Co-Assessing

Competency

The educator will explore the use of co-assessment to meet various instructional objectives.

Key Method

The educator will create and reflect on co-assessment design and strategies.

Method Component

Co-Instructing

Co-instructing is often called co-teaching. It refers to two teachers working together to achieve student learning growth. Co-teachers share responsibility for the preparation, organization, delivery, assessment, and reflection, as well as share physical space.

An essential aspect of co-teaching is ensuring equitable access to content while accommodating language proficiencies, cultural diversity, and educational backgrounds.

An intentional pairing of teachers is essential to ensure cultural diversity and increased growth for both teachers while fostering shared learning. When teachers are paired effectively, positive collective efficacy is built (Hattie, 2017; Wong-Fillmore, 2015), and this framework is approved, recommended, or sometimes mandated for instruction in many school districts across the nation.

Co-Assessment:

The educator understands the purpose of assessment in a classroom and that different types of evaluation are used at various times and for a variety of purposes. The educator understands the purpose of co-assessment and values the results of collaboration with a peer so assessments are equitable and engagement is possible for all learners. Educators who demonstrate competency in co-assessment will be better able to use assessments to guide student learning and create an inclusive classroom that values student diversity and affirms student growth and progress.

Co-Teachers:

- Are jointly involved in all aspects of the assessment cycle
    - Determine what data to collect and why
    - Co-create modifications to assessments based on student needs (language, IEPs, etc.)
- Collect formal and informal data on learning
- Share data collected with co-teacher valuing data from both roles as equally important (i.e., language, skills, strategy-use, etc.)
- Design authentic opportunities for all students to display their knowledge aligned with learning goals equitably
- Measure student engagement to ensure that all students have equitable access to instruction
- Determine instructional decisions based on a variety of student data (language, IEP, skills, strategies, reading levels, diagnostic information, anecdotal, etc.) to advance student learning
- Co-assess their performance through reflection on progress and process
- Offer each other feedback on teaching styles, content, and activities from their perspective on building capacity as co-teachers

Reflection:

Assessments can perpetuate the equity gap for learners when modifications and/or adaptations are not purposefully included to target and support individual student needs. The classroom content specialist, the special education differentiation specialist, the EL language specialist, and many other experts are valued members of inclusive classrooms.

To continually expand the types of experts in these classrooms, co-teachers must engage in reflective practice. Reflective practice is the ability to think of one's actions as a continual learner. In co-teaching, each teacher reflects individually and then together (verbally and perhaps in writing).

Supporting Rationale and Research

Conderman, G. and Hedin, L. (2012). Purposeful Assessment Practices for Co-Teachers.
Teaching Exceptional Children, (44), 18-27.
https://journals.sagepub.com/doi/10.1177/004005991204400402

Fitzell, S.G., (2018). *Co-Teaching Foundation: Building Blocks to Successful Co-Co-Teachers*. Manchester, NH: Cogent Catalyst Publications.
https://wvde.us/wp-content/uploads/2021/09/22006-2021-CoTeaching-Foundations-Manual-v3.pdf

Honigsfeld, A. and Dove, M. (2010). *Collaboration and Co-Teaching: Strategies for English Learners*. Thousand Oaks, CA: Corwin Press.
https://docs.steinhardt.nyu.edu/pdfs/metrocenter/xr1/CoTeaching/Collaboration__Co-Teaching_-_Chapter_Summaries_1-8_12_2015.pdf

Honigsfeld, A. and Dove, M. (2019). *Collaborating for English Learners: A Foundational Guide to Integrated Practices*. Thousand Oaks, CA: Corwin Press.
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Honigsfeld, A., and Dove, M. (Ed.), (2020). *Co-Teaching for English Learners: Evidence-based Practices and Research-Informed Outcomes*. Charlotte, NC: Information Age Publishing. https://eric.ed.gov/?id=ED611212

Honigsfeld, A. and Dove, M. (2021). *Co-planning: Five essential practices to integrate curriculum and instruction for English Learners, 1st Edition*. Thousand Oaks, CA: Corwin Press. https://us.corwin.com/en-us/nam/co-planning/book267839

Moss, C. & Brookhart, S. (2019). *Advancing Formative Assessment in Every Classroom: A Guide for Instructional Leaders*. Association for Supervision and Curriculum Development (ASCD). https://eric.ed.gov/?id=ED594941

William & Mary Training and Technical Assistance Center (2015): Co-Planning for Student Success Consideration Packet. Retrieved January 13, 2023.
https://education.wm.edu/centers/ttac/documents/packets/coplanning.pd

Resources

Types of Assessments

3 Different Types of Assessment in Education | Houghton Mifflin Harcourt (hmhco.com)

7 Smart, Fast Ways to Do Formative Assessment | Edutopia

56 different examples of formative assessment. – Curated by David Wees

10 Ideas for Building a Formative Assessment Toolkit - TeacherVision

Formative vs. Summative Assessments: What's the Difference? – Applied Educational Systems (AES)

The Assessment Cycle / Accreditation & Assessment / About / Westminster College

Co-Assessing

Co-Assessment: The What, Why & How (Part 1) – Ready • Set • Coteach

Cooperative Construction - Language Magazine

What is the Difference Between Formative vs. Summative Assessment in the Classroom? | Houghton Mifflin Harcourt

Dipsticks: Efficient Ways to Check for Understanding | Edutopia

The Five Pillars of Equitably Grading ELLs | Colorín Colorado (colorincolorado.org)

A Five-Step Protocol for Co-Assessment of Student Learning

MultiBrief: Inclusion Corner: The importance of co-assessing (multibriefs.com)

Lets Talk About Co Assessment RSC Vlog

Co-Teaching and Reflection

Co-Assessment Reflection Sheet

Co-Teaching Reflection Tool

How Simple Reflection Activities Can Bolster Your Co-Teaching | Edutopia.

Up Your Co-Teaching by Adding Co-Reflecting

How Simple Reflection Activities Can Bolster Your Co-Teaching | Edutopia

Reflective Practice Toolkit - LibGuides at University of Cambridge Subject Libraries

What It Takes to Make Co-Teaching Work – Education Week

Submission Guidelines & Evaluation Criteria

To earn this micro-credential, you must receive a passing score in Parts 1 and 3and be proficient in all components in Part 2.

Part 1. Overview Questions (Provides Context)

300-400 words.
Please do not include any information that will make you identifiable to your reviewers.

Complete the Co-Assessment Reflection Sheet based on your current co-assessment practices. This is not submitted but used for your own reflection and growth as you complete this MC.

Please answer the following questions:

1. Describe your co-teaching situation:
    - What is your role?
    - What is your co-teacher's role?
    - How long have you been co-teaching together?
    - What is the content and/or grade level area?
    - What is your expertise?
    - Do you have any past experiences with co-teaching?
    - Describe your classroom demographics and instructional goals.

2. How do you currently monitor student growth and progress?
    - What types of assessments do you use?
    - What data do you use for your students?
    - How do you use this data?
    - What diagnostic assessments are used?

Passing: The educator provides relevant information about their co-teaching context and current co-assessment practices, including how assessment data are used to monitor student learning and inform instruction. The educator identifies a clear area for learning or growth related to co-assessment. Responses are organized, specific, and easy to understand.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential, please submit the following artifacts as evidence of your learning. See the Rubric for the passing score.

*Please do not include any information that will make you or your students identifiable to your reviewers.

Artifact 1: Formative Assessment
Co-plan a lesson and identify 1-2 different formative assessments to assess student understanding and attainment of learning objectives.

Describe the formative assessments you will use or submit the example as a digital file. Please explain the reason for your selection.

After the lesson, reflect on the results of those assessments.

- Were they successful?
- What is your evidence?
- What valuable information did you glean?
- Describe any adjustments you made during the lesson and why.
- How did the assessment and adjustments inform your instructional decisions for future lessons?
- Which co-teaching strategy (model) would best meet the needs of your students for tomorrow's lesson based on your data? Explain why.

Artifact 2: Co-Assessment Strategies
This artifact will help you to be purposeful about identifying student needs to guide changes, supports, or modifications you might add to better support student learning.

Choose an upcoming unit of study or lesson that you will focus on. Consider the types of assessments and instructional strategies you will be using.

While co-planning the unit or lesson, identify a co-assessment strategy to gather information. Some examples include: one monitor, one assess —one teach, one assess—divide and evaluate.

Determine your purpose. What will your roles be? What are you looking for? How will you document your findings? How will you use your findings?

After a lesson, reflect on the results of the assessment. Was the co-assessment strategy you chose successful? What is the evidence you observed and/or collected? What inferences did you glean, and how will you use the information? What are your next steps? Did your observational data differ from your co-teacher's? In what ways?

Artifact 3: Summative Assessment
Create or choose an existing summative assessment for a unit of study. Work collaboratively to identify the unit of study's standards and objectives, and how they should be assessed. Clearly define what you are assessing.

Using annotations or track changes, revise the assessment and/or alternate assessments that better meet the individual learning goals of your students. Then determine your co-teaching roles for the assessment.

Submit the original assessment, the modified assessment, and your reflection on the following questions:

- What happened during the assessment?
- Reflect on your challenges, successes, and collaboration process. Think about your students. Were you able to see more success with the adaptations and/or modifications you made?
- Looking ahead, what will you do to support their success?
- How does this change your assessment process?
- Were all students able to demonstrate their understanding of the changes you made to the assessment?

Artifact 4: Reflect on your co-assessment practices

Reflect on the formative assessment(s) you used in Artifact 1 and your role in the co-teaching partnership. Based on what you learned from implementing the assessment(s), revise or adapt an assessment to better support student learning, engagement, and opportunities to demonstrate knowledge.

Submit the revised assessment with annotations or an explanation that identifies the changes you made and the purpose for those changes.

In your reflection, explain:

- your role and your co-teacher's role in the co-assessment process;
- what you learned from the student evidence collected through the formative assessment(s);
- the adaptations or modifications you made and why; and
- how the revised assessment supports student learning, engagement, and opportunities to demonstrate knowledge.

Part 2. Rubric

	Proficient	**Basic**	**Developing**
Artifact 1: Formative Assessment	The educator plans with co-teacher to identify 1-2 formative assessments to ascertain student understanding and attainment of objectives. Selection justification is shared. The assessment is described in detail, or the digital file is uploaded. The educator reflects on the co-assessment and includes answers to six questions. Grammar, spelling, and sentence structure enhance clear communication.	The educator plans with co-teacher to identify 1-2 formative assessments to ascertain student understanding and attainment of objectives. Selection justification is shared. The assessment is described in detail, or the digital file is uploaded. The educator reflects on the co-assessment and includes answers to five questions. Grammar, spelling, and sentence structure enhance clear communication.	The educator plans with co-teacher to identify 1-2 formative assessments to ascertain student understanding and attainment of objectives. Selection justification is not shared, the assessment is not described in detail, and the digital file is uploaded. The educator reflects on the co-assessment and includes answers to at least four questions. Grammar, spelling, and sentence structure enhance clear communication.

Artifact 2: Co-Assessment Strategies	The educator and co-teacher select a co-assessment strategy that will best provide information on student learning. The educator explains the selection with justification, their role, and what they are observing based on their role. The educator applies the strategy during classroom assessment and documents the results of the strategy. Documentation includes anecdotal evidence of student observations. The educator describes next steps to positively impact student learning, providing necessary scaffolds, reteaching content, etc.	The educator and co-teacher select a co-assessment strategy that will best provide information on student learning. The educator explains the selection with justification, their role, and what they are observing based on their role. The educator applies the strategy during classroom assessment and documents the results of the strategy. Documentation does not include anecdotal evidence of student observations. The educator does not describe next steps to positively impact student learning, providing necessary scaffolds, reteaching content, etc.	The educator and co-teacher select a co-assessment strategy that will best provide information on student learning, but the educator does not justify the decision, record results of the strategy, or provide evidence.

	Grammar, spelling, and sentence structure enhance clear communication.	Grammar, spelling, and sentence structure enhance clear communication.	
Artifact 3: Summative Assessment	The educator selects and clearly defines a summative assessment. There is clear evidence the educator has examined the assessment and created modifications and adaptations, or an alternate assessment to best support students. The revisions reflect how the adaptations to the assessment will best meet the learner's goals. The educator records documentation that includes anecdotal evidence of student observations, scores, percentage of students who passed, failed, met the	The educator selects and clearly defines a summative assessment. Evidence is unclear that the educator has examined the assessment and created modifications and adaptations, or an alternate assessment, to best support students. OR The revisions somewhat reflect how the adaptations to the assessment will best meet the learner's goals. The educator records documentation that includes anecdotal evidence of student	The educator selects and clearly defines a summative assessment. There is no evidence the educator has examined the assessment, created modifications and adaptations, or an alternate assessment to best support students. OR The revisions somewhat reflect how the adaptations to the assessment will best meet the learner's goals. OR The educator records no documentation that

	standard, etc., from their role. The educator describes next steps to positively impact student learning, providing necessary scaffolds, reteaching content, and a reflection on the value of using modified assessments. The educator submits the original assessment as well as the revised/modified assessment(s) with notes that clarify and explain the rationale for changes made. Grammar, spelling, and sentence structure enhance clear communication.	observations, scores, percentages of students who passed, failed, met the standard, etc., from their role. The educator does not describe next steps to positively impact student learning, provide necessary scaffolding, reteach content, or reflect on the value of using modified assessments. Grammar, spelling, and sentence structure allow clear communication.	includes anecdotal evidence of student observations, scores, percentage of students who passed, failed, met the standard, etc. from their role. OR The educator does not describe next steps to positively impact student learning, including providing necessary scaffolding, reteaching content, and reflecting on the value of using modified assessments. Grammar, spelling, and sentence structure inhibit clear communication.
Artifact 4: Reflect on your co-assessment practices	The educator reflects on their role and their co-teacher's role in the co-assessment process and uses evidence from the formative assessment(s) to	The educator reflects on the co-assessment process and describes adaptations or modifications to the assessment, but the connection among student	The educator provides limited evidence of reflection on the co-assessment process or does not clearly connect assessment evidence to

	explain adaptations or modifications made to support student learning, engagement, and opportunities to demonstrate knowledge. The educator submits a revised assessment with annotations or an explanation that clearly identifies the changes made and the purpose for those changes.	evidence, the changes made, and support for student learning is unclear or incomplete. A revised assessment is submitted, but annotations or explanations provide limited rationale for the changes.	adaptations or modifications. The revised assessment is missing, or the submission does not sufficiently explain how changes support student learning.

Part 3: Reflection

(250-500 words)

For tips on writing a good reflection, review the following resource:
How Do I Write a Good Personal Reflection?

Please do not include any information that will make you identifiable to your reviewers.

Answer all of these questions:

1. How has your understanding and practice of co-assessment changed as a result of this micro-credential?
2. What did you learn about how co-assessment can support student learning, access, and opportunities to demonstrate understanding?
3. What did you learn about working collaboratively with your co-teacher, including shared responsibility, decision-making, and the use of assessment evidence?
4. Moving forward, what specific changes or next steps will you make in your co-assessment practice?

Passing: The educator's reflection explains how their understanding and practice of co-assessment have developed and uses specific examples from their experience to support their reflection. The educator addresses the impact of co-assessment on student learning and the co-teaching partnership and identifies specific, actionable next steps for future practice. Writing is organized and easy to understand.