attend virtually (via Zoom)

Course 4 aligns to the **CA NGSS Toolkit for Student-Centered Assessment** and utilizes tools and processes from *Module 4 - Looking at Student Work*.