

Using Imagine Learning Guidebooks Assessments to Inform Instruction

Handout



Session Agenda

Component	Time	Description
Opening	15 min	Welcome everyone and set the goals for the day.
Why & How of Assessment	30 min	Norm on the purpose of assessment and review the Guidebooks approach to assessment.
Planning for Assessment: Culminating Task	20 min	Participants will analyze the summative assessment for the unit to create a list of skills and content knowledge required for success.
Brain Break	15 min	Take a well-deserved break.
Planning for Assessment: Section Diagnostic & Quiz	70 min	Participants will analyze the section diagnostic assessment and its connection to the culminating task/unit assessments. Participants will also analyze the first section quiz.
Planning for Assessment: Daily Formative	40 min	Participants will explore each lesson to identify the formative assessment. They will create meaningful success criteria to evaluate student responses and provide feedback.
LUNCH	45-60 min	Break for lunch.
Data Dashboard	45-60 min	Participants will be introduced to the Data Dashboard and the accompanying Item Analysis. They will use best practices to aggregate the data to make instructional decisions.
Grade Level Planning	45-60 min	Participants will work in their grade level teams to continue analyzing summative and formative assessments within their Guidebook Unit to plan.
Closing	15 min	Reflect on the Day's learning and share feedback.

Session Goals

- Understand how lesson learning goals inform instructional decisions.
- Determine success criteria and plan to provide meaningful feedback to move students toward mastery.
- Deepen understanding of the assessment structure within Guidebooks.
- Work with grade level teams to identify opportunities for formative assessments and norm on scoring/expectations.



The Why & How of Assessment

Unpack the Culminating Task

- Read the writing prompt & scoring rubric
- Record the skills and content knowledge students will need below

Unpack the Section Diagnostics

Section Diagnostic #	List Skills & Knowledge **CT Connection	Lessons to reinforce skills

Section Quiz Item Analysis

Section _____ Quiz Taken after Lesson # _____

MC - Multiple Choice MS - Multiple Select TE - Technology Enhanced
 EBSR - Evidence Based Selected Response (A/B) PCR - Prose Constructed Response

Item No.	Item Type (see above)	Item Description	Lesson(s) where Skills & Knowledge are Taught
1			
2			
3			
4			
5			

Daily Formative Assessment

Directions: Find the assessment in each lesson. Describe the assessment in Column 1 and identify the skill/knowledge in Column 2.

Unit: Section:	Describe the activities in the lesson's formative assessment.	What knowledge/skills are being assessed?
Lesson 1		
Success Criteria		
Lesson 2		
Success Criteria		
Lesson 3		
Success Criteria		
Lesson 4		
Success Criteria		

Data Dashboard Analysis

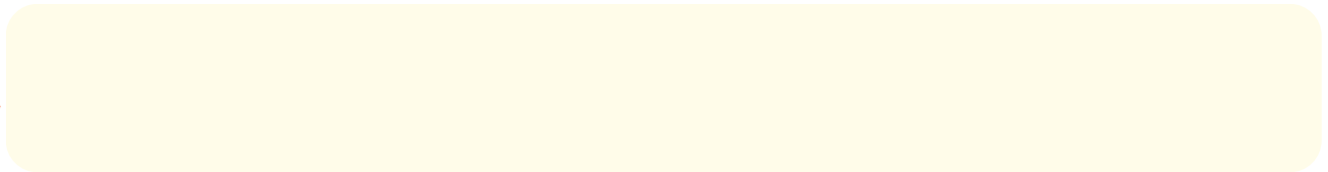
- What stands out to you?
- What standards/skills need extra attention?
- How can you incorporate them into daily lessons?

Notes:

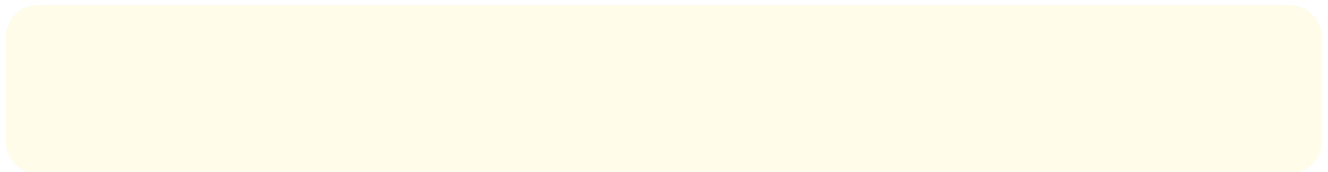
Action Plan:

How to Plan for Success

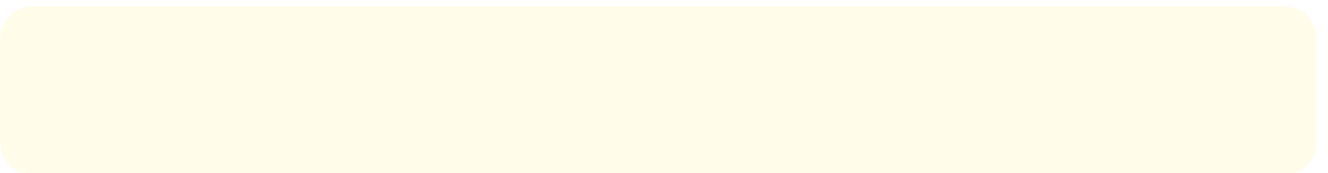
Determine



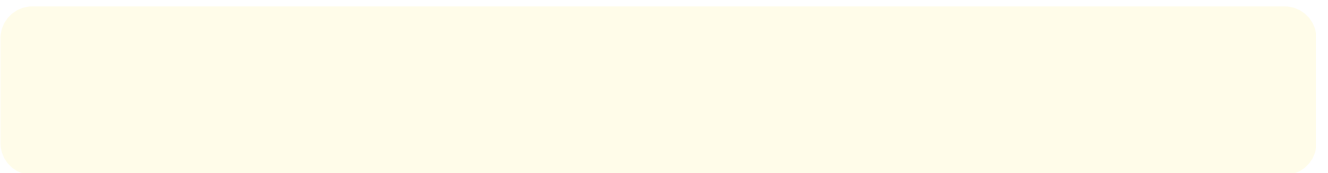
Communicate



Utilize



Review



Biggest Takeaway from Today's Session: