

## Five Tools and Processes for Translating the NGSS into Instruction and Classroom Assessment

### Tool 5: Using Evidence of Learning Specifications to Develop a Performance Task and Rubric

#### Introduction

The purpose of Tool 5 is to develop a performance task with a student checklist and a scoring rubric for the teacher. Using the evidence of learning specifications (EoLS) from Tool 2, teachers begin to develop a summative assessment that completes the “evaluate” activity of their instructional sequence. They develop a three-dimensional assessment that incorporates crosscutting concepts that students learned in the sequence, the disciplinary core ideas, as well as the science and engineering practices. This three-dimensional performance task helps teachers formally evaluate what students have learned as a result of NGSS-aligned instruction.

- Goals and Outcomes:**
- Apply a common understanding of high quality classroom assessment to the development of a performance task
  - Deepen understanding of how performance tasks align to Evidence of Learning Specifications based on Performance Expectations
  - Use Evidence of Learning Specifications developed in NGSS Tool 2 to create a performance task and rubrics as a summative assessment of an instructional sequence

**Prerequisite:** Participants should have experience using Tools 1 and 2 and have an understanding of anchor phenomena.

**Total Time** 255 minutes not including breaks (4 hours and 15 minutes or a half-day workshop)

#### **Part 1 Introduction** (Slides 1-6) [15 minutes]

**Purpose:** Provide an opportunity for participants to connect with one another, review their prior work with Tools 1-4, and connect to the content of the day.

**Summary:** Participants review the work completed in previous sessions, consider the goals of the session, and how the goals will be accomplished

#### **Part 2 Deconstructing a Performance Task** (Slides 7-15) [100 minutes or 1 hour and 40 minutes]

**Purpose:** Deepen understanding of how performance tasks align to Evidence of Learning Specifications based on Performance Expectations.

**Summary:** Participants complete a performance assessment and align each prompt with the example EoLS from Tool 2. They review Ms. Rivera’s Tool 5 template.

#### **Part 3 Developing a Performance Task** (Slides 16-21) [140 minutes or 2 hours and 20 minutes]

**Purpose:** Use Evidence of Learning Specifications developed in Tool 2 to create a performance task with a rubric and student checklist as a summative assessment of an instructional sequence.

**Summary:** Participants review the steps in the Guide for Developing a Performance Task. They are given time to create a three dimensional performance task, rubric, and student checklist aligned with their EoLS from Tool 2 using the Tool 5 template.

**Total Time = 255 minutes not including breaks (4 hours and 15 minutes)**

- Materials:**
- Chart paper
  - Markers
  - Highlighters (orange, green, and blue), one set per participant
  - Evidence of Learning Specifications developed in Tool 2
  - Completed Tool 4 Instructional Sequence

### Handouts

HO 1	Performance Task for Instructional Sequence 1
HO 2	Student Checklist
HO 3	Scoring Rubric
HO 4	Aligning the Evidence of Learning Specifications to the Performance Task
HO 5	Tool 5 Template Example – 3D Assessment
HO 6	Guide for Developing a Performance Task & Rubric

### Resources (Optional for this session)

#### Text Resources

R 1	<i>A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas</i> (2012) by National Research Council
R 2	<i>Next Generation Science Standards For States, By States Volume 1: The Standards</i> (2013) by NGSS Lead States
R 3	<i>Next Generation Science Standards For States, By States Volume 2: The Appendices</i> (2013) by NGSS Lead States

### Slides

Slide 1	Five Tools and Processes for NGSS
Slide 2	Five Tools and Processes Graphic
Slide 3	Goals
Slide 4	Developing Assessments for the NGSS
Slide 5	Developing Assessments for the NGSS quote (optional)
Slide 6	The Gift
Slide 7	Classroom Assessment Design
Slide 8	Tool 2 and Tool 5
Slide 9	Thinking Through a Performance Task
Slide 10	Performance Task for Instructional Sequence 1
Slide 11	Performance Task and Student Checklist
Slide 12	Scoring Rubric
Slide 13	Checking Alignment

Slide 14	Making Decisions
Slide 15	Tool 5 Example
Slide 16	Guide for Developing a Performance Task & Rubric
Slide 17	Developing A Performance Task
Slide 18	Quality Assessments
Slide 19	Your Turn
Slide 20	Reflection
Slide 21	Five Tools and Processes Graphic


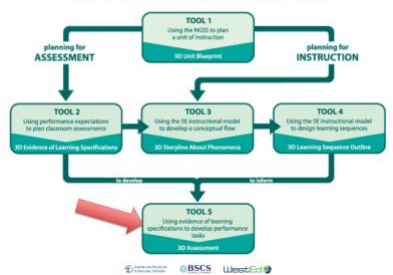


**Advance  
Preparation:**



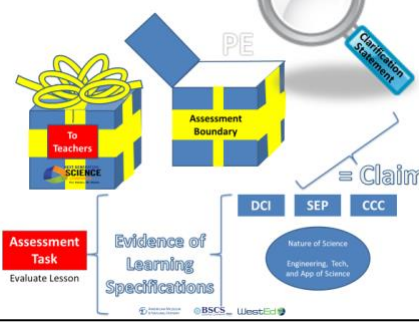
- Communicate with participants prior to the session. Suggest that they bring a computer, so they can access their Tool 1 Unit Blueprint, Tool 2 EoLS, Tool 3 Storyline and Conceptual Flow, and Tool 4 Instructional Sequences. They should also bring teacher resources from existing science instructional materials such as test items, formative assessments, and sample questions from instructional materials.
- Make sure each team has their Tool 2 EoLS and their Tool 4 instructional sequences.
- Prepare handouts 1-6.
- Gather instructional resources from Tool 4.
- Transfer electronic Tool 5 Template to participants.

**Part 1 Introduction (15 minutes)**

**PD leader note:** Begin the session with a transition to Tool 5.

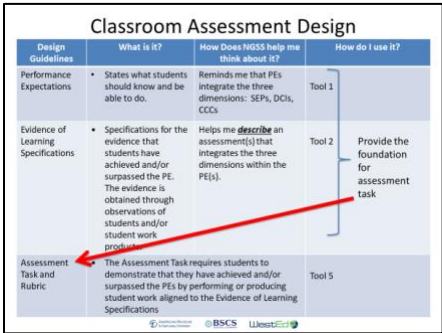
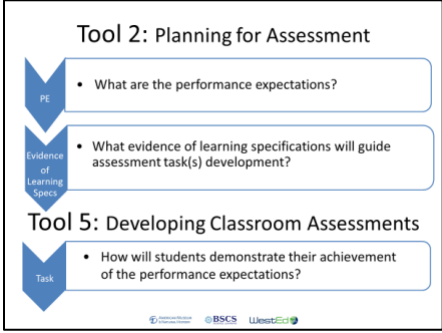
Possible Narrative: *At this point, you have developed a blueprint of the unit of instruction and know the performance expectations and elements of the dimensions you expect students to learn. You have developed evidence of learning specifications that show how the dimensions are. In Tool 5, you will learn the process for developing performance tasks based on the three dimensions and phenomena.*






Slide and Time	Facilitation Notes
<div data-bbox="207 520 636 846" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;"><b>Five Tools and Processes for Translating the NGSS into Instruction and Classroom Assessment</b></p> <p style="text-align: center;">Tool 5: Using Evidence of Learning Specifications to Develop a Performance Task and Rubric</p> <p style="text-align: center;">  </p> </div> <p>Slide 1 (0 minutes)</p>	<p><b>Display Slide 1 Five Tools and Processes...</b></p> <p>a. Welcome participants to the session.</p>
<div data-bbox="207 930 636 1255" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">Five Tools and Processes For Translating the NGSS Into Instruction and Classroom Assessment</p>  <p style="text-align: center;">  </p> </div> <p>Slide 2 (2 minutes)</p>	<p><b>Display Slide 2 Five Tools and Processes Graphic</b></p> <p>a. Briefly review the five tools represented in this graphic.</p> <p><u>Possible narrative:</u> <i>Tool 1 helps plan a unit of instruction and develops a unit blueprint which is used in Tools 2-5. Tool 2 supports planning for assessment. The products of Tool 2 are three dimensional Evidence of Learning Specifications based on the Performance Expectations for an instructional sequence. Tool 3 introduces an instructional model to develop conceptual coherence across an instructional sequence. Tool 4 supports analysis of instructional activities to plan a sequence of instruction based on the NGSS.</i></p> <p>b. Mark that the focus of this session will be on Tool 5. The product of Tool 5 is a performance task and rubric that aligns with their Tool 4 instructional sequence.</p>
<div data-bbox="207 1507 636 1833" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;"><b>Goals</b></p> <ul style="list-style-type: none"> <li>• Apply a common understanding of high quality classroom assessment to the development of a performance task</li> <li>• Deepen understanding of how performance tasks align to Evidence of Learning Specifications based on Performance Expectations.</li> <li>• Use Evidence of Learning Specifications developed in Tool 2 to create a performance task with rubrics as a summative assessment of an instructional sequence</li> </ul> <p style="text-align: center;">  </p> </div> <p>Slide 3 (2 minutes)</p>	<p><b>Display Slide 3 Goals</b></p> <p>a. Review the goals and outcomes of the session.</p>




Slide and Time	Facilitation Notes
<div data-bbox="207 260 636 583"> <p>Developing Assessments for the Next Generation Science Standards</p> <p>What does three-dimensional assessment mean to you?</p>  </div> <p>Slide 4 (6 minutes)</p>	<p><b>Display Slide 4 Developing Assessments for the NGSS</b></p> <ol style="list-style-type: none"> <li>Invite participants to think individually about the prompt.</li> <li>Have participants share their response with an elbow partner and invite several pairs to share their ideas with the whole group.</li> </ol>
<div data-bbox="207 667 636 991"> <p>Developing Assessments for the Next Generation Science Standards</p> <p>"Assessment tasks have to be designed to provide evidence of students' ability to use practices, to apply their understanding of the crosscutting concepts, and draw on their understanding of specific disciplinary ideas, all in the context of addressing specific problems."</p> <p>— Pellegrino, Wilson, Koenig, Beatty, Editors, <i>Developing Assessments for the Next Generation Science Standards</i> National Academies Press (2014)</p>  </div> <p>Slide 5 <i>Optional</i> (0 minute)</p>	<p><b>Display Slide 5 Developing Assessments for the NGSS</b></p> <ol style="list-style-type: none"> <li>Invite participants to read the quote on the slide, thinking about the implications for assessing student understanding in the era of NGSS.</li> <li>Invite several participants to share their ideas with the whole group.</li> </ol>
<div data-bbox="207 1075 636 1398">  <p>Slide 6 (2 min)</p> </div>	<p><b>Display Slide 6 The Gift</b></p> <p><b>PD Leader Note:</b> This slide is animated.</p> <ol style="list-style-type: none"> <li>Explain that the NGSS comes as a gift to increase student understanding and enjoyment of science.</li> <li>Advance the slide to reveal the Performance Expectation (PE). Share that the PE is a statement of what students should know and be able to do at the end of instruction. The clarification statements further detail the PE by providing examples. The assessment boundary defines the scope of the assessment.</li> <li>Advance the slide to reveal the Claim. The PE is the equivalent of making a claim about what students should know and be able to do.</li> <li>Advance the slide. Mark that the PE is based on three dimensional learning: Disciplinary Core Ideas (DCIs), Science and Engineering Practices (SEPs), and Crosscutting Concepts (CCCs).</li> <li>Advance the slide. Note that the SEPs and CCCs are further enhanced with connections to the Nature of Science and Engineering, Technology, and Application of Science.</li> </ol>

Slide and Time	Facilitation Notes
	<p>f. Advance the slide to reveal the Evidence of Learning Specifications. Explain that, in order to assess if students have met the intent of the PE, one must first think about the types of evidence students must display to show that they have attained proficiency of the PE. This evidence is documented in Evidence of Learning Specifications (EoLS). Tool 2 provides a process for determining the EoLS for an instructional sequence from the Tool 1 Blueprint.</p> <p>g. Advance the slide to reveal the Assessment Task. Share that once one has planned for the assessment using Tool 2, one can design instruction with Tools 3 and 4, and finally design a specific assessment task that matched the instruction with Tool 5.</p>

**Part 2 Deconstructing an Assessment Task (100 minutes)**

Slide and Time	Facilitation Notes
 <p>The table 'Classroom Assessment Design' has four columns: Design Guideline, What is it?, How Does NGSS help me think about it?, and How do I use it?. It lists three rows: Performance Expectations (linked to Tool 1), Evidence of Learning Specifications (linked to Tool 2), and Assessment Task and Rubric (linked to Tool 5). A red arrow points from the 'Evidence of Learning Specifications' row to the 'Assessment Task and Rubric' row.</p> <p>Slide 7 (3 minutes)</p>	<p><b>Display Slide 7 Classroom Assessment Design</b></p> <ol style="list-style-type: none"> <li>Briefly explain that in Tool 5 the claim or performance expectations and evidence of learning specifications are used as a foundation to develop an assessment task.</li> <li>Share that a well-designed assessment task provides an opportunity for students to demonstrate that they have achieved or surpassed the performance expectation through a performance or product that is aligned to the evidence of learning specifications.</li> </ol>
 <p>The slide shows two tool planning questions. Tool 2: 'What evidence of learning specifications will guide assessment task(s) development?' and Tool 5: 'How will students demonstrate their achievement of the performance expectations?'</p> <p>Slide 8 (5 minutes)</p>	<p><b>Display Slide 8 Tool 2: Planning for Assessment</b></p> <ol style="list-style-type: none"> <li>Remind participants that they have completed the foundational work of planning for assessment in Tool 2.</li> </ol>

Slide and Time	Facilitation Notes
<div data-bbox="207 260 646 590" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;"><b>Thinking Through a Performance Task</b></p> <ol style="list-style-type: none"> <li>1. Read a performance task</li> <li>2. Respond to the prompts</li> <li>3. Compare your responses to the Scoring Rubric</li> <li>4. Check alignment with Evidence of Learning Specifications and PEs</li> </ol>  </div> <p>Slide 9 (2 minutes)</p>	<p><b>Display Slide 9 Thinking Through a Performance Task</b></p> <ol style="list-style-type: none"> <li>a. Share that we will examine Ms. Rivera’s performance assessment for Instructional Sequence 1.</li> <li>b. Briefly review the process with participants.</li> </ol>
<div data-bbox="207 665 646 995" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;"><b>Performance Task for Instructional Sequence 1</b></p> <p>1. Graybirds and whitebirds live on North Island. Both types of birds eat the berries of the berry bush. The seeds of the berry bush grow best after the berries are eaten by birds and dropped elsewhere around the island.</p> <p>Whitebirds are also found on nearby South Island. The white birds on South Island eat berries and the nuts of the nut tree.</p> <p>Rats are found on both islands. Berries and bird eggs are favorite foods of the rats.</p>   </div> <p>Slide 10 (5 minutes)</p>	<p><b>Display Slide 10 Performance Task for Instructional Sequence 1</b></p> <ol style="list-style-type: none"> <li>a. Distribute <b>HO1: Performance Task for Instructional Sequence 1</b> and <b>HO2: Student Checklist</b>.</li> <li>b. Invite participants to review the organization of the performance task and student checklist.</li> </ol>
<div data-bbox="207 1075 646 1404" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;"><b>Performance Task and Student Checklist</b></p> <ul style="list-style-type: none"> <li>• Read Performance Task and review the Student Checklist</li> <li>• With a partner write an ideal student response for each prompt</li> </ul>  </div> <p>Slide 11 (30 minutes)</p>	<p><b>Display Slide 11 Performance Task and Student Checklist</b></p> <ol style="list-style-type: none"> <li>a. Invite participants to work with a partner to complete the performance task.</li> <li>b. If time permits, have participants share their responses with another partner group. Note that the ideal student responses will become the highest-level student response on the scoring rubric.</li> </ol>
<div data-bbox="207 1484 646 1814" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;"><b>Scoring Rubric</b></p> <ul style="list-style-type: none"> <li>• Compare your responses to the Scoring Rubric</li> <li>• To what extent do your responses align with the Scoring Rubric?</li> <li>• What was alike? What was different?</li> <li>• Consider the ways each response combines SEPs, DCIs, and CCCs.</li> </ul>  </div> <p>Slide 12 (10 min)</p>	<p><b>Display Slide 12 Scoring Rubric</b></p> <ol style="list-style-type: none"> <li>a. Distribute <b>HO3: Scoring Rubric</b>. Invite partner groups to compare their responses to the scoring rubric and discuss the questions on the slide.</li> </ol>


Slide and Time	Facilitation Notes
<div data-bbox="207 260 644 590" style="border: 1px solid black; padding: 10px;"> <h3 style="text-align: center;">Checking Alignment</h3> <ul style="list-style-type: none"> <li>• Read the PE and the Evidence of Learning Specifications (EoLS)</li> <li>• Read each Performance Task prompt.</li> <li>• On your performance task handout, record the number of each Evidence of Learning Specification near the corresponding section.</li> <li>• Use the appropriate color to highlight the prompt to show how it makes student thinking about each dimension visible. <ul style="list-style-type: none"> <li>– Orange = DCI</li> <li>– Blue = SEP</li> <li>– Green = CCC</li> </ul> </li> </ul>  </div> <p data-bbox="207 611 350 632">Slide 13 (30 min)</p>	<p data-bbox="678 260 1127 291"><b>Display Slide 13 Checking Alignment</b></p> <ol style="list-style-type: none"> <li data-bbox="678 312 1438 590">Distribute <b>HO4: Aligning the Evidence of Learning Specifications to the Performance Task</b>. Orient participants to the handout, marking page 1 included the two Performance Expectations and the Evidence of Learning Specifications that were developed with Tool 2. Page 2 includes the assessment prompts in the left column and, in the right column, a place to record the Evidence of Learning Specification (EoLS) that corresponds to the prompt.</li> <li data-bbox="678 611 1409 785">Review the prompts on the slide with participants and invite participants to work in pairs to record the EoLS and highlight the prompts with the appropriate color. If time permits, pairs can compare their thinking with another partner group.</li> </ol>
<div data-bbox="207 825 644 1152" style="border: 1px solid black; padding: 10px;"> <h3 style="text-align: center;">Making Decisions</h3> <ul style="list-style-type: none"> <li>• How might you modify this task to better support students' learning?</li> </ul>  </div> <p data-bbox="207 1173 350 1194">Slide 14 (5 min)</p>	<p data-bbox="678 825 1094 856"><b>Display Slide 14 Making Decisions</b></p> <ol style="list-style-type: none"> <li data-bbox="678 877 1360 940">Invite small groups to discuss the prompt. Ask several groups to share a summary of their conversation.</li> </ol>
<div data-bbox="207 1234 644 1562" style="border: 1px solid black; padding: 10px;"> <h3 style="text-align: center;">Tool 5 Example</h3> <p data-bbox="232 1276 386 1287"><b>Tool 5 Template Example – 3D Assessment</b></p> <p data-bbox="232 1289 618 1308"><b>Problem:</b> Examine the data about average student scores and reflect on their conceptual understanding and use of the science and engineering practices. The data also includes both an article and performance task that require those practices to produce student progress toward achieving the performance expectations.</p> <p data-bbox="232 1310 310 1320"><b>Evidence of Learning Specifications</b></p> <ol style="list-style-type: none"> <li>1. Connect an organism to its environment.</li> <li>2. Describe patterns of interactions between living and non-living parts of ecosystems.</li> <li>3. Explain patterns of interactions between organisms, populations, and ecosystems.</li> <li>4. Describe patterns of interactions between living and non-living parts of ecosystems.</li> <li>5. Explain how human activities affect the environment.</li> <li>6. Explain how human activities affect the environment.</li> </ol> <p data-bbox="232 1367 293 1377"><b>Alignment with EoLS</b></p> <p data-bbox="232 1379 293 1390"><b>Performance Task to address EoLS</b></p> <p data-bbox="232 1392 293 1402"><b>Task Description</b></p> <p data-bbox="232 1404 618 1535">Graciosa and Whiteheads live on North Island. Both types of birds eat the berries of the berry bush. The seeds of the berry bush grow best after the berries are eaten by birds and dropped elsewhere around the island. Whiteheads and also found on nearby South Island. The white birds on South Island eat berries and the seeds of the berry bush. Eggs are found on both islands. Berries and bird eggs are found on both islands.</p> <p data-bbox="232 1537 618 1556"><b>Task Question</b></p> <p data-bbox="232 1558 618 1577">Explain the patterns of interactions between organisms on North and South Islands. Identify a relationship on each island, that includes competition, predatory-prey, and mutualism. Write a paragraph describing the relationship.</p>  </div> <p data-bbox="207 1583 350 1604">Slide 15 (10 min)</p>	<p data-bbox="678 1234 1068 1266"><b>Display Slide 15 Tool 5 Example</b></p> <ol style="list-style-type: none"> <li data-bbox="678 1287 1414 1423">Distribute <b>HO5: Tool 5 Example</b>. Invite participants to examine the Tool 5 Example. Note that the Evidence of Learning Specifications are at the top of the page, and the prompts for each task can be found in the middle column.</li> <li data-bbox="678 1444 1438 1581">Mark that the first column shows the alignment of each prompt with the Evidence of Learning Specifications, noting that this information can be compared to the alignment they just completed.</li> <li data-bbox="678 1602 1422 1707">Share that the ideal student responses can be found in the third column. These ideal student responses will guide the highest level of the scoring rubric.</li> </ol>



**Part 3. Tool 4 Example**

**Developing an Assessment Task**

**(140 minutes)**

Slide and Time	Facilitation Notes
<div data-bbox="207 310 646 642" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;"><b>Guide for Developing a Performance Task &amp; Rubric</b></p> <p>Step 1: Review your EoLS</p> <p>Step 2: Explore resources, use Evaluate Analysis Guide</p> <p>Step 3: Construct performance task questions and prompts aligned with EoLS</p> <p>Step 4: Develop Scoring Rubric (high, low, and medium levels as needed)</p> <p>Step 5: Develop Student Checklist</p> <p style="text-align: center;"><small>© Connecticut State Department of Education   BSCS   WestEd</small></p> </div> <p data-bbox="203 659 389 688">Slide 16 (15 minutes)</p>	<p data-bbox="675 310 1404 380"><b>Display Slide 16 Guide to Developing a Performance Task &amp; Rubric</b></p> <ol style="list-style-type: none"> <li data-bbox="675 401 1437 541">a. Distribute <b>HO6: Guide to Developing a Performance Task &amp; Rubric</b>. Invite participants to read the guide individually and then discuss in their table groups the steps and resources needed to develop a performance task.</li> <li data-bbox="675 562 1422 661">b. Ask participants to paraphrase the steps to check for understanding and clarify any questions participants might have about the process.</li> </ol>
<div data-bbox="207 720 646 1052" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;"><b>Developing a Performance Task</b></p> <ul style="list-style-type: none"> <li data-bbox="235 804 600 873">• How does this process compare to what you have traditionally done in developing assessments?</li> </ul> <p style="text-align: center;"><small>© Connecticut State Department of Education   BSCS   WestEd</small></p> </div> <p data-bbox="203 1068 378 1098">Slide 14 (5 minutes)</p>	<p data-bbox="675 720 1265 753"><b>Display Slide 17 Developing a Performance Task</b></p> <ol style="list-style-type: none"> <li data-bbox="675 774 1422 844">a. Invite participants to respond to the prompt individually in their journals.</li> </ol>
<div data-bbox="207 1129 646 1461" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;"><b>Quality Assessments</b></p>  <p style="text-align: center;"><small>© Connecticut State Department of Education   BSCS   WestEd</small></p> </div> <p data-bbox="203 1478 378 1507">Slide 15 (5 minutes)</p>	<p data-bbox="675 1129 1219 1163"><b>Display Slide 18 Ms. Rivera’s Tool 4 Example</b></p> <ol style="list-style-type: none"> <li data-bbox="675 1184 1411 1253">a. Remind participants that we discussed the three facets of quality assessments in Tool 2.</li> <li data-bbox="675 1274 1419 1444">b. Mark that once the performance assessment developed in Tool 5 is used with students, the data collected will inform how well students have met the Evidence of Learning Specifications and inform revisions of the assessment task and rubric.</li> <li data-bbox="675 1465 1414 1564">c. Note that this development and revisions cycle will be repeated for the rest of the instructional sequences in the unit.</li> </ol>

Slide and Time	Facilitation Notes
<div data-bbox="207 260 646 590" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;"><b>Your Turn</b></p> <ul style="list-style-type: none"> <li>Use the Guide to Developing a Performance Task and Rubric to complete Tool 5 and design a performance task, scoring rubric, and student checklist for the Evaluate in your learning sequence from Tool 4.</li> </ul> <p style="text-align: center;"><small>© BSCS   WestEd</small></p> </div> <p>Slide 19 (90 minutes)</p>	<p><b>Display Slide 19 Your Turn</b></p> <ol style="list-style-type: none"> <li>Remind participants that the performance assessment we will develop today would be used at the end of an instructional sequence and should be based on a different phenomenon than the one that anchored the instructional sequence.</li> <li>Note that participants can use the digital Tool 5 template to develop and align the assessment tasks with Evidence of Learning Specifications developed in Tool 2. Encourage participants to use any resources they brought with them to help in the development of the performance assessment.</li> <li>Provide 90 minutes for small groups to begin to develop a performance task, student checklist, and scoring rubric. Circulate among the groups to provide support as needed.</li> </ol>
<div data-bbox="207 842 646 1171" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;"><b>Reflection</b></p> <ul style="list-style-type: none"> <li>How has your thinking about developing performance tasks for classroom assessment in the era of NGSS changed?</li> </ul> <p style="text-align: center;"><small>© BSCS   WestEd</small></p> </div> <p>Slide 20 (10 minutes)</p>	<p><b>Display Slide 20 Reflection</b></p> <ol style="list-style-type: none"> <li>Invite participants to respond to the prompt individually.</li> <li>Ask several participants to share their thinking with the whole group.</li> </ol>
<div data-bbox="207 1251 646 1581" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;"><b>Five Tools and Processes For Translating the NGSS Into Instruction and Classroom Assessment</b></p> <p style="text-align: center;"><small>© BSCS   WestEd</small></p> </div> <p>Slide 21 (15 minutes)</p>	<p><b>Display Slide 21 Using Analysis Guides</b></p> <ol style="list-style-type: none"> <li>Use the Five Tools graphic to briefly highlight the purposes of Tools 1-4. Remind participants that the purpose of Tool 5 is to increase understanding of a process for developing high quality assessments aligned to three dimensional teaching and learning.</li> <li>Invite participants to consider their next steps and how they will continue their work with the Five Tools.</li> <li>Thank participants for their work in this session.</li> </ol>