

Professional Development Situation: Meeting

Skill Focus: Making Authentic Assessments

Time Required: 20 minutes

DISCOVER AUTHENTIC ASSESSMENT

Participants will compare four strategies for assessment in order to add more assessment of youth during learning.

Agenda

Considering Assessments—10 minutes

- [Strategies for Assessment During Learning](#)

Planning for Assessment—10 minutes

Materials

- Chart paper and markers
- Pens for participants
- One copy of [Strategies for Assessment During Learning](#) 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. Watch all videos and read informational materials.
 - *Italics indicate text that can be read aloud or emailed to the participants.*
- Send reminder email about the meeting. Determine if any participants require accommodations (sight; hearing; etc.).
 - *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 training. 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 all 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

Considering Assessments (10 min)

- Pass out copies of the [Strategies for Assessment During Learning](#).
- Group participants in pairs.
- Ask participants to read through the four assessment strategies and make notes on the pros and cons of each one.
 - *Try to write the pros and cons for each of the four activities.*
 - *What's good about the assessment strategy?*
 - *What wouldn't be great about it?*

Planning for Assessment (10 min)

- Ask participants to plan for a time they might be able to use each of the four strategies in an upcoming activity in their program.
- Have them draft a plan with a partner and invite their partner to follow up with them about how it went.
- This is also a good time to ask participants what additional strategies they might be able to share with their peers.

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>

Strategies for Assessment During Learning

These mid-activity assessment strategies are designed to allow some understanding of youths' thinking without breaking up the flow of the lesson.

Thumbs-up

After you've given instructions, ask youth, "Who could repeat the instructions to their classmate? (pause, look for hands) Give me a thumbs-up if you could repeat the instructions?" Look for 80% of thumbs (in most cases.) If the youth are working with any dangerous materials, ask the youth to repeat the instructions to be sure, or look for 90%.

Hire a Consultant (Or Three Stay, One Stray)

If youth are working on a project, ask them to send a representative to other groups' tables to see what great ideas they might be able to share. As youth consult with each other, listen in to see what difficulties they are having or what parts of the design process aren't making sense.

Rate your Learning

When you are asking youth to check in during an activity, it can be easy, but risky, to have youth use their fingers to show you what they're thinking. It's a good strategy to get low-stakes information ("How much time do you need?") but not for high-stakes questions, ("How would you rate your effort during this activity?"). Other possible questions include: "How much fun are you having right now (on a scale of 1-5)?" or "How many times has your group tested?"

Formal Observation Matrix

To closely track of youths' developing skills, you can create a formal observation chart where you write youths' names down the side and the standards across the top. When you hear or see youth doing something that meets a standard, write a check in the corresponding square. This can be used for STEM or soft skills. You can also have youth track their understanding by writing summative, or end-of-lesson, reflections on what they learned to do. An example of a formal observation matrix is below:

	Persisting through Failure (Engineering Design)	Understands electric current moves in a circuit
D'Nisha	Yes	Yes
Cristian	Yes	Not yet