



Join Zoom Meeting

<https://greatschoolspartnership.zoom.us/j/87325212015?pwd=L3hUbW9aaTFqUWwyRDQ3SnBXTHpJUT09>

Outcomes:

- Learn the features of culturally responsive-sustaining, mastery-based assessment design.
- Explore assessment design as part of an ongoing cycle of learning and feedback.
- Practice rethinking assessment tasks using the MBLC assessment design principles.

Materials:

- [Webinar 10 Slides](#)
- [Webinar 10 Sign-in sheet](#)
- [MBLC Steps to Implementation Graphic](#)
- [MBLC Community Website](#)

Agenda

3:45 p.m.	Welcome & Introductions <ul style="list-style-type: none">• Zoom: rename yourself with your full name, school name• Attendance: Please sign in.• Land Acknowledgement• Review Agenda + Outcomes
3:55 p.m.	Principles of Assessment <ul style="list-style-type: none">• Mastery-based Learning in Washington State• Great Schools Partnership Summative Assessment Tools• Competency Collaborative Assessment Samples: <ul style="list-style-type: none">• Maria Chavez - Curie Metro High School• Student Sample #1: Student-created animation & voice over• Student Sample #2: Finding Recovery Plans for Curie Students who are Facing Poor Mental Health• Student Sample #3: IG Post : " How Daily Activities Affect Our Mental Health"

4:15 pm	<p>Crowdsourcing Assessment Design</p> <ul style="list-style-type: none"> • Social Studies Sample Assessment • Padlet link
4:35 pm	<p>Conversation and Closing</p> <ul style="list-style-type: none"> • What are you thinking about now? • What connections can you make to your own classroom or school? • How might you apply this learning in your school/district? • Feedback Form • Closing

MBLC Assessment Design Questions:

Outcomes

- Are my learning outcomes clear, rigorous, and accessible to students?

Complexity

- Does the task require the complex thinking described in the learning outcomes?
- Does the task allow students to demonstrate multiple performance indicators in an integrated way?

Transfer

- Does the task give students the opportunity to apply their skills and knowledge to new texts, materials, or challenges that they have not already discussed in class?

Culturally responsive-sustaining

- Do learners see the task as a meaningful, authentic way to show what they know and can do? Do they have choice in how they demonstrate their learning?
- Does the task call upon students to identify, analyze, and address real-world problems in their school, their community, or the wider world?
- Does the task offer appropriately challenging opportunities for students to draw on and build on their academic abilities, identities, life experience, and interests?

Definition of Mastery-Based Learning

The state defined mastery-based learning (MBL) in [E2SHB 1599](#) Sec. 301:

- Students advance upon demonstrated mastery of content;
- Competencies include explicit, measurable, transferable learning objectives that empower students;

- Assessments are meaningful and a positive learning experience for students;
- Students receive rapid, differentiated support based on their individual learning needs; and
- Learning outcomes emphasize competencies that include application and creation of knowledge along with the development of important skills and dispositions.

At its core, MBL is personalized learning. Under MBL, students advance upon mastery of content as measured by meaningful, authentic assessments tied to state learning standards. Students take ownership of their learning and receive differentiated support based on their interests and needs. This model of instruction, which honors students' assets and cultural backgrounds, has been shown to help close opportunity and achievement gaps.