

Professional Development Situation: Meeting

Skill Focus: Making Authentic Assessments

Time Required: 30 minutes

ACTIVITIES TO GUIDE AUTHENTIC ASSESSMENT

Participants will engage in peer review in order to devise strategies for getting youth involved in peer assessment.

Agenda

Peer Review—20 minutes

- [Constructive Criticism Guidelines](#)

Reflection—10 minutes

Materials

- Chart paper and markers
- Pens for participants
- Coffee filters
- Pipe Cleaners
- One copy of [Constructive Criticism Guidelines](#) for each pair of participants

Before the Session

- **Read this meeting guide** to become familiar with the content and allow time to personalize the activities to best suit your presentation style. Read informational materials.
 - *Italics indicate text that can be read aloud or emailed to participants.*
- Send a pre-session email to participants:
 - *The next professional development opportunity to enhance our STEM skills will be on DATE at TIME at LOCATION. Our focus for this session will be “Making Authentic Assessments”. Let me know if you require any accommodations to*

participate in the meeting. I am happy to answer any questions you have and look forward to seeing you at the workshop. I can be reached at CONTACT INFO.

- Gather all materials needed for the session.
- Develop a list of possible questions participants might have during the meeting. Create potential responses to be explored through informal conversation. Review any key terms or ideas that may be unclear.

Session Outline

Peer Review (20 min)

- In this activity, you will guide the participants through a mock “peer review” activity they can then use with their youth.
- Pass out copies of the [Constructive Criticism Guidelines](#).
- Group participants in pairs.
 - *Think through how you would use these guidelines with youth.*
 - *Would you post these for youth or help youth generate guidelines on their own?*
 - *How would you respond if a group member was not following the guidelines for peer assessment/peer collaboration?*
- Ask participants what guidelines they would change or add to the document and make those changes.
 - *We are going to do a short activity and then a round of peer review to see how these guidelines work. Ready?*
- Introduce the activity: building a model of a paper flower.
 - *You will have five minutes to build a model of a flower using paper and pipe cleaners. Try to make it as accurate as you can; you can use mobile devices to look up anatomy or structure, and try to work with your teammates.*
- After five minutes, tell participants they are going to do a round of peer feedback.
 - *Choose one partner who will “stray” to other groups to offer constructive feedback. Remember our guidelines; you want to be supportive not negative.*
 - *You can even take a list of the guidelines with you.*
 - *Try to choose to work with someone who has no one else talking to them.*
- Give participants several minutes to move around the room and offer feedback.

Reflection (10 min)

- Ask participants to return to their design partners.
- Give a few more minutes to build the flower models.
- Ask participants to join you in a reflection on how the peer feedback session went.
 - *How did you take the feedback?*

- *Was anyone a really great feedback-giver? (take a moment to celebrate particularly positive styles of feedback)*
- *What else would you do to support peer feedback in your setting?*
- Have a short conversation in which the group chooses one activity in which they can use peer feedback in the next six weeks. Help them support each other to do this, including making copies of table tents, collaborating to write guidelines, etc.

After the Session

- Email the participants:
 - *Thank you for your participation in the recent Click2Science training on “Making Authentic Assessments”. I hope you found it useful and applicable to your practice. Consider sharing your learning with a co-worker, supervisor, or friend. Please let me know if you have any questions. You can reach me at CONTACT INFO.*

Want to Earn Credit? Click2Science has teamed up with Better Kid Care to provide continuing education units. Check it out at: <http://www.click2sciencepd.org/web-lessons/about>

Constructive Criticism Guidelines

1. Don't look for what's wrong; look for what you might like to take with you.
2. Use questions like, "Have you tried _____ yet?" or "I wonder what would happen if you tried _____."
3. Don't tell people what to do; ask questions to see what their thought process was like.