

Quality Assessment in Science Notebook Template



What Does Assessment Look Like in Your Classroom?

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Table of Contents

Table of Contents.....	1
Notebook Compilation Instructions.....	2
Initial Folder.....	2
Daily Folder.....	2
Concluding Folder.....	3
Benchmark Folder.....	3
Initial Reflection Prompts.....	4
Concluding Reflection Prompts.....	5
Notebook Completion Checklist.....	6
Artifact Sticky Note Templates	7

Notebook Compilation Instructions

Please read this section carefully before starting to collect materials in the Assessment Notebook. The following instructions should be paired with a three-ring binder that has 7 pocket inserts: 1 pocket insert for the Initial folder, 5 double-sided pocket inserts for the 10 daily folders, and 1 pocket insert for the Concluding folder.

For this notebook you will collect assessment materials for a ten-day period of instruction in one of your science classrooms (the *target* class). Please start collecting materials on the first day of a unit. If a unit is longer than 10 days, you may stop collecting materials after 10 days. If the unit is shorter than 10 days, please collect artifacts for the entire unit, but do not collect artifacts from a new unit to fulfill the 10 days. If you teach on a block schedule, collect your Notebook for the equivalent of 10 days of instruction on a regular (non-block) schedule (this would likely be 5-6 days of instruction on a block schedule).

Step I: School and Classroom Background Information – Initial Folder

Please complete the school and classroom background information form. Complete this form, print it off, and place it in the **Initial Folder**.

Step II: Initial Reflection Questions – Initial Folder

Please read over the initial reflection questions. Before you begin to collect materials for the Notebook, please answer the reflection questions. Once you have completed the Initial Reflection Questions, print them off and place them in the **Initial Folder**.

Step III. Collecting the Notebook

A. Unit Planning Materials – Initial Folder

Before you begin the unit, collect any materials related to planning of learning and assessment for the unit and place them in the **Initial Folder**.

*When in doubt, it is far better to include artifacts that may help us understand your practice than to leave them out.

B. Daily Materials – Daily Folders

- i. Collect and photocopy (or print off) all assessments that can be captured on paper and place them in the appropriate Daily Folder. You can submit either a blank copy of the assessment or the assessment with the key.
- iii. Place a YELLOW reflection label on EACH submitted artifact and complete the information on the label. Place the labeled daily assessment materials in the corresponding daily folder.
- iv. Representations of Student Work:
Please select and photocopy one sample of student work with your feedback (if applicable) that represents 'high' achievement and one student sample that represents 'low' achievement for each

assessment that you graded or gave comments to students and place them in the Daily Folder. Place a LIGHT BLUE reflection label on both the high and low student samples. Mark the appropriate level of student performance that is represented by the sample and complete the reflection question. Place the student samples in the respective **Daily Folder**.

**Please make sure to cover up or remove any student names.

*C. Summative Assessments – **Concluding Folder***

- i. If summative assessments (tests, performance assessments, group projects, lab notebooks or journals) related to the unit do not occur during the ten days, please print out a copy of the assessments and scoring keys/rubrics, fill out a yellow reflection label and include student assessments with blue labels and place them in the **Concluding Folder**.

**It is likely that the summative assessments will occur outside of the 10-day regular collection period.

*Step IV. Concluding Reflection Questions – **Concluding Folder***

Please complete the concluding reflection and place it in the **Concluding Folder**.

*Step V. Benchmark Assessments – **Benchmark Assessments Folder***

- A. Benchmark assessments include school, district, or curriculum-based tests and often span several chapters (units). Place a copy of these assessments and a print out of student outcome data in the **Benchmark Folder**.

Initial Reflection Questions

[Please type your answers below. The space between questions will expand when you type. When finished, please print and place in the **Initial Folder.**]

1. What is your science classroom like? *Please provide information about the context of your classroom important to better understand the materials you will collect in the Notebook (e.g. characteristics of students, the school, or the community, curriculum, textbook, student prior progress, or anything else about your classroom that is related to how you approach assessment)*
2. What does a typical unit or set of lessons look like in your classroom? *Please provide information about daily “routine” activities (e.g. checking homework at start, warm-up questions), organization of daily lessons (e.g. introduction lecture Monday, hands-on activity Tuesday, review Wednesday), format of activities (e.g., lecture, discussion, lab), etc.*
3. What are your plans for assessing students in this unit? What assessment tools and strategies will you use and for what purposes?
4. What are the strongest influences for how you will teach this unit? (For example, the standards, curriculum, student prior knowledge, etc.) and why?
5. Will you use any of the data from the assessments in this unit to make changes to your instruction? If so, how do you plan to analyze and use the data?
6. What are the best indicators for whether students have met the standards aligned to this unit?
7. How does your school and district influence:
 - a) Your assessment practices?
 - b) When and how you will use different student performance data for instructional changes?

Concluding Reflection Questions

[Please type your answers below. The space between questions will expand when you type. When finished, please print and place in the **Concluding Folder.**]

Please have your Notebook in front of you when answering the concluding reflection questions so that you can look at specific pieces of evidence and reflect back on the entire experience.

I. Nature of Assessments & Assessment Practices

1. How representative of your typical assessment practices were the assessments you used during this unit? What aspects were typical? What aspects were atypical?

II. Understanding Student Outcomes

2. What student performance data in this unit was most useful for understanding what students know and are able to do?
3. Did you use any resources (human, digital, books, etc.) to help you understand or integrate evidence of student performance? If yes, what resources and how did you use them?
4. What played a more significant role in understanding your students' learning, your own designed assessments or more standardized benchmark assessments (those provided by a publisher, kit, or school/district)? Please explain.

III. Influencing Instruction

5. What student performance data in this unit was most useful for informing your on-going instruction? How did this data influence your on-going instruction?
6. Based on this Notebook, would you change anything about your assessments or how you use assessments next time you teach this unit? If anything, what would you change and why?
7. Will what you learned from the assessment(s) in this Notebook affect your instruction as you move forward this year? If yes, please explain how.

Notebook Completion Checklist

[Please complete the checklist and keep it in the front of your Notebook.]

Before Notebook Collection Period (Initial Folder)

- Plan to collect your Notebook during the same unit topic (if possible) as last year (see insert with topic from last year)
- Complete School and Classroom Background Information Sheet
- Answer Initial Reflection Questions.
- Collect Planning Materials.

During the Notebook Collection Period (Daily Folders)

- Collect all daily lesson plan and assessment materials.
- Complete a yellow reflection sticky label for each artifact.
- Please provide two samples of student work (high and low) for assessments you graded or gave comments to students. Remove or cover names or other identifiers. Photocopy the assessments with grades and written feedback (if any) on them. Attach a completed light blue sticky label for each student work sample.
- Place labeled assessment materials and samples of student work in the corresponding *Daily Folders*.

After the Notebook Collection Period (Concluding Folder)

- Collect summative assessments associated with the unit but not used during the Notebook period. Label items with a reflection sticky label.
- Collect student samples for these summative assessments and complete light blue sticky labels.
- Answer Concluding Reflection Questions.
- Complete this checklist and remove the Benchmark Folder.
- Contact Matt Wilsey (mwilsey@nd.edu) to have the Notebook picked up and scanned.

After the Notebook Collection Period (Benchmark Folder)

- Collect any benchmark assessment(s) and place in the Benchmark Folder.
- Place summary student data from the benchmark assessment in the Benchmark folder.
- Contact Matt Wilsey (mwilsey@nd.edu) for collection of the Benchmark folder.

Artifact Sticky Note Template

Date _____ Daily folder # _____

Assessment name _____

Assessment type: Formative _____ Summative _____ Benchmark _____

Assessment purpose:

Was the assessment graded? Yes _____ No _____

Was feedback provided to students? Verbal _____ Written _____ None _____

How did your class do on this assessment? Indicate the percent in each category:

Low/ Below basic _____%	Average/ Basic _____%	Proficient/ Above average _____%
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Overall, what does class performance tell you about students' learning?

Based on this data, will you make any changes to your instruction:

a) This year: Yes _____ No _____

If yes, how?

If yes, why?

b) Next year teaching this unit: Yes _____ No _____

If yes, how?

If yes, why?

Student Sample Sticky Note Template

Date _____ Daily folder # _____

Assessment name _____

This sample is representative of:
'High' student achievement _____ OR 'Low' student achievement _____

What does this work tell you about this student's understanding of the material?