



# 10 Tips for Coassessing Efficiently

## OVERVIEW

Coassessing includes **analyzing student data** to inform future planning and instruction OR **reflecting on the implementation of a lesson** and how it could be improved (including identifying next steps for instruction).

Regardless of the purpose of collaboratively reflecting through coassessing, having a clear structure to a coassessing session will create efficiency. Below are additional suggestions on how to efficiently engage in reflective coassessing conversations.

## COASSESSING: ANALYZING STUDENT DATA

### 1. Carefully Design Assessments

Investing time in applying backward design and creating an assessment that aligns clearly with the targeted learning outcomes and standards can decrease analysis time

### 2. Create Grading Criteria/Rubric

Depending on the type of assessment, a clear grading criteria/rubric may be appropriate and can expedite the analysis process

- By using a rubric, coteachers can determine the percentage of students who received a certain score for each rubric criterion, quickly leading to the identification of patterns in student understanding and misunderstanding

### 3. Analyze Assessment Data Question-by-Question

Coteachers could approach the analysis of student assessment by quiz/test question. By engaging in an analysis question-by-question, coteachers can identify understanding and misunderstanding for whole class, subgroups, and individual students. In addition, deep analysis by question can lead to targeted subsequent coplanning and coconstructing actions, leading to increased student learning.

### 4. Use Technology to Streamline the Analysis Process

To save time calculating student scores, technology platforms and add-ons can eliminate or reduce data input. For example, Google Forms can export class assessment results into spreadsheet format with the ability to quickly make tables and graphs. Coteachers can select add-ons for Google Forms and Spreadsheets for deeper data analysis.

### 5. Start Small with Next Steps for Instruction

Start small when determining next steps for instruction based on analysis of student learning discussed during a coassessing session. For example, next steps for instruction might be to address whole-class needs rather than attempting a differentiated lesson. In a future coassessing session, the goal might be to utilize the power of two teachers by implementing a differentiated lesson.



## COASSESSING: REFLECTING ON A LESSON

### 1. Environment Matters

Choose a space that works best when coassessing. Perhaps the space is the classroom, a coffee shop, the library, etc. Ensure that the space allows coteachers to be efficient and not get distracted.

### 2. Utilize Prompts to Guide Reflection

Identify a reflection protocol that will allow both coteachers to systematically reflect on a lesson using data to inform their reflection. Reflection prompts might include the following:

- What worked? For whom? How do we know?
- What didn't work? For whom? How do we know?
- What changes could be made to increase student learning?

### 3. Focus on Data, Not Impressions

Data-driven instruction provides coteachers with the opportunity to determine appropriate, high-leverage changes to and next steps for instruction. Although coteachers may gravitate to a discussion of impressions on how the lesson went (e.g., I feel like it went well), reflecting in generalizations will be less likely to result in targeted next steps. Instead, coteachers should strive to justify claims about student learning with observable data.

- Utilizing one teach, one observe with an agreed-upon, concrete observation focus may be a useful coinstructional strategy to support a coassessing session dedicated to lesson reflection

### 4. Utilize Technology to Reflect Virtually

Make use of online platforms to continue collaborative reflection on lesson implementation beyond the classroom. Email, text message, and Google Docs are useful platforms to utilize outside of face-to-face reflections. Some coteachers even carpool to the school site to have informal opportunities to reflect on lesson implementation and next steps for instruction.

### 5. Incorporate Reflection Throughout Coteaching

Reflecting during other components of coteaching allows collaborative reflection to ground all coteaching interactions. For example, a coplanning session can be a space to reflect on previous lessons and inform future planning. When coinstructing, a huddle during a lesson can allow coteachers to make in-the-moment changes to instruction to support student learning.