



## **CBA Curriculum Embedded Assessments Development Exercise Instructions**

### **Purpose of Embedded Student Assessments**

All CBA curriculum activities contain embedded student assessments. These assessments serve the following purposes:

- Provide a mechanism to determine student outcomes (progress, proficiency and achievement) in relation to the results (competency statements) students are expected to achieve through participation in the activity.
- Generate data that can help determine the impact of delivering the activity on student learning, individually and collectively.
- Provide valuable information for students and their parents/guardians related to the status of student learning in relation to what they are expected to have learned.
- Provide a basis for deciding what types of additional support/interventions are needed to reinforce students' strengths and address areas in need of improvement.

Embedded assessments are required determine student progress and improve learner outcomes. They help to determine the extent of initial learning and reveal areas that need to be addressed if students are to fully achieve what is expected of them. This exercise is designed to help you ask relevant questions regarding assessing student progress in each CBA school counseling curriculum activity.

### **Essential Characteristics of Embedded Student Assessments**

Before discussing how to develop embedded student assessments, it is important to understand the essential characteristics of this type of assessment and the role it plays in guiding student learning. The following characteristics are noted:

- As mentioned above, every CBA curriculum activity contains embedded assessments. This does not mean that the assessments have to be used every time the activity is delivered, but that is important to show that the activity is capable of being assessed and generating data that can help improve student learning processes and learner outcomes. This is especially important in demonstrating that the school counseling program is rigorous, data-rich and capable of generating the types of data that can help improve student learning.
- CBA student assessments relate specifically to the results (competency statements) students are expected to achieve. In other words, they are used to determine the extent to which students have acquired the knowledge and developed the skills required for the successful completion of tasks students are asked to complete.

- Competency statements begin with an action verb. Embedded assessments, in part, help determine whether students have fulfilled the intent of that verb. For example, if students are asked to “describe” something, the assessment needs to be capable of showing that a student’s description meets the criteria for a well-constructed and accurate description. Or, if a student is asked to “demonstrate” something, then the assessment must require students to do something that show others they have learned what is expected of them and can successfully apply it.
- Two critical action verbs we expect all students to achieve are “articulate” for themselves what they have learned, and “communicate” to others that they are knowledgeable and skilled in relation to what they have learned.
- The embedded assessments are primarily performance-based. They require students, in addition to “knowing” about what they have learned, to “do” something with what they know by applying it in authentic contexts that demonstrate their proficiency and skill. In addition to applying their knowledge and demonstrating their skill in contexts with which they are familiar, students are also expected to successfully transfer their knowledge and skill to other contexts with which they are not familiar.
- Students are expected to exhibit the attitudes, behaviors and habits of mind that lead to success. These are important factors related to students’ metacognitive, social-emotional and executive function development.
- Competency statements must be observable and measurable (data can be gathered that indicates the extent to which the expected result is being achieved). To ensure that we can gather meaningful data, assessments must be able to answer critical questions:
  - + What exactly are we asking students to know and do?
  - + How will we know when a student has successfully achieved each result?
  - + How will we know how to designate partial completion so as to provide additional support and interventions?
- An assessment statement, in and of itself, is not sufficient to generate meaningful data. A set of assessment criteria (e.g., criteria checklist, rubric) needs to be developed that provides us with specific things to look for in a student’s performance that will allow us to determine progress, proficiency and achievement.
  - + For example, you ask students to describe in writing about an experience with bullying in school. When you review what they have written, how do you know if they have described their experience in the way you expected? Many seem to have trouble articulating criteria.
  - + Here are two simple tips to overcome this. First, find a set of criteria that others are using that generate the type of data for which you are looking. Internet search engines are great for this. Second, simply take a look at what goes on in your mind when you are reviewing student work. For instance, when you are reviewing what your students have written, you will have perceptions in your mind that say, “yes, this is what I expected,” or “no, this is not what I expected,” or “this is part of what I expected and here is what I think is

missing so I can tell the student how to improve.” These perceptions constitute your assessment criteria.

- When completing the CBA documentation template, it is not enough to simply say you are going to use a criteria checklist or a rubric. You also need to include the actual criteria as part of your documentation.
- The data generated by your student assessments needs to be provided as feedback to students (and their parents/guardians” when appropriate) in a timely fashion so that student learning plans can be adjusted.
- The data, in many instances, also needs to be compiled, analyzed and reported to those in the school community who need it to make informed educational decisions.

**Table Header Rows**

The template is divided into three tables. The intent is to document results of a dialog among your school counselors and other interested individuals regarding the how to best assess students as part of the CBA curriculum delivery process. The header rows are provided below.

**Header Row 1**

**Essential Questions Related to CBA Student Assessments**

#	Question	Ideas
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**Header Row 3**

**Reflect on Student Assessments Related to CBA Student Results**

CBA Student Results	How You Will Know They are Being Achieved
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**Header Row 3**

**Reflect on Student Assessments Related to CBA Student Results**

Sub-Constructs	What We Expect Students to Know and Do
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Each table asks you to decide what you would do assess student progress, proficiency and achievement in relation to critical aspects of the CBA student assessment system. Your documented responses can help guide your development of individual student assessments embedded in your CBA school counseling curriculum activities.

## Step-by-Step Instructions for Completing the Template

Step	Action Steps	Description
1	Assemble work group	<ul style="list-style-type: none"> <li>– Assemble a work group consisting of school counselors and other interested individuals.</li> </ul>
2	Review Relevant Materials	<ul style="list-style-type: none"> <li>– Review the sections of our Book, CBA Toolkit and Website that deal with student assessment.</li> <li>– Review the documented CBA curriculum activities on the <i>CBA Website</i> for examples of how to construct and embed curriculum-based student assessments.</li> </ul>
3	Complete the Template	<ul style="list-style-type: none"> <li>– As a group, dialog about how best to respond to the template items,</li> <li>– Select someone to act as scribe to document/enter your responses into the template.</li> <li>– The rows in the tables are set up to expand as you type.</li> </ul>
4	Use your results	<ul style="list-style-type: none"> <li>– Apply your results to developing and documenting your CBA curriculum activities.</li> </ul>

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## Essential Questions Related to CBA Student Assessments

#	Question	Ideas
1	How do we assess the acquisition of knowledge?	
2	How do we assess the development of skills?	
3	How do we assess the attitudes, behaviors and habits of mind?	

## Reflect on Student Assessments Related to CBA Student Results

CBA Student Results	How You Will Know They are Being Achieved
Students are highly-motivated	–
Self-direct learners	–
Who are knowledgeable about themselves	–
Engaged in meaningful relationships	–
And developing as contributing members to society	–
And the well-being of our world	–

## Reflect on Student Assessments Related to CBA Sub-Constructs

### Motivation

Sub-Constructs	What We Expect Students to Know and Do
Achievement Motivation	
Intrinsic and Extrinsic Motivation	
Self-Determination	
Possible Selves	
Self-Efficacy	

### Self-Direction

Sub-Constructs	What We Expect Students to Know and Do
Self-Directed Learning	
Self-Regulated Learning	
Self-Regulation of Emotions	
Executive Functions	
Goal Setting/Action Planning	

### Self-Knowledge

Sub-Constructs	What We Expect Students to Know and Do
Metacognitive Awareness	
Metacognitive Skills	
Attribution Styles	
Causal Attribution	
Learned Optimism	

### Relationships

Sub-Constructs	What We Expect Students to Know and Do
Social Skills	
Help Seeking	
Critical Consciousness	
Social Justice	