

Module 5: Designing Equitable 3D Assessment Tasks

Session 5.3: Phase 3 - Craft the Scenario

Session 5.0 (2 hours) The Assessment Task Design Cycle	Session 5.1 (2 hours) Phase 1 - Get Started	Session 5.2 (2.5 hours) Phase 2 - Establish Clear Assessment Targets	Session 5.3 (2 hours) Phase 3 - Craft the Scenario
Session 5.4 (2.5 hours) Phase 4 - Write a Task Storyline from the Student Perspective	Session 5.5 (3.5 hours) Phase 5 - Test and Revise the Task	Session 5.6 (3 hours) Phase 6 - Create Guidance Tools	

Session Description:

In this session, participants begin writing the assessment task. They will do this by crafting an engaging phenomenon-based scenario to set students up to demonstrate their understanding toward the established assessment target. Toward the end of the session, participants have an opportunity to use self-assessment and peer-feedback processes to inform their design work.

Module 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 product that can be used by teachers in a classroom setting.

Session Length:

Part 1 Welcome and Opening (S1-S3)	120 minutes 4 minutes
Part 2 Overview of Phase 3 (S4-S7)	8 minutes
Part 3 Step 3.1 Craft the Task Scenario (S8-S10)	50 minutes
Part 4 Phase 3 Self-Assessment and Peer Feedback (S11-S13)	25 minutes
Part 5 Step 3.2 Evaluate and Make Revisions to the Scenario (S14)	25 minutes
Part 6 Closing (S15-S17)	8 minutes

Pre-work for the Session:

1. Participants should have completed Phase 1 and Phase 2 of the Assessment Task Design Cycle. They will need the following to develop the task scenario:
 - Key Features (Step 1.4)
 - Assessment Target (Step 2.2)
 - Identified Phenomenon (Step 2.3)
 - Gapless Student Explanation (Step 2.4)
2. Participants will need access to a laptop or computer to participate in the learning activities in this session and throughout Module 5. The [Module 5 Participant Agenda and Resource Links](#) document contains all the links for the sessions in Module 5, including the template that will be used throughout the process.
3. Participants should have a notebook or personal method for jotting down ideas, wonderings, and questions.

Session Resources:

Slides

- [5.3 Session Slides](#) (GoogleSlides)

Agenda and Resource Links

- [Module 5 Participant Agenda and Resource Links](#)

Technology Tools

- N/A

Handouts

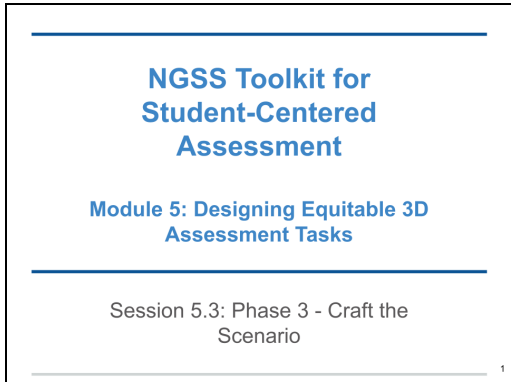
- [H5-1 3D Assessment Task Design Template](#)
- [H5-2 Assessment Task Scenario Checklist](#)
- [H2-8a Non-Negotiables and Variables in an Assessment System \(Expanded UDL\)](#)

Resources

- Key Features (from Step 1.4)
- Assessment Target (from Step 2.2)
- Identified Phenomenon (from Step 2.3)
- Gapless Student Explanation (from Step 2.4)

Planning to Present and Facilitate Session 5.3

1. Make sure that Phase 1 and Phase 2 of the Assessment Task Design Cycle have been completed before starting this session.
2. Create a parking lot chart or digital document where questions can be posted.
3. Determine the structure and format for this session.
 - For a virtual session (i.e., Zoom or GoogleClassroom), groups will have to be determined in advance. Groups will need to be able to be moved back and forth between breakout rooms. All resources will have to be made available electronically or physical handout will have to be provided in advance.
 - For a face-to-face session, groups can be arranged by tables. Jamboards can still be used by groups or can easily be converted to chart paper with participants using sticky notes to post ideas. The presentation can be displayed on a screen and also shared with participants if they have technology available.
4. Participants will continue to work and share within the same teams and peer feedback groups as in previous sessions.
5. Make sure team folders are organized for each group. Team should have editing access to their folder. To support the peer-feedback process, other teams should have view access to the other folders.
6. You will refer participants to the [Module 5 Participant Agenda and Resource Links](#) document. This is the same document throughout all of Module 5.
7. Review the following document in advance and be ready to answer any questions that come up from participants:
 - [H5-2 Assessment Task Scenario Checklist](#)

Part 1 Welcome and Opening (4 minutes)	
Slide	Facilitator Notes
S1 Title 	Welcome participants and introduce session facilitators. Share the link to the Module 5 Participant Agenda and Resource Links document. Explain that all the links needed for the session can be found in the agenda and that it will be helpful to have the document open throughout the session. Remind them to also have a notebook or place to record any ideas they wish to capture throughout this and the other sessions in Module 5.

	<i>Facilitator Note: Spend a couple minutes discussing any norms, agreements, or needs of the group to ensure full engagement and participation among everyone.</i>
S2 Progression Progression Module 5: Designing Equitable 3D Assessment Tasks	Briefly share with participants that in this session they will begin writing the assessment task. They will do this by crafting an engaging phenomenon-based scenario to set students up to demonstrate their understanding toward the established assessment target. work to get clear on the assessment target for the task they are developing. There will be two steps they will follow to complete this phase, which will be introduced in the session.
S3 Module Goals Module Goals Module 5: Designing Equitable 3D Assessment Tasks 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.	Remind participants of the goals for Module 5 and emphasize that the cycle we will be using focuses on both process (how we do it) and product (something we can use in the classroom). Share with participants that in this phase of the design cycle, they will carefully consider how to include supports for diverse sensemaking. Explain that at the end of each module session there will be an opportunity to reflect on how understanding has changed related to these goals as well as to highlight any wonderings and questions that have surfaced.
Part 2 Overview of Phase 3 (8 minutes)	
Slide S4 The Assessment Task Design Cycle	Facilitator Notes Show the assessment task design cycle graphic that participants have seen several times. As they move into <i>Phase 3 - Craft the Scenario</i> they will use all the work and thinking they have done in the previous phases to develop a task scenario. The work they complete in this phase will be one part of the assessment task materials that will be provided to students.
S5 Phase 3 - Craft the Scenario	Remind participants of what a scenario is and how a phenomenon is the focus of the assessment task. As they craft the scenario, they will want to consider the capacities and needs of diverse learning in their classrooms.

Phase 3 Craft the Scenario Phase 3 - Craft the Scenario Scenario: The contextual framing of a task in which a phenomenon to be explained or a problem to be solved is presented to students. The phenomenon or problem presented is the focus of the entire assessment task. In this phase you will craft the scenario that will be used in the assessment task. As you do, you will ensure equity by considering the capacities and needs of diverse learners in your classroom.	
S6 Resources You Will Need Resources You Will Need Phase 3 Craft the Scenario - Key Features (Step 1.4) - Assessment Target (Step 2.2) - Identified Phenomenon (Step 2.3) - Gapless Student Explanation (Step 2.4) - H5-2 Assessment Task Scenario Checklist - H2-8a Non-Negotiables (Constants) and Variables (Knobs) in an Assessment System (UDL Expanded) - H5-1 3D Assessment Task Design Template	Give participants a few minutes to find and organize the resources they will need for this session. The links to the documents and resources can be found on the Module 5 Participant Agenda and Resource Links document. Participants should be able to locate and access the resources in their shared digital folder. Provide help to anyone that needs help finding or accessing their folders or resources. <i>Facilitator Note: If time has passed between Session 5.2 and this session, provide a little time for them to review the work they completed in the previous steps of the design cycle.</i>
S7 Phase 3 Steps Phase 3 - Craft the Scenario Phase 3 Craft the Scenario Step 3.1 Craft the Assessment Task Scenario Step 3.2 Evaluate and Make Revisions to the Scenario	Explain to participants that there are two steps in <i>Phase 3 - Craft the Scenario</i>. Each step will be introduced in order and there will be time for groups to work and discuss the different prompts in each step. Remind them they will continue to use H5-1 3D Assessment Task Design Template throughout the process.
Part 3 Step 3.1 Craft the Task Scenario (50 minutes)	
S8 Assessment Task Scenario Checklist	Facilitator Notes Invite participants to open H5-2 Assessment Task Scenario Checklist. The link to the document can be found on the Module 5 Participant Agenda and Resource Links document. Give them 5 minutes to look at the checklist. In addition, they should review the key features they identified in Step 1.4 of <i>Phase 1 - Getting Started</i>. As a group they should discuss and identify specific ideas they want to keep in the front of their mind as they begin crafting the

H5-2 Assessment Task Scenario Checklist Review H5-2 Assessment Task Scenario Checklist and the key features you identified in Step 1.4. As you think about developing a scenario from a student perspective, what ideas do you want to keep in the front of your mind? What questions or wonderings come to mind?  8	scenario. If there are any specific questions or wonderings they have, they should be recorded. Provide a few minutes for any clarifying discussion about the checklist or any of the criteria in the checklist.
S9 Step 3.1 Craft the Task Scenario Step 3.1 Craft the Task Scenario - What resources will be visible or made available to the students? - How can the scenario be presented in an engaging, supporting way? Do students need all the information up front or can the scenario be presented in chunks throughout the task? - What skills and capacities do students need to be successful to engage with the information in the scenario? What supports and scaffolds need to be put in place to remove barriers students might face when presented with the scenario? - Now, write/describe the scenario as students would experience it. Phase 3 Craft the Scenario 9	Introduce <i>Step 3.1 - Craft the Task Scenario</i> by reviewing all the questions associated with the step. Encourage participants to take a holistic approach and consider all the questions at once as they work, and then summarize each response in their H5-1 3D Assessment Task Design Template. Remind participants to use the Universal Design for Learning (UDL) Guidelines in H2-8a Non-Negotiables and Variables in an Assessment System (Expanded UDL) as they consider the possible barriers they want to remove to prevent students from fully accessing, participating, or demonstrating understanding. Answer any clarifying questions before providing work time for each team.
S10 Step 3.1 Craft the Task Scenario Step 3.1 Craft the Task Scenario Take time to complete Step 3.1 on your H5-1 Assessment Task Design Template. HINTS: - Write a first draft of a scenario. Don't overthink it. - Then use H5-2 Assessment Task Scenario Checklist to improve and modify your work. - Imagine and consider the wide range of students in a classroom. Use UDL Guidelines (H2-8a) to help. - Revise the first draft of the task with the checklist and UDL in mind. Phase 3 Craft the Scenario 10	Share the hints on the slide as they begin approaching this task. Provide 40 minutes for groups to work and complete the questions for <i>Step 3.1 - Craft the Task Scenario</i>. Provide additional assistance for those needing help in writing the scenario. <i>Facilitator Note: If teams are struggling, have them review the R5-1 Sample Assessment Tasks introduced previously or other sample assessment tasks that might be used as mentor texts.</i>
Part 4 Phase 3 Self-Assessment and Peer Feedback (25 minutes)	
Slide	Facilitator Notes
S11 Phase 3 Process Check	Explain to participants that they should now pause and complete the team self-assessment. This will allow their group to make sure they are attending to specific aspects of the task development process before moving forward. Review the four statements for the Phase 3 Process Check.

Phase 3 Process Check Phase 3 Craft the Scenario ☐ The resources that will be visible or made available in the scenario are identified ☐ A student-friendly and engaging scenario is written/described ☐ The scenario incorporates the key features (Step 1.4), assessment target (Step 2.2), and the phenomenon (Step 2.3). ☐ The scenario sets students up to explain the phenomenon (Step 2.4) 11	
S12 Self-Assessment Self-Assessment Use the Phase 3 Process Check statements to self-assess how your group is doing. Determine specific questions or areas of focus you would like your peers to give you feedback on. Possible feedback areas: • How can the scenario be revised to support the diverse needs of students? • Is the scenario clear and presented in an engaging and supportive way? • Does the scenario make it clear there is something to figure out? 12	Invite teams to use the Phase 3 Process Check statements to self-assess how their group is doing. These statements are also listed in the H5-1 3D Assessment Task Design Template. After completing the self-assessment and in preparation for peer-feedback, teams should identify some specific questions or areas of focus they would like their peers to give them feedback about. There are some sample possible feedback areas provided. Ask participants to write their questions or areas of focus in the space provided in the design template.
S13 Peer Feedback Peer Feedback Design Group 1. Briefly summarize your work 2. Request specific areas you would like feedback about Feedback Group 1. Overall impressions and reactions, including things you notice or like 2. Ask clarifying questions to better understand what was shared 3. Provide specific and targeted feedback in response to requested area, including a. things that are not clear b. Inaccuracies or inconsistencies c. suggestions for improvement 13	Have peer groups meet with one another. One design group should share their work and request specific areas or questions they would like feedback on. The Feedback Group then provides feedback while the Design Group listens and documents the feedback in the design template. Peer groups then switch and repeat the process. It should take about 18 minutes for both groups to share (2 minutes to transition to groups, then 8 minutes per group to share and get feedback).
Part 5 Step 3.2 Evaluate and Make Revisions to the Scenario (25 minutes)	
Slide	Facilitator Notes
S14 Step 3.2 Evaluate and Make Revisions to the Scenario	Ask participants to now consider their self-assessment, the peer-feedback, and the H5-2 Assessment Task Scenario Checklist to decide how to revise and further improve the scenario. Provide 20 minutes for groups to work and complete the scenario. Provide assistance for those needing additional help.

Step 3.2 Evaluate and Make Revisions to the Scenario H5-2 Use H5-2 Assessment Task Scenario Checklist and peer feedback to improve and modify the scenario. Record any changes to the scenario. Use the table in the template to keep track of the feedback and ideas for revision. Take time to complete Step 3.2 on your H5-1 Assessment Task Design Template. Make revisions to the scenario based on your self-assessment and peer-feedback. 14	
Part 6 Closing (8 minutes)	
Slide	Facilitator Notes
S15 Taking Stock: What We Now Have Taking Stock: What We Now Have - A gapless student explanation of the phenomenon (Step 2.4) - A scenario (Step 3.1) that introduces the phenomenon, frames the task, and sets students up to engage in sensemaking We are now ready to start building prompts to elicit student understanding and thinking! 15	Take a minute to take stock with participants about what they have done so far using the bullets on the slide. Explain that they are now ready to start building the prompts for the assessment task to elicit student understanding and thinking.
S16 Session 5.3 Meta-Moment Session 5.3 Meta-Moment Think back to the module goals: - What new understandings and new ideas do I have? - What new questions or wonderings have surfaced? Take a few minutes to capture your thoughts. Module Goals - Understand a process for developing equitable 3D assessment tasks that attend to the identity and interests of all students. - Develop an assessment task product that can be used by teachers in a classroom setting. 16	Close the session by asking participants to read over the session goals and participate in a meta-moment. Invite them to capture their thoughts about what new understandings they have from the session related to the goals. Also ask them to record any questions or wonderings that have surfaced. If there is time, you might ask a couple participants to share their reflection to the whole group or with a partner.
S17 Where We Are Going Next	Thank participants for their engagement and participation in the session. Use the graphic to explain where we are going with the next session.

Progression

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