

**Purpose:** To craft and refine engaging, authentic assessments that allow students to demonstrate their learning in academic competencies and adaptive competencies.

## Guiding Questions:

- Is the assessment grounded in clear learning outcomes?
- Is the assessment designed to give students power to track and direct their learning?
- Is the assessment engaging, connected with students' lives, and includes meaningful student input?
- Does the assessment enable students to engage with rigorous material and practice the habits of independent learners?
- Does the assessment affirm students' racial, linguistic and cultural identities and empower them as agents of change?

**Roles:** Facilitator, Presenter, Timekeeper

## Materials:

[MBLC Assessment Template](#) - use this template as a step-by-step guide to designing or revising culturally responsive-sustaining, mastery-based assessments

[MBLC Assessment Feedback Guide](#) - use this guide to seek feedback from others  
Assessment materials - assignment sheet, rubric, instructions, exemplars

## Process

**Introduction:** (2 min) The facilitator presents an overview of the protocol and reminds the group of norms for giving and receiving feedback.

Norms:

Create a BRAVE Space	Speak your truth	Ask Clarifying Questions Without Fear
Respect All Perspectives	Equity of Voice	Respect Confidentiality

**1.Presentation.** (3-5 min) The presenter shares the standard(s) and performance indicators the assessment measures, as well as directions, and scoring criteria/rubric. The presenter provides context on grade level, number of students, or other important factors.

**2. Review of work.** (8 min) The group silently reviews distributed assessment materials and notes warm/cool feedback. There is a chart provided below where you can take notes (make a copy of the doc for yourself.)

**3. Clarifying Questions.** (3-5 min) The group asks clarifying questions of the presenter, to ensure they understand the documents and the presenter's focus question(s).

**4. [Feedback Discussion](#)** (15-20 minutes) The group follows the feedback guideline to check for the different pieces of the assessment. In following the document, the presenter stays silent and takes notes while the group looks for evidence of each element. The group should make sure to look for specifics and if they don't find it then they can ask questions or give recommendations.

**6. Reflection** (3-5 min). The presenter identifies 2-3 things s/he will work on as a result of the feedback and any new ideas s/he had as a result of the discussion. S/he should not try to respond to all ideas or questions from the warm and cool feedback.

**7. Debrief the protocol** (3-5 min). The facilitator helps the group assess how helpful the protocol was (or was not) in meeting the needs of the presenter.

- What worked well in this process?
- What could we improve to have more effective feedback?
- What will we each be thinking about in our own instruction and assessment practices as a result of this process?

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