



Co-Assessing

Competency

The educator will explore the use of co-assessing 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 important 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 important 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 is an approved, recommended or sometimes mandated framework for instruction in many school districts across the nation.



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Co-Assessment:

The educator understands the purpose of assessment in a classroom and that different types of assessment are used at various times and for a variety of purposes. The educator understands the purpose of co-assessing and values the results of collaboration with a peer so that assessments are equitable, and engagement is possible for all learners. Educators who show competency in co-assessing will be able to better 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 of 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 equitably display their knowledge aligned with learning goals
- 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 use reflective practice. Reflective practice is the ability to think of one's



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actions to be 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 Assessments 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-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.

<https://eric.ed.gov/?id=ED593454>

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.pdf>



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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](#)

[Steps in the Assessment Process –University of Georgia](#)

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[Co-Assessment: The What, Why & How \(Part 1\) – Ready · Set · Coteach](#)

[Cooperative Construction - Language Magazine](#)

[Classroom Assessments That Inform Instruction.pdf \(fnbaldeo.com\)](#)

[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 \(multibriefs.com\)](#)

Co-Teaching and Reflection

[Co-Assessment Reflection Sheet](#)



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[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 3 and 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?



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- What diagnostic assessments are used?

Passing: Response provides reasonable and accurate information that justifies the reason for choosing this micro-credential to address the specific needs of both the teacher and the student. A learning goal that describes what the educator hopes to gain from earning this micro-credential needs to be clearly stated.

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, 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 you want to use to gather information. Some examples include: one monitor, one assess- one teach, one assess-divide and assess.



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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? In what ways?

Artifact 3: Summative Assessment

Create or choose an existing summative assessment for a unit of study. Work collaboratively to identify the standards/objectives of the unit of study and how they should be assessed. Be sure and 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 what your co-teaching roles will be during the assessment.

Submit the original assessment as well as a modified assessment. Next, reflect 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 based on 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 with the changes you made to the assessment?

Artifact 4: Reflect on your co-assessment practices

Reflect on the formative assessment(s) you chose, in Artifact 1, providing examples of the formative assessments. It is suggested to use a diagram or graphic organizer to illustrate your reflection.

Record the purpose for the adaptation or modification to the formative assessment tool. Then, provide student anecdotal information on how the assessment will impact learning and/or allow them to engage and demonstrate their learning in a stronger fashion.



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Part 2. Rubric

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



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	<p>best provide information on student learning.</p> <p>The educator explains the selection with justification, their role, and what they are observing based on their role.</p> <p>The educator applies the strategy during classroom assessment and documents the results of the strategy.</p> <p>Documentation includes anecdotal evidence of student observations.</p> <p>The educator describes next steps to positively impact student learning, providing necessary scaffolds, reteaching content, etc.</p> <p>Grammar, spelling, and sentence structure enhance</p>	<p>information on student learning.</p> <p>The educator explains the selection with justification, their role, and what they are observing based on their role.</p> <p>The educator applies the strategy during classroom assessment and documents the results of the strategy.</p> <p>Documentation does not include anecdotal evidence of student observations.</p> <p>The educator does not describe next steps to positively impact student learning, providing necessary scaffolds, reteaching content, etc.</p> <p>Grammar, spelling, and sentence structure enhance</p>	<p>information on student learning, but the educator does not justify the decision, record results of the strategy, or provide evidence.</p>
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	clear communication.	clear communication.	
Artifact 3: Summative Assessment	<p>The educator selects and clearly defines a summative assessment.</p> <p>There is clear evidence the educator has examined the assessment, and created modifications and adaptations, or an alternate assessment to best support students.</p> <p>The revisions reflect how the adaptations to the lesson plan will best meet the learner’s goals.</p> <p>The educator records documentation that includes anecdotal evidence of student observations, scores, percentage of students who passed, failed, met</p>	<p>The educator selects and clearly defines a summative assessment.</p> <p>There is unclear evidence the educator has examined the assessment, and created modifications and adaptations, or an alternate assessment to best support students.</p> <p>OR</p> <p>The revisions somewhat reflect how the adaptations to the lesson plan will best meet the learner’s goals.</p> <p>The educator records some documentation that includes anecdotal evidence of student observations,</p>	<p>The educator selects and clearly defines a summative assessment.</p> <p>There is no evidence the educator has examined the assessment, created modifications and adaptations, or an alternate assessment to best support students.</p> <p>OR</p> <p>The revisions somewhat reflect how the adaptations to the lesson plan will best meet the learner’s goals.</p> <p>OR</p> <p>The educator records no documentation that includes anecdotal evidence of</p>



	<p>the standard, etc. from their role.</p> <p>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.</p> <p>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.</p> <p>Grammar, spelling, and sentence structure enhance clear communication.</p>	<p>scores, percentage of students who passed, failed, met the standard, etc. from their role.</p> <p>The educator does not describe next steps to positively impact student learning, providing necessary scaffolds, reteaching content, and a reflection on the value of using modified assessments.</p> <p>Grammar, spelling, and sentence structure allow clear communication.</p>	<p>student observations, scores, percentage of students who passed, failed, met the standard, etc. from their role.</p> <p>OR</p> <p>The educator does not describe next steps to positively impact student learning, providing necessary scaffolds, reteaching content, and a reflection on the value of using modified assessments.</p> <p>Grammar, spelling, and sentence structure inhibit clear communication.</p>
<p>Artifact 4: Reflect on your co-assessment practices</p>	<p>The educator provides a reflection that shares their role in the co-teaching</p>	<p>The educator provides a reflection that shares their role in the co-teaching</p>	<p>The educator provides a reflection that shares their role in the co-teaching</p>



	<p>partnership and adaptations or modifications to their assessment.</p> <p>The educator has provided examples and descriptions of how the modified and/or adapted assessment tools will impact student learning.</p> <p>An updated assessment is submitted with annotations, or an explanation of changes made.</p>	<p>partnership and adaptations or modifications to their assessment.</p> <p>The educator has provided examples and descriptions of how the modified and/or adapted assessment tools will impact student learning.</p> <p>An updated assessment is submitted but annotations or an explanation of changes made is not included.</p>	<p>partnership and adaptations or modifications to their assessment.</p> <p>The educator has provided examples and descriptions of how the modified and/or adapted assessment tools will impact student learning.</p> <p>An updated assessment is not submitted.</p>
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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. Complete a co-assessment checklist reflecting on your co-teaching practices.
Like this: [Co-Assessing Reflection Checklist](#)
What are your areas of strength? What are your areas of growth?
2. How has your thinking about co-assessment changed or been enhanced through this process?
3. How will your new learning about co-assessment practices impact your students?
4. How has your practice around assessment enhanced your relationship with your co-teacher when it comes to parity, trust, and joint responsibility in the assessment cycle?



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Passing: Reflection provides evidence that this activity has had a positive impact on both educator practice and student success. Cites specific examples from personal or work-related experiences to support claims. Also includes specific actionable steps that demonstrate how new learning will be integrated into future practices.



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