

ELA Assessment Preview Agenda

This guide is designed to help educators engage in assessment previews that help them better understand the way the standards come to life through high-quality tasks and questions. Takeaways from this process can help teachers reflect on and make adjustments to their planning and instruction in order to better support their students to meet the demands of grade-level standards. Teacher teams can use this collaborative process in planning meetings or data meetings.

Outcomes

- Deepen your understanding of what the standards expects of students and how this is similar and different to your materials/curriculum using an upcoming unit or module assessment
- Think about what you will want to look at/learn about your students after they take the assessment in student work and data

Materials

- Curricular materials including upcoming lessons
- Portion of your upcoming unit or module assessment, including texts

Agenda (45-60 minutes)

1. **Set focus for the time:** By the end of this meeting, you should walk out having defined what you want to keep the same or change in your next 6-8 weeks of instruction based on what is expected of students.
2. **Review purpose of instructional assessments:**
 - Skim and discuss "[Flipping the way we think about assessments](#)" by John Maycock.
 - Discuss: How are the ideas in this post similar to or different than how I typically use assessments?
3. **Take all of, or a portion of, the assessment:**
 - Engage in a text talk on a text on the assessment (preferably one that has the writing prompt):
 - i. Read the text independently and complete the items, annotating it as you choose.

- ii. Discuss with your adult reader hat on: What are the key understandings of the text? In what ways is this text complex? *Reminder: The items are helpful for this.*
- o Look at the qualitative complexity rubric and consider what will be harder and easier for students

4. **Think about what this means for your planning and instruction:** Thinking about the assessment, what does this mean for my planning and instruction? Here are examples of places you may focus:

- o Are my texts sufficiently complex?
- o Are there opportunities to engage in text talks on texts in my curriculum with my colleagues?
- o Are my questions text-dependent, and do they lead students to key understandings of the text?

Avoid making changes to the reading standards you will cover based on the assessment as these will be covered over course of year through complex texts. If you are not using EL, look here for [guidance](#) in adjusting.

5. **Consider what you'll look for in your data:** When I review student work and data from the assessment, what do I want to learn or focus on?