Assessment of Learning

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Organizational structure

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Empowering School          Preservice, Induction, and    Evaluation, Assessment, and
   Component                    Certification              Educational Research
                                  Component                     Component

    Science                                                   Evaluation

     Math                                                     Assessment

Communities of Learners                                 Educational Research

                                                       Process-based Evaluation
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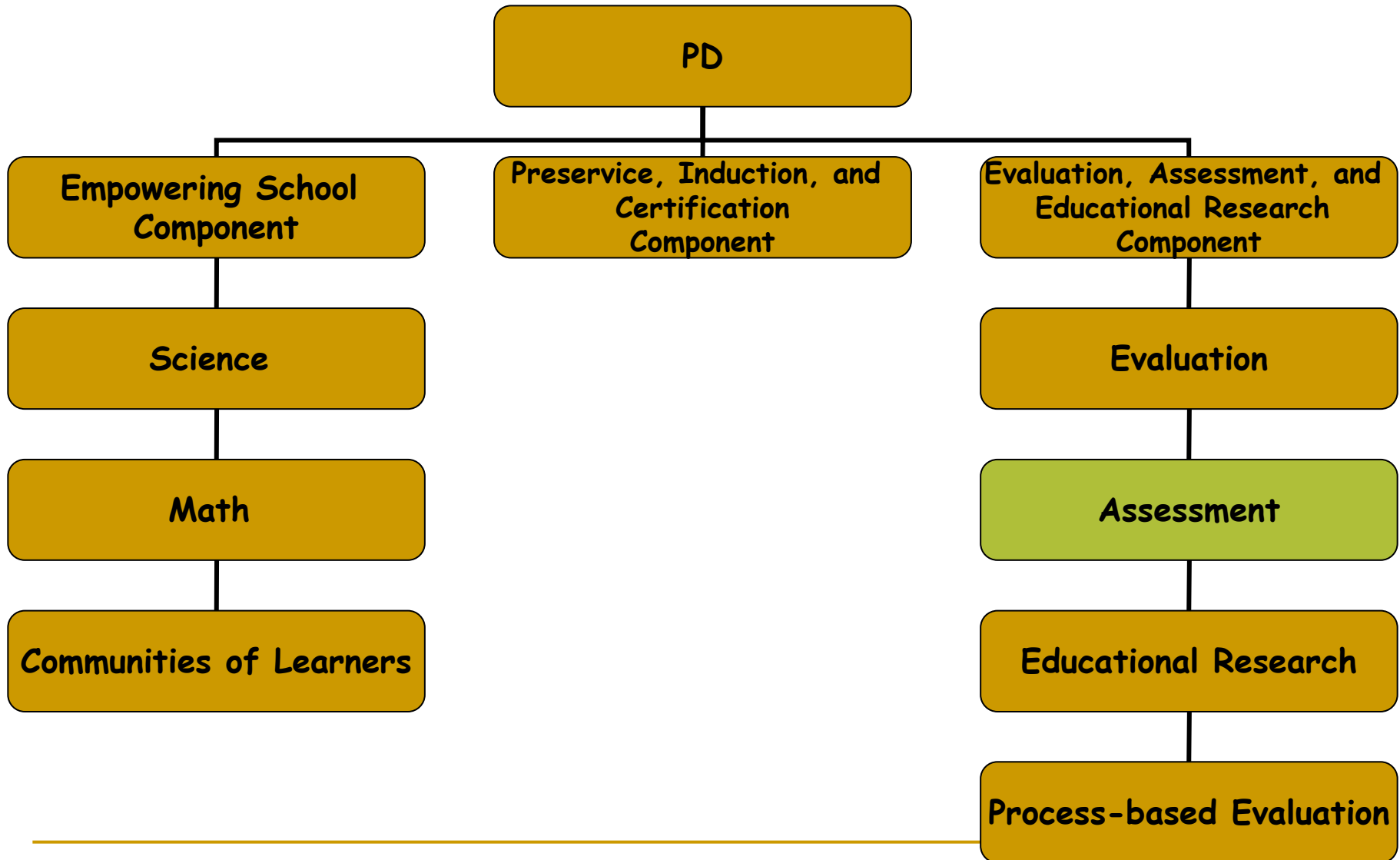
Main Goal of the PRMSP's Assessment Component

All schools in PRSMP will have adopted student learning assessment methods that are effective in evidencing the impact of PRMSP's curricula innovations.

The PRMSP Assessment of Learning Model was developed to promote a culture of assessment of understanding.

What is the PRMSP Assessment of Learning model?

A process to collect and use data, mainly at the classroom level, to improve students' deep learning.

The Assessment of Learning Model promotes:

- Integration of assessment across the teaching-learning process.
- Usage of different assessment modes to help students demonstrate their learning in ways that work best for them.
- Reflection from both students and teachers
    - For students to become responsible of their own learning
    - For teachers to improve their teaching and assessment practices

The Assessment of Learning Model promotes:

- Feedback:
  - teacher to students
  - students to teacher
  - student to student

The Assessment of Learning Model promotes:

- ## Self-assessment
  - For students to discover their strengths and areas to be developed, and to move beyond into new learning experiences.
  - For teachers to use the students' self-assessment data to improve teaching.

What the Component has done:

- Developed a professional development program to ensure that the assessment zone liaisons fully understand the PRMSP assessment model.

- Developed a written guide on usage of different assessment modes to assess different characteristics of deep learning.

What the Component has done:

- Served as consultant on assessment of learning for all Summer workshops trainers.

- Surveyed the professional development of classroom teachers and professors' needs on classroom assessment during this Summer workshop sessions to generate an effective professional development plan in collaboration, primarily, with Component I (School, Curriculum and Professional Development).

Work Plan for 2004-05

- Continue the training of the assessment zone liaisons on usage of assessment modes to prepare them to support resource teachers in their zones.

- Collaborate with Component I, providing yearlong workshops and support to resource teachers and trainers (professors) in adopting classroom assessment modes and the usage of data to improve learning.

Work Plan for 2004-05

- Develop different electronic workshops and support communication sessions to use as alternative resources to advance the PRMSP Professional Development Plan to meet the professional needs in assessment identified through surveys.

Assessment subcomponent: Work Plan for 2004-05

- Collaborate with Component II (Future Teachers, Induction and Certification) and the Program Evaluation in the development of the Future-teacher teaching portfolios to collect data on the impact of curriculum innovations in teacher preparation programs on future teachers learning.

Assessment subcomponent: Work Plan 2004-05

- Start creating and collecting assessment rubrics for the manual: Rubrics to assess different characteristics of deep learning that we hope to publish next year.

- Collaborate with the Educational Research sub-component to support research groups in the usage of assessment modes to assess students' learning.

Possible situations the Assessment of Learning subcomponent could face during this coming year and ways to address them.

Situation #1

Different interpretations of the assessment process including modes and usage of data among people, especially at the school level, could delay the achievement of developing the PRMSP Assessment of understanding culture.

Strategies to address Situation #1

- Model the process of assessment of learning and the usage of results to improve deep learning in workshops and support sessions designed for trainers and classroom teachers of all PRMSP institutions.

- Coordinate efforts with the Department of Education to model and disseminate the PRMSP Assessment Model through workshops, handouts and other dissemination means.

Strategies to address Situation #1

- Follow-up to workshops and support sessions by collecting and analyzing samples of the assessment activities teachers use in their classrooms and giving them feedback for them to improve their assessment tools for deep learning.

Situation #2

The development of learning communities at school level take time, and this infrastructure is essential to foster PRMSP Assessment of Learning Culture at classroom level.

Strategy to address Situation #2

In each institution, the Assessment liaison will work with the Communities of Learning liaison to foster classroom level communities of learning through the PRMSP Assessment of Learning Model.

Situation #3

The time the institutional liaisons need to support the resource teachers in their educational zones.

Strategy to address Situation #3

Assessment liaisons of each educational zone will establish electronic communication with resource teachers to support them.

Situation #4

Limited time the resource teachers and classroom teachers have to become involved in long-term professional development.

Strategies to address Situation #4

- The assessment component liaisons will be available to assist and support teachers in assessment of learning in the yearlong professional development sessions and by electronic communication.

- If necessary, in collaboration with the Puerto Rico Department of Education, special follow-up assistance to teachers will be given at the classroom level.

Situation #5

Find effective ways to help classroom teachers become aware of the importance of collecting data from assessment of students' learning to evidence students' outcomes.

Strategy to address Situation #5

Special emphasis will be given to this aspect throughout the professional development workshops and electronic communication.