

NOTE: For more information about assessment in a school museum project, see chapter 4 of *Learning on Display: Student Created Museums that Build Understanding* (kidcurators.com)

SAMPLE SCHOOL MUSEUM PROJECT ASSESSMENT PLAN		
Long Range Learning Target <i>NOTE: Teachers develop supportive short term learning targets for daily lessons.</i>	Possible Assessments OF Learning (Summative) Student Question: What have I learned? These assessment strategies are used to help students and teachers know if learning has occurred.	Possible Assessments FOR Learning (Formative) Student Question: What can I do to learn more? These assessment strategies are used to help students make progress and improve performance. They provide student with a vision of quality performance, feedback about current performance, and strategies for improvement. They provide teachers with information about what students need in order to succeed.
<p><i>I am a content expert. This means:</i></p> <ul style="list-style-type: none"> - I can answer all of the focus questions in our school museum. (Knowledge target) - I can answer my exhibit's focus question and research questions. - <p><i>See project plan to create additional I can statements.</i></p>	<ul style="list-style-type: none"> • Selected / constructed response test on <i>statements of expected student learning</i> for all exhibits. • Extended written response test (pre /post) with all museum focus questions as prompts. • Docent presentation using Quality Exhibit Rubric, content portion (See <i>Learning on Display</i>.) 	<ul style="list-style-type: none"> • Students give short presentation to classmates highlighting key points from research. • Students listen to and summarize key points in peer exhibits. • Students create a five-item selected/constructed response test highlighting key points related to their exhibit focus questions.
<p><i>I am a researcher. This means:</i></p> <ul style="list-style-type: none"> - I can locate information I need to answer my focus and research questions using many resources. - I can take notes and use them to answer my research questions in my own words. (Summarize and analyze) - I can synthesize my research notes to answer the focus question. (Synthesize) <p><i>See all traits on research rubric to create additional I can statements.</i></p>	<ul style="list-style-type: none"> • Research rubric score/s (See <i>Learning on Display</i>.) • Research write-up/s summarizing key findings from notes to answer research questions and focus question • Graphic organizer of research findings • Exhibit Story Line Worksheet (See <i>Learning on Display</i>.) 	<ul style="list-style-type: none"> • Discuss what students already know about good and bad research skills to further their understanding of each quality on the rubric (See <i>Learning on Display</i>). • Show models of strong and weak research notes and use the rubric to assess them. • Model the research process, being sure to show the predictable challenges. • Ask students to assess their research work using the research rubric. • Help students identify their strengths and goals using the 3-minute conference strategy (See

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		<p><i>Learning on Display.)</i></p> <ul style="list-style-type: none"> • Offer students descriptive feedback on work in progress using the traits of the research rubric. • Encourage reflective student writing to address what students have learned and what questions they still have about the topic. • Ask students to summarize their learning and set goals for future learning. “<i>I have learned . . . I need to work on . . .</i>”
<p><i>I am a writer. This means:</i></p> <ul style="list-style-type: none"> - I can write engaging labels for our exhibit that explain our display and answer our focus and research questions. <p><i>See all traits on writing rubric to create additional I can statements.</i></p>	<ul style="list-style-type: none"> • Writing task (label copy panel) assessed with rubric score/s (See <i>Learning on Display</i>.) 	<ul style="list-style-type: none"> • Discuss what students already know about good and bad exhibit text to further their understanding of each quality on the rubric. (See <i>Learning on Display</i>). • Show models of strong and weak label copy and use the rubric to assess them. • Model the process of writing from research notes, being sure to show the predictable challenges. • Ask students to assess their label copy using the rubric. • Help students identify their strengths and goals using the 3-minute conference strategy. • Offer descriptive feedback using traits from the exhibit text rubric. • Model focused revision by showing students how you would revise label copy and letting them revise similar but different material. • Ask students to analyze samples of your work

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		<p>and make suggestions for improvement. Revise your work using their advice and have them review it again.</p> <ul style="list-style-type: none"> • Ask students to revise their own label copy based on their self-assessment.
<p><i>I am a skilled communicator. This means:</i></p> <ul style="list-style-type: none"> - I can interact effectively with museum visitors, explaining exhibit content and actively engaging visitors in learning. 	<ul style="list-style-type: none"> • Docent presentation, using teacher / student-developed oral communication rubric. 	<ul style="list-style-type: none"> • Define a quality docent as one who knows the content and can communicate it. • Brainstorm characteristics for high-quality docents and interpreters. • Create a rubric for interpretation/docenting with your students. • Model the process of interpreting exhibits, being sure to show the predictable challenges. • Ask students to assess their skill as docents using the rubric you developed together. • Offer descriptive feedback to students as they practice docent skills. • Have students assess their personal communication skills as greeters, tour guides, docents / interpreters, presenters, and evaluators.
<p><i>I am a team player. This means:</i></p> <ul style="list-style-type: none"> • I can work effectively on my team. <p><i>See all traits on teamwork rubric to create additional I can statements.</i></p>	<ul style="list-style-type: none"> • Student performance as a team player, using teamwork rubric score/s (See <i>Learning on Display</i>.) 	<ul style="list-style-type: none"> • Discuss what students already know about good and bad teamwork to further their understanding of each quality on the rubric. • Periodically ask students to evaluate their teamwork skills based on their small-group experiences. • During construction describe examples of

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		<p>strong and weak organizational, planning, and teamwork skills and help students brainstorm strategies for improving.</p> <ul style="list-style-type: none"> • Model the process of planning, being sure to show the predictable challenges.
<p><i>I am an exhibit designer. This means:</i></p> <ul style="list-style-type: none"> • I can design engaging, effective, informative displays that answer my focus question and engage visitors. <p><i>See all traits on exhibit design rubric to create additional I can statements.</i></p>	<ul style="list-style-type: none"> • Individual Score: Student's final exhibit component (if student individually created a component of the final exhibit for his/her team) assessed using Quality Exhibit rubric score for exhibit (See <i>Learning on Display</i>.) • Team Score: Team's final exhibit assessed using Quality Exhibit rubric score for exhibit (See <i>Learning on Display</i>.) 	<ul style="list-style-type: none"> • Create an exhibit design rubric with your students based on an examination of traits of effective professional exhibits. (See <i>Learning on Display</i>.) • Show or discuss models of strong and weak exhibits and use the rubric to assess them. • Offer students descriptive feedback using the traits of the exhibit design rubric. • Help students identify their strengths and goals using the 3-minute conference strategy. • Model the revision process by showing students how you would revise an exhibit and letting them revise similar but different material. • Ask students to analyze samples of your work and make suggestions for improvement. Revise your work using their advice and have them review it again. • Ask students to revise their own exhibit based on their self-assessment.